

# Olympia School District High School Course Catalog for **CAPITAL HIGH SCHOOL** **2020-21**



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**OSD website: <http://osd.wednet.edu>**

## ***Notice of Nondiscrimination***

The Olympia School District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

The Olympia School District offers classes in many Career and Technical Education (CTE) program areas under its open admissions policy. These program areas include: Agriculture; Foods & Natural Resources; Architecture & Construction; Arts; A/V Technology & Communications; Business, Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; and STEM (Science, Technology, Engineering & Mathematics). For more information about CTE course offerings and admissions criteria, contact CTE Director Pat Cusack, 111 Bethel St. NE, Olympia, WA 98506, (360) 596-6102. Lack of English language proficiency will not be a barrier to admission and participation in CTE programs.

The designated contacts for inquiries regarding the nondiscrimination policies, reports of alleged sexual harassment, concerns about compliance, and/or grievance procedures are listed below.

## ***Aviso de No Discriminación***

El distrito escolar de Olympia proporcionará igualdad de oportunidades y tratamiento para todos los estudiantes en todos los aspectos del programa académico y actividades sin discriminación por motivos de raza, religión, credo, color, origen nacional, edad, veterano de baja honorablemente o estado militar, el sexo, la orientación sexual, expresión o identidad de género, estado civil, la presencia de cualquier discapacidad sensorial, mental o física, o el uso de un perro guía entrenado o animal de servicio por una persona con una discapacidad. El distrito proporcionará la igualdad de acceso a las instalaciones escolares a los Boy Scouts of America y todos los demás grupos juveniles designados enumerados en el Título 36 del Código de los Estados Unidos como una sociedad patriótica. los programas del distrito estarán libres de acoso sexual. Las ayudas y servicios auxiliares serán proporcionados a solicitud para personas con discapacidad.

El distrito escolar de Olympia ofrece clases en muchas áreas del programa de Carrera y Educación Técnica (CTE) en virtud de su política de admisión abierta. Estas áreas del programa incluyen: Agricultura; Alimentos y Recursos Naturales; Arquitectura y Construcción; Letras; A / V Tecnología y Comunicaciones; Negocios, Gestión y Administración; Educación y capacitación; Financiar; Administración Pública y Gobierno; Ciencia de la salud; Servicios Humanos; Tecnología Información; Derecho, Seguridad Pública, Correcciones y Seguridad; Fabricación; Márketing; y STEM (Ciencia, Tecnología, Ingeniería y Matemáticas). Para obtener más información sobre la oferta de cursos de CTE y criterios de admisión, contacte al Director de CTE Pat Cusack, 111 Bethel St. NE, Olympia, WA 98506, (360) 596-6102. La falta de dominio del idioma Inglés no será una barrera para la admisión y participación en los programas CTE.

Las siguientes personas han sido designadas para manejar las preguntas con respecto a las políticas de no discriminación, informes de presunto acoso sexual, la preocupación por el cumplimiento y / o procedimientos de queja:

<b>Knox Administrative Center /Knox Centro Administrativo</b>	(360) 596-6100 111 Bethel St. NE, Olympia 98506
<b>Title 9 Compliance Officer / Oficial de Título IX</b>	<b>Michael Hart</b> , (360) 596-8545, <a href="mailto:mhart@osd.wednet.edu">mhart@osd.wednet.edu</a>
<b>Coordinator of Section 504 and ADA / Coordinadora de Sección 504 y ADA</b>	<b>Ken Turcotte</b> , (360) 596-7530, <a href="mailto:kturcotte@osd.wednet.edu">kturcotte@osd.wednet.edu</a>
<b>Affirmative Action and Civil Rights Compliance Officer / Oficial de Acción Afirmativa y Coordinador del Cumplimiento con los Derechos Civiles</b>	<b>Scott Niemann</b> , (360) 596-6185, <a href="mailto:sniemann@osd.wednet.edu">sniemann@osd.wednet.edu</a>
<b>Director of Career and Technical Education / Director de Educación Profesional y Técnica</b>	<b>Pat Cusack</b> , (360) 596-6102, <a href="mailto:pcusack@osd.wednet.edu">pcusack@osd.wednet.edu</a>

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# ***GENERAL INFORMATION***

## **Class Registration**

Students should select six year-long classes in a serious and responsible manner. Students are encouraged to read course descriptions in the course catalog prior to selecting classes. Be intentional about your choices; classes should fit into your future plans as well as meet graduation requirements. Ask questions if you do not understand the requirements of the course. Most classes are year-long and will not be changed without extenuating circumstances.

## **Withdraw Policy**

Schedule changes typically will not be made unless an error in course placement has been made. Schedule change requests must meet the criteria on the form provided by the counseling center and must be made within the first ten days of 1<sup>st</sup> semester and the first five days of 2<sup>nd</sup> semester. A student who chooses to withdraw from a class after the **10<sup>th</sup>/5<sup>th</sup> day of the semester** will receive an "F" grade on the transcript and it will become part of their cumulative GPA. If extenuating circumstances must be considered, an appeal may be made to the appropriate administrator. Students cannot drop a course, even when accepting a failing grade for the course, unless another appropriate course is available to replace it in the schedule.

## **Repeated Classes**

A failed class may be repeated without prior permission; however, for grade improvement, the student must receive prior approval by the counselor and/or administrator or it will not be considered for grade improvement. Approval cannot be granted retroactively.

In accordance with Washington Administrative Code (WAC), WAC 392-415-055; *only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.* The credits earned of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted.

Note that not all programs may be offering the same courses as those offered in the home high school and may not be approved for grade replacement.

## **Transcripts**

Grades are posted to the transcript at the end of each semester. Official transcripts may be requested in the Career Center or Counseling Center. Official transcripts cost \$5 for up to 10 transcripts for current year graduates. All fines must be taken care of before an official transcript is released. If the transcript is to be included with any additional reports/forms, please note that on the Transcript Request form.

## **Graduation Walk Eligibility**

In order to participate in the commencement ceremony, seniors must be enrolled and maintain satisfactory progress in the proper number and type of courses that will satisfy ALL graduation requirements. This may include evening courses or correspondence courses that are approved by the school counselor and completed before commencement ceremonies. Summer school credits may NOT be planned to establish a student's eligibility to walk in the graduation ceremony.

## **High School Level Courses Taken Prior to 9<sup>th</sup> Grade**

Students who complete high school credit courses are eligible to have those grades and credits placed on their high school transcript. **A request can be made to add the credit at any time up to the point of the student's junior year credit review with his/her counselor. Students/parents must sign the form (from counseling) if they decide to apply their course to their high school transcript.** Please note that once the grades are added to the high school transcript, the grade and credit cannot be removed and will permanently be included in the computation of the student's grade point average.

# EARNING A HIGH SCHOOL DIPLOMA CLASS OF 2021+

Olympia School District

## GRADUATION REQUIREMENTS WORKSHEET

### CLASS OF 2021 & Beyond

Graduation Requirement	Credits	Notes and Details <i>Use this space to check off semesters completed each box = 0.5 credit (one semester course)</i>
Art* (see note below)	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Career and Technical Education (CTE)	1	<input type="checkbox"/> <input type="checkbox"/>
Electives	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
English	4	English 9 <input type="checkbox"/> <input type="checkbox"/> English 10 <input type="checkbox"/> <input type="checkbox"/> English 11 <input type="checkbox"/> <input type="checkbox"/> English 12 <input type="checkbox"/> <input type="checkbox"/>
Health	0.5	<input type="checkbox"/>
Mathematics** (see note below)	3	Algebra 1 <input type="checkbox"/> <input type="checkbox"/> Geometry <input type="checkbox"/> <input type="checkbox"/> Algebra 2 <input type="checkbox"/> <input type="checkbox"/> 3rd yr. option: _____
Physical Education	1.5	<input type="checkbox"/> Freshman PE (required) <input type="checkbox"/> <input type="checkbox"/>
Science** (see note below)	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Social Studies Note: The Washington State History requirement is typically satisfied in middle school. If not, consult with your school counselor for options.	3	WA State History (8 <sup>th</sup> ) <input type="checkbox"/> World History 10 <input type="checkbox"/> <input type="checkbox"/> US History 11 <input type="checkbox"/> <input type="checkbox"/> Senior Social Studies: (Civics +.5 other SS) <input type="checkbox"/> <input type="checkbox"/>
World Language***(see note below)	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High School & Beyond Plan (HSBP)	Requirement	Met /   Not Met
Total Credits Required:	<b>24</b>	_____ Total credits remaining for graduation

**Note:**    \* 1.0 credit of art may be substituted with any other elective course based on the students High School Beyond Plan  
 \*\* All students must earn credit in Algebra 1 and Geometry. The third credit of math and science are determined by the students High School Beyond Plan, and approved by the parent/guardian. If the parent does not indicate a preference, the school counselor or principal may approve the student’s choice (WAC 180-51-068)  
 \*\*\* World Language credits may be substituted with any other elective course based on the student’s HSBP

# ***ADDITIONAL STATE GRADUATION REQUIREMENTS***

Our state graduation requirements are designed to ensure students have a solid foundation of reading, writing, math, and science skills, no matter the path they choose after high school. We encourage families to meet regularly with their school counselor to ensure their student is on track for graduation.

**Beginning with the Class of 2020, students must meet at least one of these pathway options to graduate:**

- **State Assessment:** Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
- **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
- **AP/IB/Cambridge:** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
- **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
- **Transition Course:** Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-5.
- **ASVAB:** Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.\*
- **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.\*

\*Note: Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and a student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

For more information on state or district graduation requirements, speak to your school counselor and visit: <https://www.sbe.wa.gov/our-work/graduation-pathway-options>

**SBA Credit Retrieval:** Through successful completion of the SBA, a student may earn a 0.5 credit in English or math if he/she has failed a semester of a course in any of these areas during the 9th or 10th grade year. No more than 0.5 credits will be granted in each discipline.

State-Approved Alternatives for Special Education Students: See your school counselor and IEP case manager for details.

# ***COLLEGE CREDIT OPTIONS IN HIGH SCHOOL***

Students are expected to make course decisions keeping in mind graduation requirements, their interests, and their post high school educational goals. The following educational opportunities are provided to Olympia School District students to meet individual academic needs:

## **Advanced Placement (AP) Courses at Olympia High School (grades 10-12)**

Advanced Placement courses follow a set curriculum taught at the college level. Colleges may award college credit based upon successful completion (as determined by the individual college or university) of Advanced Placement exams taken at the conclusion of the course. Students enrolled in AP courses have the opportunity to earn an Academic Honors Scholar Diploma. For information on courses and other requirements needed to earn an Academic Honors Scholar Diploma, see your school counselor.

## **The International Baccalaureate (IB) Program at Capital High School (grades 11-12)**

The IB Program offers a strong liberal arts curriculum incorporating humanities, mathematics, and the sciences. Colleges may award college credit based upon successful completion of IB courses and exams. You may take as many (or as few) IB classes as you are comfortable taking. Students enrolled in IB courses have the opportunity to earn an IB diploma. For information on required courses and credits in order to earn an IB diploma, contact your school counselor or the IB coordinator. You may obtain more information regarding this program at [https://capital.osd.wednet.edu/academics/international\\_baccalaureate](https://capital.osd.wednet.edu/academics/international_baccalaureate).

## **College in the High School**

College in the High School is a program which allows students to receive college credit and high school credit through college-level courses taken at their high school. These courses offer college credit at a significantly reduced tuition rate, and provide students with a college transcript reflecting these courses upon graduation from high school. Check with your school counselor to find which courses are offered for College in the High School credit. Also plan to contact the colleges you are interested in applying to in order to verify that College in the High School credits will be accepted.

## **CTE Dual Credit (Tech Prep)**

Tech Prep is a partnership between high schools and community colleges to provide high school students the opportunity to earn college credit in addition to high school credit in qualifying Career and Technical Education (CTE) courses provided at their high school. Tech Prep college credits earned in CTE courses can be applied directly to college certificate and technical degree programs. A grade of a "B" or better is required to earn college credit.

## **Running Start**

The Running Start Program in Washington State provides the opportunity for eligible high school juniors and seniors to attend college-level classes at a local community college, tuition free. Students will be responsible for purchasing books and supplies, assessment and technology fees, and transportation. Students must pass the Computerized Placement Test (CPT) in English and Reading, administered at the community college in order to participate in the Running Start program. Students will receive both college and high school credit for 100 level and above classes completed at the community college. For more information about the program contact your counselor.

<https://spscc.edu/apply/runningstart>

# ***ADDITIONAL EDUCATIONAL OPPORTUNITIES***

## **Avanti High School (grades 9-12)**

Avanti High School is a “School of Choice” in the Olympia School District. Visit Avanti’s website at <https://avanti.osd.wednet.edu> for more information.

## **New Market Skills Center (grades 11-12)**

The New Market Skills Center is available to junior and senior level students only. New Market provides career and technical education in 22 industry-standard programs. For more information visit their website at <https://www.tumwater.k12.wa.us/nmsc> .

## **Olympia Regional Learning Academy (ORLA) (grades 9-12)**

ORLA utilizes iConnect, an online learning program that offers students grades 9-12 the opportunity to earn their high school diploma. Students can be enrolled on a full-time or part-time basis. ORLA is not NCAA-approved. <https://orla.osd.wednet.edu>

## **Online Credit Recovery**

Online credit recovery is available for students who have previously failed a graduation requirement. Enrollment by school counselor and/or administrator only. Note: Credit retrieval courses are not NCAA-approved and only earn a Pass/Fail grade.

## **World Languages- Competency-Based Credits**

In July 2010, the Washington State Board of Education (SBE) endorsed a model policy and procedure for districts to offer competency-based credits for world languages (i.e. based on a student’s demonstrated proficiency in a language that was not gained via high school coursework). Students interested in gaining high school credit in this way may contact their school counselor for more information.

# ***POST-HIGH SCHOOL OPTIONS***

There are many options available to students after high school to support their career goals. The selection of appropriate high school courses is very important in preparing for entrance to post-secondary education and the world of work. Visit your Career Center and/or see below for more information about post-high school options.

## **Apprenticeship**

Apprentices spend part of their time in classroom settings and part of the time on the job learning a trade while earning a living wage. The number of available apprenticeships is set by industry demand, and is quite competitive. You must be at least 17 years old, physically capable of doing work, and have a high school diploma or GED. Contact the joint Apprenticeship Training Committee or Union representing the trade for requirements. Apprenticeship programs in Washington State: <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/default.asp>

## **Military**

Military service provides training in a wide range of career pathways as well as financial resources for college. You must be at least 17 years old (with your parent’s/guardian’s permission), meet physical fitness requirements, and achieve qualifying scores on the Armed Services Vocational Aptitude Battery (ASVAB) test.

