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# **Crossroads Preparatory Academy**

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# **Course Catalog**

**2011-12**



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Clover Park High School  
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Clover Park School District  
[www.cloverpark.k12.wa.us](http://www.cloverpark.k12.wa.us)

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# Crossroads Faculty Belief Statement

We believe that productive, collaborative practice is important to our work.

We believe that we should demand excellence, reward mastery, recognize endeavor.

We believe students are capable of meeting our expectations.

We believe that better understanding of our students enables us to help them be successful.

We believe it is important to invite students to be involved in our processes.

We believe in the importance of cooperation between and involvement of parents, students, and teachers.

We believe students should demonstrate skills, knowledge and understanding through performance-based assessment.

We believe that quality instruction has real-world relevance and application.

We believe in the metaphor of teacher as coach and student as worker.

We believe in taking advantage of mistakes in order to create learning opportunities.

We are accountable to each other and our community, and are committed to supporting each other.



# Crossroads Planning Guide

Student Name \_\_\_\_\_

**Graduation Requirements: Total credits for graduation = 30**

Student Number \_\_\_\_\_

9th Grade Year	1st Semester	2nd Semester
English.....	_____	_____
Social Studies.....	_____	_____
Mathematics.....	_____	_____
Science.....	_____	_____
Physical Education.....	_____	_____
Fine Arts.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Advisory.....	_____	_____

10th Grade Year	1st Semester	2nd Semester
English.....	_____	_____
Social Studies.....	_____	_____
Mathematics.....	_____	_____
Science.....	_____	_____
Physical Education/Health.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Advisory.....	_____	_____

11th Grade Year	1st Semester	2nd Semester
English.....	_____	_____
Social Studies.....	_____	_____
Math.....	_____	_____
Elective (CTE).....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Advisory.....	_____	_____

12th Grade Year	1st Semester	2nd Semester
English.....	_____	_____
Social Studies/Elective.....	_____	_____
Elective (CTE).....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Elective.....	_____	_____
Advisory.....	_____	_____

## Graduation requirements

- Portfolio
- Culminating Project
- High School and Beyond Plan

Certificate of Academic Achievement (CAA) or  
Certificate of Individual Achievement (CIA)

## Electives

- Fine Arts
- CTE  
(Health & Human Services or Business or Tech)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## College-bound Students

Should take four years of:

- ❖ English

Should take three years of:

- ❖ Math
- ❖ Social Studies
- ❖ Science
- ❖ World Language

## Student Options

- ❖ PSAT test
- ❖ SAT test
- ❖ ASVAB
- ❖ SCANS test
- ❖ Community service documents
- ❖ Letter(s) of recommendation
- ❖ Resumé

## Running Start

Student must hold junior status to be eligible for Running Start; must have passed the compass exam; and must be on target to graduate or have a plan to complete these requirements.

## Classes for Potential College Credit

### Classes offered in one Small Learning Community (SLC)

Students may wish to register for a course that may provide an opportunity for college credit, like Advanced Placement or College in the High School. If a specific AP or college credit is offered in one smaller learning community, but not in another, a student may request registration in that SLC's college-level class. As in all registrations, space availability and the student's own course schedule may have an impact on that request. If a student has any questions about this process, she or he should contact an administrator. These requests must be finalized prior to the beginning of the semester.

# Clover Park School District High School Programs

## Clover Park High School

Since 1999, CPHS has been engaged in school reform to adapt a comprehensive high school into smaller school learning communities. The high school reform initiatives that are currently in place at CPHS are partially funded through grants, such as U. S. Department of Education Smaller School Learning Community Grant and a Gear-Up Partnership Grant with Evergreen College. These funding sources support the school as it evolves into three smaller learning communities (SLCs). The purpose of the redesign is a belief in equity and excellence for all students.

**Ninth grade students** are in a grade-level specific smaller learning community (SLC). The ninth grade SLC program includes foundational core courses the humanities as well as an introductory science, technology, engineering, and math sequence as a preparation for grades 10-12. The ninth grade smaller learning community provides the necessary background to enable students to make an appropriate choice into an SLC and a STEM focus for grades 10-12. Another key attribute of that foundational core is the development of academic skill and traits that establish high expectations and standards, habits of success, and social skills necessary for citizenship, career, and college-readiness

**Tenth grade students** in both 10-12 grade smaller learning communities continue a schedule that emphasizes the core curriculum: Pre- AP English 3 and 4; a Western Studies component that includes Pacific Rim Nations and Pacific Northwest History; Geometry 1 and 2; Biology 1 and 2. Similarly to ninth grade students, second year high school students have options when contemplating their elective classes. Tenth grade students should be deliberate about pursuing a schedule that prepares them academically for post-secondary experiences. All tenth grade students take the High School Proficiency Exam (HSPE).

