



Course Descriptions 2020-2021

Garfield High School

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Garfield Counseling Team

https://garfieldhs.seattleschools.org/services/school_counseling

GARFIELD HIGH SCHOOL

Course Descriptions

2020-2021

Garfield High School

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

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. All students are enrolled Honors World Literature and Composition 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. 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.

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, *A Raisin in the Sun* by Lorraine Hansberry, and *Romeo and Juliet* by William Shakespeare. These texts will create a common conversation and experience as students move into 10th grade.

**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 texts such as *Chronicle of a Death Foretold* by Gabriel Garcia Marquez, *Fountain and Tomb* by Naguib Mahfouz, *Haroun and the Sea of Stories* by Salman Rushdie, *Purple Hibiscus* by Chimamanda Ngozi Adichie, 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. Possible 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.

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

GRADUATION REQUIREMENT:

3 credits (6 semesters) of Math

INITIAL NINTH GRADE PLACEMENTS:

Entering ninth graders are initially placed in mathematics courses according to the district sequence of courses. Students in 8th grade math will continue to Algebra 1. Students who passed a

higher level math course in middle school will typically advance to the next course in the sequence, unless they choose to retake the previous course due to teacher / family / student input.

POSSIBLE FOUR-YEAR COURSE SEQUENCES:

	<u>SEQUENCE I</u>	<u>SEQUENCE II</u>	<u>SEQUENCE III</u>
Yr 1	Algebra 1A, 1B	Geometry A, B	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
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	AP Calculus BC A, B or AP Statistics A, B

NOTE: Business Math 130 may be taken at any time after Geometry and is available for 11th and 12th grade students.

ALGEBRA 1A, 1B

Credits: 0.5 credit/semester

Grade(s): 9, 10, 11

Length of Course: Two Semesters

Prerequisite: Math 8

Average Weekly Homework:

Graduation Requirement Satisfied: Math

* *NCAA Initial Clearinghouse Approved Course*

Algebra 1A Course Description:

Our curriculum focuses on each student building their own understanding of mathematical ideas, reasoning, and problem solving. Our focus will be more than routine skills and processes; thinking, problem solving, and understanding are at the heart of every lesson. Class time is very important

to us and actively participating in class-experimenting, questioning, and justifying- is the surest way to success.

Content Standards

Below is a brief list of the course standards as outlined by the Seattle Public School District. More detail and information can be found on the district website.

1. Algebraic Properties and Solving Equations
2. Introduction to Functions
3. Linear Functions
4. Exponents and Exponential Functions

Algebra 1B Course Description:

Content Standards

Below is a brief list of the course standards as outlined by the Seattle Public School District. More detail and information can be found on the district website.

5. Quadratic Functions
6. Systems of Equations
7. Inequalities
8. Statistics

GEOMETRY A, B

Credits: 0.5 credit/semester

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

Length of Course: Two Semesters

Prerequisite: Algebra 1 unless taking concurrently with Algebra 1 (Y-Scholars Program)

Average Weekly Homework:

Graduation Requirement Satisfied: Math

** NCAA Initial Clearinghouse Approved Course*

Geometry A Course Description:

Content Standards

Below is a brief list of the course standards as outlined by the Seattle Public School District. More detail and information can be found on the district website.

1. Foundations: geometry vocabulary, notation and angle relationships
2. Constructions: using both physical compass and computer technology

3. Transformations of shapes
4. Triangles, Congruence and Proof
5. Similarity

Geometry B Course Description:

Below is a brief list of the course standards as outlined by the Seattle Public School District. More detail and information can be found on the district website.

6. Trigonometry and Pythagorean Theorem
7. Properties of Quadrilaterals and Coordinate Geometry
8. Probability
9. Properties of Circles
10. Area and Volume

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:

Graduation Requirement Satisfied: Math

** NCAA Initial Clearinghouse Approved Course*

Algebra 2A Course Description: Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students continue to expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Semester 1 topics include Quadratics, Polynomials, Rational Exponents & Radical Functions, and Exponential Functions & Logarithms.

Algebra 2B Course Description:

The second semester topics included Statistics, Rational Functions, and Trigonometry.

In the statistics unit students build on their previous probability and statistics knowledge to interpret categorical and quantitative data, make inferences, and justify conclusions. Rational function unit includes manipulating rational expressions and writing, graphing, and identifying key features of rational functions. The trigonometry unit extends the idea of right triangle trigonometry to the unit circle. Students approach sine and cosine as functions and learn about their graphs to model periodic functions.

PRE-CALCULUS 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:

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*

In the first semester of this course students will focus primarily on strengthening their algebra skills and using algebra to solve problems. During the second semester students will focus primarily on trigonometry and applications of trigonometric functions and rules. Students who successfully complete this course will be prepared to take regular Calculus or regular Statistics the following year. Some students may feel prepared to take AP Statistics, but should talk to their teacher first.

Specific topics of focus include the following:

First semester: Algebra review, exponents, solving equations, polynomial, quadratic and other algebraic functions and their graphs, and transformations of such functions.

Second semester: The primary focus will be trigonometric functions, graphs of sinusoids, and using trigonometry to solve problems.

PRE-CALCULUS HONORS A, B

Credits: 0.5 credit/semester

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

Length of Course: Two Semesters

Prerequisite: Algebra 2 and Teacher Recommendation

Average Weekly Homework:

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

Graduation Requirement Satisfied: Math

* *NCAA Initial Clearinghouse Approved Course*

This course is the honors pre-calculus course. It is fast paced, rigorous, and designed to prepare students for Advanced Placement Calculus. Topics covered include: linear equations and inequalities, quadratic equations, radicals and complex numbers, all types of functions including parametric, logarithmic, exponential, radical, polynomial. linear, and transformations of the graphs of these types of functions. Other topics of focus include: geometry of a circle, the algebra of exponents and logarithms, sequences and series, conic sections, and linear algebra using matrices. During second semester, the primary area of focus will be trigonometric functions, graphs of trig functions, inverses, and the application of trig to solve problems. Students must pass a skills test during the first semester of the course and will take final exams both semesters. A graphing calculator comparable to a TI-84 is required for this course.

