

ORCAS ISLAND
HIGH SCHOOL



COURSE SELECTION
GUIDE
2016-2017

Dear Students and Parents,

This course guide is designed to give you information about classes offered at Orcas Island High School for the upcoming school year. Every attempt has been made to print all of the correct information about every class. If you find an error, or have questions, please talk with Georgia Philbrook, Lisa Clark, Nancy Wrightsman or Kyle Freeman.

Please note that, due to the budget constraints, some classes listed may not be offered. Please be aware of the possibility of change and be prepared to make alternate choices.

A class schedule will be created based on student requests. If we do not get requests from a student, that student has no input into the final class schedule.

If school staffing has been determined early enough for the schedule to be created, students will complete class registration on the last day of school when they will be able to select their classes online. When students register for classes, they will only see the classes that they entered as class requests, so it is important that these requests are correct. If school staffing is not ready in time to prepare the class schedule, the schedule will be completed in the summer.

In order to provide more variety and challenges to our students, we continue to offer some classes in alternate years. Class descriptions for classes that are not offered this year are included in this guide so that students can do multi-year planning.

This is a small school and most of our classes will appear on the schedule in only one place. We try hard to create a schedule that meets the needs and wants of most students but there are always some disappointments. Please list alternate classes that you would be interested in taking if your first choice is not available or is dropped because of a lack of enrollment. This is particularly important with online registration as you will only be able to see classes that you have requested as regular or alternates.

If you don't see the class you would like to take or if your final schedule is not to your liking, remember that Online classes can be arranged through Nancy Wrightsman. Other classes may also be available through Oasis High School.

Thank you for your continuing support and encouragement. I hope that you will be joining or continuing with us to help make next year a wonderful school year for everyone.

Sincerely,

Kyle Freeman
Principal
Orcas Island High School

ORCAS ISLAND HIGH SCHOOL
COURSE GUIDE
2016-2017

TO REGISTER FOR CLASSES:

1. READ THIS COURSE GUIDE.
2. FOLLOW THE DIRECTIONS ON THE CLASS REQUEST INFORMATION PAGE.
3. COMPLETE AND RETURN THE CLASS REQUEST FORM WHICH IS THE LAST PAGE IN THIS BOOKLET BY THE END OF APRIL.
4. ASK FOR HELP IF YOU NEED IT.

OIHS GRADUATE PROFILE

The districts vision for a well-educated Orcas Island graduate is defined by the knowledge, skills, and personal attributes needed by all students to become competent, capable, and productive citizens. This graduate profile reflects the mission and high standards of the Orcas Island School District.

KNOWLEDGE & UNDERSTANDING

Students will attain the knowledge necessary to understand the past and present and the perspective needed to shape the future. This includes the knowledge necessary to interpret and learn from personal experience and to appreciate the academic and aesthetic dimension of life.

A. Knowledge of Subject Matter

- Humanities (literature and fine arts)
- Mathematics (number sense, geometry, algebra/algebraic sense, statistics and measurement)
- Sciences (physical, life, earth, space and environmental)
- Health (mental, physical, and community)
- Social Studies (history, geography, culture and social science)
- Citizenship (U.S. history, government, political science)
- Occupational and Career Education (business, information technology and vocational)

B. Organization Knowledge

- Knowledge of structure, function and application for subject matter
- Knowledge of interdisciplinary connections

SKILLS & PROCESS

Students will have the skills necessary to express themselves, access information, analyze and solve problems and live and work successfully with others.

- Communication (reading, writing, speaking, and listening)
- Cognitive (critical, creative, and reflective)
- Math Operations (computations, problem-solving, and applications)
- Scientific Method (observation, hypothesis development, and experimentation)
- World Language (reading, writing, speaking and listening)
- Technologies (computers, telecommunications, and other productivity-improving tools)
- Interpersonal Relationships (group process, conflict resolution, collaboration and cooperation)
- Personal Management (time management, task organization, and study skills)

PERSONAL ATTRIBUTES

Students will develop personal characteristics necessary for a successful life as indicated by a balanced life, self-discipline, self-awareness and interdependent relationships.

- Exhibits respect for self and others
- Empathizes with others from different backgrounds/respectful of diversity.
- Considers the effect of actions on self and others now and in the future.
- Displays a strong work ethic.
- Pursues a healthy life.
- Responds and adapts to change.
- Accepts civic and social responsibilities.

- Makes responsible and ethical choices.
- Has a sense of curiosity.
- Has a sense of humor and is able to have fun

REGISTRATION

Students: This course catalog is designed to help you choose courses that will best prepare you for your future. Envision the technological changes, the information explosion and the new and creative modes of conducting business, learning and living that will take place in your life time. Make certain you will have the skills and knowledge base to meet the demands of your future by selecting courses that will build a strong foundation for further study and work. Your serious personal effort will determine your success, and each and every one of you is capable of success in the most rigorous of classes! Challenge yourself to educational excellence!

Students and/or parents who wish to consult with Principal Kyle Freeman or Counselor Nancy Wrightsman for additional information regarding course selection planning or registration may do so by calling 376-2638.

NON-DISCRIMINATION FOR PUBLIC SCHOOLS

Orcas Island School District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs 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.

A student, and/or parent, staff or other individual acting on behalf of students of the district who believes that he/she has been unlawfully discriminated against because of 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 should report the alleged discrimination to the Orcas Island School District Compliance Officer (the Superintendent). For more information regarding Nondiscrimination policy and procedures please refer to OISD Policy No. 321

GRADUATION REQUIREMENTS FROM ORCAS ISLAND HIGH SCHOOL

In addition to earning the 22 required credits that are outlined below (24 for the class of 2019 and beyond), students must fulfill the state and local requirements for earning a diploma. These include successful completion of a High School and Beyond Plan, a Culminating Project and acceptable scores on the required state tests.

HIGH SCHOOL and BEYOND PLAN

The High School and Beyond Plan is a state graduation requirement. As students complete 8th grade or as they enter high school, they will work with our counselor to complete the High School and Beyond Plan, also known as the Five Year Plan. Students revise the plan through high school as their goals and plans change. A plan usually includes the student's goals which may be work, military service, two or four year college, apprenticeship or other training programs or technical school. The student's post high school goal, helps them decide on their high school courses. Four year colleges, for example, have specific entry requirements that students will need to meet in order to be admitted. In Advisory classes, students will work with their High School and Beyond Plan to research and plan the best options after graduation from high school.

STATE REQUIRED TESTS

Public school students in Washington state must fulfill all [graduation requirements](#) to earn a certificate of academic achievement (CAA)/high school diploma. One of those requirements is to pass exit exams, or [state-approved alternatives](#), in English language arts (ELA) and math.

High school students are also required to take a biology EOC. Beginning with the Class of 2015, passing the biology EOC, or a state-approved alternative, is required to be eligible for graduation.

Some students may have taken a math or biology EOC before 10th grade if they were enrolled in one of those classes. If they passed an EOC before 10th grade, their scores are “banked” to meet state and federal requirements.

Smarter Balanced Tests: Beginning in the 2014-15 school year, subjects included in the [Common Core](#) will be assessed using the Smarter Balanced system. Meeting standard on an 11th-grade Smarter Balanced test is a state-approved assessment alternative for ELA and math for the classes of 2015, 2016, 2017 and 2018. Starting with the Class of 2019, meeting standard on the Smarter Balanced tests will be required for high school graduation.

A small number of students receiving [special education services](#) are eligible to earn a certificate of individual achievement (CIA)/high school diploma by meeting standard in the [Washington Alternate Assessment System](#) (WAAS). Eligibility is determined by a student’s IEP team.

| Subject | Classes of 2013 & 2014 | Classes of 2015 & 2016 | Classes of 2017 & 2018 | Class of 2019 |
|---------------------------------------|---|---|---|---|
| English/ Language Arts | Reading and Writing HSPEs* | Reading and Writing HSPEs* - OR - 10th-grade ELA Exit Exam based on the Common Core** - OR - 11th-grade Smarter Balanced ELA Test** | 10th-grade ELA Exit Exam based on the Common Core - OR - 11th-grade Smarter Balanced ELA Test | 11th-grade Smarter Balanced ELA Test |
| Math | Algebra 1/ Integrated Math 1 EOC - OR - Geometry/ Integrated Math 2 EOC | Algebra I/Integrated Math 1 EOC - OR - Geometry/Integrated Math 2 EOC - OR - Algebra 1/Integrated Math 1 EOC Exit Exam based on the Common Core** - OR - Geometry/Integrated Math 2 EOC Exit Exam based on the Common Core** - OR - 11th-grade Smarter Balanced Math Test** | Algebra I/Integrated Math 1 EOC - OR - Geometry/Integrated Math 2 EOC - OR - Algebra 1/Integrated Math 1 EOC Exit Exam based on the Common Core** - OR - Geometry/Integrated Math 2 EOC Exit Exam based on the Common Core** - OR - 11th-grade Smarter Balanced Math Test** | 11th-grade Smarter Balanced Math Test |
| | Biology EOC - OR - Comprehensive NGSS Test*** | Biology EOC - OR - Comprehensive NGSS Test*** | Biology EOC - OR - Comprehensive NGSS Test*** | Biology EOC - OR - Comprehensive NGSS Test*** |

Beginning in the 2014-15 school year, 11th graders will be tested in subjects included in the Common Core (ELA and math) using the Smarter Balanced system. Meeting standard on the Smarter Balanced tests is not required for graduation until the Class of 2019.* *Reading and Writing HSPEs will be available to 11th and 12th graders in spring and summer 2015 and to 12th graders in spring and summer 2016.*

*** This test is not available until spring 2015.*

**** Until Next Generation Science Standards (NGSS) are implemented and assessed, students will be required to pass the Biology EOC. After NGSS are implemented and assessed, they will be required to pass a Comprehensive NGSS Test. The timeline of implementation/assessment of NGSS is undetermined.*

High School Proficiency Exams: HSPEs are comprehensive exams that measure the basic proficiency of high school students in reading and writing, and serve as the state's exit exams in those subjects.