## **Community College/Technical Schools**

Community colleges offer a variety of pathways toward future educational and career goals: (1) two-year Associate Degree, (2) career-focused certificates, and (3) transfer plans to a four-year university. To apply you must be 18 years old and a high school graduate; or have applied for admission through Running Start; or age 16 and not currently enrolled in high school or have permission from your high school. All applicants have to take the COMPASS test/Accuplacer for placement in English and math. Students may be able to use their SBA ELA and Math scores, if Level 3 or higher, to demonstrate readiness for college and fulfill the placement test requirement.

## **Four-Year College or University**

The decision to attend a four-year college or university should be made as early as possible. Many four-year universities and/or colleges require a high school diploma or a GED. You also must have completed the minimum high school core requirements as determined by the college or university. These requirements may vary depending on the school. You must submit an application, transcript, and SAT or ACT scores. Additionally, many schools require an essay or personal statement.

The following represent the minimum entrance requirements for public four-year colleges and universities in Washington State.



Students are encouraged to take math, science, English, and world language beyond the minimum entrance requirements to make your curriculum as rigorous as possible throughout your four years.

CADR (College Academic Distribution Requirement)	YEARS OF STUDY
English	4 years
Math (up through Algebra 2)	3 years - including one in the senior year (sequential math placement recommended)
Social Studies	3 years
Science	2 years of laboratory—including at least one year of chemistry or physics (3 years recommended)
World Language	2 years of the same (3 years recommended)
Fine, Visual & Performing Arts	1 year

College entrance requirements vary from one college to another. In addition to meeting minimum course studies, your admission to a four-year college will be based upon many factors, including, but not limited to, cumulative GPA, test scores from either the ACT or SAT, and essays. Additionally, some highly selective colleges may require the SAT Subject Tests. Please consult your counselor for further information regarding the college application process and for help to discern minimum entrance requirements for the colleges you are interested in attending.

**NCAA Eligibility:** *For athletes considering Division I and II schools*

**Student athletes planning to participate in college/university sports should register with the NCAA by the end of their junior year.** Students should also discuss academic eligibility requirements with their school counselor. The NCAA Athletic Eligibility Center does not accept credit earned in middle school coursework. It is the responsibility of the student athlete and parent/guardian to review this information prior to enrolling in a non-traditional course. NCAA approved courses are listed on the NCAA website to help assure a student selects courses that meet NCAA requirements. Application and fee information is available at <https://web3.ncaa.org/ecwr3/>.

# ***ALTERNATIVE EDUCATION DEPARTMENT***

## **(Students with Individual Education Plans (I.E.P.) only)**

The Alternative Education Department provides students with the opportunity to develop their skills and knowledge in a manner that accommodates their individual areas of potential growth. The goal of the Alternative Education Department is to provide students with opportunities to enhance academic, vocational, social, and behavioral skills, as needed. The focus is to prepare students for life after high school. Students may be preparing for college, employment, or other individually designed goals. Referrals to the Alternative Education Department come through the Olympia School District Student Support. The referral process includes a detailed evaluation of the student's academic skills, and their educational history. Students and their parents are integral to the Individualized Education Program [IEP]. The IEP progress is reviewed annually, as guided by the Individuals with Disabilities Education Act [IDEA].

### **Applied Communications**

**Credit:** English

**Recommended Prerequisite:** IEP eligibility and area of qualification.

**Length:** 1 year

**Grade Level:** 9,10,11,12

This course is designed to focus on the application of written and oral communication skills through a variety of formal and informal experiences. This performance-based course emphasizes effective interpersonal and team-building skills. This may also include the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choice.

### **Employment Literacy**

**Credit:** English

**Recommended Prerequisite:** IEP eligibility and area of qualification.

**Length:** 1 year

**Grade Level:** 9,10,11,12

Students learn skills for employment and independent living. This course has a volunteer component in which students learn how to work with a potential employer. Students learn appropriate soft skills for the workplace, self-advocacy, employability skills such as applications, resumes, and interview skills. They also work toward targeting their strengths, preferences, interests, and needs as it relates to employment and living independently.

### **English Fundamentals**

**Credit:** English

**Recommended Prerequisite:** IEP

**Length:** 1 year

**Grade Level:** 9,10,11,12

This special education course is a class for students with an I.E.P. in Reading and/or Writing. This course focuses on improving students' reading and writing skills and targeting individual I.E.P. goals. Coursework is modified to meet each student's learning needs as well as grade level academic standards.

### **Employment, Literacy, and Application**

**Credit:** English and Elective

**Recommended Prerequisite:** IEP

**Length:** 1 year

**Grade Level:** 9,10,11,12

Students learn skills for employment and independent living. This course has a volunteer component, in which students learn how to work with a potential employer. Students learn appropriate soft skills for the workplace, self-advocacy, how to complete an employment application and resume accurately, use of public transit as well as how to target their strengths, preferences, interests and needs as it relates to employment and living independently.

## **Executive Function Skills**

**Credit:** Elective

**Recommended Prerequisite:** IEP

Executive function skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. These skills also help us to regulate our emotions. The “Executive Function Skills” class offered at Capital High School is intended to provide students with “scaffolding” that helps them practice necessary skills before they must perform them alone. Students will be exposed to strategies to improve working memory, mental flexibility, and self-control. Entrance into the Executive Function Skills class is determined by the alternative education team. Continued enrollment is considered annually.

## **Math Lab - Basic**

**Credit:** Math

**Recommended Prerequisite:** IEP, placement test

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

This Special Education course is a class designed for students with an I.E.P. in the area of math. The Math Lab-Basic course is a year-long class that satisfies a high school math credit. Students will be working on their individualized math goal(s) while exploring real life math concepts. The student will be working to improve their basic 4 computation skills, improve their problem-solving skills, real-life financial calculations, fraction calculations, exponent work, percent work, financial budgets, and many other practical life math skills. Students will continue in the Math Lab-Basic until all concepts are mastered.

## **Math Lab – Pre-Algebra**

**Credit:** Math

**Recommended Prerequisite:** IEP, placement test

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

This Special Education course is a class designed for students with an I.E.P. in the area of math. The math lab is a year-long class that satisfies a high school math credit. Students will be working on their individualized math goal(s) while exploring pre-algebraic concepts. The students will continue to practice their basic 4 computation skills, improve their problem-solving skills, work with fractions, exponents, and percent work. Students will also address pre-algebra skills such as: integer computation, linear equations, slope, graphing, order of operations, and statistics/probability. Students will continue in the Math Lab-Pre-Algebra until all concepts are mastered.

## **Math Lab 9-12**

**Credit:** Math

**Recommended Prerequisite:** IEP

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

This Special Education course teaches math skill to students with social -emotional needs. It addresses the math skills at the student’s individual level.

## **Math Lab – Algebra**

**Credit:** Math

**Recommended Prerequisite:** IEP, placement test

**Length:** 1 year

**Grade Level:** 10, 11, 12

This Special Education course is a class designed for students with an I.E.P. in the area of math. The math lab is a year-long class that satisfies a high school math credit. Students will be working on their individualized math goal(s) while exploring algebraic concepts. The students will continue to practice their basic 4 computation skills, improve their problem-solving skills, work with fractions, exponents, geometry, and percent work. Students will also address algebra skills such as: integer computation, linear equations, inequalities, slope, graphing, order of operations, radicals, Pythagorean Theorem, functions, quadratic equations, statistics/probability, systems of equations, and polynomials. Students will continue in the Math Lab-Algebra until all concepts are mastered.

## **Math Lab – Geometry**

**Credit:** Math

**Recommended Prerequisite:** IEP, placement test

**Length:** 1 year

**Grade Level:** 11, 12

This Special Education course is a class designed for students with an I.E.P. in the area of math. The math lab is a year-long class that satisfies a high school math credit. Students will be working on their individualized math goal(s) while exploring geometric concepts. The students will continue to practice their basic 4 computation skills, improve their problem-solving skills, and work with fractions. Students will also work with the following topics: Measurement, Plane Geometry, Solid Geometry, Coordinates, and Trigonometry. Students will continue in the Math Lab-Algebra/Geometry until all concepts are mastered.

## **Math Lab – Financial Planning**

**Credit:** Math (this course is not NCAA approved)

**Recommended Prerequisite:** IEP

**Length:** 1 year

**Grade Level:** 12

This Special Education course is a class designed for students with an I.E.P. in the area of math. The math lab is a year-long class that satisfies a high school math credit. Students will be working on their individualized math goal(s) while exploring Personal Finance concepts. The students will continue to practice their basic 4 computation skills, improve their problem-solving skills, and work with fractions. Students will also work with the following topics: Money Management, Borrowing, Earning Power, Investing, Financial Services, and Insurance concepts. Students will continue in the Math Lab-Financial Planning until all concepts are mastered.

## **Personal Finance Skills**

**Credit:** Math

**Recommended Prerequisite:** IEP eligibility and area of qualification.

**Length:** 1 year

**Grade Level:** 11, 12

This consumer math class provides students with a practical foundation in everyday mathematics needed for survival in the real working world. Upon completion, students have a better understanding and are able to perform mathematical operations that help them to be successful in the following areas: earning money, buying food, shopping for clothes, managing a household, buying and maintaining a car, working with food, improving one's home, traveling, budgeting money, banking and investing, paying taxes, and preparing for careers.

## **Personalized Learning Program (PLP) - High School**

**Credit:** Elective

**Recommended Prerequisite:** I.E.P.

**Length:** 1 year

**Grade Level:** 9,10,11,12

The **Personalized Learning Program (PLP)** for high school provides a variety of opportunities and experiences to facilitate increased knowledge and independence for all students. The student's individual needs will guide the focus of their program and may include one or more of the following:

**Medically Fragile** is a district program located at Capital High School for students in need of intensive medical and/or daily living care by trained para-educator and nursing staff.

**Functional and Community** provides a greater focus on functional academics, daily living skills and community access.

**PLP/Resource** is a combination of functional learning skills, vocational focus, and access to general education and resource coursework depending on the skills and interests of the student.

## **Skills for Success**

**Credit:** Elective

**Recommended Prerequisite:** IEP

**Length:** 1 year

**Grade Level:** 9,10,11,12

Skills for Success is the understanding and the tools one needs to live a positive and productive life with the ability to problem solve various adversities that presents throughout life. The class will consist of teaching anger management, problem solving, empathy training, making good choices, prosocial communication, and mental health and illnesses. In addition, students will receive instruction on how to plan and execute assignment completion and study skills. Entrance into the Skills for Success class is determined by the alternative education team. Continued enrollment is considered annually.

## **Transition Program**

**Length:** This program is for students ages 18-21

The Transition Program is a multi-faceted community-based program for students with disabilities who need continued special education support to concentrate on a community-based functional approach to learning. Students receive assistance in the following areas: vocational training and job exploration, job readiness skills, independent living skills, leisure/recreation, transportation, and continuing education. The goals of the program are to assist students and their families in developing and establishing support leading to active participation in the community, and to increase independent living skills.

# ***CAREER & TECHNICAL EDUCATION (C.T.E.) DEPARTMENT***

## **Arts & Technology**

### **Game Design 1 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn how to work in the game design industry. Use the Unity game development ecosystem: a powerful rendering engine fully integrated with a complete set of intuitive tools and rapid workflows to create interactive content. Includes instruction in graphics software and systems; computer programming; digital multimedia; graphic design, video game design and development; graphics devices, processors, and standards; attributes and transformations; projections; surface identification and rendering; and color theory related to interactive computer and computer graphic-based applications. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

### **Game Design 2 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** Game Design 1 A, B

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

This course is a continuation of Game Design 1. Get ready to create complex 2D and 3D games with Unity's rapidly scalable scene building blocks. Dive into scripting with industry-standard languages in diverse, skilled teams. Join forces with other talented students to invent new worlds. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

### **Film Cinematography 1 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn the art and science of motion pictures. Learn the skills needed to communicate dramatic information, ideas, moods, and feelings through the making and producing of video/cinema. Includes instruction in theory of cinema technology and equipment operation; production, directing, editing, cinematographic art, audio techniques for making specific types of cinema and the planning and management of cinema operations. This course is great preparation for testing in IB Film Cinematography junior or senior year. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **Film Cinematography 2 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** Film Cinematography 1 A, B or Film Cinematography (IB) 1 A, B

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn the art and science of motion pictures. Learn the skills needed to communicate dramatic information, ideas, moods, and feelings through the making and producing of video/cinema. Includes instruction in theory of cinema technology and equipment operation; production, directing, editing, cinematographic art, audio techniques for making specific types of cinema and the planning and management of cinema operations. This course is great preparation for testing in IB Film Cinematography junior or senior year.

## **Film Cinematography (IB) 1 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** SkillsUSA

Learn the art and science of motion pictures. Learn the skills needed to communicate dramatic information, ideas, moods, and feelings through the making and producing of video/cinema. Includes instruction in theory of cinema technology and equipment operation; production, directing, editing, cinematographic art, audio techniques for making specific types of cinema and the planning and management of cinema operations. This is an IB class anyone upperclassmen can take. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **Film Cinematography (IB) 2 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** Film Cinematography (IB) 1 or Film Cinematography 1 A, B

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** SkillsUSA

Seniors can test in International Baccalaureate, IB, Film Cinematography within this course. This course is a continuation of Film Cinematography (IB) 1. Work in teams to make films. This course emphasizes artistic expression for the purpose of communicating ideas through cinema. Study the history and development of cinema. Explore skills needed to explore contemporary social, cultural, and political issues and creatively solve problems within and through cinematic productions. Engage in critiques of student films and productions of professional filmmakers for the purpose of reflecting on and refining work. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **MS MakeCode Arcade A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

This course focuses on coding with Blocks to build original online games based on classic patterns and also covers JavaScript, HTML, and CSS. Block Coding is an introductory computer science curriculum to build classic games in the MakeCode Arcade browser-based development environment. It includes fun projects, immediate results, and both block and text editors for learners at different levels. Students new to coding can start with colored blocks that they can drag and drop onto their workspace to construct their programs. An interactive simulator provides students with immediate feedback on how their program is running and makes it easy to test and debug their code. When they are ready, students can move into a full-featured JavaScript editor with code snippets, tooltips, and error detection to help them. No Recommended Prerequisite; recommended if interested in STEM careers, Robotics or Game Design.