PROBABILITY AND STATISTICS A, B

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: Two Semesters

Prerequisite: This course is a non-AP course and is recommended for students who have successfully completed Alg 2, Alg 2H, or **regular** Pre-Calc. Students who have successfully completed **honors** Pre-Cal (or above) should register for AP Stats

Average Weekly Homework:

Graduation Requirement Satisfied: Math

* *NCAA Initial Clearinghouse Approved Course*

Students in this course will be introduced to basic statistics. 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; the Normal distribution and its applications; and basic inference topics. Students will be expected to show mastery in data display and interpretation of the statistics they calculate. Emphasis will be placed on real-world application of the topics. A TI-83+ or TI-84 graphing calculator is required for this course.

CALCULUS A, B

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: Two Semesters

Prerequisite: Teacher Recommendation

Average Weekly Homework:

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:

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:

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:

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.

BUSINESS MATH 130

Credits: 0.5 credit/semester

Grade(s): 11 and 12

Length of Course: Two Semesters

Prerequisite: Algebra 1 and Geometry

Average Weekly Homework:

Graduation Requirement Satisfied: Math

This college in high school course fulfills the 3rd year math graduation requirement as well as being an alternative pathway to graduation for students who opted out of state testing or did not meet the level 3 requirement. **Students may also choose to pay for and earn 5 credits for BUS130 from Edmonds College**

No matter what route students take after high school, there will be aspects of their life that require mathematics. Mathematics for Liberation engages students in mathematical discourse and critical analysis. This course is designed to prepare students to actively engage in mathematical analysis when looking at data & statistics in any field of study, use mathematical discourse as a process for critical thinking, and support the search for liberation through the study of mathematics. Much of the content of the course will be co-created with students based on interest & current events. Example units include:

- The Election Cycle: The mathematics of political campaigns & races
- Tax Justice: Studying & reforming American tax structures to move towards a just tax system that benefits the people
- Housing in America: How mathematics played a critical role in creating houselessness & generational poverty
- Funding Structures: The ways in which mathematics are used to benefit some while oppressing others

One of the goals of this course is to redefine and interrogate the definition of a mathematician from a socially constructed perspective. This course develops the notion that all people have the ability to identify as mathematicians. As such, this course contains a year-long independent study project. Students will self-select a topic of interest (cooking, video games, nursing, airplanes, etc.) and will be asked to research the mathematics of this topic. Each student will be required to have a mentor, other than the instructor, who will support their mathematical studies by signing off on the bi-weekly updates. By the end of semester 1, students will submit a completed project proposal & will present their independent study project as the final project for the year.

SCIENCE GRADUATION REQUIREMENT:

3 credits (6 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 NGSS aligned classes (Physics A / Chemistry A, Biology A / B, and Physics B / Chemistry B), the department offers the following courses: Honors Physics, Oceanography, Astronomy, AP Biology, AP Chemistry, AP Environmental Science, and AP Physics.

BIOLOGY A, B

Credits: 0.5 credit/semester

Grade: 10

Length of Course: Two Semesters

Prerequisite: Chemistry A and Physics A

Average Weekly Homework: 1-2 hours

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

Graduation Requirement Satisfied: Science

* NCAA Initial Clearinghouse Approved Course

In this course, Biology A: Tracing Matter and Energy, students will study the formation of carbon-based molecules, organization of multicellular organisms, homeostasis, mitosis, cellular respiration, aerobic and anaerobic conditions, ecosystems, photosynthesis, impacts of human activity, and energy and mineral resources. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

In this course, Biology B: Tracing Information through Generations, students will study mitosis, transcription and translation, homeostasis, inheritance, genetic variation, population genetics, group behavior and survival, evolution, natural selection, adaptation, Earth's formation, Earth's systems and life on Earth, carrying capacity, biodiversity, impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

AP BIOLOGY 1, 2

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Chemistry B / Physics B

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 B / PHYSICS B

Credits: 0.5 credit/semester

Grade: 11

Length of Course: Two Semesters

Prerequisite: Biology A and B, Geometry II A/B

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

In this course, Chemistry B: Reactions, Energy, and Environmental Chemistry, students will study energy flow in a chemical reaction, factors affecting reaction rate, conditions affecting production of a reaction, mass conservation, second law of thermodynamics, changes to earth's systems, effect of energy flow on climate, properties of water, carbon cycling, climate change, and impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

In this course, Physics B: Mechanics in the Earth Solar System, students will study energy changes and flow, energy associated with motion and relative position, conversion between forms of energy, formation of continental and ocean-floor features, cycling of matter, Newton's Second Law of motion, conservation of momentum, collisions, the relationship between electric currents and magnetic fields, and motion of orbiting objects. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

CHEMISTRY HONORS B / PHYSICS HONORS B

Credits: 0.5 credit/semester

Grade: 11

Length of Course: Two Semesters

Prerequisite: Biology A and B

Average Weekly Homework: 3 hours

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

Graduation Requirement Satisfied: Science

* NCAA Initial Clearinghouse Approved Course
Note: While this class will be offered, students will initially enroll in Chemistry B / Physics B and then have the option to take the course for honors credit in the fall.