End-of-Course Exams: EOCs measure the knowledge of students in algebra 1/integrated math 1, geometry/integrated math 2 and biology when they complete each course. They serve as the state's exit exams for math and science.

ELA Exit Exams and Math EOC Exit Exams: Based on the Common Core State Standards, the state will administer new English language arts (ELA) exit exams and math EOC exit exams to align with the new standards beginning in the 2014-15 school year.

Smarter Balanced Tests: Beginning in the 2014-15 school year, subjects included in the Common Core will be assessed using the Smarter Balanced system. Meeting standard on an 11th-grade Smarter Balanced test is a state-approved assessment alternative for ELA and math for the classes of 2015, 2016, 2017 and 2018. Starting with the Class of 2019, meeting standard on the Smarter Balanced tests will be required for high school graduation.

CLASSES of 2015 and BEYOND

Students must pass a state exam in reading and writing, one science end-of-course exam and two math end-of-course exams, state-approved alternatives or assessments for students in special education.

The CULMINATING PROJECT

The Culminating Project, also known as the Senior Project, is completed in the student's final year of high school. It involves the selection of an interesting project, research and writing and a presentation about the project. This project can be a very exciting and personally challenging as well as a fulfilling opportunity for high school students. Details of these are worked out with the supervising teacher, student and parent. There are forms and guidelines and supports to help each student keep on track and successfully complete the project.

Chart of Course & Credit Requirements/Recommendations

| SUBJECT | Minimum Number of Credits Required | Recommended Number of Credits for College and Career Readiness |
|-------------------|------------------------------------|--|
| English | 4 | 4 |
| Mathematics | 3 | 3* |
| Science | 3 (1 lab, 2019 2 lab)*** | 3 (2 lab) |
| Social Studies | 3 | 3 |
| World Language | 0 (2 class of 2019)*** | 3* |
| Health/Fitness | 2 | 2 |
| Fine Arts | 1 (2 class of 2019)*** | 1** |
| Career & Tech Ed | 1 | 1 |
| General Electives | 5 (4 class of 2019)*** | 4 |
| TOTAL: | 22 (24 class of 2019)*** | 24 |

(One semester of a class equals .5 credit. Two semesters equals 1 credit)

Course and credit requirements represent “minimum” requirements. College bound students are encouraged to exceed the number of credits required to obtain a high school diploma. We encourage all students to pursue the “recommended” number of credits for graduation.

***Many colleges recommend 3 to 4 years.** College bound students should refer to the Post-Secondary Education section for more information as well as specific college websites for admission requirements.

****University of California and California State University** system require a 1-2 sequence to satisfy their Fine Arts entrance requirement. The Fine Arts 1-2 does not have to occur in the same school year.

*****Pending funding beginning with the class of 2019 students will be required to complete 24 credits for graduation.** Students will be required to complete 2 credits of either world language or 2 credits in a Personalized Pathway Requirement (PPR). PPR are related courses that lead to specific post-high school career or educational outcome chosen by the student based on the student’s interests and High School and Beyond plan, that may include Career and Technical Education, and are intended to provide a focus for the student’s learning.

HIGH SCHOOL CREDITS

A student who successfully completes a semester’s work receives one-half (.5) credit toward graduation. No credit is given if a student:

1. Receives a grade of F in a course.
2. Is removed from/or drops a class after the fourth week of the semester.

CREDIT INFORMATION

Students must successfully complete required courses and accumulate a minimum of 22 credits in order to be eligible for graduation from Orcas Island High School (Starting with the class of 2019 - 24 credits will be required)

REQUIRED CREDITS:

| | | |
|--------------------|---|-----------------------------------|
| English | 4 | |
| Social Studies | 3 | |
| Math | 3 | |
| Science | 3 | |
| Physical Education | 2 | |
| Arts | 1 | (2 class of 2019 one may be PPR*) |
| Vocational | 1 | |
| Foreign Language | 0 | (2 class of 2019 or 2 PPR*) |
| Electives | 5 | (4 class of 2019) |

Total Credits **22** (24 class of 2019)

*Beginning with the class of 2019 students will be required to complete 24 credits for graduation. Students will be required to complete 2 credits of either world language or 2 credits in a Personalized Pathway Requirement (PPR). PPR are related courses that lead to specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

ACADEMIC AWARDS/HONOR ROLL

High School award assemblies are held each semester. Class grades are averaged to obtain a Grade Point Average (GPA) for each semester. GPA's are based on a 4.0 scale. **Only full-time students (4 or more credits) are eligible for honor roll.**

| | | |
|---------|----------|----------|
| A = 4.0 | A- = 3.7 | B+ = 3.3 |
| B = 3.0 | B- = 2.7 | C+ = 2.3 |
| C = 2.0 | C- = 1.7 | D+ = 1.3 |
| D = 1.0 | F = 0.0 | |

High Honor Roll: 3.5 or above GPA

Honor Roll: 3.25-3.49 GPA

INCOMPLETES

A student who receives an Incomplete must make arrangements with the teacher to complete the coursework. The teacher and student must submit a signed contract outlining the work to be completed and a completion date to the Counseling Office. A final grade will be assigned in the accordance with the terms of the contract. Students who fail to comply with the terms of the contract or do not submit a contract within two weeks of the end of the semester will receive an F.

CLASS CHANGES/SCHEDULE CHANGES

Students may come in our call the office to change a schedule at any time before school begins in September. The earlier students request changes the more likely they are to get their request. Classes fill up quickly.

After the semester begins, students have **two weeks to change classes as space allows**. Remember it is always difficult to miss the first days of any class, so it is best to make changes before school begins. Students may not add classes after the first two weeks. Students may **drop a class any time during the first four weeks of the semester without any penalty**. The class will not appear on the student's transcript.

After four weeks, students who drop classes will receive a grade of F in the class. Additionally, no money or fees may be refunded after four weeks into the semester. The principal or counselor may waive the rule of receiving a grade of F, if, in their professional judgement, there are medical reasons or other extenuating circumstances and this waiver is in the best interest of the student and the school.

Students' schedules are based on their requests during pre-registration and scheduling in the spring. The entire Master Schedule is developed as a result of these requests. Therefore, it is very important that students make choices carefully. At the end of the pre-registration process, it is possible that a course will not be offered if (a) not enough students sign up for it, or (b) it cannot work into the Master Schedule. In some cases, because of conflicts, choices from the student's alternative list of courses are selected. We do not anticipate the need for schedule changes unless an error has been made and/or the student is inappropriately placed regarding sequence or prerequisites.

REPEATING COURSES

The transcript (the student's official record) will reflect grades for all courses taken. For example, for a student who fails a class and then repeats it, the transcript will show both grades but only the improved or most current grade will factor into the student's GPA.

POST-SECONDARY EDUCATION COURSE

Recommendations & Admission Requirements Apprenticeship

Apprenticeship is one way to train for a career, especially in the trades. For more information on apprenticeship programs, contact Kari Schuh or contact the Apprenticeship & Training Section of the Department of Labor & Industries at 360/902-5320 or www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs.

TECHNICAL TRAINING

Business and industry are demanding more and more highly trained employees. Technical training is one option and can be secured at publicly operated community colleges, technical colleges and privately operated business and technical schools. The five public technical colleges are part of the state community college system.

Students are encouraged to develop their reading, writing, math, science and computer abilities as much as possible in preparation for such schools in addition to taking courses related to their field of interest. Programs at these schools usually vary in length from six month to two years. Contact your counselor if you have questions. Early registration may be important as popular programs often have waiting lists.

COMMUNITY COLLEGES

Community colleges offer high school completion programs, two-year associate degree programs, vocational-technical training and academic transfer programs for students planning to earn a four-year degree. Admission to the high school completion program requires signed authorization from a student's high school. Generally, admission to the other programs requires that a student be 18 and/or have a high school diploma or G.E.D. Some specific programs such as nursing may require particular high school courses, above average grades and early application.

If students have questions about how to prepare for a field of interests they should contact the school counselor or principal. For vocational and technical programs, students should develop reading, writing, math, science and computer abilities in addition to other courses related to their field of interest. For more information about vocational and technical program see Kari Schuh.

Please keep in mind that our geographic remoteness can make participation in community college partnerships challenging.

HIGH SCHOOL COURSE PREPARATION FOR 4-YEAR COLLEGES & UNIVERSITIES

Note: In this section we will reference the number of "years" of a subject is recommended or required by colleges. At Orcas Island High School two (2) semesters equals one year.

We recommend the list printed below as *minimum* preparation for students preparing to attend a four-year college.

Please note that this minimum preparation would not satisfy all colleges in the U.S., as some colleges require more than this. Conversely, there are some 4-year colleges that require less. In general, students should take as many math and writing classes as they can handle. If students have questions about the best way to prepare, they should speak with the school counselor or principal as their first step. A solid academic foundation will leave the door open for a wide range of choices later on. Additional math and science courses, including Advanced Placement classes, may be recommended for some fields of interest. Most colleges have websites; students are urged to check out specific admission requirements of schools in which they have an interest.

A special note to Juniors: Admissions officers at selective colleges, including the University of Washington and Western Washington University, continue to stress the importance of maintaining a solid, even rigorous, course load throughout the senior year. These colleges do not look favorably upon applicants who feel that they have earned a lighter academic load in their senior year. In general we discourage seniors from taking reduced schedules. To maintain academic eligibility a student must be enrolled full-time. **Students enrolled in fewer than 4 courses are no longer full-time students. Students who are not full-time are not eligible for athletics and honor roll. This may also have implications for car insurance, child support payments, social security payments, and other benefits based on school enrollment.**

A special note to Seniors: Seniors seeking to drop a course in the spring semester should consider contacting colleges to whom they have applied before dropping the course.

ADMISSION REQUIREMENTS FOR WASHINGTON PUBLIC UNIVERSITIES

The high school course requirements of the public, 4-year college/universities in Washington are shown in the following table. Each figure represents the number of years of high school study required **as a minimum** in the specified areas. Students are urged to complete more than the minimums in order to strengthen their preparation for college study.