**Eleventh grade students** in both 10-12 grade smaller learning communities continue an emphasis of the core curriculum requirements: an American Studies component that includes Pre-AP English 5 and 6 and US History, or AP US History and AP Literature; Algebra 3 and 4; Chemistry or another lab sciences. Similarly to other students, third year high school students have elective options. Eleventh grade students should be deliberate about a schedule that challenges them—Advanced Placement courses, college in the high school, and all required courses for admission to Washington colleges and universities. Successful completion of continuing and advanced science, math, and writing courses are extremely important predictors of future student success.

**Twelfth grade students** in both 10-12 smaller learning communities will complete the year with a schedule that establishes the mastery of the core curriculum: a Contemporary Studies component that includes English 7 and 8 or AP Literature and Contemporary Affairs or AP US Government. During their last year in high school, seniors have a more extensive list when contemplating their elective. Twelfth grade students should be calculating about a schedule that challenges them academically and completes required courses for admission to Washington colleges and universities. As a graduation requirement, seniors must complete a culminating exhibition component.



## AI High School

The Alternatives for Individuals High School program is designed for Clover Park School District (CPSD) students who want an alternative to the traditional high school program, while meeting all State and District standards. The program offers the flexibility necessary for students to complete their high school education, prepare for technical skills or college entrance, learn and assume more responsibility of self within the community, maintain a job, and support a family.

The AI program offers the skills in the areas of: 9th and 10th grade core academic classes; online credit retrieval through Federal Way School District's Internet Academy; a "High School and Beyond" plan; and required state testing and any end of course exams. The knowledge and skills students need to understand and demonstrate are based on the CPSD curriculum guidelines and the Washington Essential Academic Learning standards. Once these requirements have been met, AI High School students can move forward to Clover Park Technical College's Northwest Career and Technical High School as high school juniors or return to their resident high school to graduate.

Admission is on a referral basis and requires the permission of the sending school and AI. Students should check with their counselor for information and to obtain a referral form.

AIHS (253.583.5390) may be contacted for more information.

## TWILIGHT Transitional Learning Program

This pilot program for the 2011-12 school year is designed to identify students who have struggled to find academic success and provide them a transitional learning opportunity housed in their respective high school. Twilight is an after school program aligned to State Alternative Learning requirements through a site-based teacher/mentor model while taking credit retrieval courses online. Students should check with their counselor for information.

## Lakes High School

Lakes participates in a grant from the US Department of Education. The purpose of the grant is to strengthen the academic success of students and to help each student be better prepared for their future career. To meet these goals Lakes High School is structured into three academies. The 9th and 10th grade Success Academies work to help students build a strong academic base. Math and English require a placement test before scheduling to provide students with classes that will meet their needs. Students in the 11th and 12th grade will be part of the Career Academy to help them prepare for their future careers. The Career Academy consists of five career pathways:

- ▼ Engineering and Technology
- ▼ Science and Natural Resources
- ▼ Health and Human Resources
- ▼ Arts and Communication
- ▼ Business and Marketing

Students will select a pathway that interests them, and through specific pathway courses and authentic experiences like job shadowing and Career Connection, students will begin to prepare for their future career and post-secondary program.

Another aspect of Lakes High School that students will experience is their participation in the Lancer Link. This is an advisory group that students will attend to help them prepare for graduation requirements. Students will stay with the same group and advisor for the entire four years at Lakes. Each student will keep a portfolio of the work they are doing in high school and have an opportunity to share it with their parents each year through student portfolio conferencing in the fall and spring. In their senior year, students will create a culminating project using their portfolios, career connection and their senior paper. Seniors will then present their project as a requirement for graduation.