In this course, Chemistry B: Reactions, Energy, and Environmental Chemistry, students will study energy flow in a chemical reaction, factors affecting reaction rate, conditions affecting production of a reaction, mass conservation, second law of thermodynamics, changes to earth's systems, effect of energy flow on climate, properties of water, carbon cycling, climate change, and impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

In this course, Physics B: Mechanics in the Earth Solar System, students will study energy changes and flow, energy associated with motion and relative position, conversion between forms of energy, formation of continental and ocean-floor features, cycling of matter, Newton's Second Law of motion, conservation of momentum, collisions, the relationship between electric currents and magnetic fields, and motion of orbiting objects. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

AP CHEMISTRY 1, 2

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Chemistry B / Physics B, Algebra IIB

Average Weekly Homework: 5 hours

Other Requirements: 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 A/B

Average Weekly Homework: 5 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.

ASTRONOMY

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Biology A/B

Average Weekly Homework: 2 hours

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

Graduation Requirement Satisfied: Science

* NCAA Initial Clearinghouse approval pending
Students will encounter objects from across the universe that will ignite tremendous wonderment and excitement for science! Astronomy will explore everything from our world's location in the sky to such unfamiliar and mysterious objects as black holes and exploding stars. No mere fact-finding mission, the course will focus on the process by which we understand what lies beyond Earth. Exposure to the astronomical process will be accomplished through modeling such events as the phases of the moon and the motion of the planets via student observations and other hands-on activities. Students will also learn about the physics and chemistry of space. The course will use geometry and algebra. Students will be taught any math that they need to know before studying that math within an applied astronomical context.

MARINE SCIENCE

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Biology A/B

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. 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 A / CHEMISTRY A

Credits: 0.5 credit/semester

Grade: 9

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: 1 hour

Graduation Requirement Satisfied: Science

* NCAA Initial Clearinghouse Approved Course

In this course, Physics A: Wave Properties and Technology, students will study Newton's Law of Gravitation, Coulomb's Law, speed of waves, electromagnetic radiation and its effects on matter, technological devices, Big Bang theory, digital transmission and storage of information. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

In this course, Chemistry A: Origin of the Elements and Material Science, students will study fission, fusion, and radioactive decay, properties of elements, simple chemical reactions, structure of substances and forces between particles, designing materials, life span of the sun, and the way stars produce elements. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

AP PHYSICS C: MECHANICS

Credits: 0.5 credit/semester

Grade(s): 10-12

Length of Course: Two Semesters

Prerequisite: Calculus

Average Weekly Homework: 5 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.

writing skills required of the College Board for AP courses.

SOCIAL STUDIES

SOCIAL STUDIES GRADUATION REQUIREMENT:

- 9th Grade - World History 1 & 2 - 1.0 credit (2 semesters)
- 10th Grade - World History 3 – 0.5 credit (1 semester)
- 11th Grade - US History 1 and 2 - 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 HONORS 9A & 9B

Course #: HSS1282 & HSS1283

Credits: 0.5 credit/semester

Grade(s): 9

Length of Course: Two Semesters

Prerequisite: None.

Average Weekly Homework: 2-3 Hours a week.

Graduation Requirement Satisfied: World History I, II

* NCAA Initial Clearinghouse Approved Course

The purpose of World History Honors I & II is to develop a greater understanding of the evolution of global patterns and processes throughout early-modern and modern history across the globe and to discover connections between history and our contemporary world. The course offers a rigorous development of reading, writing, and thinking skills necessary for success in upper-level courses. This course covers case studies in early modern and modern world history, focusing on an understanding of cultures, institutions, technology, geography and the environment. The course also begins the development to of critical analytical and

AP HUMAN GEOGRAPHY

Credits: 0.5 credit/semester

Grade(s): 10

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: About 3 hours a week

Graduation Requirement Satisfied: World History III

* NCAA Initial Clearinghouse Approved Course

This course is designed for all 10th-grade students as a follow-up to 9th-grade World History Honors. It introduces students to the study of geography and interactions between human society and the environment. Students will learn new vocabulary, concepts, and map-reading skills to help them make sense of the contemporary world. They also learn about the methods and tools geographers use in their research and applications. Units include thinking geographically, population and migration, culture, politics, agriculture and rural land use, cities and urban land use, and industrial and economic development. The course prepares students for the AP test if they wish to take it, but it is not required.

ETHNIC STUDIES

Course #: HSS2490

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: None

Average Weekly Homework: About 3 hours per week.

Graduation Requirement satisfied: World History III

*NCAA Initial Clearinghouse Approved Course
Ethnic Studies is a project-based, one semester course, for 10th, 11th, and 12th grade students. The purpose of the course is the interdisciplinary study of race, ethnicity, and indigeneity within and beyond the United States. Students will investigate issues of intersectional identities, structural racism, and the struggles, and contributions of people of color. Topics will include: social movements, master narratives, critical consciousness, economics, and governmental policies.

PSYCHOLOGY

Course #: CSS4908

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: One Semester

Prerequisite: None

Average Weekly Homework About 3 hours per week

Graduation Requirement satisfied: none

* NCAA Initial Clearinghouse Approved Course

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, how psychologists evaluate, study, and treat a range of psychological disorders, and physical and social changes over humans' lifespans that may influence behavior and mental processes.

US HISTORY HONORS 11A & 11B

Course #: HSS1122 & HSS1222

Credits: 0.5 credit/semester

Grade(s): 11

Length of Course: Two Semesters

Prerequisite: None

Average Weekly Homework: About 3 hours per week.