The courses taken in these subjects should be college-preparatory in content. Those who successfully complete at least the amounts of study listed will be eligible to be considered for admission at all six public colleges.

| | |
|-------------------|---|
| ENGLISH* | 4 years (at least 3 years in composition and literature) |
| MATH* | 3 years (including Algebra, Geometry, and advanced mathematics) |
| SCIENCE* | 2 years of lab science** |
| SOCIAL STUDIES* | 3 years |
| FOREIGN LANGUAGE* | 2 years of the same World Language |
| ELECTIVES | 1 year from the above subjects or fine/performing arts*** |

Mathematics-Senior year: During the senior year of high school, students interested in applying to one of the six public universities in Washington must earn a credit in a math-based quantitative course, e.g. statistics, applied math, or appropriate career and technical courses. An algebra-based science course taken during the senior year also would satisfy this requirement and part of the science requirement.

Note: Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior year math requirement.

Note: The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math. The intent of this requirement is for seniors to take meaningful math.

*Students who take these courses as a Pass/No Pass or as an independent study may compromise their eligibility for NCAA scholarships or some college admissions, such as the University of California system.

**Western Washington University requires one year of either chemistry or physics.

***U.W. and W.W.U. require .50 credit of fine or performing arts.

UNIVERSITY OF CALIFORNIA SYSTEM

Students interested in satisfying entrance requirements for the University of California System (UCLA, Davis, Berkeley, Santa Cruz, Santa Barbara, Merced, San Francisco, Riverside, San Diego, Irvine) should consult their website at <http://admission.universityofcalifornia.edu>. A major change has occurred in the Visual and Performing Arts requirement. The requirements is to complete a single yearlong sequence, though not necessarily in the same school year.

For the University of California and California State University systems, earning a “D” grade in a required course does not satisfy the entrance requirement.

HIGHLY SELECTIVE COLLEGES

Colleges in this category, such as the Ivy League and Stanford, select students based on many factors including: thoroughness of academic preparation, grades, rank in class, test scores, recommendations, interviews and extra-curricular and community activities.

As an example of what is meant by “thorough academic preparation,” we list the recommendations of Stanford University:

1. “Each applicant is evaluated not only in terms of grades achieved, but also with respect to the strength of the academic program undertaken...each applicant is evaluated in terms of how well he or she has used the resources available” i.e. Honors and/or Advanced Placement courses.
2. Specific recommendations include: 4 years of English with significant emphasis on writing, 4 years of math, 3 or more years of laboratory science. Prospective science or engineering majors should take both physics and chemistry. **Three or four years of one World Language, some study of music and/or art is desirable.**
3. Stanford will recompute the grade point average of all applicants based on grades in the academic areas of English, math, World Language, social studies and laboratory science only.
4. Stanford accepts either ACT or SAT Reasoning tests and **strongly** recommends that students submit SAT Subject results.

Note: Do not be misled by the lack of specific entrance requirements at a school. A college assumes that students will have prepared as well as possible in the academic areas. It may be fairly easy to get accepted into a college, but much more difficult to stay there. Students are encouraged to check the catalog and/or website of any school (including those listed above) they are interested in to get the latest admission and other information on that school and to talk to their counselor. **Students are encouraged to continue a rigorous academic schedule through the senior year.**

POST-HIGH SCHOOL PLANNING WEBSITES

For more information about post-high school planning, please consult the following websites:

<http://www.wois.org> - Washington Occupation Information Systems

<http://www.wsac.wa.gov> - The Washington Student Achievement Council has information about schools and financial aid

<https://www.collegeboard.org> - The College Board site has information about college search, testing and financial aid

<http://www.fastweb.com> - This site has financial aid and scholarship information

<http://www.ncaa.com> - The NCAA site includes information on eligibility for

<http://www.usnews.com> - Click on “Education” for US News & World Report research on best colleges, etc.

<https://fafsa.ed.gov> - This is the official U.S. government site for financial aid.

<http://fafsa4caster.ed.gov> - This website allows families to explore financial aid.

<https://www.commonapp.org> - This one application is for nearly 350 participating colleges

<https://www.number2.com> - This site provides free online SAT and ACT test preparation.

<http://www.thewashboard.org> - Scholarship search specifically for any Washington resident.

NCAA CLEARINGHOUSE

In order for athletes to practice, play or receive a scholarship at a NCAA Division I or II college, high school seniors must register with and be certified by the NCAA Clearinghouse. Registration can be completed at www.ncaa.org

1. To be eligible students must complete 16 core course requirements with a certain grade standard and must also achieve a minimum score on either the ACT or SAT Reasoning Test. More detailed information about these requirements is available at www.ncaa.org

2. Courses taken in one of the following ways **may or may not** be counted toward core by the NCAA:
 - a. pass/fail courses
 - b. independent study courses
 - c. correspondence/online courses
3. Students being recruited by a NCAA Division I or II college should registers with the Clearinghouse at the conclusion of their junior year. If not being recruited, students can wait until even after the end of their senior year before registering.
4. Please check with our counselor if you have questions about whether a course will qualify as “core” for NCAA eligibility.

STANDARDIZED TESTING

Smarter Balanced Assessment The Smarter Balanced Assessment is designed to measure the Common Core standards in English/Language Arts and Mathematics. Meeting standard on an 11th-grade Smarter Balanced test is a state-approved assessment alternative for ELA and math for the classes of 2015, 2016, 2017 and 2018. Starting with the Class of 2019, meeting standard on the Smarter Balanced tests will be required for high school graduation.

The High School Proficiency Exam (HSPE) is a state mandated 10th grade exam administered over a period of three days in the spring. Passing the required areas fulfills the “Certificate of Academic Achievement” state graduation requirement. Changes are expected to this system with Washington States adoption of the Common Core Standards and adoption of the Smarter Balanced assessment system.

End-of-Course (EOC) exams are a state mandated test administered at the end of certain math (algebra and geometry) and science (biology) classes. Passing the required assessments fulfills the “Certificate of Academic Achievement” state graduation requirement.

Other Standardized Tests for Planning and Beyond High School

In addition to state tests required for a diploma, students and parents have options for other assessments to help guide the student’s future plans. Most parents and students are aware of the SAT or ACT tests that most colleges require as a part of the application process for entrance. Most colleges will take either of these tests as a part of the application process. Students usually take these tests in their junior year of high school. Timelines are important when dealing with the college application process. Most four year college applications are submitted by December of the student’s senior year of high school.

To help students plan for the future and prepare for success on the SAT or ACT, we offer the pretests for the ACT and the SAT at district expense to our 10th and 11th graders. These are optional tests; no one is required to take them. Both tests are usually offered in mid October. Note that these tests must be taken on the date and at the time assigned.

Scholastic Aptitude Test (SAT)

The SAT is used by colleges for admissions purposes. Students should take this test in the spring of their junior year (recommended) or fall of their senior year. The test is administered at OIHS and can be registered for online at www.collegeboard.com. This test can be taken at alternative sites as well. OISD does not cover the expense of the SAT.

SAT Subject Tests

Some competitive colleges require the SAT subject test in addition to the SAT Reasoning Test. The test is used as part of the admissions process. Colleges may require two or three subject tests. See college websites or catalogs for specific requirements.

American College Test (ACT)

The ACT is similar to the SAT. Some colleges require it in lieu of the SAT. Most colleges accept either the SAT or ACT. ACT offers an optional writing test. Students should check with prospective colleges to see what they recommend. Register for the ACT at www.act.org

PSAT

All 11th graders are invited to take the pre-SAT test, the PSAT. This is the qualifying test for the National Merit Scholarship Program. For more information about the PSAT test: <http://www.collegeboard.com/student/testing/psat/about.html>

ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is another test that students have found helpful in planning for their future. All of the branches of the military use the results of this voluntary test for career and training placement. Students who want more information about their skills and interests or who are considering a career in the military should plan to take the ASVAB. This test is often given by a representative of the military and there is no charge for test. It is a three-hour test identifying a student's vocational aptitudes and strengths. For more information contact a military recruiter, our school counselor, or see: <http://official-asvab.com/>

Advanced Placement Exams (AP)

AP exams are offered annually in May to give high school students opportunities to demonstrate college-level achievement. Each university has its own policy regarding college credit based upon a five-point scale.

Orcas Island High School Course Descriptions

Please be aware that while the following is a list of proposed courses offered at Orcas Island High School the scheduling of classes is dependent on staffing and student demand. We work hard to provide access to as many classes as possible and build our schedule to work best for most students. The more “unique” a students schedule plan is the more difficult it may be to make that plan fit the actual class schedule. Priority in scheduling is given to seniors to ensure they have all needed graduation requirements met. That being said seniors who have built a unique 5-year plan may find themselves having difficulty getting their course plan to fit the offered schedule.

ARTS

Course Title: **ART For LIFE**
Grade Levels: 9-12
Length: One semester
Type: Art credit: .5
Prerequisite: None

This class is a journey into the creative process as used in visual arts. Students begin with a foundation of learning how to see and to draw. Drawing is then used throughout the semester as the basis for exploration into other mediums, including sculpture, painting, collage, art history and printmaking. This class is the starter for the OHS Visual Arts series. No previous experience or skill level required.

Course Title: **ADVANCED ART**
Grade Levels: 9-12
Length: One semester
Type: Art credit: .5
Prerequisite: Art for Life or other art class

The Advanced Art curriculum draws on the strong fundamentals of visual art that were established in Art for Life and expands upon them with more demanding creative problem solving and in-depth media. Assignments are based around projects that incorporate and combine multiple basic elements in order to creatively explore a more advanced application of visual principles and design. The course works in a variety of mediums such as drawing, sculpting, painting, art history, printmaking, and computer design.