## **Introductory Robotics A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FIRST

**Supplies:** USB Drive (Storage) is recommended NOT required

We believe doing is learning. This course will introduce students to engineering concepts and technology design through the Lego EV3 Robotics system. Students will learn and apply principles of basic Mechanical Engineering, introductory programming using a graphical interface (pictures) and fundamental Computer Science concepts. Working in teams, students will use applied math and science along with their newfound technology skills to design, build and program a variety of robots to meet interesting challenges. Students will also have the opportunity to learn basic Java programming to control the robots, prepare for the Robotics Engineering class and for future robotics competitions. Teamwork is a requirement for this class. All work is done in teams. **No prior programming or engineering experience is required**

## **Robotics Engineering A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None, Introductory Robotics (CHS or OSD middle school) helpful

**Length:** 1 year (may be repeated)

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FIRST

Robotics Engineering teaches and give students the skills needed for the next level of engineering and software design. Students will design, build, program and drive robots to compete in the international FIRST Tech Challenge (FTC) competitions. Using Mechanical Engineering, students will design, and build robots using metal-based systems. In Software Engineering, students program their robots using JAVA in the Android studio learning environment. In Electrical Engineering, students will work with heavy-duty DC motors, precision servo motors, advanced electronic sensors, associated power systems and more. In Computer Science Engineering, students will integrate remote control systems and wireless event control systems.

Students will form teams to tackle the FIRST Tech Challenge's yearly game through a combination of autonomous and remote-controlled robotics systems. There is out-of-class and weekend requirements for this class. All students will be competing on a First Tech Challenge (FTC) Team and expected at all competitions/activities. **No prior programming or engineering experience is required**

## **Robotics 1: Introduction & Applied Science A, B**

**Credit:** CTE, Science or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FIRST

This course will introduce students to engineering concepts and technology design through the Lego EV3 Robotics system. Students learn and apply principles of Mechanical Engineering, Software Engineering, Electrical Engineering, Computer Science and Systems Design Engineering. Working in engineering teams, students use applied math and science along with their newfound technology skills to design, build and program a variety of robots to meet challenging specifications. No prior programming experience is required. Students must receive a passing grade in the first semester to continue with the course in the second semester.

## **School of Rock 1 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn and apply skills in music recording techniques, music editing, mixing, and creating finished musical recordings for distribution as sound files in order to enhance, convey, and capture the expressive intent of music. Includes instruction in sound equipment operation and maintenance, music composition, dialogue recording, sound effects and Foley, sound track editing, dubbing, mixing sound, final media production and export. You do not have to be a musician to take this class, just love music and sound! You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **School of Rock 2 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** School of Rock 1 A, B

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

This course is a continuation of School of Rock 1. Learn to express yourself through creating music. Along with musical instruments and vocals, technology is used for creating, recording, and performing music. Students will also perform compositions formally or informally and respond to music created in the classroom. Join forces with other talented students to create, produce, record, and perform music and sound compositions. Dive into the process of advanced recording techniques and live sound production. Produce sound recordings as finished products or as components of film/video, broadcast, live, and mixed media productions. Learn to work with musicians, producers, editors, directors, artists, and production managers from industry. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **Business**

### **Digital Design A, B**

**Credit:** CTE, Elective or Fine Arts

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

This introductory course deals with controlling computer technology to produce an artistic image. Students will learn computer illustration techniques, image manipulation, animation, web design, and graphic design visual literacy. As students are introduced to the various fields in the digital arts, they will learn and apply the fundamentals of design with software applications (Adobe Photoshop, Illustrator, DreamWeaver and Animate [Flash]), as well as study the elements of art and the principles of design. Throughout the course, students will study Digital Literacy and Responsibility as well as an introduction to coding and programming and explore related careers in the field.

### **Digital Design 2 A, B**

**Credit:** CTE, Elective or Fine Arts

**Recommended Prerequisite:** Digital Design A, B

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** FBLA

In this intermediate course students work on more advanced projects and skills in the Adobe software programs. Students also complete more coding and programming projects as well. Students work at a more independent level and may also work in teams on projects. New skills include creating introductory mobile applications.

### **Digital Design 3 A, B**

**Credit:** CTE, Elective or Fine Arts

**Recommended Prerequisite:** Digital Design 2 A, B

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** FBLA

Students work on more advanced, technical projects including an introduction to game design to build and code games.

### **Espresso/Smoothie Store Operations A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student leadership organization:** FBLA

Espresso/Smoothie Store Operations is an exploratory course that focuses on the general process and techniques of direct wholesale and retail buying and selling operations and introduces individuals to related careers. This includes instruction in the principles of entrepreneurial economics, basic sales skills, the distribution channels for goods and services, and supervised practical application experiences. Students will apply marketing and business concepts of retail sales, customer service, advertising, and accounting



through operating the school espresso/smoothie store. Students will also learn about the history, culture and diversity of the coffee industry and gain barista skills.

## **Espresso/Smoothie Store Management A, B**

**Credit:** CTE, Elective

**Recommended Prerequisite:** Espresso/Smoothie Store Operations, application/interview process (spring), and instructor approval

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** FBLA

Espresso/Smoothie Store Management is a preparatory course that generally prepares students to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Class includes instruction in buyer behavior and dynamics, principles of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets.

## **Espresso/Smoothie Store Management 2 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** Instructor approval, Espresso Store Management

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** FBLA

The purpose of this course is to provide updated information and additional skill development relative to the current and projected technologies that will be experienced by employees and managers. Programs utilized may include the daily planner/calendar, electronic mail, word processing, spreadsheet, database, and presentation software.

## **Financial Algebra A, B**

**Credit:** 3<sup>rd</sup> Year Math/ CTE or Elective

**Recommended Prerequisite:** Algebra and Geometry (or may be taken concurrently with Geometry)

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

By combining algebraic and graphical approaches with practical business and personal finance applications Financial Algebra motivates high school students to explore algebraic thinking patterns and functions in a financial context. An applications-based learning approach provides students with the basic knowledge required to make some of life's most important financial decisions such as finding a job, money management, apartment and house hunting, buying a car, budgeting, protecting yourself as a consumer, wise use of credit, and gaining insight into the world of investing and banking. This course will also inform students of their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world through a fun and entertaining computer simulation. Financial Algebra encourages students to be actively involved in applying mathematical ideas to their everyday lives. Although this can qualify for a student's 3<sup>rd</sup> year of Math, if taken after Algebra 1 - it is an important Personal Finance class that everyone should take before they graduate!

## **Street Law/Law and Justice**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

Street Law uses interactive methods to give students a practical understanding of law and our legal system. Street Law focuses on criminal law and juvenile justice relevant to students' lives and develops knowledge and skills essential in our law-oriented society. Law and Justice provides a basic foundation in law required to succeed in business by introducing students the basics of the legal system, ethics, torts, contracts, consumer and housing law, property law, employment law, business organizations, and law and finance. The highlights to this class are the visits and interaction of judges, lawyers, and other various speakers as well as field trips to the Thurston County courthouses and the juvenile hall. Students also perform mock trials. It is a fun, and interactive way to learn how law is applied in today's society.

## Visual Communications A, B

**Credit:** Fine Art, CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Using the newest in Apple computers and Canon digital cameras, students learn how to communicate digitally within their busy daily lives. They also learn Photoshop, Illustrator, InDesign, how to take terrific photographs, create fun and interesting movies, and create amazing digital designs and illustrations. Students who are interested in the latest technology, pursuing photography, filmmaking, web design illustration or graphic design as a career will gain knowledge regarding those career fields.

## Horticulture

### Introduction to Horticulture A, B

**Credit:** CTE, Elective or Lab Science (This is not an approved NCAA course.)

**Recommended Prerequisite:** 1-year approved science

**Length:** 1 year

**Grade Level:** 11, 12

**Student leadership organization:** FFA

Major topics include basic botany (plant anatomy, growth, and development); plant reproduction techniques (seeds, cuttings, tissue culture); the plant environment (soil, light, water, air); identification of native and commercial plants; greenhouse construction and maintenance; pest management; the horticulture industry; marketing; and career and personal development. Because it can be used to fulfill the CTE requirement, students must also complete a Leadership component that includes lessons on career and personal development, and a Supervised Agricultural Experience (SAE) to demonstrate a new skill. SAE and Leadership each require an additional 6 hours/semester.

## Industrial Technology

### Bicycle Manufacturing

**Credit:** CTE, or Elective (or 3<sup>rd</sup> year math credit if student completed Algebra and Geometry or concurrently enrolled in Geometry.)

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Build bicycles from the ground up! Ever wondered how a bike frame is designed and welded? Do you want to learn how to assemble a bicycle? This class will teach you how to design a bicycle frame, accurately cut and weld the tubes and then how to add the components to make it a rideable bike. You will learn to use different tools including manual and CNC mills and lathes, Tig welders, specialized bicycle mechanic tools and hand tools. The CorePLUS Manufacturing curriculum (working towards the Boeing sponsored Aerospace Machinist Certificate) will also be offered as an option in this class. This is a math intensive class and you can expect to learn geometry, trigonometry and the Cartesian co-ordinate system. Some computer programming (G and M code) will also be used to control the machines that make the parts we will need to build the bicycle. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

### Metals/Welding Technology A, B

**Credit:** CTE or Elective. This is a CTE Dual Credit course. B or better will earn college credit.

**Recommended Prerequisite:** Basic math skills \*

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

The students will learn and practice welding techniques necessary for the metal working industry or hobby applications. Individual and group activities are designed to simulate industrial welding operations. A major portion of each class is spent working on projects in a large, well-equipped laboratory classroom. Student will prepare a portfolio of their work. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course. **\*Appropriate basic math skills to read rulers, add, subtract, multiply, and divide fractions, decimals, and whole numbers.**

## Precision Manufacturing

**Credit:** CTE, or Elective (or 3<sup>rd</sup> year math credit if student completed Algebra and Geometry or concurrently enrolled in Geometry.)

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn to make parts to within a thousandth of an inch! Ever wondered how parts are made for engines and instruments? Do you want to learn how to machine steam engines? This class will teach you how to accurately cut parts on lathes and milling machines. You will learn to use different metalworking machines including manual and CNC mills and lathes. The CorePLUS Manufacturing curriculum (working towards the Boeing sponsored Aerospace machinist Certificate) will also be offered as an option in this class. This is a math intensive class and you can expect to learn geometry, trigonometry and the Cartesian co-ordinate system. Some computer programming (G and M codes) will also be used to control the machines that make the parts we will need to build the boats. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

## Sign Design A, B

**Credit:** CTE, Fine Art or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Make your own signs! Design a message and learn how to make it pop! In this class you get to make signs and stickers while learning to use the professional sign making software, "Corel Draw!". Output your work with printers, plotters, laser engravers, computer-controlled routers and other manufacturing grade machines. Make signs for yourself, the school and the community. Study why signs are effective, how they change people's minds and what it takes to be a sign maker. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

## Woods Technology A, B (Beginning/Advanced)

**Credit:** CTE or Elective

**Recommended Prerequisite:** Basic math skills \* Advanced status requires a passing grade and teacher's approval.

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Students will learn and practice creative woodworking techniques necessary for the woodworking industry or the woodworking hobbyist. Individual and group activities are designed to simulate industrial woodworking operations. A major portion of each class is spent working on projects in a large, well-equipped laboratory classroom. Students will prepare a portfolio of their work. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

\*Appropriate basic math skills to read rulers, add, subtract, multiply, and divide fractions, decimals, and whole numbers.

## Marketing

### Introduction to Marketing A, B

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student leadership organization:** DECA

This class is for the student who wishes to own their own business or pursue a career in Business and Management. This course introduces the basic principles of marketing, practices, and the application of these practices. This course examines our present-day marketing system from a managerial point of view and has a current events component to help emphasize the marketing principles in today's business world. Subjects covered include consumers, market research and target markets, products, promotion, channels of distribution, pricing, international marketing and use of technology in marketing. A strong emphasis is placed on entrepreneurial and intrapreneurial characteristics. Students will be offered the opportunity to become a member of DECA, the student leadership organization for marketing students.

## **Fashion Marketing A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student leadership organization:** DECA

This course will introduce a number of topics critical to students' understanding of marketing in the world of apparel and accessories. A perfect choice for students interested in how to build a career in buying, merchandising, marketing, product development, creative fashion presentations, personal styling, wardrobe creation, sales, or management. Both the creative and business side of the fashion industry are explored! Fashion students will be engaged through a combination of hands-on activities, lectures, guest speakers, role plays and academic work. Authentic business problems will be used to highlight current industry standards and address business needs and trends in the world today. Students will be strongly encouraged to become a member of DECA, the student leadership organization for marketing students.

## **Sports & Entertainment Marketing A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student leadership organization:** DECA

This course is designed to study marketing principles and concepts in the sports and entertainment industry. Instructional areas will include: An orientation to the sports and entertainment industry, economics, event execution, career opportunities, decision making, event marketing, advertising and promotion, and legal aspects/contracts. Classroom instruction will be reinforced through the use of lectures, case studies, possible field trip experiences, current periodicals, computer simulations, projects, discussions and guest speakers. Students will be strongly encouraged to become a member of DECA, the student leadership organization for marketing students.

## **IB Business Management (SL) A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 11, 12 (students interested in testing for the IB credit must take this class in the 11<sup>th</sup> or 12<sup>th</sup> grade)

**Student leadership organization:** DECA

As this is an IB course, students have the option to complete the IB examination in May, but it is not required. The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies. Students will be strongly encouraged to become a member of DECA, the student leadership organization for marketing students.

## **IB Business Management (HL) A, B**

**Credit:** CTE, Senior Social Studies and Civics or Elective

**Recommended Prerequisite:** Successfully complete IB Business Management SL

**Length:** 1 year

**Grade Level:** 12 (generally students interested in testing for the IB credit will take this class in the 12<sup>th</sup> grade)

**Student leadership organization:** DECA

As this is an IB course, students have the option to complete the IB examination in May, but it is not required. This year long course builds on the foundational concepts introduced in Business Management SL and is for the student who wishes to pursue a career in Business Management. Business strategy is introduced through case studies, guest speakers and projects. The course encourages the appreciation of ethical concerns, at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis. Students will be strongly encouraged to become a member of DECA, the student leadership organization for marketing students.