Graduation Requirement Satisfied: US History

* NCAA Initial Clearinghouse Approved Course

This course is designed for 11th-grade students and focuses on developing a broad understanding of patterns in US History. The course moves quickly through topics in early US History, including colonial development, race and identity, foundations of government, economic and political development in the early 19th century, and the Civil War. Then, slows down for more in-depth study of post-Civil War topics including Reconstruction, industrialization and labor movements, 20th century wars, the Great Depression, civil rights movements, political developments, the Cold War, and more. Many units are project-based.

AP US HISTORY 11A & 11B

Course #: HSS1211 & HSS1213

Credits: 0.5 credit/semester

Grade(s): 11

Length of Course: Two Semesters

Prerequisite: None, but students are recommended to talk with teacher and have strong reading, writing, and organizational skills.

Average Weekly Homework: About 4-6 hours a week.

Graduation Requirement Satisfied: US History

* NCAA Initial Clearinghouse Approved Course

This course is designed for 11th-grade students and focuses on developing a broad understanding of patterns in US History. The course aims to provide equal coverage of US History topics from pre-colonial times through to the modern day, moving through 9 chronological units and focusing on a variety of cultural, social, economic, political, geographic, and technological themes. The course will also prepare students for success on the AP test in May by explicitly teaching necessary essay-writing and study skills. Students receiving a 3, 4, or 5 on this exam earn college credit at most colleges and universities in the United States. After the test, in May and June, students engage in a variety of fun, engaging, research-based projects that go into more depth in areas of personal interest.

AMERICAN GOVERNMENT

Course #: HSS1742

Credits: 0.5 credit

Grade(s): 12

Length of Course: One Semester

Prerequisite: None Average Weekly

Homework: 1-2 Hours a week.

Graduation Requirement Satisfied: American Govt.

* NCAA Initial Clearinghouse Approved Course

This is an on-level, 12th-grade, project-based 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

Course #: HSS0487

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 similarly to other American Government courses, with a project-based focus, but also teaches 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 will be prepared to take the AP 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-Project Based US Government 12A & 12B

Listed as “AP US Government & Politics” in the registration guide.

Course #: HSS7155 & HSS7156

Grade(s): 12

Length of Course: Two Semesters

Prerequisite: Teacher and Counselor permission

Average Weekly Homework: 2-3 Hours a week.

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 one-semester 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.

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.

FINE ARTS

GRADUATION REQUIREMENT:

1.0 credit (2 semesters) of Fine Arts

THEATRE/DRAMA

For technical theatre courses see Other Technical Education page

THEATRE 1 – ACTING & IMPROVISATION

Theatre 1: HFA6267

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, public speaking, presentation, basic theatre vocabulary, the ensemble and critical thinking skills used in improvisation and the study of characters and production elements through presentations

THEATRE 9 – PLAY PRODUCTION *

Theatre 9 (Play Prod): CCT6275

Cross-credited with Occupational Ed

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

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

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts, or Elective by request.

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 *

Theatre 10 (Musical): CCT6276

Cross-credited with Occupational Ed

Credits: 0.5 credit

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

Length of Course: One Semester

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts, or Elective by request.

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.

CAREER & TECHNICAL EDUCATION

THEATRE

TECHNICAL THEATRE FOUNDATIONS *

Technical Theatre: HCT3255

Cross-credited with Fine Arts

Credits: 0.5 credit

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

Length of Course: One Semester

Prerequisite: None, Open to all students

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

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts, or Elective by request.

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 *

Tech Theatre Advanced: HCT3258

Cross-credited with Fine Arts

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Technical Theatre Foundations

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

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts, or Elective by request

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.

MUSIC

STRING ORCHESTRA A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8108, (B) HFA8109

This year-long performing ensemble is for Freshman who play violin, viola, cello, and bass. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills such as shifting, vibrato, bow control, and posture. This course may be repeated for credit.

CONCERT ORCHESTRA A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA7948 (A) CCT7948, (B) HFA7949 (B) CCT7949

This year-long performing ensemble is for intermediate to advanced students of String instruments, and may also include Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

SYMPHONY ORCHESTRA A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8112 (A) CCT8112, (B) HFA8113 (B) CCT8113

This year-long performing ensemble is for advanced students of String, Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop advanced skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

CONCERT BAND A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA7978, (B) HFA7979

This year-long performing ensemble is for students who play woodwind, brass, and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and advanced technical skills associated with one's instrument along with correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. This course may be repeated for credit.

SYMPHONIC BAND A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8110 (A) CCT8110, (B) HFA8111 (B) CCT8111

This year-long performing ensemble is designed for advanced students who play traditional woodwind, brass and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one's instrument, and correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

JAZZ BAND A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8096 (A) CCT8096, (B) HFA8097 (B) CCT8097

Students in this year-long performing ensemble learn about various jazz styles and concepts, including improvisation, jazz theory, and jazz history with traditional wind and rhythm section instrumentation. Students participate in all Jazz Band performances and activities during or outside the normal school 1/17/2020 9 day, including participation in festivals and trips. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

JAZZ BAND ADVANCED A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8098 (A) CCT8098, (B) HFA8099 (B) CCT8099

This advanced year-long ensemble course is intended to prepare students for college jazz programs. Students in this course learn advanced jazz styles and concepts, including improvisation and composition, jazz theory, and jazz history. Students participate in all Jazz Band Advanced performances and activities during or outside the normal school day, including participation in festivals and trips. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

PERCUSSION ENSEMBLE A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8102, (B) HFA8103

This year-long ensemble is intended for students who are interested in playing pitched and non-pitched percussion instruments in a cohesive performing ensemble. Students learn and perform a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. This course may be repeated for credit.