Course Title: **AP STUDIO: VISUAL ART 2-D DESIGN**
Grade Levels: 10-12
Length: One Semester
Type: Art Credit: .5
Prerequisite: Must have taken both Art 4 Life & Advanced Art class

The AP Visual Art course is designed to create a learning and discussing environment for the serious art student to assemble and complete a portfolio for submission to the AP Board. The course can work for all three AP Studio Art Portfolio areas: 2-D Design; 3-D Design; & Drawing. Students should have previously taken both Art 4 Life and Advanced Art, or equivalents, prior to enrolling in this course because the course will have areas of study that function as extensions of the previous two classes. This is also a great class for the student looking to complete their portfolio to be used during application to a Visual Arts College.

Note: This course may also be offered as an independent study through OASIS depending on enrollment.

Course Title: **DIGITAL PHOTOGRAPHY**
Grade Levels: 9-12
Length: One semester
Type: Art credit: 0.5
Prerequisite: Students must have a Digital Camera capable of being set manually

Students in this course will gain an understanding of the many functions of a digital camera and how to use the device to take photographs principally connected to 10 elements of art. There is an emphasis on gaining a complete control of the camera and so students need to have a camera that is capable of being set manually. As students are learning photography they will complete several projects that are artistically based using the camera while they continue to make a portfolio of work that turns into the final project of the course.

Course Title: **STRINGS**
Grade Levels: 9-12 (may include advanced 7-8 with permission from director)
Length: One semester or continuous
Type: Art credit: .5 per semester
Prerequisite: MS String experience / Must be able to read music

An eclectic choice of music literature to perform, with opportunities for Honor Orchestra, Solo and Ensemble contest, Large Orchestra Contest and concerts with the school and possible requests from the community. Travel dates to be announced at beginning of school year. Music theory, composition, musicality, technique and quality of sound will be the main focus points in this class. This group will also join the HS Band for different events, creating a full orchestra experience. This class will also attend several contests during the year.

Note: This class has a uniform usage fee of \$30.

Course Title: **BAND**
Grade Levels: 9-12 (may include advanced 7-8 with permission from director)
Length: One semester or continuous
Type: Art credit: .5 per semester
Prerequisite: MS Band experience/ Must have experience on instrument/ Must be able to read music.

As a member of band, you will be able to perform at Honor Festivals, Band Contest, Solo and Ensemble contest, school concerts, and four pep games! The class will consist of daily rehearsal, music theory, listening exercises, composition, and playing tests (technique and musicality based).

CAREER AND TECHNICAL EDUCATION (CTE)

| | |
|----------------------|--|
| Course Title: | <u>CAREER CHOICES</u> |
| Grade Levels: | Must be 16 or over (Some exceptions with permission of principal.) |
| Length: | One semester (May be repeated with program coordinator's approval.) |
| Type: | CTE or Elective credit: .5 per semester. |
| Prerequisite: | Approval of work based learning coordinator and completion of application packet. Students must have completed or be enrolled in another vocational class. |

Career Choices is a work based learning program. Students earn credit through real work experience in community based work sites. Students must verify 90 hours of unpaid work experience or 180 hours of paid work experience per semester for a .5 credit. Use this class to explore a career of interest, improve employability skills, gain valuable work experience, enhance your resume, or do community service work through a nonprofit organization. Job placement help available for students seeking unpaid work experience.

CULINARY ARTS (CTE)

Course Title: **CULINARY ARTS 1**
Grade Levels: 9-12
Length: One semester
Type: CTE or Elective credit: .5
Prerequisite: None

This course is dedicated to providing students a working knowledge of classical culinary techniques through lecture, hands-on experience, and projects. The students will learn the basic skills needed for a career in the food service industry. Units in sanitation, hot food production, meat identification and fabrication, pantry, breakfast cookery, purchasing, basic culinary skills, basic baking and pastries, and table service are offered.

Course Title: **CULINARY ARTS 2**
Grade Levels: 9-12
Length: One semester
Type: CTE or Elective credit: .5
Prerequisite: Completion of Culinary Arts 1

This course is dedicated to providing students a working knowledge of classical culinary techniques through lecture, hands-on experience, and projects. The students will learn the basic skills needed for a career in the food service industry. Units in sanitation, hot food production, meat identification and fabrication, pantry, breakfast cookery, purchasing, basic culinary skills, basic baking and pastries, and table service are offered.

Course Title: **CULINARY ARTS 3: Kitchen Internship**
Grade Levels: 9-12
Length: One semester
Type: CTE or Elective credit: .5
Prerequisite: Completion of Culinary Arts 1 and 2 **and application**

This course will be offered in the 2016-2017 school year. Students who complete Culinary Arts 1 and 2 will have the opportunity to apply for a limited number of internship slots in the school kitchen.

BUSINESS EDUCATION (CTE)

| | |
|----------------------|--|
| Course Title: | <u>COMPUTER APPLICATIONS</u> |
| Grade Levels: | 9-12 (All 9th graders should plan to complete this class in 9th grade) |
| Length: | One semester |
| Type: | CTE credit: .5 |
| Prerequisite: | Some experience with Microsoft Office, and a basic understanding of the Macintosh operating system is helpful. |

This course is designed to teach students applications of specific software programs. Depending on the knowledge and experience of the class as a whole, the courses may cover a range of powerful applications from advanced word processing, introduction to desktop publishing, spreadsheet design, and web page authoring. Emphasis will be on multimedia design, including digital photography and movie making.

| | |
|----------------------|---|
| Course Title: | <u>DESKTOP PUBLISHING</u> |
| Grade Levels: | 9-12 |
| Length: | One year |
| Type: | 1 CTE credit: (.5 per semester) |
| Prerequisite: | Computer Applications and approval of instructor. |

Work with state of the art desktop publishing equipment as we create the school yearbook. Students will learn advanced layout and design concepts using an online software from Walsworth publishers similar to those used in all magazines and professional firms. We will also explore concepts in digital photography and journalism in the attempt to create material that invigorates and accents great layouts. Attendance at some after school functions, occasional work after school, and some weekends along with participation in fundraising is required. Students should expect to be enrolled the entire year.

| | |
|----------------------|---|
| Course Title: | <u>DIGITAL DESIGN: MEDIA/NEWSPAPER</u> |
| Grade Levels: | 9–12 |
| Length: | One semester |
| Type: | CTE credit: .5 per semester |
| Prerequisite: | Computer Applications |

This course is designed to give students a basic understanding of journalism, newspaper writing, and photo journalism techniques. Students will write, edit, and layout print issues of the school newspaper, *The Viking Voice*.

Students will also learn practical and conceptual skills in presenting news and feature stories online using web-based multimedia techniques. Technical skills will include video production, podcast creation, and basic web design.

Applications utilized in this course include InDesign, Photoshop, Final Cut Pro, and Wordpress.

The course will also require some after school deadlines as well as some out-of-school time for news coverage

Course Title: **DRAFTING & ARCHITECTURAL DESIGN**
Grade Levels: 9-12
Length: One semester (May be repeated with program coordinator's approval.)
Type: CTE or Elective credit: .5 per semester.
Prerequisite: Approval of work based learning coordinator and completion of application packet. Students must have completed or be enrolled in another vocational class.

Drafting will be a quarter of hand drawing in the "draftsman" style that leads students to the ability to create blue print designs used in building projects. Second quarter will work on blending hand drawn architecture into CAD (Computer-Aided Design) and creating skills to read and design building plans. Course will likely dovetail with the "Tiny Houses" course and is highly recommended to have the student also enrolled in that course.

Course Title: **INTRODUCTION TO PROGRAMING**
Grade Level: 9 - 12
Type: CTE credit .5
Prerequisite: Computer Applications

This course will assume no previous computer programming experience. The course is an introduction to computer programming using the Python programming language. This course covers basic programming concepts such as variables, data types, iteration, flow of control, input/output, functions, and classes.

Course Title: **PERSONAL AND BUSINESS FINANCE**
Grade Levels: 11-12
Length: One year
Type: Math or CTE or Elective credit: .5 per semester
Prerequisite: Two years of high school math

The overall goal of this course is to help students to understand some of the concepts needed to be financially responsible. A variety of topics related to personal and business finance are covered in this class. These include: Different ways of getting paid -- hourly, salary, commission; Budgets; Checking and savings accounts; Loans -- personal, business, students loans, credit cards; Assets and liabilities; Taxes; Insurance -- auto, home, life; Investments -- stocks, bonds, and CDs; Retirement benefits. Students will participant in a business project. Guest speakers will be brought to the classroom throughout the year.

INDUSTRIAL TECHNOLOGY (CTE)

| | |
|----------------------|---|
| Course Title: | <u>VIKING WOODWORKS</u> |
| Grade Levels: | 9-12 |
| Length: | One Semester (May be taken a second, third, and fourth year with permission of instructor.) |
| Type: | CTE credit: .5 per semester |
| Prerequisite: | None |

Viking Woodworks is a high school woodworking program dedicated to the introduction and familiarization of traditional carpentry and cabinetmaking skills. Students become familiar with the use of hand tools and eventually power tools with an emphasis on safety. Freedom of design is encouraged for projects. Many community projects allow students an opportunity to participate in a project with special recognition for their volunteer efforts.

| | |
|----------------------|-------------------------------------|
| Course Title: | <u>WOODWORKING PROJECTS</u> |
| Grade Levels: | 9-12 |
| Length: | Semester |
| Instructor: | McFarland |
| Type: | CTE credit: .5 per semester |
| Prerequisite: | Viking Woods or Instructor Approval |

This class will work together as a group on various projects for the school, and the community, and students will also have a personal project to work on by themselves. Group projects will range from tiny houses (complete with wiring and plumbing) to, picnic tables, benches, or classroom fixtures. Individual projects will vary depending on student interest.

| | |
|----------------------|---|
| Course Title: | <u>STEM GUITAR BUILDING</u> |
| Grade Levels: | 9-12 |
| Length: | One Semester (May be repeated with program coordinator's approval.) |
| Type: | CTE, Visual Art, or Elective credit: .5 Credit |
| Prerequisite: | One year of HS Math or Algebra 1 |

STEM (*Science, Technology, Engineering, & Mathematics*) Guitar Building is a course designed to put creative exploration into hands on applications as we use skills from woodworking (*no previous training required, but it does help!*), mathematics (*algebra*), electronics (*soldering & wiring*), and chemistry (*specialized finishes*). Students will build a solid body electric guitar that is 100% playable and theirs to keep. During the process students will learn computer aided design and drafting and utilize a CNC router to create and shape a body, assemble a neck and fretboard with custom headstock. They will also do a professional painting or staining finish; learn wiring & soldering while placing pickups & switches, intonate using an oscilloscope, and make one rockin' guitar! All parts are included in the materials fee for the course. This course will not instruct how to play the electric guitar.