## Social Media Communication

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

Learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms. You will discover types of social media you may not have been aware of and how to communicate effectively through them for your benefit—personally, academically, and eventually professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

## Student Store Management A, B

**Credit:** CTE or Elective

**Recommended Prerequisite:** Prior marketing or leadership course and instructor approval

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student leadership organization:** DECA

Course is recommended for second year marketing students interested in a career in project management or managing a small business. Student Store Management is a one-year course in which students will apply marketing, leadership and business concepts through operations and management of the CHS Student Store, Vending Machines and Print and Apparel Shop. Student will be strongly encouraged to participate in DECA, the leadership organization for marketing students.

## Introduction to Leadership A, B

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10

**Student Leadership Organization:** DECA

The Leadership program will reflect the belief that students want to become meaningfully involved in the school community through Servant Leadership and taking care of the “little things that matter so the big things will take care of themselves.” The class is based on the concept that leadership can be developed in a variety of school areas, curricular and co-curricular. Students will learn about leadership and provide services to students, parents, staff, and the community.

## Advanced Leadership A, B

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year (May be repeated)

**Grade Level:** 11, 12 (10<sup>th</sup> with teacher approval)

**Student Leadership Organization:** DECA

The Leadership program will reflect the belief that students want to become meaningfully involved in the school community. The class is based on the concept that leadership can be developed in a variety of school areas, curricular and co-curricular. Students will learn about leadership and provide services to students, parents, staff, and the community. Hands on projects in this class include canned food drive, dance planning, assembly preparation, committee responsibilities, and serving our school community.

## Sports Medicine

### Foundations of Sports Medicine

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** Washington Career Technical Sports Medicine Association (WCTSMA)

In this year long course students will learn the basics of sports medicine, medical careers, concussions, medical terminology, kinesiology, extremity and lower anatomy, and basic athletic training procedures. Basic lab sessions include prophylactic taping, wrapping and bracing. This course is designed for students who have interest in various medical professions and learning more about sports medicine related injuries and management. Students will earn certification in First Aid and CPR.

## **Sports Medicine A, B**

**Credit:** CTE, Elective

**Recommended Prerequisite:** Foundations of Sports Medicine

**Length:** 1 year (may be repeated for full three-year program)

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** Washington Career Technical Sports Medicine Association (WCTSMA)

This course is designed for students who plan on making medicine a career. In this course, students will learn the basics of anatomy, physiology, general nutrition, and basic athletic training procedures. Lab sessions cover training room operations 5 hours per semester and cover taping & wrapping, athletic injury assessment, use of heat & cold modalities, record keeping, rehabilitation, and time management skills. Also included are job shadow and internship opportunities. Extended hours are required per instructor's specifications.

## **Sports Medicine Practicum A, B (After School)**

**Credit:** CTE or Elective

**Recommended Prerequisite:** Instructor permission; Must be taken concurrently with Sports Medicine Class or completed Foundations in Sports Medicine

**Length:** 1 or 2 semesters (may be repeated)

**Grade Level:** 10, 11, 12

**Special Information:** Only offered as an after-school class

Taken concurrently with Sports Medicine, this course offers opportunities for application of skills in dealing with injuries of team members in various sport training programs. Students acquire on-the-job experience working with the athletic trainer, team physicians, and other healthcare professionals.

## **IB Sports, Exercise and Health A, B**

**Credit:** Science, CTE, Elective

**Recommended Prerequisite:** Physical Science, Biology, and Chemistry (may be taken concurrently)

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** Washington Career Technical Sports Medicine Association (WCTSMA)

This course involves the study of the science that underpins physical performance. It incorporates the study of anatomy and physiology, biomechanics, psychology and nutrition. Students will also carry out experiments in both laboratory and field settings. It is an excellent preparatory course for students considering entering the field of medicine, sports medicine, exercise science, physical therapy, physical education or athletic training. This course is open to 11<sup>th</sup> and 12<sup>th</sup> graders, can be used in achieving the IB Diploma, fulfills the state CTE requirement, and fulfills both the NCAA and OSD Science requirements.

## **Theatre**

### **Stagecraft A, B**

**Credit:** Fine Arts, CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** TBD

Technical theatre students will study theatre safety, set design and construction, lighting and audio for the theatre. Students will be expected to obtain proficiency in using the systems in the Capital High School theatre. Other activities will include scenic painting, costume design and construction and property construction in preparation for the upcoming CHS productions.

# Visual Arts

## Ceramics, Sculpture & 3-D Design 1 A, B

**Credit:** Fine Arts, Elective or CTE

**Recommended Prerequisite:** None

**Length:** 1 Year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Ceramics, Sculpture, & 3-D Design 1 is a beginning level class for students without previous art experience or for those who need further development or review of basic skills. Studio activities are based on mastery of basic technical concepts of Ceramics, Sculpture, & 3-D Design. Lessons focus on the use of basic design fundamentals as they pertain to the areas of Ceramics, Sculpture & 3-D Design. Students will work to find their artistic voice as they develop the technical skills necessary to visually communicate their ideas in powerful and effective ways.

## Drawing/Painting 1 A, B

**Credit:** Fine Arts or Elective or CTE

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11 and 12

**Student Leadership Organization:** SkillsUSA

This is primarily a studio art course that focuses on developing skills and techniques in media specific to drawing and painting. Students will use the elements of art to draw from observation and imagination. In addition, students will be asked to interpret and analyze artworks from a variety of time periods and cultures. Students are encouraged to find their artistic voices, while continuing to develop the technical skills to visually communicate their ideas in powerful and effective ways. The creative process for each project includes practice exercises, sketches, research and finally the making of a final product, which is critiqued for a final grade. Original, progressive, high quality studio work is expected.

# Additional Career & Technical Education Offerings

## American Sign Language 1 A, B

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** ASL Honor Society

An introduction to American Sign Language that focus on the aspects of the language itself and the culture of the deaf. This course will provide a foundation for everyday communication with the deaf community. Students will learn about the cultural values that deaf people have in their daily lives along with the deaf history and to express by signing in class and outside the classroom. This course will aid students in learning about a variety of careers utilizing ASL in different ways such as being an interpreter or be a teacher of the deaf, and more. Students will know how to interact with the deaf people after high school. The classroom environment has a no-voice zone policy as it is the best way to learn ASL, and they will be expected to do homework through a mode of video recording equipment in class in addition to other assignments outside the classroom. There may be one or two guest speakers come to or via webcam in class to describe their experience as a deaf person. Students must maintain a C- or 70% to remain in the class for second semester and to move on to the next level.

## American Sign Language 2 A, B

**Credit:** CTE or Elective

**Recommended Prerequisite:** American Sign Language 1 with 70 % (C-) or above

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** ASL Honor Society

American Sign Language 11 is a continuation of American Sign Language 1 that focus more on the aspects of the language itself and the culture of the deaf. Students will learn to use specific phrases and understand the usage of the language in class. Students are expected to participate and demonstrate their proficiency in signing and reception for the teacher and the peers both live and through the video in class as well. This class continues to have a no-voice zone policy as it is the best way to learn American Sign Language. Guest speakers (if available) will come to class and present about experiences and careers they have chosen that use ASL. Students must have maintained a C- or 70% prior to enrolling and to enter the second semester. Screening for ASL 11 for transfer students is preferred if possible.

## **Journalistic Writing 12<sup>th</sup> English A, B (\*This course will become 12<sup>th</sup> Grade IB Lang & Lit)**

**Credit:** Senior English, CTE or Elective

**Recommended Prerequisite:** Successful completion of 9, 10 and 11<sup>th</sup> grade IB English

**Length:** 1 Year

**Grade Level:** 12

**Student Leadership Organization:** FBLA

Journalistic Writing 12<sup>th</sup> IB Language and Literature A, B is an option under the IB 12<sup>th</sup> grade IB Language and Literature course. Journalistic Writing meets the testing requirements for IB Language and Literature senior year while simultaneously producing the school newspaper. Students will be reading fiction and non-fiction in a literary sense, while also writing articles for each issue of *The Outlook* and producing the physical and digital paper. Students will work with InDesign, Photoshop and various other programs that involve podcasting and social media, while assisting in the overall production of the paper, in a project based environment.

## **Journalism A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** Student must be enrolled in Journalism the entire year.

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

Journalism allows students to write for the school newspaper. The topics vary and include news, opinion, sports, and general interest articles. Along with writing articles for each issue of *The Outlook* students work with InDesign and various other computer programs, students will utilize social media accounts and develop news content, while assisting in the overall production of the paper.

## **Work-Based Learning A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** Concurrent or prior enrollment in a CTE course for at least one semester

**Length:** 1 semester each (may be taken for a full year.)

**Grade Level:** 10, 11, 12 (must be 16 years of age)

**Student Leadership Organization:** DECA

Work-Based Learning provides students with an opportunity to gain exposure to an occupational area related to their interests and career goals. The objectives of the program are to prepare students to successfully obtain and maintain employment while developing employment skills. Students will receive credit based upon their performance at the work site, completion of required paperwork and school assignments related to the program, and official documentation of 180 work hours per semester.

## **Yearbook A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade level:** 10, 11, 12

**Student Leadership Organization:** DECA

Students will be involved in the planning and production for the entire school year. This course requires many after school hours.

# ***ENGLISH LANGUAGE LEARNER***

The English Language Program promotes the acquisition of English for students whose primary language is not English. Research based instruction strategies help students acquire English skills in listening, speaking, reading and writing. This class also supports students in their content area courses.

The basic goal of the English Language Learner (EL) program is to design and deliver an instructional program that will:

- Develop English fluency and comprehension
- Promote academic growth
- Promote social and emotional development
- Promote successful adjustment to the school mainstream
- Promote respect for all languages and cultures



## **EL English Language Development (ELD)**

**Credit:** Elective

**Recommended Prerequisite:** EL student

**Length:** 1 year, (may be repeated for four years)

**Grade Level:** 9,10,11,12

The ELD class will help students acquire English skills in listening, speaking, reading, and writing. This class also supports students in their content area courses.

## **World Languages-Competency-Based Credits**

In July 2010, the Washington State Board of Education (SBE) endorsed a model policy and procedure for districts to offer competency-based credits for world languages (i.e. based on a student's demonstrated proficiency in a language that was not gained via high school coursework). Students interested in gaining high school credit in this way may contact their student's counselor for more information.

# ***ENGLISH DEPARTMENT***

## **English Department Philosophy**

To meet the English requirements for graduation, students must complete a year-long course in the ninth, tenth, eleventh, and twelfth grades. Approximately one third of the total English program is devoted to the study of writing, one-third to the study of literature, and one-third to the study of the English language and oral communication. The program is sequenced, which enables learning to continue and build on what has been taught before. The curriculum provides students with the opportunity to gain a strong traditional high school English education.

## **Reading**

**Credit:** Elective

**Recommended Prerequisite:** None (placement based on standardized reading assessments and teacher recommendation.)

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

This course will focus on improving reading skills. Students will take this course in addition to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> English.

## **9th Grade English A, B**

**Credit:** English

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9 (Required)

These courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

## **10th Grade English A, B**

**Credit:** English

**Recommended Prerequisite:** Successful completion of 9<sup>th</sup> grade English

**Length:** 1 year

**Grade Level:** 10 (Required)

These courses usually offer a balanced focus on composition and literature, with a continued focus on the four aspects of language use: reading, writing, speaking, and listening. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

## **11th Grade IB Language and Literature A, B**

**Credit:** English

**Recommended Prerequisite:** Successful completion of 10<sup>th</sup> grade English.

**Length:** 1 year

**Grade Level:** 11

This course is part of a two-year sequence and will satisfy the requirements of the IB Language A with an IB testing option. Students will engage in the critical study and interpretation of written and spoken text from a wide range of literary and non-literary genres to include blogs, podcasts, film, essays, etc. This course is intended for students interested in a broad study of literature and language. This course is appropriate for all students including full IB candidates. Assignments will include preparation of papers, oral presentations, seminar discussions and creative pieces.

## **11th Grade IB Literature A, B**

**Credit:** English

**Recommended Prerequisite:** Successful completion of 9<sup>th</sup> and 10<sup>th</sup> grade English.

**Length:** 1 year

**Grade Level:** 11

This course is the first in a two-year sequence necessary to satisfy the requirements of the IB Language A1 Program. This course is appropriate for students with strong skills and interest in reading and writing and literary analysis. Students will complete an extensive study of several literary works. Assignments will include preparation of several papers, oral presentations, seminar discussions and creative pieces.

## **12th Grade IB Language and Literature A, B**

**Credit:** English

**Recommended Prerequisite:** Successful completion of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade IB English

**Length:** 1 year

**Grade Level:** 12

This course is the second part of the two-year sequence and will satisfy the requirements of IB English with an IB testing option. Students will engage in the critical study and interpretation of written and spoken text from a range of literary and non-literary genres to include blogs, podcasts, films, essays, novels, etc. This course is intended for students interested in a broad study of literature and language. Assignments will include preparation of papers, oral presentations, seminar discussions and creative pieces. This course is appropriate for all students including full IB candidates.

## **12th Grade IB Literature A, B**

**Credit:** English

**Recommended Prerequisite:** Successful completion of 11<sup>th</sup> IB English or permission from the instructor and completion of a summer assignment

**Length:** 1 year

**Grade Level:** 12

Twelfth grade IB is the second in a two-year sequence necessary to satisfy the requirements of the IB Language A1 Program. This course is appropriate for students with strong skills and interest in reading and writing and a desire to take on rigorous college-level work. Students will complete an extensive study of poetry, plays, and novels. Written and oral work will be vigorously pursued with an emphasis on critical thinking. Students will complete all assignments required by the International Baccalaureate Program and will prepare for the IB exam given in May.

## **Journalistic Writing 12<sup>th</sup> English A, B (\*This course will become 12<sup>th</sup> Grade IB Lang & Lit)**

**Credit:** Senior English, CTE or Elective

**Recommended Prerequisite:** Successful completion of 9, 10 and 11<sup>th</sup> grade IB English

**Length:** 1 Year

**Grade Level:** 12

**Student Leadership Organization:** FBLA

Journalistic Writing 12th IB Language and Literature A, B is an option under the IB 12th grade IB Language and Literature course. Journalistic Writing meets the testing requirements for IB Language and Literature senior year while simultaneously producing the school newspaper. Students will be reading fiction and non-fiction in a literary sense, while also writing articles for each issue of The Outlook and producing the physical and digital paper. Students will work with InDesign, Photoshop and various other programs that involve podcasting and social media, while assisting in the overall production of the paper, in a project based environment.

# ***FINE ARTS DEPARTMENT***

## **Fine Arts Department Philosophy**

This department believes that education in the arts is a vital component of the high school curriculum. All students should be provided an opportunity to develop an appreciation of the arts through hands-on experiences. Art instruction should challenge the intellectual, creative, and expressive powers of each student. Encouragement should be given to all students to strive for their personal level of excellence and recognition should be given when this is achieved.