## Harrison Preparatory School

The mission of the Harrison Prep is to educate all students through diverse, small learning environments. Our curriculum is rigorous, college-preparatory and competency-based. Strong, personal relationships and individualized instruction develop students' full academic, social and technical skills. Educators, students, parents and our local community work collaboratively to support academic achievement and provide real-world learning opportunities. Our graduates become life-long learners, responsible citizens and active participants in their community.

Each 6-12 student will have a Student Learning Plan designed to promote the student's mastery of core competencies. It will include how the student will demonstrate what he/she has learned. Core curriculum will be delivered in an Arts/Humanities block and a Math/Science block.

# Clover Park School District High School Graduation Requirements

Each candidate for high school graduation in the Clover Park School District must have completed the equivalent of a four-year program of educational growth in grades 9-12. Thirty (30) credits are required for graduation. Credits shall meet the requirements of the state and district.

## Distribution of Credits

The following credits are required in the specified subject areas of study for all candidates earning a diploma from the Clover Park School District.

<b>English .....</b>	<b>4.0</b>
<b>Social Studies.....</b>	<b>3.5</b>
World History and Geography.....	1.0
Pacific Rim Countries, Cultures and Geography.....	0.5
Pacific Northwest History and Geography.....	0.5
United States History and Government.....	1.0
Contemporary World Problems.....	0.5
<b>Mathematics.....</b>	<b>3.0</b>
Algebra .....	1.0
Geometry 1-2 .....	1.0
Math Elective.....	1.0
<b>Science .....</b>	<b>2.0</b>
Laboratory Science.....	1.5
Science Elective .....	0.5
<b>Art .....</b>	<b>1.0</b>
<b>Career and Technical Education (CTE) .....</b>	<b>2.0</b>
<b>Health .....</b>	<b>.5</b>
<b>Fitness .....</b>	<b>1.5</b>
<b>Electives.....</b>	<b>12.5</b>
<b>Total Credits Required for a Diploma .....</b>	<b>30.0</b>

Students must meet standard in reading and writing HSPE, and mathematics EOC to be eligible to register for Teacher Assistant (TA) classes.

### Promotion to the next class

High school students in the Clover Park School District will be promoted to the next grade level/class upon earning 7 credits per year that must include, at minimum, the credits defined below:

#### Sophomore (10th grade)

7 credits earned in the freshman year which includes:

- 1 credit of English
- 1 credit of math
- 1 credit of science
- 1 credit of social studies

#### Junior (11th grade)

14 credits earned in the freshman and sophomore years which includes:

- 2 credits of English
- 2 credits of math
- 1.5 credits of social studies
- 1 credit of science

#### Senior (12th grade)

22 credits in the freshman, sophomore and junior years which includes:

- 3 credits of English
- 2 credits of math
- 2.5 credits of social studies
- 2 credits of science

## CPSD Equivalency Credits

Most graduation course requirements are met by successfully completing specified courses; however, some requirements may be met by successfully completing equivalency courses.

### Important points to remember:

- An equivalency course must be completed in its entirety in order for "equivalency credit" to be granted.
- An equivalency waiver may satisfy two graduation requirements: one in the curriculum area in which a course is offered and one in the curriculum area in which the course appears on the approve list; however...
- No course shall be worth more than the credit it has been assigned. For instance, a semester course which is .5 credits may not be worth more than .5 credits.
- Equivalencies may not satisfy college admission requirements. Please check with the individual colleges for clarification.

### Approved Equivalency Credit

The following list indicates the approved courses that may be used to meet graduation requirements:

#### Fine Arts

##### **Housing, Interiors and Furnishing**

.5 Career & Technical credit..... .5 Fine Arts credit

##### **Fashion Merchandising**

.5 Career & Technical credit..... .5 Fine Arts credit

##### **Publishing**

1.0 Career & Technical credit..... 1.0 Fine Arts credit

##### **Visual Communications**

1.0 Career & Technical credit..... 1.0 Fine Arts credit

##### **Prepress/Desktop Publishing**

1.0 Career & Technical credit..... 1.0 Fine Arts credit

##### **Animation Technology/Video Graphics**

1.0 Career & Technical credit..... 1.0 Fine Arts credit

##### **Webpage/Digital Design**

1.0 Career & Technical credit..... 1.0 Fine Arts credit

##### **Commercial Photography I, II**

1.0 to 2.0 Career & Technical credit..... 1.0 Fine Arts credit

##### **Design Technology (Drafting/CAD)**

1.0 to 2.0 Career & Technical credit..... 1.0 Fine Arts credit

#### Health and Fitness

##### **Personal Health**

.5 Career & Technical credit..... .5 Health and Fitness

#### Science

##### **Forensic Technology**

.5 Career & Technical credit..... .5 Science Lab credit

#### Career & Tech

##### **JROTC**

.5 to 4.0 Elective..... .5 to 4.0 Career & Technical credit

## School Program

The school year at the high school is divided into two 18-week semesters. One credit is earned for a full year. One-half credit is earned for one semester.