NOTE: This class has a materials fee of \$100

ELECTIVES

| | |
|----------------------|---|
| Course Title: | <u>CAREER CHOICES</u> |
| Grade Levels: | 11 & 12 (16 years and older) |
| Length: | One semester (May be repeated with program coordinator's approval.) |
| Type: | Elective or CTE credit: .5 per semester. |
| Prerequisite: | Application and approval of coordinator. In certain instances, personal insurance must be carried. See coordinator for clarification. |

This is a work-study class where the student is trained at a "real life" situation in the community. Over fifty different training sites are available. Use this class to explore career options, to line up a part time job, or to do charitable service for the school and/or community. In order to take this class, students must have completed or be completing another vocational class.

| | |
|----------------------|---|
| Course Title: | <u>STUDENT ASSISTANT</u> (can also earn Career Choices Credit) |
| Grade Levels: | 11 & 12 (9th & 10th grade with permission of counselor) |
| Length: | One semester |
| Type: | Elective or CTE credit: .5 per semester |
| Prerequisite: | Application must be completed and approved by counselor and staff member. |

Students earn credit through working in service to the school. Responsibility, initiative and a willingness to work are required. Regular attendance and punctuality are important in evaluation.

Library Assistants: Work in the library includes shelving books, maintaining displays, processing materials, delivering materials to classrooms, working at the check-out counter, assisting students to find the needed information and working with elementary students.

Office Assistants: Work in the office includes answering the phone, calling for students, filing, distributing materials, maintaining office supplies and acting as receptionists.

Teacher Assistants: You may be assigned to an elementary or secondary staff member. Work for teachers includes preparing materials, photocopying, preparing displays, recording data, working with individuals or small groups of students within the classroom, etc.

Custodial Assistants: Work includes moving tables and chairs, picking up litter, sweeping, vacuuming, general cleaning of desks and windows and emptying trash.

Note: Other classes may be counted for elective credit including Foreign Languages, and any classes beyond the required number of credits in each subject area.

| | |
|----------------------|---|
| Course Title: | <u>PEER MENTORING</u> |
| Grade Levels: | 11 & 12 (9th & 10th grade with permission of counselor) |
| Length: | One semester |
| Type: | Elective credit: .5 per semester |
| Prerequisite: | Application must be completed and approved by counselor and staff member. |

Students will learn how to provide assistance as one-to-one mentors for students with disabilities. The course will provide students with sufficient knowledge and skills to enable them to serve as peer support for students with disabilities in the special education and general education classrooms. The course curriculum will focus on the

following areas: brain functions, individual student learning, disability awareness, knowledge of accommodations and modifications, intervention techniques, behavior management strategies and social skill development.

Course Title: **STUDENT LEADERSHIP**

Grade Levels: 10, 11, 12 (9th grade with permission of principal)

Length: One semester

Type: Elective

Prerequisite: Students wishing to enroll in this course may be asked to apply in the spring. Students selected will be notified prior to final registration. Class size is limited. ASB and class officers will be given priority in scheduling.

This course is designed to train students in the various aspects of leadership and to provide opportunities to develop personal leadership skills. Experience will include planning school spirit events (assemblies, homecoming, etc), representing the ASB government, organizing school wide events (dances, carnival, etc), handling of ASB funds, human relations work with peers, faculty, and the public. Students who are seeking leadership positions in ASB or ASB clubs should consider participation in this course. **ASB officers are expected to participate in this course if their schedule allows.**

ENGLISH/LANGUAGE ARTS

Course Title: WRITING FOR HIGH SCHOOL (Required for graduation)
Grade Levels: 9-10
Type: English credit: 1.0
Length: One year
Prerequisite: None

This introductory writing course is required for graduation from Orcas Island High School. We will read, think about, and discuss various literary forms (short stories, novels, drama, and non-fiction) and become proficient at writing in the expository and persuasive modes. The reading, writing, speaking, and listening skills developed in this class are essential for student success at the high school level.

Note: Writing for High School may be divided into three classes: Writing for High School, Writing Essentials and Advanced Writing for High School. 8th grade teachers will work with 9th grade teachers to determine student placement with input from student and parents.

Course Title: WRITING FOR HIGH SCHOOL LAB
Grade Levels: 9-10
Type: Elective Credit: 1.0
Length: One year
Prerequisite: None

This course is designed to provide students with additional support and skills development to supplement the Writing for High School Course.

Course Title: ENGLISH LIT. (Required unless taking Brit or American Lit in 10th grade)
Grade Levels: 10th Grade or above
Type: English credit: 1.0
Length: One semester
Prerequisite: Writing for High School or permission from counselor/principal

In this year long class student will engage in an intense study of literary forms. They will read classics from various genres, including short stories, poetry, non-fiction, drama, and novels. Students will enhance their speaking and writing skills and demonstrate their understanding and interpretation of what literary selections through varied oral and written presentations. Students will study vocabulary and grammar weekly. Students will demonstrate strong proficiency within a variety of writing modes including literary analysis, personal response to literature, expository and narrative essays.

Course Title: CREATIVE WRITING
Grade Levels: 11-12 (9th and 10th graders with permission of instructor)
Type: English credit: .5
Length: One semester
Prerequisite: Writing for High School or permission from counselor/principal

Students will improve their writing skills. Class will focus on the original writing of poetry, fiction, or non-fiction. The structure of the class is a community of writers that help all members become more effective writers. All students will be required to share their work with classmates.

Course Title: **FILM AS LITERATURE**
Grade Levels: 10-12
Type: English or Art credit: .5
Length: One semester
Prerequisite: Writing for High School

What issues captivated the eye and mind during the last 100 years? Is the flat screen more to be trusted than the flat page? Than the eyewitness? This class will take a tour of the film industry using films as examples followed by discussion and writing.

Course Title: **BIBLE AS LITERATURE**
Grade Levels: 10-12
Length: One semester
Type: English credit: .5
Prerequisite: Writing for High School and a minimum of one semester of Western Civilization or Enrollment in AP European History.

Whatever our belief system, all of us have been touched by art, literature, theatre and philosophy that are based on the stories and teachings of the Judeo-Christian Bible. As a part of understanding our Western heritage and its allusions, symbols, stories, and pedagogy it is appropriate to look at this book in a literary context.

This class will only look at the stories and influences most often reflected in other writing of our culture.

Course Title: **MYSTERY FICTION**
Grade Levels: 9-12
Type: English credit: .5
Length: One semester
Prerequisite: None, but should be a good reader and confident writer

Students will study the mystery, among the oldest forms of entertainment in the world and at its best in the “Who done it.” A core of types and authors will be read, viewed, discussed and analyzed. Individual readings are designed to give a taste of the variety of sleuth-types found today. Final exam is a competition between teams for the solution of a mystery.

Course Title: **SCIENCE FICTION**
Grade Levels: 9-12
Type: English credit: .5
Length: One semester
Prerequisite: None

Students should enjoy reading and be a confident writer. The most recent fictive forms, Science-Fiction, is the focus of reading, thinking and writing. Film segments as well as representative selections of works by recognized writers who describe man’s love/hate relationship with his own science and technology.

Course Title: **SPEECH**
Grade Levels: 9-12
Type: English or Elective credit: .5
Length: One semester
Prerequisite: None

This course is designed to help students improve their public speaking skills. Emphasis is placed on encouraging an awareness of the power of speech, the creativity involved in developing and organizing a speech, and the confidence building of delivering an effective message.

Course Title: **ENGLISH ESSENTIALS for ELL Students**
Grade Levels: 9th (other grades with permission of instructor)
Type: English: .5 per semester
Length: One year
Prerequisite: None

In this class, students will work on basic reading and writing skills that will help them to be successful in other High School English classes.

Course Title: **AMERICAN LITERATURE** (Not offered in 2016-2017 School Year)
Grade Levels: 11 & 12 (10th with permission of 9th grade instructor)
Length: One year
Type: English credit: .5 per semester
Prerequisite: Writing for High School

American Literature is a fast-paced writing-intensive college-preparatory survey of American Literature focusing on literary analysis, introductory literary theory, and critical approaches to literature. British Literature will be offered on an every other year rotation with American Lit.

Course Title: **BRITISH LITERATURE**
Grade Levels: 11 & 12 (10th with permission of the 9th grade instructor)
Length: One year
Type: English credit: .5 per semester
Prerequisite: Writing for High School

British Literature is a fast-paced writing-intensive college-preparatory survey of British Literature focusing on literary analysis, literary theory, and critical approaches to literature. Students planning to take AP English their senior year should take this course. British Literature will be offered on an every other year rotation with American Lit.

Course Title: **ADVANCED PLACEMENT ENGLISH**
Grade Level: 12
Length: One year
Type: English credit: .5 per semester
Prerequisite: Writing for High School, American or British Literature, and teacher recommendation. It is recommended that students have a 580 on the Verbal section of the SAT or 58 on the Verbal section of the PSAT.

Students will critically read and write about a broad range of literature from the 16th century to the present. Writing assignments will focus on the critical analysis of literature and will include expository, analytical and argumentative essays. Students will be expected to take and pay for the AP Literature and Composition Exam in May. Be sure to pick up a copy of the summer reading and writing requirements from the teacher or from the office before summer vacation.