## **Fine Arts Department Objectives**

- To provide an instructional program in the basic skills and understandings of art concepts, media, tools, and equipment.
- To provide sequential learning experiences in the arts and opportunities for independent study in particular areas.
- To encourage students in seeing their art projects as contributing to the home, school, and community environments.

## **Music**

### **Music Department Philosophy**

To provide the opportunity and instruction for those students who wish to expand their musical skills and participate in music performance groups. Students can take music classes while also participating in all sports and satisfying all academic graduation requirements. All students are encouraged to enroll. Students are graded on effort and participation daily, performance attendance, classroom attendance and concert critiques.

### **Concert Band A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Prior experiences, or instructor approval.

**Length:** 1 year

**Grade Level:** 9

**Supplies:** Instrument, appropriate black and white attire for performances.

For incoming freshmen who have been part of middle school band. There is a strong emphasis on fundamental skill development, refinement, and performance. This class is an introduction to the Capital High School Band program. Marching Band and Pep Band are included as part of this course. Marching Band includes four/five home football game performances at Olympia High School plus rehearsals outside of class. Outside rehearsals include a summer band camp, rehearsals 3 hours before performances, and extra rehearsals as needed. Pep Band includes 6-10 home game performances at Capital High School.

### **Symphonic Band A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Prior experiences, or instructor approval.

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Supplies:** Instrument, appropriate black attire for performances.

For advanced winds and percussionists who wish to explore and perform major works from the band literature. There is an emphasis on further skill development and refinement of abilities. Marching Band and Pep Band are included as part of this course. Marching Band includes four/five home football game performances at Olympia High School plus rehearsals outside of class. Outside rehearsals include a summer band camp, rehearsals 3 hours before performances, and extra rehearsals as needed. Pep Band includes 6-10 home game performances at Capital High School.

### **Wind Ensemble A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** By audition only.

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Supplies:** Instrument, appropriate black attire for performances.

This elite ensemble is dedicated to performing the most challenging works in the repertoire. Students are expected to have well-developed skills and habits, and to be committed to the band program. While exploring challenging wind ensemble literature and developing chamber music skills, select members of the wind ensemble also rehearse with and perform as members of the full Symphony Orchestra. Marching Band and Pep Band are included as part of this course. Marching Band includes four/five home football game performances at Olympia High School plus rehearsals outside of class. Outside rehearsals include a summer band camp, rehearsals 3 hours before performances, and extra rehearsals as needed. Pep Band includes 6-10 home game performances at Capital High School.

## **Jazz Band A, B (0 Hour)**

**Credit:** Fine Arts or Elective (.25 credit each semester)

**Recommended Prerequisite:** Enrollment in a core music class (Band, Orchestra, Choir) at CHS. By audition only.

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Supplies:** Instrument, appropriate black attire for performances.

This course is designed for students who are new to Jazz or are developing their skills, playing in various styles and learning to improvise. Rehearsals are at 6:45am.

## **String Orchestra A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Previous experience on orchestral stringed instrument.

**Length:** 1 year

**Grade Level:** 9

**Supplies:** Instrument, appropriate black attire for performances.

This course is for entering 9th Grade students who have been part of middle school orchestra. There is a strong emphasis on skill development and performance. Participation in evening and weekend performances and festivals is required, as well as one concert critique of another music group per semester.

## **Symphony Orchestra A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Completion of String Orchestra or prior experience and permission from instructor.

**Length:** 1 year

**Grade Level:** 10, 11, and 12

**Supplies:** Appropriate black attire for performances, instrument.

For advanced string players who wish to explore and perform major works from the symphonic and string orchestra literature. There is a strong emphasis on literature and performing. Symphony Orchestra will collaborate with Wind Ensemble to perform full orchestra music. Participation in evening and weekend performances and festivals is required, as well as one concert critique of another music group per semester.

## **Chamber Orchestra A, B (after school)**

**Credit:** Fine Arts or Elective (.25 credit each semester)

**Recommended Prerequisite:** By audition only

**Length:** 1 Year, Monday nights 6:30pm-8:30pm

**Grade Level:** 10, 11, 12

**Supplies:** Appropriate black attire for performances, instrument.

The total emphasis is on performing. Students are expected to possess strong skills that allow for the study and performance of major chamber orchestra literature. Students have many performances throughout the community. Rehearsals are outside the school day.

## **Choir**

### **Cantate A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Soprano/Alto Voicing

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

This is a beginning choir open to singers who wish to improve their singing skills and navigate vocal issues that are unique to the changing **soprano/alto voice**. All students will be screened at the beginning of the year to determine appropriate class placement.

There is a strong emphasis on skill development and the performance of a variety of both sacred and secular choral literature. Students are expected to take part in all performances by the group outside the school day.

## **Chamber Choir A, B (0 Hour)**

**Credit:** Fine Arts or Elective (.25 credit/semester)

**Recommended Prerequisite:** By audition only. Must be a member of Symphonic Choir.

**Length:** 1 Year

**Grade Level:** 10, 11, 12

**Supplies:** Must provide own uniform.

Small select mixed vocal ensemble with total emphasis on performing. Students must attend all rehearsals at 6:45am and all performances outside the school day.

## **Choralaires A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** By audition only

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Supplies:** Must provide own uniform.

This is an intermediate treble choir (soprano/alto) that will focus on higher levels of performance and literature. A wide variety of musical styles will be learned and performed throughout the year. Students will focus on group vocal technique as it applies to a small ensemble. An emphasis will be placed on sight-reading, individual vocal technique and musicianship. Students are expected to take part in all performances by the group outside the school day.

## **Success Oriented Music Education A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Tenor/Bass Voicing and instructor approval.

**Length:** 1 Year

**Grade Level:** 9, 10, 11, 12

This unique general music class is designed to give all students a chance to experience and perform music at their best individual level. Special needs students needing extra assistance are paired with general education students who serve as “tutors”, to enable them to be more successful in various types of song, dance, developmental, exploratory, and instrumental activities.

## **Symphonic Choir A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** By audition only.

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Supplies:** Must provide own uniform

This is a select choir for advanced singers who wish to explore and perform a variety of both sacred and secular choral literature. Students are expected to take part in all performances by the Symphonic Choir outside the school day.

## **Voce A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Tenor/Bass Voicing

**Length:** 1 Year

**Grade Level:** 9, 10, 11, 12

**Supplies:** Must provide own uniform

This is a beginning choir open to singers who wish to improve their singing skills and navigate vocal issues that are unique to the changing tenor/bass voice. All students will be screened at the beginning of the year to determine appropriate class placement. There is a strong emphasis on skill development and the performance of a variety of both sacred and secular choral literature. Students are expected to take part in all performances by the group outside the school day.

# Theatre

## Introduction to Theatre Arts A, B

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9,10,11,12

This course is designed to offer an introduction and overview to the theatre. Areas covered in depth include: vocabulary, roles in the theatre, pantomime, movement, acting (scene work and one act plays), theatre evaluation, and theatre history (from ancient Greek to the present), the reading of plays, and film study. Students will be involved every day in some performance-based activity. There is an emphasis on memorization, working as a team, and classroom attendance. Students will be creating projects throughout the term in groups/teams just as they would encounter in the professional theatre world. *This course will not count as an English credit.*

## Advanced Theatre Production and Performance A, B

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Introduction to Theatre Arts (A/B) & instructor approval

**Length:** 1 Year

**Grade Level:** 10, 11, 12

This is an advanced course for theatre students to put their skills to work. Students will write and direct monologues, scenes and one act plays which will then be produced over the course of the year. Students will explore advanced acting techniques and styles; study famous dramatists; and participate in film study. *This course will not count as an English credit.*

## IB Theatre Arts A, B

**Credit:** Fine Arts or IB Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 11, 12

This year long course is one of the IB elective choices for students pursuing an IB diploma or Certificate with an interest in the dramatic arts. Students will step into the roles of Creator, Director, Designer, and Performer, while exploring theatre in context, learning theatre processes, and presenting theatre. This course covers multiple IB Assessments including a Director's Notebook, Research Presentation, and a Devised Collaborative Theatre piece. *This course will not count as English credit.*

## Stagecraft A, B

**Credit:** Fine Arts, CTE, or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** TBD

Technical theatre students will study theatre safety, set design and construction, lighting and audio for the theatre. Students will be expected to obtain proficiency in using the systems in the Capital High School theatre. Other activities will include scenic painting, costume design and construction and property construction in preparation for the upcoming CHS productions.

# Visual Arts

## Ceramics, Sculpture & 3-D Design 1 A, B

**Credit:** Fine Arts or Elective or CTE

**Recommended Prerequisite:** None

**Length:** 1 Year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Ceramics, Sculpture, & 3-D Design 1 is a beginning level class for students without previous art experience or for those who need further development or review of basic skills. Studio activities are based on mastery of basic technical concepts of Ceramics, Sculpture, & 3-D Design. Lessons focus on the use of basic design fundamentals as they pertain to the areas of Ceramics, Sculpture & 3-D Design. Students will work to find their artistic voice as they develop the technical skills necessary to visually communicate their ideas in powerful and effective ways.

## **Ceramics, Sculpture, & 3-D Design Advanced A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Grade of B or better (or instructor approval) in Ceramics, Sculpture, & 3-D Design 1. Students wishing to repeat this class must get instructor approval before admission to the course.

**Length:** 1 Year, repeatable

**Grade Level:** 10, 11, and 12

Students enrolling in advanced art classes must remain in good standing throughout the length of the course. Good standing will be reflected through work ethic, attitude, and/or academic performance. Advanced Ceramics, Sculpture, & 3-D Design is for students who have taken Ceramics 1 or completed a previous year of this course. Studio activities are based upon mastery of technical Ceramic and Sculptural concepts. Advanced hand building, sculpture, wheel throwing, glazing, and 3-D design will be explored. Additional years of this course include studio activities that are based upon mastery of advanced technical Ceramic and Sculptural concepts, mediums, and materials. Special emphasis will be placed upon the creation of cohesive, portfolio worthy, works of art.

## **Digital Design A, B**

**Credit:** CTE, Elective or Fine Arts

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

This introductory course deals with controlling computer technology to produce an artistic image. Students will learn computer illustration techniques, image manipulation, animation, web design, and graphic design visual literacy. As students are introduced to the various fields in the digital arts, they will learn and apply the fundamentals of design with software applications (Adobe Photoshop, Illustrator, DreamWeaver and Animate [Flash]), as well as study the elements of art and the principles of design. Throughout the course, students will study Digital Literacy and Responsibility as well as an introduction to coding and programming and explore related careers in the field.

## **Digital Design 2 A, B**

**Credit:** CTE, Elective or Fine Arts

**Recommended Prerequisite:** Digital Design A, B

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** FBLA

In this intermediate course students work on more advanced projects and skills in the Adobe software programs. Students also complete more coding and programming projects as well. Students work at a more independent level and may also work in teams on projects. New skills include creating introductory mobile applications.

## **Digital Design 3 A, B**

**Credit:** CTE, Elective or Fine Arts

**Recommended Prerequisite:** Digital Design 2 A, B

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** FBLA

Students work on more advanced, technical projects including an introduction to game design to build and code games.

## **Drawing/Painting 1 A, B**

**Credit:** Fine Arts or Elective or CTE

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11 and 12

**Student Leadership Organization:** SkillsUSA

This is primarily a studio art course that focuses on developing skills and techniques in media specific to drawing and painting. Students will use the elements of art to draw from observation and imagination. In addition, students will be asked to interpret and analyze artworks from a variety of time periods and cultures. Students are encouraged to find their artistic voices, while continuing to develop the technical skills to visually communicate their ideas in powerful and effective ways. The creative process for each project includes practice exercises, sketches, research and finally the making of a final product, which is critiqued for a final grade. Original, progressive, high quality studio work is expected.

## **Drawing/Painting 2 A, B**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Grade of B or better through both semesters in Drawing/Painting 1

**Length:** 1 year, repeatable

**Grade Level:** 10, 11 and 12

Students build on the skills they learned in Draw/Paint 1 to further their artistic development. In this course, focus on technical skills is minimized and an emphasis is placed on individual style, voice and expression. Students have the opportunity to experiment with a wide variety of high-quality artistic media. Studio projects offer some initial guidance, but leave a great amount of room for individual artistic choices. Students are also expected to write personal artist's statements and engage in critical discussions about their own work, as well as the work of their peers and professional artists. This class is recommended for those students that wish to further their making, knowledge and practices. Students may repeat this class and work independently at more advanced levels if needed. Students enrolling in advanced art classes must remain in good standing throughout the length of the course. Good standing will be reflected through work ethic, attitude, and/or academic performance.

## **Film Cinematography 1 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn the art and science of motion pictures. Learn the skills needed to communicate dramatic information, ideas, moods, and feelings through the making and producing of video/cinema. Includes instruction in theory of cinema technology and equipment operation; production, directing, editing, cinematographic art, audio techniques for making specific types of cinema and the planning and management of cinema operations. This course is great preparation for testing in IB Film Cinematography junior or senior year. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **Film Cinematography 2 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** Film Cinematography 1 A, B or Film Cinematography (IB) 1 A, B

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn the art and science of motion pictures. Learn the skills needed to communicate dramatic information, ideas, moods, and feelings through the making and producing of video/cinema. Includes instruction in theory of cinema technology and equipment operation; production, directing, editing, cinematographic art, audio techniques for making specific types of cinema and the planning and management of cinema operations. This course is great preparation for testing in IB Film Cinematography junior or senior year.

## **Film Cinematography (IB) 1 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** SkillsUSA

Learn the art and science of motion pictures. Learn the skills needed to communicate dramatic information, ideas, moods, and feelings through the making and producing of video/cinema. Includes instruction in theory of cinema technology and equipment operation; production, directing, editing, cinematographic art, audio techniques for making specific types of cinema and the planning and management of cinema operations. This is an IB class anyone upperclassmen can take. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!



## **Film Cinematography (IB) 2 A, B**

**Credit:** CTE or Fine Art

**Recommended Prerequisite:** Film Cinematography (IB) 1 or Film Cinematography 1 A, B

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** SkillsUSA

Seniors can test in International Baccalaureate, IB, Film Cinematography within this course. This course is a continuation of Film Cinematography (IB) 1. Work in teams to make films. This course emphasizes artistic expression for the purpose of communicating ideas through cinema. Study the history and development of cinema. Explore skills needed to explore contemporary social, cultural, and political issues and creatively solve problems within and through cinematic productions. Engage in critiques of student films and productions of professional filmmakers for the purpose of reflecting on and refining work. You can even join SkillsUSA and compete in regional and maybe even state competitions. Remember skills pay the bills!