PERCUSSION ENSEMBLE ADVANCED A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA8104 (A) CCT8104, (B) HFA8105 (B) CCT8105

Students in this year-long performing ensemble course learn advanced skills and technique on pitched and non-pitched instruments. Students participate in performances and activities during or outside the normal school day, including participation in festivals and trips. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

GUITAR LAB 1

Length/Credit: Semester, 0.5

Course Code(s): HFA7958

Students in this course will learn the necessary skills and concepts to gain a foundational proficiency on guitar and music-reading. This is a one semester class. This course may be repeated for credit.

GUITAR LAB 2

Length/Credit: Semester, 0.5

Course Code(s): HFA7959 1/17/2020 10

This advanced course is designed for students to build on prior understanding of the guitar and further develop their technical and musical skills. This is a one-semester course. This course may be repeated for credit.

MUSIC SURVEY

Length/Credit: Semester, 0.5

Course Code(s): HFA7998

Students in this course explore a diverse repertoire of musical styles, while building foundational music skills, theory, historical perspectives, and performance and listening skills. This is a one-semester course with no pre-requisite.

INTRO CHOIR A & B (Tenor/Bass Choir and Treble Choir, cross-enrolled)

Length/Credit: Semester, 0.5

Course Code(s): (A) HFA8114, (B) HFA8115

This course is an inclusive introductory choral performing ensemble. In this course, students perform fun, engaging choral literature from a variety of genres, cultures, and styles and learn correct vocal technique and musicianship skills. Students perform in school concerts and regional festivals. This course may be repeated for credit.

CONCERT CHOIR A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA7946 (A) CCT7946, (B) HFA7947 (B) CCT7947

Students in this year-long course participate in an intermediate to advanced choral performing ensemble that performs quality choral literature from a variety of genres and cultures. Students learn vocal technique and musicianship skills. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

CHORALE A & B

Length/Credit: Year-long, 1.0

Course Code(s): (A) HFA7944 (A) CCT7944, (B) HFA7945 (B) CCT7945

This advanced year-long course is designed to prepare the serious choral student for choral music experiences beyond high school. Chorale is an

advanced choral performing ensemble. Students perform quality choral literature from a variety of genres, cultures, and styles, and learn correct vocal technique 1/17/2020 8 and musicianship skills. This course is a continuation of the choir sequence. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

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 hand building 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.

identify how they will use computer science, technology and applications in their future academics & career, identifying opportunities and programs to gain experience while in and after high school.

CAREER & TECHNICAL EDUCATION

CAREER & TECHNICAL EDUCATION

GRADUATION REQUIREMENT:

1.5 credits (3 semesters) of Occupational Education

Garfield offers a variety of courses to satisfy the Occupational Education. All courses in Career & Technical Education/CTE, Family & Consumer Science departments, and most Theatre classes satisfy Occupational Education credit as does Photography, Technical Theatre, Business Leadership, Videography, and Career Choices. **Several CTE classes can be cross-credited, as noted by a *, and can count toward two graduation course requirements: Occupational Ed and one other;** although they only earn their single credit toward the Core 24 requirement. For those, you will need to make arrangements after the start of classes for the additional graduation requirement with your counselor. If you have any questions speak with the course teacher or your counselor.

COMPUTER SCIENCE

EXPLORING COMPUTER SCIENCE

Exploring Comp Sci: HCT2448

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 creative environment while exploring what computer scientists do and how they impact the world around us. The final goal is for students to

INTRODUCTION TO PROGRAMMING

Intro to Programming: HCT2447

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 starting with a block based educational language, and go on to building simple 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 with an emphasis on systematic problem-solving. 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 *

CSE 142 AP COMP SCI A1 & 2: HCT1296 & 7

Cross-credited with Math or Science

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 AND Math OR Science by request

Students will learn program design and programming in Java. The course is the equivalent to a college-level semester/quarter first programming class, including all material in the UW CSE 142 class as well as 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, Array Lists and Object-Oriented Programming, using & defining Objects and class relationships. In addition, students will learn how to write readable, well-structured programs and break down complex problems using structural decomposition. Students will learn by designing, writing and testing medium sized software projects and after the AP Exam, culminates in a final project of their own design, usually working in teams.

PROJECTS IN COMPUTER SCIENCE 1

Projects in Computer Sci 1: HCT5907

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: One Semesters

Prerequisite: Completion of AP CS A or equivalent with instructor approval along with being self-directed and ambitious

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. Industry standard principles will include User focused software design to define projects, Agile Scrum methods to track their implementation, along with use of the latest standard tools like GitHub for code version control. 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 teams and provide technical guidance on the selected software tools and systems.

PROJECTS IN COMPUTER SCIENCE 2

Projects in Computer Sci 1: HCT5908

Credits: 0.5 credit/semester

Grade(s): 11, 12

Length of Course: One Semesters

Prerequisite: Completion of AP CS A or equivalent with instructor approval along with being self-directed and ambitious

Graduation Requirement Satisfied: Occupational Ed

This course builds on project development strategies learned in the Projects in Computer Science 1 and further expands students'

programming knowledge through further development of their projects or additional project opportunities. Students will set SMART goals and use Agile Scrum to track their progress. They will continue to 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 teams and provide technical guidance on the selected software tools and systems.

ENGINEERING

INTRO TO ENGINEERING DESIGN 1&2 (PLTW) *

Intro Eng Design 1 & 2: HCT1574 & HCT2313

Both Cross-credited with Math or Fine Arts for Intro Eng Design 1 only

Credits: 0.5 credit/semester

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

Length of Course: Two Semesters

Prerequisite: Algebra I

Graduation Requirement Satisfied: Occupational Ed and Math or Fine Arts for Intro Eng Design 1 only by request

The major focus of IED is the design process and its application. Through hands-on projects, students solve problems that exist in their daily lives, 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) *

Principles of Eng 1 & 2: HCT1576 & HCT2311

Both Cross-credited with Science or Math for Principles of Eng 1 only

Credits: 0.5 credit/semester

Grade(s): 10, 11, 12

Length of Course: Two Semester

Prerequisite: Algebra II

Graduation Requirement Satisfied: Occupational Ed and Math or Science by request

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Students will develop problem-solving skills and apply 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 and related to 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.