Course Title: **MYTHOLOGY**
Grade Levels: 11th & 12th graders given priority
Length: One semester
Type: English credit: .5
Prerequisite: None

This course will provide students with a basic understanding of world mythology as well as the universal themes and archetypal characters that are found within them. The course offers students an opportunity to study World Mythology in depth, focusing on specific universal themes, such as Creation, Heroes, Women, Fate, Death, and Love. While this will be accomplished mainly through a study of Greek Mythology, we will also be incorporating Norse, Mayan, Chinese, Japanese, Mayan, Native American and some African texts. Students will use this basic knowledge to decipher these themes and characters in modern myths, literature and media. They will also come to understand mythology as the foundation of modern literature.

Course Title: **THEATER as LITERATURE I and II: From the Page to the Stage**
Grade Levels: 10-12
Length: 1 year
Type: English credit: 1.0
Prerequisite: Students must have taken Theatre as Lit I before Theatre Lit II

Students in Theatre as Lit I and II will study, write, research, critique, create, design, perform and participate in a variety of theatre-based learning experiences. Students will make connections between theatre arts and other fields of knowledge. These projects will develop critical thinking and creativity and will reinforce skills in leadership, originality, collaboration and confidence. First semester will explore important plays from Greek to the Modern Era. Students will develop confidence in performance by participation in theatre games, improv and scene work. Second semester will focus on theatre history. Students will participate in a Spring performance. It is understood that students taking Theatre as Lit will be **required** to rehearse after school and on weekends during the Spring Performance.

This course is offered in partnership with OIEF and the Orcas Center. This course is offered based on grant funding.

FOREIGN LANGUAGE

Course Title: **SPANISH I**
Grade Levels: 9th and 10th (11th graders may find it difficult to schedule this course)
Length: One year (Students must receive a C or above to continue 2nd semester.)
Type: Elective/Foreign Language (2019+) credit: .5 per semester
Prerequisite: None

Listening, speaking and writing will be emphasized. Work is based on a textbook and supplemented with games, videos, and songs. Active student participation is required.

Course Title: **SPANISH II**
Grade Levels: 10-12
Length: One year
Type: Elective/Foreign Language (2019+) credit: .5 per semester
Prerequisite: Spanish 1 with a grade of C or better & there will be a short summer reading assignment

Students will sharpen their skills in speaking, listening, reading and writing Spanish.

Course Title: **SPANISH III** (may be offered in combination with Spanish 4)
Grade Levels: 11-12
Length: One year
Type: Elective/Foreign Language (2019+) credit: .5 per semester
Prerequisite: Spanish 2 with a grade of C or better

The course is designed for students who have a high interest in attaining proficiency in Spanish.

MATHEMATICS

| | |
|----------------------|--|
| Course Title: | <u>APPLIED MATH 1/PRE-ALGEBRA</u> |
| Grade Levels: | 9–12 |
| Length: | One year |
| Type: | Elective or CTE credit: .5 per semester |
| Prerequisite: | None |

Students will apply their math skills to real world problems and activities. This class can be taken by any student interested in strengthening their math skills and their understanding of how mathematics is applied to real world problems.

| | |
|----------------------|---|
| Course Title: | <u>ALGEBRA 1</u> |
| Grade Levels: | 9-12 (accelerated 8th graders by teacher recommendation) |
| Length: | One year |
| Type: | Math credit: .5 per semester |
| Prerequisite: | Applied Math, 8th grade math or with a grade of C or higher or teacher recommendation |

Algebra 1 is the first year of the college preparatory math classes. It reviews and strengthens basic algebra skills which include writing and solving equations and inequalities. A foundation is laid for the understanding and use of functions with a special emphasis on linear functions, linear inequalities, and systems of linear functions/inequalities. More advanced functions such as quadratic or radical or rational functions are introduced and later emphasized in the 3rd year Algebra 2 course. Percents and exponential functions are studied in this course as well as exponents, polynomials, and factoring of polynomials. Finally, there is the study of probability and data analysis.

| | |
|----------------------|---|
| Course Title: | <u>GEOMETRY</u> |
| Grade Levels: | 9-12 |
| Length: | One year |
| Type: | Math credit: .5 per semester |
| Prerequisite: | Algebra I with a grade of C or higher or permission of instructor |

Geometry continues with the instruction regarding analytic geometry and transformational geometry. This course develops geometric reasoning and spatial reasoning and applies this skill to developing proofs. Much attention is given to properties and attributes of triangles regarding congruence, similarity, and the use of trigonometry and Pythagorean theorem to the study of right triangles. The other aspects of the course include the study of circles, polygons other than triangles, perimeter, area, circumference, and volume.

| | |
|----------------------|--|
| Course Title: | <u>ALGEBRA 2</u> |
| Grade Levels: | 10-12 |
| Length: | One year |
| Type: | Math credit: .5 per semester |
| Prerequisite: | Recommended for students with at least a C in both Algebra1 & Geometry |

Algebra 2 builds on the knowledge gained from Algebra 1 and Geometry. This class expands on the concept of function and explores more advanced functions and additional properties of functions. Other topics include logarithms, probability and statistics, advanced polynomial properties, and discrete mathematics. Algebra 2 is the 3rd and final college preparatory required in order to apply to a 4-year university.

Course Title: **PRECALCULUS**
Grade Levels: 11-12
Length: One year
Type: Math credit: .5 per semester
Prerequisite: Algebra 2 with a grade of B or higher or permission of instructor

This class is a 4th year elective advanced math course that prepares students for Calculus. This is a rigorous class designed for dedicated hardworking students who genuinely want to expand on their math abilities and demonstrate a high level of challenge when submitting their transcripts to a 4 year university. This course explores more advanced functions, including limits. Trigonometry functions and analytic trigonometry are explored in depth, based on the properties of the unit circle. Other topics include conic sections, complex numbers, matrices and the introduction to calculus.

Course Title: **STATISTICS and PROBABILITY**
Grade Levels: 11-12
Length: One year
Type: Math credit: .5 per semester
Prerequisite: Algebra 2

Students will work with probability, data collection, descriptive and inferential statistics, and technological tools to analyze statistics. The main focus of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

Course Title: **AP CALCULUS**
Grade Levels: 11-12
Length: One year
Type: Math credit: .5 per semester
Prerequisite: Pre-calculus with a grade of B or higher

This is a college level math class. The first semester explores differential calculus in all of its aspects regarding foundational rules, definitions, procedures, and applications. The second semester explores integral calculus and its foundational rules, procedures, and applications. Students will be prepared to take the AP Calculus AB test in May. Students who score high enough on the AP exam may receive college credit, depending on the university they attend as a freshman.

Course Title: **PERSONAL and BUSINESS FINANCE**
Grade Levels: 11-12
Length: One year
Type: Math or CTE or Elective credit: .5 per semester
Prerequisite: Two years of high school math

The overall goal of this course is to help students to understand some of the concepts needed to be financially responsible. A variety of topics related to personal and business finance are covered in this class. These include: Different ways of getting paid -- hourly, salary, commission; Budgets; Checking and savings accounts; Loans --

personal, business, students loans, credit cards; Assets and liabilities; Taxes; Insurance -- auto, home, life; Investments -- stocks, bonds, and CDs; Retirement benefits. Students will participant in a business project. Guest speakers will be brought to the classroom throughout the year.

PHYSICAL EDUCATION/HEALTH

Course Title: **HEALTH** (This class is required for graduation as a .5 of the 2 required PE/Health credits.)
Grade Level: 10th Grade
Length: One semester
Type: PE/Health credit: .5
Prerequisites: None – all 10th graders are required to take this class

This course is designed to give 10th graders information about health to help students make more informed choices about their own physical and mental health. The units taught are stress, mental health, human sexuality, life style diseases, nutrition and drugs.

Course Title: **FRESHMAN PHYSICAL EDUCATION**
Grade Level Freshman
Length One semester
Type P.E. credit .5
Prerequisite: None

All Freshman must take Freshman Physical Education. The class teaches fitness concepts, looks at self-assessments of individual fitness level. Students will have the opportunity to improve skill that can lead to a lifetime of activities.

Course Title: **RACQUET SPORTS**
Grade Levels: 9-12
Length: One semester - first semester only
Type: PE credit: .5
Prerequisite: None: Activities are geared to beginning levels

Students will learn basic rules and practice lifetime sports and fitness activities. This course includes: tennis, archery, team handball, pickleball, badminton.

Course Title: **LIFETIME SPORTS**
Grade Level: 9-12
Length: One semester – 1st or 2nd semester
Type: PE credit: .5
Prerequisite This is a beginning to low intermediate skill level course

Students will learn and practice lifetime sports and fitness activities. This course includes: volleyball, pickle ball, and golf.

Course Title: **ZERO HOUR STRENGTH AND CONDITIONING**
Grade Level: 9-12
Length: One semester
Type: PE credit: .5
Prerequisite: Sophomore or higher standing (Freshman with instructors permission)

S and C course is scheduled from 6:30 am to 7:45 am 4 days a week. This course is designed for the student who desires to develop his/her strength, agility, flexibility, endurance and cardiovascular fitness. Students plan and develop their own program and follow it to attain their goals. The students are required to work on the free weights, and plyometrics..

Course Title: **FITNESS 4 LIFE**
Grade Levels: 9-12
Length: One semester – 1st or 2nd
Type: PE credit: .5
Prerequisite: Student must have the ability to be self-motivating. Requirements for the class are: a working bike and to be able to swim. No other sport specific skills are needed.

The goal of this class is to increase overall personal fitness. Participants must have a bike and outdoor clothing for cold or wet weather. Activities will include: orienteering, biking, strength work, aerobics, hiking, weight training and possible swimming.

Course Title: **YOGA**
Grade Levels: 9-12
Length: One Semester
Type: PE credit: .5
Prerequisite: None

This course is designed to expose the student to four individual styles of movement studies through the practice of yoga. Students do not need to be of any specific fitness or flexibility level to take the course. The course begins with a study of 26 postures based on the Bikram yoga series. This continues for 8 practises before shifting to a more passive day of study in restorative yoga. The course then evolves into an 8 session exploration of the Astanga Yoga primary series, followed again by a day of restorative yoga practice. The final element is an 8 session study of Vinyasa yoga completed with a final restorative yoga session. The student then has a multifaceted experience in several forms of practice and can make an educated decision on with which practice they prefer to continue. Assessment in course is based on attendance and participation.