## **Sign Design A, B**

**Credit:** CTE, Fine Art or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Make your own signs! Design a message and learn how to make it pop! In this class you get to make signs and stickers while learning to use the professional sign making software, "Corel Draw!". Output your work with printers, plotters, laser engravers, computer-controlled routers and other manufacturing grade machines. Make signs for yourself, the school and the community. Study why signs are effective, how they change people's minds and what it takes to be a sign maker. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

## **IB Visual Arts (HL)**

**Credit:** Fine Arts or Elective

**Recommended Prerequisite:** Previous Art Course and Teacher Approval

**Length:** 2 years (1 year if not testing for IB credit)

**Grade Level:** 10, 11,12

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Students wishing to apply for IB credit must take this course as a two-year program. Those not seeking IB credit may enroll for one or two years.

## **Visual Communications A, B**

**Credit:** Fine Art, CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Using the newest in Apple computers and Canon digital cameras, students learn how to communicate digitally within their busy daily lives. They also learn Photoshop, Illustrator, InDesign, how to take terrific photographs, create fun and interesting movies, and create amazing digital designs and illustrations. Students who are interested in the latest technology, pursuing photography, filmmaking, web design illustration or graphic design as a career will gain knowledge regarding those career fields.

# ***HEALTH & FITNESS DEPARTMENT***

## **Health & Fitness Department Philosophy & Goals**

- **Physical** -- The students understand their potential and constantly strive to better their skills and realize the importance of physical exercise.
- **Social** -- The students abide by the rules, demonstrate good sportsmanship, accept responsibility, contribute to the welfare of the group, and respect the rights of others.
- **Emotional** -- The students demonstrate self-control regardless of how trying the situations may be, consider cooperation rather than winning at all costs, and gain relaxation through physical activity as a participant or as a spectator.
- **Mental** -- The students learn rules, strategies, and an understanding of activities for participation or as a spectator.

**Uniforms are required for P.E. classes.**

**Uniforms are available for purchase from the ASB office or check-out, if applicable.**

**Daily attendance and participation are critical for a successful experience in all Health & Fitness classes.**

## **Freshman Health & Fitness**

**Credit:** Health/PE

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9

This class is intended to increase a student's understanding of physical, social, emotional, and the mental aspects that relates to an individual's well-being. One semester of classroom health and one semester of physical education are required for graduation. Both classes require attendance and daily participation to successfully earn credit. In physical education, dressing down daily in the Capital High School uniform is required. Weekly class format is three days of sport related activities and two of fitness.

## **10-12 Lifetime Activity & Fitness A, B**

**Credit:** PE

**Recommended Prerequisite:** Freshman Health and Fitness

**Length:** 1 semester (may be repeated)

**Grade Level:** 10, 11, 12

This class is designed to offer the students the opportunity to play paddle/racket sports, court sports, and alternative sports through one semester. It is the intentions to have the students perform all activities from a recreational skill level. Games change each semester. A sample of games might include tennis, badminton, volleyball, basketball, team handball, golf, Takraw, lacrosse, speedball, ultimate Frisbee, and floor hockey to name a few. Through handouts, discussions, skill practice, and game playing the students will learn history, rules, and strategies, which will enable them to play with a level of confidence. Weekly class format is three days of sport related activities and two of fitness.

## **Body Shape A, B**

**Credit:** PE

**Recommended Prerequisite:** Freshman Health & Fitness

**Length:** 1 semester (may be repeated)

**Grade Level:** 10, 11, 12

Body Shape is a unique strength class designed to work your whole body through group fitness activities using a variety of equipment such as free weight, body bars, bands and balls. Yoga, Pilates, muscle sculpting, interval training, and station work are some of the activities students can expect from this class. This class is great for students who want to improve muscular strength and endurance to increase their metabolism. Daily participation and completion of assigned work are critical to earn credit.

## **Strength Training A, B**

**Credit:** PE

**Recommended Prerequisite:** Freshman Health and Fitness

**Length:** 1 semester (may be repeated)

**Grade Level:** 10, 11, 12

This progressive coed class is open to all students who desire to learn the fundamentals of sound lifting techniques and proper training principles. Students are given daily exercise programs that are designed to meet the specific training levels and needs of individuals. Various assessments are made to measure the students understanding of weight room nomenclature, anatomy, fitness concepts, lifting technique, and training principles. **While each student should experience a significant improvement in their strength, stamina,**

and flexibility, students are evaluated only upon their active participation and successful completion of assigned tasks, not upon the individual's strength or strength gains. Students who repeat this class may expect to be challenged each semester with new learning and to act as peer mentors to first time students.

## **Success Oriented Health & Fitness A, B**

**Credit:** PE

**Recommended Prerequisite:** Application

**Length:** 1 semester (may be repeated)

**Grade Level:** 9, 10, 11, 12

This unique Health & Fitness class is designed to give all students a chance to perform at their individual best. Students needing extra assistance are paired with mentors to enable them to be more successful in various types of team, individual, developmental, and alternative activities. All students can expect to be an active, suited participant. The goal of the class is to make Health & Fitness a fun place where self-esteem is fostered.

# ***MATH DEPARTMENT***

## **Math Department Philosophy**

Beginning with the class of 2014, a student must have 3 years of math which includes Algebra 1, Geometry, and Algebra 2 or a 3<sup>rd</sup> year alternative math to graduate from Capital High School and pass the Smarter Balanced Assessment exam requirements. The appropriate third year of math to meet graduation requirements is determined by the student's High School & Beyond Plan.

## **Algebra Intervention Strategies A, B**

**Credit:** Elective

**Recommended Prerequisite:** None, placement based on teacher/administrator recommendation.

**Length:** 1 year

**Grade Level:** 9

This course is taken concurrently with Algebra 1 and is graded on a pass/fail basis. It emphasizes understanding numbers and variables, and leads to the solving of equations. Supports the learning of the fundamentals of Algebra.

## **Algebra 1 A, B**

**Credit:** Math

**Recommended Prerequisite:** Placement test score or instructor recommendation

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Required Material:** Scientific Calculator

Students will learn the fundamental language, structure and methods of Algebra. Specifically, these concepts will be applied to solving and graphing linear equations, solving systems of linear equations, operations with polynomials, quadratic equations and problem solving. Other topics will be added as the course allows.

## **Geometry A, B**

**Credit:** Math

**Recommended Prerequisite:** Algebra 1

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Required Material:** Scientific Calculator

The focus of this course is to examine Euclidean Geometry. Students are introduced to logical reasoning skills and problem analysis. Topics will include transformations and symmetry, congruence, similarity, compass and straightedge constructions, right triangle trigonometry, proof methods, and the surface area and volume of solids. Other topics will be added as the course allows.

## Algebra 2 A, B

**Credit:** Math

**Recommended Prerequisite:** Algebra 1 and Geometry (with a C or better)

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Required Material:** Scientific Calculator

This course delves more deeply into previously learned algebraic concepts. Students will cover the concept of functions with special focus on linear, quadratic, polynomial, exponential, logarithmic, and rational expressions. Other topics will be added as the course allows. This course meets the 3rd year math requirement for graduation.

## IB Math Applications A, B

**Credit:** Math

**Recommended Prerequisite:** Algebra 2 (with a B or better)

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Required Material(s):** Graphing calculator

This course will cover a broad range of mathematical topics. Students will study concepts in the areas of algebra, functions, geometry & trigonometry, statistics & probability, and calculus. As a part of the course, the students will complete an exploration which investigates a mathematical topic of their choice. *Two semesters of IB Math Applications will prepare a student for the IB Mathematics: Applications and Interpretation exam.*

## Pre-Calculus A, B

**Credit:** Math

**Recommended Prerequisite:** Algebra 2 (with a B or better)

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Required Material(s):** Graphing calculator

This course emphasizes a variety of functions. Algebraic functions will include polynomial, exponential, and logarithmic functions. Graphing and deriving equations from data will be explored on the calculator. Another focus will be on trigonometric functions, their graphs, trig identities, and problem solving using right and non-right triangle equations. The course will include Statistics and Probability, which includes sampling techniques, measures of dispersion, combinations, permutations, and normal curves. *This course is the first year of the two-year sequence with IB Calculus for the IB SL Mathematics Analysis and Approaches Exam.*

## IB Calculus Analysis and Approaches SL A, B

**Credit:** Math

**Recommended Prerequisite:** Pre-Calculus (with a B or better)

**Length:** 1 year

**Grade Level:** 11, 12

**Required Material(s):** Graphing calculator

This course develops the concept of the derivative and the integral, and applies the concepts to polynomial and transcendental functions. Knowledge of the calculus concepts is used to solve maximum, minimum, related rates, area, and volume problems. Students will be expected to complete their mathematical exploration for IB internal assessment during the fall term. *Two semesters of both Pre-Calculus and Calculus will prepare a student for the IB SL Mathematics Analysis and Approaches Exam. This course is also the first year of the two-year sequence with IB Calculus HL for the IB HL Mathematics Analysis and Approaches Exam.*

## IB Calculus Analysis and Approaches HL A, B

**Credit:** Math

**Recommended Prerequisite:** IB Calculus SL A, B (strongly recommended students achieved a "B" or better)

**Length:** 1 year

**Grade Level:** 11, 12

**Required Material(s):** Graphing calculator

This course continues the study of calculus begun in the IB Calculus class. Topics developed in this class include convergence or divergence of sequences and series, solving first-order differential equations and integration techniques. Additional mathematical topics will be addressed in preparation for the IB HL Mathematics exam. Students will be expected to complete their mathematical exploration for the IB internal assessment during the fall term. *Two semesters of IB Calculus HL will prepare a student for the IB HL Mathematics Analysis and Approaches Exam.*

## **CTE/Vocational Math: 3<sup>rd</sup> year options**

The following math classes will meet the 3<sup>rd</sup> year of math for students who have *already* earned one credit in Algebra 1, one credit in Geometry, *and* their High School & Beyond Plan indicates a future career goal in a technical area. The 3<sup>rd</sup> year Math Option district form will need to be completed and kept in the student's cumulative file. See your Counselor.

### **Financial Algebra A, B**

**Credit:** 3<sup>rd</sup> Year Math, CTE or Elective

**Recommended Prerequisite:** Algebra and Geometry (or may be taken concurrently with Geometry)

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FBLA

By combining algebraic and graphical approaches with practical business and personal finance applications Financial Algebra motivates high school students to explore algebraic thinking patterns and functions in a financial context. An applications-based learning approach provides students with the basic knowledge required to make some of life's most important financial decisions such as finding a job, money management, apartment and house hunting, buying a car, budgeting, protecting yourself as a consumer, wise use of credit, and gaining insight into the world of investing and banking. This course will also inform students of their financial responsibilities as citizens, students, family members, consumers, and active participants in the business world through a fun and entertaining computer simulation. Financial Algebra encourages students to be actively involved in applying mathematical ideas to their everyday lives although this can qualify for a student's 3<sup>rd</sup> year of Math, if taken after Algebra 1 - it is an important Personal Finance class that everyone should take before they graduate!

### **Bicycle Manufacturing**

**Credit:** CTE, or Elective (or 3<sup>rd</sup> year math credit if student completed Algebra and Geometry or concurrently enrolled in Geometry.)

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Build bicycles from the ground up! Ever wondered how a bike frame is designed and welded? Do you want to learn how to assemble a bicycle? This class will teach you how to design a bicycle frame, accurately cut and weld the tubes and then how to add the components to make it a rideable bike. You will learn to use different tools including manual and CNC mills and lathes, Tig welders, specialized bicycle mechanic tools and hand tools. The CorePLUS Manufacturing curriculum (working towards the Boeing sponsored Aerospace Machinist Certificate) will also be offered as an option in this class. This is a math intensive class and you can expect to learn geometry, trigonometry and the Cartesian co-ordinate system. Some computer programming (G and M code) will also be used to control the machines that make the parts we will need to build the bicycle. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

### **Precision Manufacturing**

**Credit:** CTE, or Elective (or 3<sup>rd</sup> year math credit if student completed Algebra and Geometry or concurrently enrolled in Geometry.)