Marketing & Economics

AP MACROECONOMICS *

AP Macro Economics: HCT2528

Cross-credited with Social Studies

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 and Social Studies Elective by request

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 *

AP Micro Economics: HCT6115

Cross-credited with Social Studies

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 and Social Studies Elective by request

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 analyses 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

Marketing 1: HCT5077

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 using computer presentations, spreadsheets, charts/graphs, database, research projects, Internet use, desktop publishing and simulations.

MARKETING 2

Marketing 2: HCT5078

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 throughout using computer presentations, spreadsheets, charts/graphs, database, Internet, desktop publishing and simulation.

MARKETING 3

Marketing 3: HCT5079

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 throughout using computer presentations, spreadsheets, charts/graphs, database, Internet, desktop publishing, bookkeeping and simulations.

MARKETING 4

Marketing 4: HCT5080

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 using computer presentations, spreadsheets, charts/graphs, database, Internet, desktop publishing and simulations.

MARKETING LAB Now called Student Store

Marketing Store: HCT5057

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.

VISUAL AND MEDIA ARTS

CTE PHOTO FOUNDATIONS *

Photo Beginning: HCT3117
Cross-credited with Fine Arts
Credits: 0.5 credit
Grade(s): 10, 11, 12
Length of Course: One Semester
Prerequisite: None
Graduation Requirement Satisfied: Occupational Ed and Fine Arts by request
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

Photo Advanced: HCT3119
Cross-credited with Fine Arts
Credits: 0.5 credit
Grade(s): 11, 12
Length of Course: One Semester
Prerequisite: CTE Photo Foundations; Permission from teacher prior to enrollment.

Advanced Photo 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.

GRAPHIC DESIGN BEGINNING *

Graphics Design Beg: HCT2543
Cross-credited with Fine Arts
Credit: 0.5 credit
Grade(s): 10, 11, 12
Length of course: One semester.
Prerequisite: None
Graduation Requirement Satisfied: Occupational Ed and Fine Arts by request
Graphic Design Beginning is an introductory course that teaches the fundamentals of creatively and effectively communicating through digital images. Employing both traditional and digital tools, students learn graphic design skills, software, and industry standards. This course may be cross-credited for Fine Arts.

VIDEOGRAPHY

VIDEO PRODUCTION 1 *

Video Production 1: HCT5633
Cross-credited with Fine Arts
Credits: 0.5 credit
Grade(s): 9, 10, 11, 12
Length of Course: One Semester
Prerequisite: None
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 AND Fine Arts (cross-credited course)

Students will learn the basic technical and aesthetic elements of film and video production as they increase their understanding of media messages. Students synthesize various Pre-production, Production and Post Production techniques, in the areas of developing story concepts, writing scripts, aspects of cinematography in shooting to a script, and editing the final product for audience consumption and engagement. They will also learn critical analysis of video and film products, and understand the medium, both as functional product, and art that influences and entertains audiences. At the end of each semester, students will develop a digital portfolio with their original works. This course may be repeated for credit for two semesters. Level 1 Students will analyze important types of film and television and video productions, becoming aware of the many decisions that influence the meaning and affect of these productions. They will apply this knowledge as they develop and produce original works in various genres to communicate their own ideas. Possible genres include short comedies, short dramas, music videos, experimental - art films, and commercials and PSAs. Through this process, they will begin to develop skills necessary to work effectively in groups and they'll have the opportunity to experiment with different jobs related to the industry. They will also learn to give and receive critical feedback and use positive criticism to revise their concepts at each phase of production. Students will present their completed films to an audience and respond to their own work as well as the work of their peers. They will learn the unique pre-production skills used to develop these types of projects such as brainstorming and developing original concepts, telling a visual story, writing treatments, and developing storyboards and shot lists. Students will learn the basic technical operation and safety procedures for production and post-production equipment (cameras, audio recording equipment, and editing software). They will also learn to identify and apply the most fundamental aesthetic choices involved in the relevant production elements (such as visual composition).

Building on skills and knowledge from Level 1, students will analyze additional types of film and television productions and apply this knowledge as they develop and produce an original film to

communicate their own ideas. They will continue to experiment with new jobs involved in video production as well as apply critical thinking skills through the reflection and revision process. They will learn the unique pre-production skills, both written and visual, used to develop this type of project. They will develop and apply more advanced production skills to this project including lighting concepts, shot sequencing techniques, and lens effects. In post-production, students will advance their editing skills with a focus on smooth sequencing, transitions, and an introduction to audio design concepts. Video Production 1 can be taken twice for credit (once each semester).

VIDEO PRODUCTION 2 *

Video Production 2: HCT5633

Cross-credited with Fine Arts

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 video camera required. Group work outside of class, approximately 9-12 hours throughout the semester

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts (cross-credited course) by request

Students will learn intermediate level technical and aesthetic elements of film and video production as they increase their analytical and production skills. Students experience various pre-production, shooting, and editing techniques in addition to critical analysis. At the end of each semester, students will develop a digital portfolio with their original works. This course may be repeated for credit for two semesters. One of the productions they create in Video 2 will be new to the students, building on their work and portfolio in Video 1. In Video 2, students will develop more sophisticated story concepts and additional script formats for pre-production. Having completed Video 1, students are now able to explore their own unique approach to filmmaking, to use the arts to express their ideas, and to communicate for a specific purpose. Students will learn intermediate level technical and aesthetic skills. They will apply intermediate level camera and editing concepts.