Note: Student must provide their own mat and attire.

Course Title: **TAI CHI CHUAN** (Not offered 2016-2017)
Grade Levels: 9-12
Length: One Semester
Type: PE credit: .5
Prerequisite: None

This course is designed to expose the student to the world-wide practice of Tai Chi and the health benefits that accompany that practice. Students do not need to be of any specific fitness or flexibility level to take the course, and no martial art background is necessary. The course will focus on learning the Yang Style Long Form of 108 movements. Students will also be practicing numerous partner drills to gain deeper understanding of the function of

the form and create a knowledge base for best practice. Students may also learn a short Saber form that emphasis moving the body with a specific energy. Assessment in course is based on attendance and participation.

Note: Student must provide their own attire. No uniform is necessary.

SCIENCE

Course Title: **BIOLOGY**
Grade Levels: 9-12 (recommended for 9th)
Length: One year
Type: Science credit: .5 per semester
Prerequisite: None

From basic cell structure to genetics, from photosynthesis to natural history, this broad-scoped course provides knowledge and insight into a wide variety of biological topics. Lab work, written assignments and exams provide opportunities to show understanding.

Course Title: **ADVANCED PLACEMENT BIOLOGY**
Grade Levels: 11-12 (10 with permission of instructor)
Length: One year
Type: Science credit: .5 per semester
Prerequisite: Biology

This is a college level course utilizing advanced biology texts in preparation for taking the AP test. Emphasis will be on vocabulary and major concepts of biology including genetics, cytology, natural history, botany, zoology, and biochemistry. Grades will be based on class activities, labs and tests. Students will be expected to pay for and take the AP test in May.

Note: Class size is limited to fifteen. Preference will be given to seniors and those with high grades in biology.

Course Title: **CHEMISTRY**
Grade Levels: 11-12 (10 with permission of instructor)
Length: One year
Type: Science credit: .5 per semester
Prerequisite: Completion of Integrated Math I or Algebra I

Chemistry is the study of how basic elements and compounds interact and how we use this knowledge to improve the quality of life. The course covers basic atomic and molecular structure, properties of matter, chemical interactions, balancing equations, and applications of chemical knowledge into real life problem solving.

Course Title: **MARINE BIOLOGY**
Grade Levels: All
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: None

To introduce a wide variety of topics, research and project opportunities relating to the marine environment that will foster a sense of stewardship and give students a better understanding of what opportunities there are for further exploration in this field. **Course varies each semester based on student interest, current events, and community project opportunities.**

Course Title: **ENVIRONMENTAL and EARTH SCIENCE**

Grade Levels: All
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: None

Students will develop an understanding of environmental topics that are primarily biological in nature. Includes human population issues, matter and energy resources, ecosystems, environmental ethics, and food and land resources. Develops an understanding of environmental topics that are primarily chemical in nature. Includes air pollution, global warming, toxicology, risk assessment, water pollution, and hazardous waste. Develop an understanding of environmental topics that are primarily geological in nature. Includes geology basics, soil resources, hydrogeology, nonrenewable mineral and energy resources, perpetual energy resources, and solid waste.

Course Title: **CONCEPTUAL PHYSICS** (Fall and Spring 2016-2017)

Grade Levels: 11-12 (10th with permission of instructor)
Length: One year
Type: Science credit: .5 per semester
Prerequisite: Integrated Math 1 with a grade of C or better and completion or concurrent enrollment in Integrated Math 2

Why does a sports car accelerate faster than a fighter jet? What causes the tides? Why do rainbows always come in pairs? Why is math so hard for High School students? If you are curious about the world, then Physics is for you. Topics covered include mechanics, force, torque, vectors, gravity, circular motion, light, energy, and electricity. Lab work is an integral part of the course. A final is given. This is a conceptual course, but we will use math all the time. Those wishing to major in Engineering or Physics at the college level should plan to take an AP Physics and/or an Applied Physics course as well.

Course Title: **AP PHYSICS 1** (Fall and Spring 2016-2017)

Grade Levels: 11-12
Length: One year
Type: Science credit: .5 per semester
Prerequisite: A in Algebra and Geometry or instructor approval

This class is a basic college level physics program. The course includes the study of gravity, mechanics, electricity, light, and hydraulics from the nuclear scale to the galactic scale. This is the advanced version of our Conceptual Physics class, and students will be expected to be comfortable using Algebra and Trigonometry. Students in this class will be expected to take and pay the cost of the AP Physics test in May. While this is not an easy class, it will help you see things you have been looking at your whole life, but never noticed.

Note: This class depends upon enrollment. If interested in taking this class, talk to the instructor, sign up for it, but be prepared to select an alternative.

Course Title: **APPLIED PHYSICS - Materials Science** (Fall and Spring 2017-18)

Grade Levels: 10-12
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: None

This class will study Materials used by humans - from ceramics to metals with a focus on alloys of copper, tin and zinc. Activities will include Raku pottery, glass beads and fusing, making brass and bronze alloys, lost wax casting, soldering, and intro to gas welding. Students will be expected to design a ring, make it in wax, create their own Bronze alloy, and go through the process of casting the ring in Bronze. Plan on getting dirty in this class.

Course Title: **APPLIED PHYSICS – Bike Mechanics** (Fall and Spring 2017-18)
Grade Levels: 10-12
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: Patience and a good attitude

This will be an introductory course in basic mechanics training. We will use bicycle repair as our vehicle to explore many concepts important to working on machinery. We will begin with tool use and nomenclature and then students will work in small groups to completely disassemble a bicycle, repair and replace parts, build wheels from spokes, hubs and rims, repaint and then rebuild the bicycle from the ground up.

Physics concepts such as friction, torque, inertia, tension, compression and pressure will be covered in a very practical setting as we work on a bicycle. Depending on enrollment we may explore brazing, frame building, and /or constructing kinetic sculptures using concepts learned in the class.

With instructor approval a student may take this class twice and work independently at an advanced level on various bicycle projects.

Course Title: **APPLIED PHYSICS - Solar Energy Technology** (Spring 2017)
Grade Levels: 10-12
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: Patience and a good attitude

This class will study Physics concepts such as Energy, Battery Chemistry, Electricity, Photovoltaic and Solar thermal technologies. We will focus on the Sun and how to transform energy from El Sol. The class will create their own small scale solar thermal and solar electric projects including water heaters, electric bicycles, building solar cell phone chargers, and electric karts. We will study the Sun and how energy is transformed and makes its way to the Earth. We will also look into the global use of energy by humans, and how solar energy is used throughout the world.

Course Title: **APPLIED PHYSICS - Steel** (Fall 2016)
Grade Levels: 10-12
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: Patience and a good attitude

This class will study the Alloy of Iron and Carbon – an all-important metal for humans. We will look into the crystal structure of this alloy and the physics of cutting tools. We will forge, grind, heat treat and temper our own tools as well as visit local smiths where this is done. We will then use our tools (as well as tools provided by the instructor) to work on various carving projects. We also study the structure of wood and look into some of our local species, which is where our carving projects will be focused. Our carving will be very intentional and Geometry will be our friend as we learn how to use symmetry, projections, and similar triangles to help us layout projects and build tools such as calipers for measuring thickness. Projects will vary from platters, bowls, canoes, (models) to small-scale totem pole style carvings (Easter Island Heads 3' tall).

Course Title: **APPLIED PHYSICS - Boat Building** (Fall and Spring 2017-18)
Grade Levels: 10-12
Length: One semester
Type: Science credit: .5 per semester
Prerequisite: Completion of 1 previous Applied Physics course and Instructor Approval

This is the **Penultimate Applied Physics** class. *For this class you must have taken one of the other Applied Physics classes and/or have instructor approval.* This will be a highly focused class that will run 2 semesters, and will include a boat launch in the spring with an overnight camping trip off the North side of Orcas. Students can sign up for one or both semesters. This class will learn about buoyancy, laminating composite materials, edge tools, sharpening, and the role Pressure plays in cutting, how to read and create plan drawings, fastening wooden joints, measuring strength of various joinery methods, tides and navigation, as well as many other topics that come up in boat building. Students will be involved in the design and construction and finishing stages of building the boat. The class will build a boat that is both light and strong and will have some type of human propulsion –paddles, oars or a pedal driven propeller, as well as the possibility of a sail and/or solar electric drive. **Semester 1** will focus on processing materials for the frame of the boat, strengths of different woods, wood joinery, design of laminated wood members for minimal weight, building a boat trailer and setting the frame of the boat up. **Semester 2** will build oars, lash the boat frame, sew the waterproof the skin, learn about navigation, currents and tides and conduct sea trials to measure Forces, Energy and Acceleration, and conduct physics experiments.

Course Title: **APPLIED PHYSICS - Tiny House Construction** (Fall and Spring 2016-17)
Grade Levels: 10-12
Length: Full Year
Type: Science credit: .5 per semester
Prerequisite: Completion of 1 previous Applied Physics course and Instructor Approval

This class will build a “Tiny House” - a small dwelling that will be attached to a set of wheels so it can be mobile. Students will learn about Scale Drawings, Construction Geometry, House Framing, General Construction skills, Electrical wiring and some very basic plumbing. Upon completion, students will hopefully sell the house to generate funds for a future project.

SOCIAL STUDIES

Course Title: **NORTHWEST HISTORY** (Required for graduation)
Grade Level: 9 & 10 (other grade levels with permission from the instructor)
Length: One semester
Type: Social Studies credit: .5 (if taken in High School)
Prerequisite: None

Most students will complete this course in Middle School as a non-High School Credit.

Students will study the geography and history of the Northwest region of the United States. Special emphasis will be put on Washington State. Students will be required to do a research paper as well as other outside readings. This course may be offered either as an online course or as a classroom program dependent on students who need this course.