**Recommended Prerequisite:** None

**Length:** 1 year

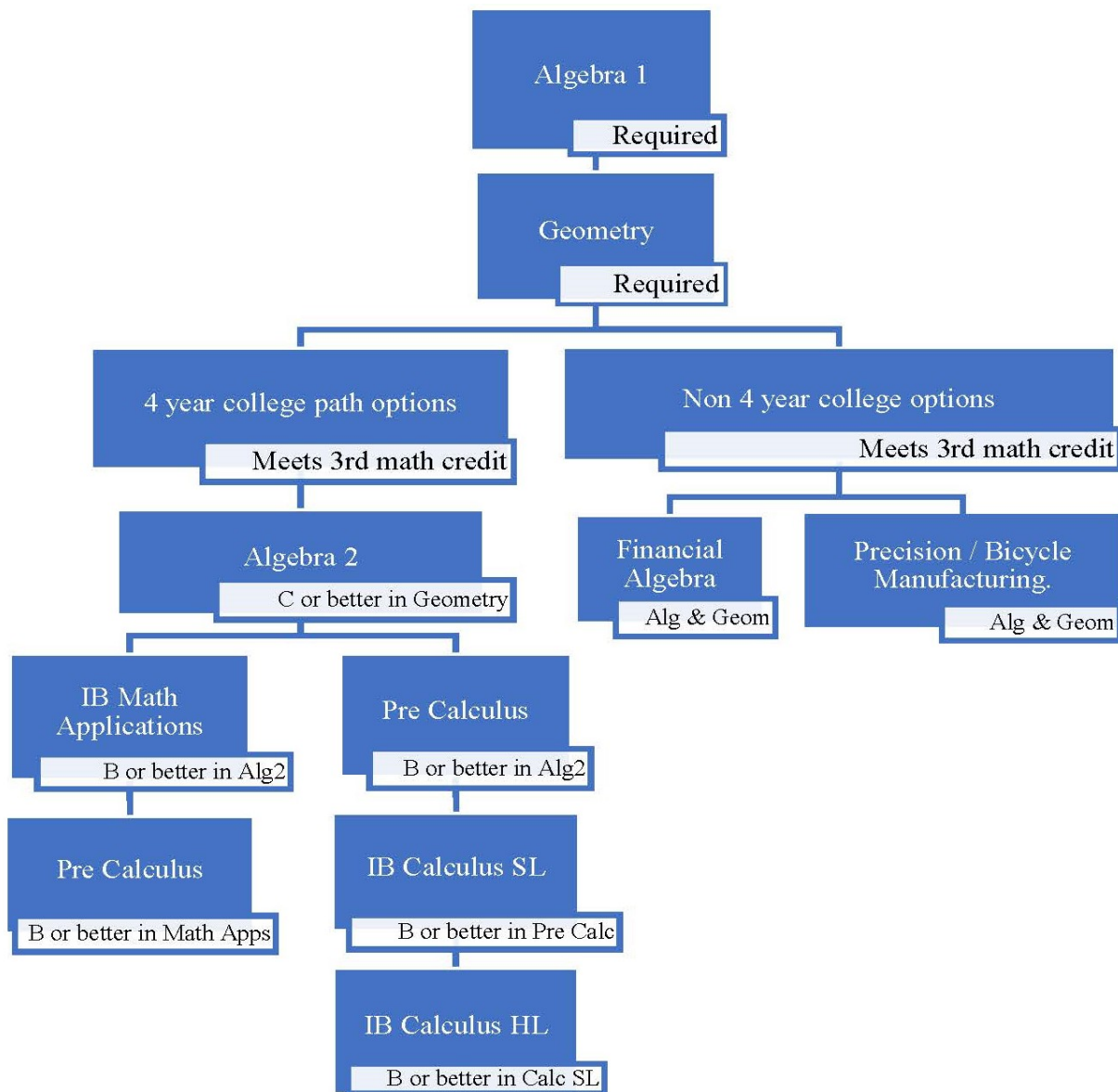
**Grade Level:** 10, 11, 12

**Student Leadership Organization:** SkillsUSA

Learn to make parts to within a thousandth of an inch! Ever wondered how parts are made for engines and instruments? Do you want to learn how to machine steam engines? This class will teach you how to accurately cut parts on lathes and milling machines. You will learn to use different metalworking machines including manual and CNC mills and lathes. The CorePLUS Manufacturing curriculum (working towards the Boeing sponsored Aerospace machinist Certificate) will also be offered as an option in this class. This is a math intensive class and you can expect to learn geometry, trigonometry and the Cartesian co-ordinate system. Some computer programming (G and M codes) will also be used to control the machines that make the parts we will need to build the boats. Due to the nature of the tools used and the grading rubric, safety and professionalism are top priorities to be successful and remain in this course.

# Capital High School Math Sequence

Three credits of math are required for high school graduation starting with Algebra and Geometry. College admissions requirements vary, but must have Algebra 2.



The Math Department's preferred route for 9th graders enrolled in Algebra 2:

- 9: Algebra 2
- 10: IB Math Applications
- 11: Pre-Calculus
- 12: IB Calculus SL

**OR** (with teacher recommendation)

- 9: Algebra 2
- 10: Pre-Calculus
- 11: IB Calculus SL
- 12: IB Calculus HL

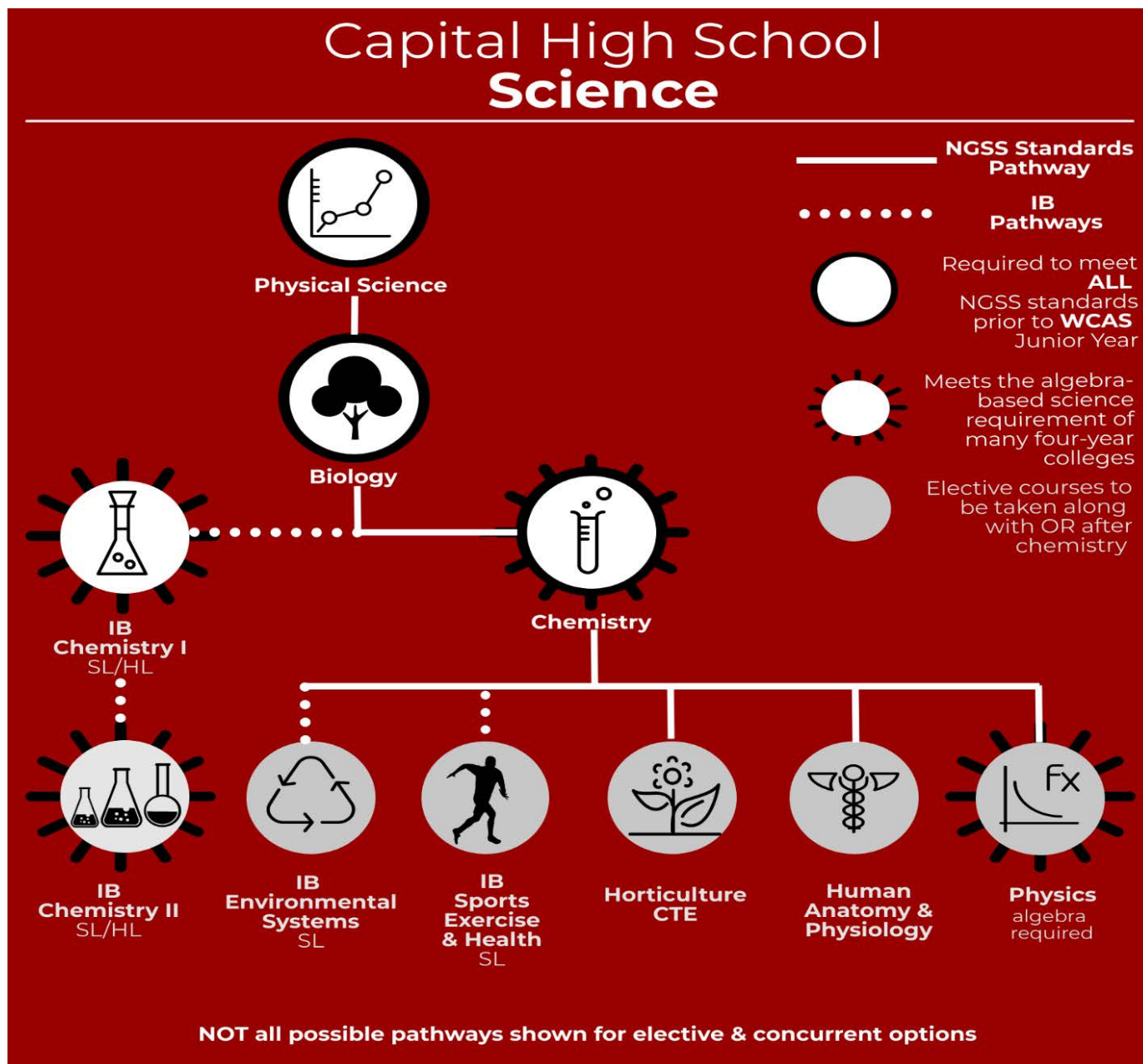
# Math Sequence Flow Chart Outline

- Algebra 1 (required)
  - Geometry (required)
    - 4-year college path options (Meets 3rd math credit)
      - Algebra 2 (C or better in Geometry)
        - IB Math Applications (B or better in Alg2)
          - Pre-Calculus (B or better in Discrete)
        - Pre-Calculus (B or better in Alg2)
          - IB Calculus SL (B or better in Pre Calc)
            - IB Calculus HL (B or better in Calc)
    - Non 4-year college options (Meets 3rd math credit)
      - Financial Algebra (Alg & Geom)
      - Precision / Bicycle Manufacturing (Alg & Geom)

# SCIENCE DEPARTMENT

## Science Department Philosophy

Based on the Washington State 2013 K-12 Science Learning Standards, both Physical Science and Biology are required classes. For the class of 2021 and beyond, three years of science are required for graduation, two years being a lab science. All students will be assessed on these Next Generation Science Standards the spring of their junior year during the Washington Comprehensive Assessment of Science (WCAS). Sitting for this state assessment is a required step towards graduation. The science pathways provided align with the three or four years of science recommended for students planning to attend a four-year college after high school. Please see individual course descriptions for course requirements and Recommended Prerequisites. The chart and chart outline in section may be helpful in planning a science course sequence at CHS.





# Science Sequence Flow Chart Outline

- Physical Science
  - Biology
    - IB Chemistry I
      - IB Chemistry II
  - Chemistry
    - Physics
    - Environmental Systems (or concurrent with Chemistry)
    - IB Sports Exercise & Health (or concurrent with Chemistry)
    - Introduction to Horticulture (or concurrent with Chemistry)
    - Human Anatomy & Physiology (or concurrent with Chemistry)

## Physical Science A, B

**Credit:** Lab Science

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9

**Required Materials:** Basic calculator, composition notebook, glue sticks

This is an inquiry-based science course that involves the study of structures and states of matter. It provides an introduction to chemistry and physics, as well as topics in earth and space science. The lab component of the course incorporates collaborative learning and problem-solving skills, data analysis skills, and appropriate laboratory techniques aligned with state and national standards. This class provides a common science foundation that is built upon in subsequent science courses.

## Biology A, B

**Credit:** Lab Science

**Recommended Prerequisite:** Physical Science

**Length:** 1 year

**Grade Level:** 9, 10

**Required Materials:** Basic calculator, composition notebook, glue sticks

This course is designed to provide information regarding the fundamental concept of life and life processes. Subjects studied include biochemistry, cell biology, genetics, evolution, and ecology. Students will have experiences analyzing laboratory results, relating structures to functions, and determining the interdependence of biological systems.

## Chemistry A, B

**Credit:** Algebra Based Lab Science

**Recommended Prerequisite:** Physical Science and Biology, Skills in Algebra 1 recommended.

**Length:** 1 year

**Grade Level:** 10, 11, 12

**Required materials:** Basic calculator, composition notebook, glue sticks

This course involves studying the interactions of energy and matter. This is a lab-based course. The students will design and conduct experiments, analyze data, and apply content to real-world problems. Fundamentals covered will include atomic structure, periodic trends, and energy and matter changes in chemical and nuclear reactions.

## **IB Chemistry I A, B**

**Credit:** Algebra Based Lab Science

**Recommended Prerequisite:** Successful completion of Physical Science and Biology. Competent Algebra 2 skills or concurrently enrolled. OR Chemistry A, B. OR permission of instructor

**Grade Level:** 11 or 12 ONLY

**Length:** 1 year

**Required materials:** Scientific Calculator

This class is the first in a rigorous 2-year program. Chemical principles govern the physical environment as well as biological systems. Chemistry is a Recommended Prerequisite for many courses in higher education, such as medicine and biological and environmental sciences. In this course, selected inorganic and organic chemistry topics will be covered in depth. Laboratory investigations will comprise approximately 25% of this course. Students attempting an IB diploma must successfully complete IB Chemistry I, IB Chemistry II in grade 12, and take the IB Chemistry SL or HL exam in May of grade 12.

## **IB Chemistry II A, B**

**Credit:** Algebra-Based Lab Science

**Recommended Prerequisite:** IB Chemistry I A, B

**Grade Level:** 12

**Required material(s):** Scientific Calculator

This class is the second in a rigorous 2-year program. Selected advanced chemistry topics will be covered in depth. Laboratory investigations will comprise approximately 25% of the course. Students attempting an IB Diploma must successfully complete IB Chemistry I in grade 11, IB Chemistry II in grade 12, and take the IB Chemistry SL or HL exam in May of grade 12.

## **IB Environmental Systems & Society SL A, B**

**Credit:** Elective or Science

**Recommended Prerequisite:** Physical Science, Biology, and Chemistry (may be taken concurrently)

**Length:** 1 Year

**Grade Level:** 11, 12

IB Environmental Systems & Society is a course designed to study natural sciences within the ecosystem. Scientific concepts are intertwined to help students better understand their environment and its sustainability. This class will study systems & models, ecosystems, human populations, carrying capacity & resources use, conservation & biodiversity, pollution management, global warming, and environmental value systems. All students will be required to complete the required course work, including the internal assessment, regardless of whether they are testing for IB credit.

## **Human Anatomy and Physiology A, B**

**Credit:** Elective or Lab Science

**Recommended Prerequisite:** Physical Science, Biology and Chemistry (may be taken concurrently)

**Length:** 1 year

**Grade Level:** 11, 12

**Required Materials:** Composition notebook, glue sticks

Anatomy and Physiology is a year-long course that provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. The course offers students an environment in which they may explore the body systems: Integumentary, Skeletal, Muscular, Nervous, Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive. Laboratory activities and hands-on dissections of specimens are integral and reinforce concepts presented in the course.

## **Introduction to Horticulture A, B**

**Credit:** CTE, Elective or Lab Science (This is not an approved NCAA course.)

**Recommended Prerequisite:** Physical Science, Biology, and Chemistry (may be taken concurrently) or instructor approval.

**Length:** 1 year

**Grade Level:** 11, 12

**Student leadership organization:** FFA

Major topics include basic botany (plant anatomy, growth, and development); plant reproduction techniques (seeds, cuttings, tissue culture); the plant environment (soil, light, water, air); identification of native and commercial plants; greenhouse construction and maintenance; pest management; the horticulture industry; marketing; and career and personal development. Because it can be used to fulfill the CTE requirement, students must also complete a Leadership component that includes lessons on career and personal development, and a Supervised Agricultural Experience (SAE) to demonstrate a new skill. SAE and Leadership each require an additional 6 hours/semester.

## **Physics A, B**

**Credit:** Elective or Algebra-Based Lab Science

**Recommended Prerequisite:** Physical Science, Biology, and Chemistry (may be taken concurrently) or instructor approval. Competent Algebra 2 skills or concurrently enrolled.

**Length:** 1 year

**Grade Level:** 10, 11, 12

Students will use the scientific method and problem-solving techniques to learn basic concepts including mechanics, waves, and electromagnetism. Students will gain an elementary knowledge of modern physics.

## **Robotics 1: Introduction & Applied Science A, B**

**Credit:** CTE, Science or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

**Student Leadership Organization:** FIRST

This course will introduce students to engineering concepts and technology design through the Lego EV3 Robotics system. Students learn and apply principles of Mechanical Engineering, Software Engineering, Electrical Engineering, Computer Science and Systems Design Engineering. Working in engineering teams, students use applied math and science along with their newfound technology skills to design, build and program a variety of robots to meet challenging specifications. No prior programming experience is required. Students must receive a passing grade in the first semester to continue with the course in the second semester.