Students will be introduced to the technical use of lighting equipment as well as how to use lighting to suggest depth. They will understand how to use exposure and white balance to create a compelling image. Students will pay particular attention to sequencing concepts both in production and post production. For post-production, students will increase their understanding of the creative options that editing provides. They will learn how to create smooth transitions using intermediate editing techniques such as cutting on the action and beat editing. They will also focus on sequencing shots to create curiosity for an audience and to clarify action. Students will continue to experiment with different jobs related to the industry. Video 2 provides the opportunity to develop skill sets in multiple jobs, take leadership roles, and begin honing skills in a student's area of interest, whether that be directing, shooting, or editing. They will continue to give and receive critical feedback and use this to inform and revise their concepts at each phase of production. Students will present their completed films to an audience and respond to their own work as well as the work of their peers. Level 2 Building on skills and knowledge from semester 1, students will analyze at least one additional type of film and television production and apply this knowledge as they develop and produce an original film in this genre to communicate their own ideas. They will continue to experiment with new jobs involved in video production as well as apply critical thinking skills through the reflection and revision process. Students will learn the unique pre-production skills, both written and visual, used to develop this type of project. The technical focus of second semester will be recording and editing audio and expanding strategies for lighting. Students will be introduced to advanced camera concepts and basic lighting strategies to suggest mood, setting, and time of day. Students will learn various types of field microphones and recording strategies for different types of productions. We will introduce advanced editing concepts for storytelling, such as cross-cutting, as well as intermediate audio editing skills. They will develop and apply more advanced production skills to this project including lighting design, shot sequencing techniques, and lens effects. Plans are being made to include a 360-

degree film and audience engagement Unit to this class; see instructor for current status.

PROJECT MANAGEMENT

PROJECT MANAGEMENT 1

Proj Man 1: HCT4361

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

Proj Man 2: HCT4362

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.

THEATRE

TECHNICAL THEATRE FOUNDATIONS *

Technical Theatre: HCT3255

Cross-credited with Fine Arts

Credits: 0.5 credit

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

Length of Course: One Semester

Prerequisite: None, Open to all students

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

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts, or Elective by request.

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 *

Tech Theatre Advanced: HCT3258

Cross-credited with Fine Arts

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Technical Theatre Foundations

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

Graduation Requirement Satisfied: Occupational Ed AND Fine Arts, or Elective by request

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.

CAREER CHOICES

CAREER CHOICES 1

Career Choices 1: HTC4992

Credits: 0.5 credit

Grade(s): 9, 10

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed

This is the first in the sequence of four Career Choices classes. Students will be introduced to worksite learning including work place expectations, self-awareness in the class and on the job, and career exploration. Students will work on self-advocacy skills. Students will work with mentors and teachers to achieve success in their internship experience. Students receiving special education services will progress at their own pace.

CAREER CHOICES 2

Career Choices 2: HTC4994

Credits: 0.5 credit

Grade(s): 11, 12

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed

This is the second course in the sequence. In this class, students will have a second internship experience and demonstrate a deeper understanding of worksite learning including work place expectations, self-awareness in the class and on the job, and career research. This course will focus on goal setting as a factor of success.

WORKSITE LEARNING

Worksite Learning:

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: See Instructor for Registration Instructions

Graduation Requirement Satisfied: Occupational Ed

180 hours of volunteer or paid employment per semester or grading period.

Student internship must be aligned with a CTE approved course in their pathway of study.

3 visits are required by the coordinator

- Worksite Approval Visit

- minimum of one visit per 90 hours

- Students must submit calendar of hours signed off by the employee

BUSINESS LAW

BUSINESS LAW 1

Business Law 1: HCT4265

Cross-credited with Social Studies

Credits: 0.5 credit

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

Length of Course: One Semester

Graduation Requirement Satisfied: Occupational Ed AND Social Studies by request

Prerequisite: None

This course studies legal principles and practices applied to business situations and transactions. The topics covered are of importance to all citizens, not just business people. Laws of contracts are basic to Business Law including contracts of employment, sales, property, insurance, negotiable instruments, bailments, and marriage. Rather than just read about the law, students analyze legal cases and apply the law to decisions. They study the organization and functions of the courts, participate in mock trials, and take field trips to the Superior and Municipal Courts. Required for a Statement of Proficiency in Business Management. STUDENT LEARNING OBJECTIVES (SLO'S) 1. The student demonstrates skills and attitudes that contribute to safe living and working conditions. 2. The student will demonstrate factors affecting career decisions, requirements for job entry, and sources of appropriate training pertaining to careers in office occupations. 3. The student demonstrates leadership skills by working independently and as a member of a group to achieve goals and solve problems. 4. The student demonstrates positive attitudes toward work. 5. The student demonstrates skills, awareness, and knowledge in the use of office machines, materials and processes relevant to Business Education.

BUSINESS LAW 2

Business Law 2: HCT4266

Cross-credited with Social Studies

Credits: 0.5 credit

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

Length of Course: One Semester

Graduation Requirement Satisfied: Occupational Ed AND Social Studies by request

Prerequisite: Business Law 1

This course studies in greater depth the principles and practices learned in Business Law I.

STUDENT LEARNING OBJECTIVES (SLO'S)

1. The student demonstrates skills and attitudes that contribute to safe living and working conditions. 2. The student will demonstrate factors affecting career decisions, requirements for job entry, and sources of appropriate training pertaining to careers in office occupations. 3. The student demonstrates leadership skills by working independently and as a member of a group to achieve goals and solve problems. 4. The student demonstrates positive attitudes toward work. 5. The student demonstrates skills, awareness, and knowledge in the use of office machines, materials and processes relevant to Business Education.