The first honor roll is an alphabetically arranged list of all students achieving a grade point average of 3.67 or above. The second honor roll is a list of students achieving a grade point average of at least 3.17 to 3.66.

Academic courses are defined as those in the department of English, world language, mathematics, science, social studies, and other courses.

The State Board of Education determines the numerical value of letter grades:

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

A pass/fail option may be used in place of the A-F grading scale in a course not classified as an academic course and not required for graduation. A Pass/Fail grade will not be figured in the grade point if a "P" grade is earned. An "F" grade will, however, be included in determining the grade point average.

Parents or adult students must request the pass/fail option within ten (10) days of the beginning of a course. The principal may authorize pass/fail after consultation with parents, students, and counselor after ten days.

## Honors at Graduation

Students who have achieved a cumulative grade average of 3.50 or higher for grades 9, 10, 11, and 12 will be recognized as honor graduates. This determination will be made at the end of the first semester of grade 12 and Running Start students after first quarter of senior year.

## Running Start

To receive a Clover Park School District diploma, Running Start students must meet standard on:

- ✓ the WASL or HSPE or EOC
- ✓ the Culminating Project
- ✓ the High School and Beyond Plan
- ✓ all Clover Park School District credits must be met

Student must hold junior status to be eligible for Running Start; must have passed the COMPASS exam; must be on target to graduate or have a plan to complete these requirements; and have met standard on all required portions of WASL or HSPE. No required courses may be taken spring quarter.

Students taking a quarter class through the Running Start Program (#100 and above) will be issued high school credit that reflects quarter hour participation. Generally, a five hour quarter Running Start class will equal 1.0 high school credits. Running Start courses numbered below 100 will equal .5 high school credits. For a complete listing of these equivalent credits, please see your high school counselor. It is important to note that very specific Running Start courses are equivalent to the Clover Park School District program. Please contact your high school counselor for a listing of courses that meet CPSD requirements. Running Start courses (#100 and above) equate to .5 required and .5 elective credit.

## Classes for Potential College Credit

Students may wish to register for a course that may provide an opportunity for college credit, like Advanced Placement or College in the High School. As in all registrations, space availability and the student's own course schedule may have an impact on that request. If a student has any questions about this process, she or he should contact an administrator. These requests must be finalized prior to the beginning of the semester. Many courses are also available for college credit via the Tech Prep program. Please see page 6 for more information on Tech Prep.

## High School Course Requirements for College Entrance

All colleges strongly recommend a varied, in-depth, academic course of study. Students should take as many "core" courses as possible: English, mathematics, science, social studies and world language. All student schedules should contain creative arts and skill courses to complement core studies.

Applications for admission to Washington 2-year and 4-year institutions are available on-line or from your counselor. Admission forms for out-of-state colleges must be obtained on-line or by writing to the admissions office of that institution. Complete the application forms and make arrangements with the counselor to send a transcript. Transcripts should be requested from the School Registrar.

The state supported four year colleges generally require a 2.5 or higher grade average for your 9th, 10th and 11th grades. Private colleges often have no specific grade average requirements, but the higher your grades — so long as these grades are in academic courses — the greater are your chances of being accepted and succeeding when enrolled. Community colleges in Washington require that you have a high school diploma and have passed the COMPASS test.

**The following sample is considered a strong college preparatory schedule in the State of Washington:**

## Recommended Course Area

English.....	4 years
College Preparatory Math..... (through 2nd year Algebra)	4 years
Science (2 years laboratory) .....	3 years
World Language .....	3 years
Social Studies.....	3.5 years
Arts.....	1 year
Additional Electives from the above areas.....	1-1/2 full years

## State Required Testing

### The High School Proficiency Exam (HSPE) and EOC is required to earn a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA).