Course Title: **WORLD HISTORY** (Required for graduation)
Grade Level: 10 (other grades by permission)
Length: One semester
Type: Social Studies .5
Prerequisite: None

World History is designed to study the relationship between events, which have shaped our present world. We will journey through different time periods and discover how culture, religion, and people interacted with one another. We will span the globe from Africa and Asia to Europe and the Americas. The goal of this class is to reach an understanding of past cultures and events that have formed who we are today.

Course Title: **ADVANCED PLACEMENT WORLD HISTORY**
Grade Level: 10 (other grades by permission)
Length: Two semesters
Type: Social Studies credit: .5 per semester
Prerequisite: None

AP World History is a rigorous and demanding college level course that offers students many opportunities to explore the literature, history, myths, poetry, art, architecture, philosophy, belief systems, geography, and music of past civilizations. Prerequisite: At least one semester of World History or permission of instructor.

Course Title: **ADVANCED PLACEMENT EUROPEAN HISTORY**
Grade Level: 10–12
Length: One year
Type: Social Studies credit: .5 per semester
Prerequisite: At least one semester of World History or permission of instructor

AP Euro is a rigorous and demanding college level course covering the history of European civilization from the Renaissance to present times. This class is designed for the self-motivated student who is ready for an increased challenge in the high school setting. Students will develop an understanding of principle themes of Modern European history, develop an ability to analyze historical evidence, and develop skills to express historical understanding in writing. This course is designed to help students take the Mid-May AP exam; students will be expected to take and pay for the AP test in May. Be sure to see instructor before the summer to get assignments for summer reading.

Course Title: **UNITED STATES HISTORY** (Required for graduation)
Grade Level: 11 (other grades with permission from the instructor)
Length: One year
Type: Social Studies credit: .5 per semester
Prerequisite: World History

This class studies the history of the United States from 1900 to the present. Students will gain an understanding of the major social movements of the century as well as the role of the United States in world events. Outside reading is required as well as book reports and a research paper.

Course Title: **ADVANCED PLACEMENT UNITED STATES HISTORY**
Grade Level: 11 (other grades with permission)
Length: One year
Type: Social Studies credit: .5 per semester.
Prerequisite: One semester of World History; one semester of US History or permission of instructor

The goal of this course is for students to understand the chronology and major events and trends in United States history from colonial times to the present. Students will also gain the ability to analyze historical evidence, and express historical understanding in writing. This is a challenging course and all students who take it are expected to take the AP US History exam in May. Students will be expected to come to class prepared for discussion of the day's topics. Outside reading will be an important part of this class. There will be weekly essays and a summer reading assignment.

Course Title: **HUMAN GEOGRAPHY**
Grade Level: 9th grade
Length: One semester (1st)
Prerequisites: None

The study of Human Geography focuses on the relationships among people, places, and environments that result in geographic patterns on the earth. The students will use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of the world regions. Students will use a variety of interdisciplinary sources, both primary and secondary, such as maps, pictures, and documents to learn about the geography of different world regions.

Course Title: **AP HUMAN GEOGRAPHY**
Grade Levels: 9 and 10th (other grades with permission)
Length: One semester (2nd)
Type: Social Studies credit: .5
Prerequisites: Human Geography

This is a rigorous one-semester course that will challenge students and prepare them for the AP Human Geography test given in May. Students will develop the ability to analyze geographic data and express geographical understanding in writing. Topics include Population, Cultural Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Economic Development and Urban Land Use. Students will gain an understanding of how geography affected humanity in the past as well as the present with the hope of understanding our present world better.

Course Title: **CONTEMPORARY WORLD ISSUES** (Required for graduation)
Grade Level: 12
Length: One semester (1st semester)
Type: Social Studies credit: .5
Prerequisite: World and US History

Students will investigate contemporary and evolving global issues, building on their knowledge of World History and American History, in order to gain a better understanding of the varying perspectives on how the world operates today. The aim of this course is to inform students to engage in an increasingly interconnected global community. Through a variety of readings and other sources, students will evaluate the impact of international issues on their daily lives. Through a variety of readings and other sources, student evaluate the impact of international issues on their daily lives. Students will learn about the relationship between globalization, a world of limited resources and the resulting conflicts that often emerge. Given this understanding, students will be required to produce a “Senior Paper” as the final project for this course. The Senior Paper will require students to more closely examine a global issue, research all sides of the topic and formulate a

Course Title: **GOVERNMENT, ECONOMICS and CITIZENSHIP** (Required for graduation)
Grade Level: 12
Length: One semester (2nd semester)
Type: Social Studies credit: .5
Prerequisite: World and US History

This course will focus on the American governmental structure, legal system, and economy as well as other governments of the world. Students will review the US Constitution and Bill of Rights plus explore recent issues in interpretation of law. Additionally, students will look at other governments of the world and assess them in relation to the United States. Students will engage in a study of the rights and responsibilities of citizenship at both a personal and community level. As a culmination of this course students will complete a culminating project.

ONLINE CLASSES

| | |
|----------------------|--|
| Course Title: | <u>VARIES WITH THE COURSE</u> |
| Grade Level: | 9-12 |
| Length: | One semester |
| Type: | Varies with the course |
| Prerequisite: | Willingness to commit time and energy to the class. Ability to work independently and to work to a deadline. Interest in learning something new on the computer. |

To enroll in these classes, you need to speak with Nancy Wrightsman and then decide if online learning classes are for you. There is a wide choice of classes through the Digital Learning Commons. You can go to the Digital Learning Commons site and check to see what type of class you might want to take.

Note: These classes are limited & fill up quickly & require payment of full cost of class if not completed or is failed. You should meet with Nancy Wrightsman to be enrolled before school ends in June.

SUMMARY OF CLASSES TO MEET GRADUATION REQUIREMENTS FROM ORCAS ISLAND HIGH SCHOOL

(Number of credits required is noted in parenthesis after each subject.)

Classes taken for one semester (.5) are noted. Others can be or are usually taken for one year. In addition to the classes listed here, independent study classes are also available.

| | | |
|--|---|--|
| <p>English (4) Writing for High School* English Lit* British Literature American Literature** Creative Writing Mythology Speech and Communication Theater as Literature AP English Film as Literature</p> | <p>Mathematics (3) Algebra 1* Geometry* Algebra 2 Pre-Calculus AP Calculus Applied Math Statistics and Probability Personal and Business Finance</p> | <p>Science (3) Biology Chemistry** Physics Applied Physics AP Biology** AP Physics** AP Chemistry Marine Science Earth and Environmental Science</p> |
| <p>Social Studies(3) Human Geography AP Human Geography World History* AP World History US History* Contemporary World Issues* Government and Civics*</p> | <p>Career and Technical Ed. (1) Woodworking Computer Applications Digital Design Basic Programing Desktop Publishing Guitar Building Career Choices Culinary Arts 1 Culinary Arts 2 Culinary Arts 3 Personal and Business Finance</p> | <p>Health and Fitness (2) PE: Racquet Sports PE: Life Time Sports PE: Strength and Conditioning PE: Fitness for Life Health: 10th Grade Health</p> |
| <p>Art (1) (2 for 2019+) Arts for Life Advanced Art Guitar Building AP Studio Art Band Strings</p> | <p>World Language (2 for 2019+) Spanish 1 Spanish 2 Spanish 3 Spanish 4</p> | <p>General Electives (4) Student Assistant Student Leadership Freshman Advisory (Electives may also be included from other subject categories that do not count toward the graduation requirements of that subject)</p> |

TOTAL CREDITS REQUIRED FOR GRADUATION: 22 (24 for class of 2019+)

(One semester of a class equals .5 credit. Two semesters equal 1 credit)

Additional credits are available via correspondence, Internet or individually designed independent study classes.

* Required for graduation.

** Not offered during the 16-17 school year.

Class Rotation Chart

To help with multi year planning, here is a list of classes that alternate and the four year pattern:

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------|-------------------------------|-----------------------|---------------------------|
| Physics | Chemistry | Physics | Chemistry |
| AP Chemistry* | AP Physics | AP Chemistry | AP Physics |
| | AP Biology | | AP Biology |
| Applied Physics-Steel | Applied Physics-Bikes | Applied Physics-Steel | Applied Physics-Bikes |
| Applied Physics-Solar | Applied Physics-Materials | Applied Physics-Solar | Applied Physics-Materials |
| Applied Physics-Tiny House | Applied Physics-Boat Building | | |
| British Lit | American Lit | British Lit | American Lit |

*If qualified teacher is available

Note: All AP Classes depend upon enrollment and staffing. They will be offered when there is a teacher available and sufficient budget and student interest in the class.

CLASS REQUEST INFORMATION

COMPLETE THE CLASS SELECTION FORM CAREFULLY AND RETURN IT TO THE OFFICE

READ THE DIRECTIONS!
THEN
FOLLOW THE DIRECTIONS!

- 1 Refer to your **five year plan**, talk with your parents and decide which classes you want and need to take.
- 2 Read the **course guide**. **Check prerequisites** for the classes you select. If it says that you need **permission of instructor**, check with the teacher and have him/her sign the class request form.
- 3 **List the classes** on the class request form.
- 4 Write down your **first and second semester choices**. If a class is offered for the whole year, write the name of the class again. If a class is only offered for one semester, write the name in the semester you prefer to take the class. Don't forget to choose another class for the other semester.
- 5 **List alternate classes** you would take if your first choice is not available. This is important. **When you register for class on the computer, you will only be able to select classes that you have requested.**
- 6 Seniors, be sure to indicate which classes you **MUST** have to graduate. Your needs drive the schedule.
- 7 All students are expected to **register for 6 classes unless they have parent permission to take fewer than 6.**
- 8 Please understand that if you **do not return the Class Request Form**, you will have no input into the final class schedule and you will be the last in your class to register for classes.

**IF YOU NEED HELP,
ASK.**

WE WANT YOU TO HAVE THE BEST POSSIBLE SCHEDULE.

THEREFORE WE NEED ALL THE CORRECT INFORMATION.