## **IB Sports, Exercise and Health A, B**

**Credit:** Science, CTE, Elective

**Recommended Prerequisite:** Physical Science, Biology, and Chemistry (may be taken concurrently)

**Length:** 1 year

**Grade Level:** 11, 12

**Student Leadership Organization:** Washington Career Technical Sports Medicine Association (WCTSMA)

This course involves the study of the science that underpins physical performance. It incorporates the study of anatomy and physiology, biomechanics, psychology and nutrition. Students will also carry out experiments in both laboratory and field settings. It is an excellent preparatory course for students considering entering the field of medicine, sports medicine, exercise science, physical therapy, physical education or athletic training. This course is open to 11<sup>th</sup> and 12<sup>th</sup> graders, can be used in achieving the IB Diploma, fulfills the state CTE requirement, and fulfills both the NCAA and OSD Science requirements.

# ***SOCIAL STUDIES DEPARTMENT***

## **World History A, B**

**Credit:** World History

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 10

In addition to covering the objectives of World History—Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.

## **IB History of the Americas A, B**

**Credit:** U.S. History

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 11, 12

This course deals with the history of the western hemisphere beginning with European exploration and settlement and extending to the mid-twentieth century. Students will be challenged to assess historical materials, weigh evidence and interpret historical information. History of the Americas is the first of two history courses necessary for students interested in an International Baccalaureate Diploma or Certificate. All students enrolled will complete a 2000-word essay emphasizing skills and an important historical topic of interest. Students will complete the state required Curriculum Based Assessment.

## **IB Business Management (HL) A, B**

**Credit:** CTE, Senior Social Studies and Civics or Elective

**Recommended Prerequisite:** Successfully complete IB Business Management SL

**Length:** 1 year

**Grade Level:** 12 (generally students interested in testing for the IB credit will take this class in the 12<sup>th</sup> grade)

**Student leadership organization:** DECA

As this is an IB course, students have the option to complete the IB examination in May, but it is not required. This year long course builds on the foundational concepts introduced in Business Management SL and is for the student who wishes to pursue a career in Business Management. Business strategy is introduced through case studies, guest speakers and projects. The course encourages the appreciation of ethical concerns, at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis. Students will be strongly encouraged to become a member of DECA, the student leadership organization for marketing students.

## **IB History of the Twentieth Century A, B**

**Credit:** Senior Social Studies

**Recommended Prerequisite:** Recommendation of 11<sup>th</sup> grade History instructor. It is recommended that the student took HOTA in the 11<sup>th</sup> grade.

**Length:** 1 year

**Grade Level:** 12

This course is designed for motivated students interested in rigorous and in-depth study of the world in the twentieth century. In addition to normal course work, emphasis is placed on the analysis of primary sources and the successful completion of the IB exam in history in May of the senior year though this is not required. Students will also complete the state required Curriculum Based Assessment.

## **IB Psychology A, B**

**Credit:** Senior Social Studies with Civics (during the school day), Elective (during 0 hour)

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 11, 12

IB Psychology is an in- depth examination of human behavior using biological, cognitive and social-cultural approaches to understanding behavior. The course culminates in the study of mental illness, including causes and treatment. This course is one of the elective subjects students may select to study in pursuit of an IB Diploma or Certificate. The course is also open to students interested in a more in-depth study of psychology.

## **IB Theory of Knowledge (O Hour Class Only)**

**Credit:** Elective

**Recommended Prerequisite:** IB Diploma Candidates ONLY

**Length:** 1.5 semesters

**Grade Level:** 12

This course is intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. *This course is a required interdisciplinary course for IB diploma candidates.*

## **IB Theory of Knowledge with Civics**

**Credit:** Senior Social Studies, Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 12

This course is intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. *This course is an interdisciplinary course for any senior. Senior Civics curriculum will be taught in conjunction with Theory of Knowledge curriculum.*

# WORLD LANGUAGES

## World Language Department Philosophy

The World Languages Program is designed to provide students the opportunity to study one or more popular world languages. It is the philosophy of the department that every person is able to and should learn another language to broaden his/her perspective of the world and its cultures. The study of another language also serves to inform and deepen the understanding of the learner's native language.

- All world language courses are open to students in grades 9-12. Freshmen with strong study skills are encouraged to study a world language.
- Languages must be studied in sequential order, i.e.: Language 1 AB; 2 AB; etc.
- Students starting a first-year world language course are required to have passed English the previous school year. A grade of a "C" or better in English is recommended.
- Students may be required to purchase workbooks and/or dictionaries.
- Students earn a passing grade at the end of the semester to continue to the next level or section. If a student does not pass, he/she must repeat that section the following year to continue the study of the language.
- Seniors desiring a first year of World Language will only be permitted to take one year if space is available due to the new graduation requirements of two years of World Language for the class of 2021 and beyond.

### To be successful in taking a language, students must:

1. Have good attendance. Missed class time impacts performance and understanding.
2. Develop and utilize effective study habits and skills.
3. Participate enthusiastically. Constant practice is a key component.
4. Seek opportunities for out-of-class practice on a regular basis.
5. Realize that learning another language is a long-term commitment.

## IB for World Language

Students interested in the International Baccalaureate (IB) program can study the three modern languages of French, Japanese, and Spanish. Years one and two will follow standard classes to become adequately familiarized with the target language. Third- and fourth-year students who are working toward an IB Diploma or Certificate will experience a greater academic challenge than standard classes. There will be more intensive use of the target language in discussions, presentations, reading and a wide variety of written production to adequately prepare them for the oral and written IB exams.

## French 1 A, B

**Credit:** Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, (12\* see above World Language philosophy)

During this first-year course, the focus will be on self-expression: describing and answering questions about yourself, your friends, and family, and what goes on in your daily life. Students will develop beginning speaking, listening, reading and writing skills in French. From the first day, students will be expected to communicate in French as much as possible.

## French 2 A, B

**Credit:** Elective

**Recommended Prerequisite:** "C" or better in French 1 recommended

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

During the second-year course, students will be building on the concepts and themes learned in French 1. The focus will remain on self-expression and communicating about yourself, the people around you and your daily life, but your expression will become richer and more complex. Students will continue developing skills in speaking, reading, writing and listening in French. Students will also continue to make connections between people, languages and cultures.

## **French 3 A, B**

**Credit:** Elective

**Recommended Prerequisite:** “B” or better in French 2 recommended.

**Length:** 1 year

**Grade Level:** 10, 11, 12

During this third-year course, students will continue building on their first years of study to begin thinking more in French and to use the language more naturally and spontaneously. Students will begin to push beyond using the language simply as a means of exchanging information and start to use it to also share and discuss ideas. The range of vocabulary and language, will be significantly expanded. Material for this course will come from a variety of sources: the media, music, literature, textbooks, and the Internet. Discussions, presentations, and role-playing, as well as extended writing and reading, will be regular components of the class. The class will be conducted in French.

## **IB French 3 A, B**

**Credit:** Elective

**Recommended Prerequisite:** “B” or better in French 2 is recommended.

**Length:** 1 year

**Grade Level:** 10, 11, 12

Student goals will mirror those of French 3. IB students, however, will be expected to complete a more rigorous workload and demonstrate deeper understanding. This course will prepare students for IB French 4, as well as introducing the expectations of the IB exams.

## **French 4 A, B**

**Credit:** Elective

**Recommended Prerequisite:** “B” or better in French 3 recommended.

**Length:** 1 year

**Grade Level:** 11, 12

As a capstone language course, students will continue to refine previous concepts while using the language in new ways. The focus will move from using French merely for exchanging information, to using it to share, discuss, and analyze ideas. Material for this course will come from a variety of sources: the media, music, literature, textbooks, and the Internet. Discussions, presentations, and role-playing, as well as extended writing and reading, will be regular components of the class. The class will be conducted in French.

## **IB French 4 A, B**

**Credit:** Elective

**Recommended Prerequisite:** “B” or better in IB French 3 recommended.

**Length:** 1 year

**Grade Level:** 11, 12

This course will be a capstone to high school language classes where students will continue refining previous concepts and integrating new ones by using the language in a multitude of new ways. Students will push beyond using the language as a means of primarily exchanging information and use it to share, discuss, and analyze ideas. The target language will be a vehicle for critical thinking, supported by expansion of vocabulary and linguistic structures. Material for this class will come from a variety of sources: the media, music, literature, textbooks, films and the internet. Discussions, presentations, role playing and debates, as well as extended writing and reading will be regular components of the class. Students will be prepared to take the IB exam in the spring. The class will be conducted in French.

## **Japanese 1 A, B**

**Credit:** Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, (12\* see above World Language philosophy)

This course is an introduction to Japanese. This course will provide students with a basic knowledge of Japanese through the practice of speaking, listening, reading and writing (Hiragana, Katakana, and limited Kanji), as well as the students being introduced to the Japanese culture. Students will acquire the basic sentence structure.

## **Japanese 2 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of “C” or better in Japanese 1 recommended.

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

The Japanese 2 students will continue acquiring the four basic skills (reading, writing, speaking & listening). Students will increase their knowledge of writing longer sentences through usage of correct grammar, vocabulary, and verb conjugations. This course will guide the students to build the foundation necessary to communicate effectively. Students will continue to build on their kanji vocabulary, and will be exposed to the Japanese culture through textbook, video, media, and the Japanese teacher’s experiences.

## **Japanese 3 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of “B” or better in Japanese 2 recommended.

**Length:** 1 year

**Grade Level:** 10, 11, 12

Japanese 3 course serves to expand vocabulary and stimulate discussion to develop oral proficiency while continuing to develop their writing skills, as well as broaden cultural understanding of the Japanese world. Students will also review the grammatical elements and Kanji learned in Japanese 2, at the same time the students will continue to build their kanji vocabulary, including kanji combinations. The class will be conducted in Japanese.

## **IB Japanese 3 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of “B” or better in Japanese 2 recommended

**Length:** 1 year

**Grade Level:** 10, 11, 12

IB Japanese 3 course is focused on the demands of the IB diploma program. Students will increase their knowledge of IB kanji lists. Students are exposed to more reading and writing more complex formats. The emphasis is placed on discussion in Japanese after reading and watching videos, Japanese TV news, and using Japanese websites. Students will do presentations by creating their own stories, the culture differences between Japan and America, and on given research subjects. The class will be conducted in Japanese.

## **Japanese 4 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of “B” or better in Japanese 3 recommended.

**Length:** 1 year

**Grade Level:** 11, 12

Japanese 4 course is designed to reinforce and expand the students’ Japanese language skills they have already acquired during the first three years of Japanese. The students will continue to work on more depth in reading and writing, with emphasis on kanji combinations and culture. Additionally, increased emphasis will be placed on speaking through various activities such as role playing, making researched presentations, and creating stories. The class will be conducted in Japanese.

## **IB Japanese 4 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of “B” or better in IB Japanese 3 recommended.

**Length:** 1 year

**Grade Level:** 11, 12

This course is focused on the demand of the IB diploma program. Under the theme of the IB program such as population problems, education systems, current affairs, etc., students will find information through reading sheets, media, newspaper, then, discuss and write about them. Students will review and reinforce kanji introduced in IB Japanese 3 with acquiring more combination of kanji. Students will also be exposed to more depth in Japanese customs, the people, and the land. The class will be conducted in Japanese.

## **Spanish 1 A, B**

**Credit:** Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, (12\* see above World Language philosophy)

This course is an introduction to speaking Spanish in which students will explore the rich culture and the language that has evolved. Students will acquire a strong base for written and oral communication in Spanish, with an emphasis on using the language in meaningful and authentic situations in and outside the classroom.

## **Spanish 2 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of "C" or better in Spanish 1 recommended.

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

The second-year class will be an expansion and extension of first year Spanish. The students will increase their working knowledge of useful vocabulary and communication through the use of various verb tenses and language structures. The class is designed to guide the students to acquire a foundation necessary to communicate with fluency.

## **Honors Spanish 2**

**Credit:** Elective

**Recommended Prerequisite:** A grade of "B" or better in Spanish 1 and teacher recommendation

**Length:** 1 year

**Grade Level:** 10, 11, 12

Students who wish to challenge themselves with a faster paced Spanish II curriculum in preparation for IB Spanish III should register for this course.

## **IB Spanish 3 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of "B" or better in Honors Spanish 2 recommended.

**Length:** 1 year

**Grade Level:** 10, 11, 12

The IB Spanish language program will follow the format and content of regular third-year studies but will be accelerated to teach to the demands of the IB diploma program. In addition, the IB students will be exposed to more literature and required to write and speak in more complex formats. Communication in the language will be more varied, extensive and rigorous. The students will take a more independent role in their learning. The class will be conducted primarily in Spanish.

## **IB Spanish 4 A, B**

**Credit:** Elective

**Recommended Prerequisite:** A grade of "B" or better in IB Spanish 3 recommended.

**Length:** 1 year

**Grade Level:** 11, 12

The IB Spanish language program will follow the format and content of regular fourth-year studies but will be accelerated to teach to the demands of the IB diploma program. In addition, the IB students will be exposed to more literature and required to write in more complex formats. Communication in the language will be more varied, extensive and rigorous. The students will take a more independent role in their learning.

## **American Sign Language 1 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** None

**Length:** 1 year

**Grade Level:** 9, 10, 11, 12

An introduction to American Sign Language that focus on the aspects of the language itself and the culture of the deaf. This course will provide a foundation for everyday communication with the deaf community. Students will learn about the cultural values that deaf people have in their daily lives along with the deaf history and to express by signing in class and outside the classroom. This course will aid students in learning about a variety of careers utilizing ASL in different ways such as being an interpreter or be a teacher of the deaf, and more. Students will know how to interact with the deaf people after high school. The classroom environment has a no-voice zone policy as it is the best way to learn ASL, and they will be expected to do homework through a mode of video recording equipment in class in addition to other assignments outside the classroom. There may be one or two guest speakers come to or via webcam in class to describe their experience as a deaf person.



## **American Sign Language 2 A, B**

**Credit:** CTE or Elective

**Recommended Prerequisite:** American Sign Language 1 with D+ or above

**Length:** 1 year

**Grade Level:** 10, 11, 12

American Sign Language 11 is a continuation of American Sign Language 1 that focus more on the aspects of the language itself and the culture of the deaf. Students will learn to use specific phrases and understand the usage of the language in class. Students are expected to participate and demonstrate their proficiency in signing and reception for the teacher and the peers both live and through the video in class as well. This class continues to have a no-voice zone policy as it is the best way to learn American Sign Language. Guest speakers (if available) will come to class and present about experiences and careers they have chosen that use ASL. Students must have maintained a C- or 70% prior to enrolling. Screening for ASL 2 for transfer students is preferred if possible.