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

Family Health: HCT7004

Credits: 0.5 credit

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

Length of Course: One Semester

Graduation Requirement Satisfied: Occupational Ed or Health

Prerequisite: None

This course focuses on exploring choices for a healthy lifestyle as an individual and as a member of a family. This course focuses on you and your health by looking at Family Life & Relationships, Growth & Development, Mental & Emotional Health, Nutrition, Fitness, Substance Abuse Prevention, Disease Prevention & Control, Injury Prevention & Safety, Consumer Health, and Environmental Health. Students will be expected to apply practical health information to their everyday lives.

NUTRITION & WELLNESS *

Nutrition & Wellness: HCT2227

Cross-credited with Science

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Graduation Requirement Satisfied: Occupational Ed AND Science by request

Prerequisite: Family Health

This course investigates various issues that concern individual and family nutrition and the foods that we eat and are aware of. We will analyze and explore food habits and behaviors leading to wellness, understand nutrients, investigate how to manage personal nutrition and its impact on the family and society, and how other aspects of wellness play an integral role on one's wellness. Students will be expected to apply practical information to their everyday lives.

INTRODUCTION TO MEDICAL CAREERS

Intro to Medical Careers: HTC7123

Credits: 0.5 credit

Grade(s): 9, 10

Length of Course: One Semester

Average Weekly Homework: 2-3 hours

Prerequisite: None

Graduation Requirement Satisfied: Occupational Ed

The Intro to Medical Careers course integrates the National Health Science Standards as the core foundation of this course. The course focuses on the interrelationships of career exploration and foundation skills necessary for a career in the Healthcare field. Topics include History and Trends of Healthcare, Personal and Professional Qualities of a Healthcare Worker, Legal and Ethical Responsibilities, Emergency Care, Infection Control, Medical Math, Wellness and Nutrition, Client Status and Medical Terminology. Students apply 21st Century skills and utilize student leadership activities to assess learning.

PHYSICAL EDUCATION & HEALTH

GRADUATION REQUIREMENT:

1.5 credits (3 semesters) of Physical Education
0.5 credit (1 semester) of Health

Garfield High School's Physical Education and Health Department is committed to providing quality, purposeful and success-oriented physical education and health 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 and one semester of Health Education 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 introductory, one semester class, is to introduce students (Freshmen Priority) to concepts of Physical Education and 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.

LIFETIME ACTIVITIES – Walking for Fitness

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Personal Fitness

Graduation Requirement Satisfied: Physical Education

Walking for Fitness is designed to stress the importance of cardiovascular, muscular, and mental fitness development for maintaining a healthy lifestyle. Students will acquire the knowledge, skills, and attitudes necessary for physical fitness through participation in a carefully monitored walking program. This program also supports the program called Five for Life which is a research driven, standards-based curriculum designed to

teach and incorporate principles of health and fitness.

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. Classes will include lectures, discussions, homework assignments, and vigorous physical activity.

CONDITIONING & STRENGTH TRAINING 2

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

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.

TEAM SPORTS

Credits: 0.5 credit

Grade(s): 10, 11, 12

Length of Course: One Semester

Prerequisite: Personal Fitness

Graduation Requirement Satisfied: Physical Education

This course places an emphasis on physical fitness through team sports such as volleyball, soccer, football, 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 athletic and sportsmanship skills.

SWIMMING: BEGINNING/INTERMEDIATE

Credits: 0.5 credit

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

Length of Course: One Semester

Prerequisite: None (Beginning non-swimmers -to-competitive swimmers welcome)

Graduation Requirement Satisfied: Physical Education

This course focuses on increasing students' comfort and confidence level of being in water; especially to Beginning swimming students. Fundamentals of basic swim technique and personal water safety will be emphasized. This course is also designed to teach students how to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance through swimming techniques.

HEALTH EDUCATION

Credits: 0.5 credit

Grade(s): 9

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Health

This course focuses on developing students' health skills: decision-making, goal-setting, communication, advocacy, analyzing influences, accessing resources, and practicing health enhancing behaviors. The skills are practiced with all 5 areas of health: emotional, mental, physical, social, and spiritual. Our primary goal is to improve students' overall health literacy. Units include: Mental Health, Nutrition, Substance Use Prevention and FLASH. (Family Health in Family & Consumer Sciences (listed under Technical Education) can also be used to satisfy this requirement).

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 one's 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 (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. Culture is interwoven.

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, 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 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 emerging or progressing. Students with proficient scores no longer qualify for services but are monitored for two years.

There are two ELL Language Arts sheltered courses offered. One for emerging students and one for progressing students. 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 Bilingual Instructional Assistant.

ELD LA 12 ML
Credits: 0.5 credit/semester
Grade(s): 12
Length of Course: Two Semesters
Prerequisite: None
Graduation Requirement Satisfied: LA 12A, 12B

This course reviews and builds upon earlier learnings in skills necessary for reading, writing, listening and speaking. It concentrates on the writing process including pre-writing, organizing, revising, and editing techniques. Students learn to organize ideas to present them clearly and logically in individual and group speaking situation. The reading portion of the class includes novels and short stories based on US literature. In addition, students continue to focus on vocabulary and grammar development.

ELD EXTENSION COURSE

Credits: 0.5 credit/semester

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

Length of Course: One Semester

Prerequisite: None

Graduation Requirement Satisfied: Elective

This course focuses on developing students' academic language in the core content areas. Students will receive reading comprehension, writing, grammar and vocabulary strategies in small groups or individually to help them understand academic language in their mainstream classes.

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