Tenth grade students (Class of 2014) in the state of Washington are required to meet standard on the Reading and Writing HSPE, Math EOC and Science HSPE/EOC assessments. The purpose of these assessments is to measure student achievement against the grade level expectations that are statewide standards and is an assessment of a student's ability to understand and apply knowledge in Reading, Writing and Mathematics.

## College Entrance Tests

**(Announcements for registration and test dates will appear in the school bulletin)**

**PSAT (Required) .....(Grade 10)**

**PSAT/SAT/SAT II..... (Grade 11 or 12)  
(College Board SAT/SAT II)**

**ACT ..... (Grade 11 or 12)**

## Advanced Placement Testing

Students enrolled in an Advanced Placement (AP) course in high school are encouraged to test their knowledge. Students may earn college credit with high scores on these tests. The Clover Park School District will assist students in reducing the cost of each test.

Information on this assistance is available in the school guidance office.

# High School and Beyond Plan

The State of Washington requires that, prior to graduation, every student complete a plan of action for the year after high school (Grade 13). This is a graduation requirement. Clover Park Schools support this requirement through the use of Small Learning Communities, the Career Pathway Program, the senior Culminating Project and Advisories.

Below are opportunities to support the creation of a High School and Beyond plan. Selection of course work should be based on an appraisal of student ability, attitudes, interests, and needs.

## Financial Aid/Scholarships

Financial aid is available from most colleges and vocational-technical institutes. By completing the proper forms, you become a candidate for all forms of aid for which you qualify at the college, university, or technical college of your choice. Your parents must file a Free Application for Federal Student Aid (FAFSA) with the College Scholarship Service in Princeton, NJ, to qualify for consideration. Most of the aid funds are limited to those students who demonstrate financial need in order to attend college. In all cases, the student and family will be expected to contribute what they can. See your counselor for details about the financial aid process. The FAFSA must be filed as soon as possible after January 1 of the year the student plans to enroll in college.

You may apply for a Pell Grant by completing the FAFSA mentioned above. There are also some scholarships awarded by local organizations and regional or national competitions. When notices of these scholarships are received, they will be announced in the daily bulletin. Many of these are also granted on the basis of financial need.

**Nondiscrimination statement for financial assistance announcements:**  
**The Clover Park School District will consider all applications for financial assistance programs, i.e., student loans, work compensation, grants, scholarships, special funds, subsidies, prizes, etc., without regard to race, color, national origin, gender or disability.**

## Career Pathways (supporting High School and Beyond Plan)

The goal of Career Pathways is to make learning meaningful and more focused for all students.

Career Pathways are divided into five broad categories:

- Arts and Communications — Create It!
- Business and Marketing — Promote It!
- Engineering and Technology — Plan It!
- Health and Human Services — Care About It!
- Science and Natural Resources — Investigate It!

High school counselors, the Career Centers and teachers have information available on Career Pathways.

## Career Cruising

Career Cruising (C.C.) is a Web-based career and education guidance tool available to all Clover Park School District students. Students can log-on at home, the public library, a friend's house, parent's workplace, or at school. C.C. is a "self-contained" guided environment that does not rely on free sites.

Students create a personal account that stays with them until graduation from high school. The portfolio includes a complete student history, with academic information, interest assessments, career goals, course plan and resumes. The Internet system includes detailed profiles on over 1,100 careers, complete information on 300 majors and over 6,000 accredited 4-year colleges, 2-year colleges, vocational schools and technical schools. Information is also available on financial aid and over \$5.4 billion in scholarship awards.

Counselors, career centers and teachers have information on C.C..

## The Collection of Evidence (COE)

The Collection of Evidence (COE), a legislative approved WASL or HSPE alternative to meeting graduation requirements in reading and writing, is intended to assess content and skills similar to those assessed on the state test.

The COE is designed to provide students an opportunity to compile classroom generated work samples, developed over time, that demonstrate their knowledge and skills. Student work samples must be comparable to the rigor, skills, and knowledge assessed on the state test.

Students who already have the skills and knowledge to meet standard on the HSPE, but for a variety of reasons have not been able to demonstrate those skills via the HSPE, may participate in targeted instructional support.

Students requiring a greater intervention may receive intensive instruction and remediation to increase their skill and knowledge base.

Throughout the process of compiling their COE notebook, students will work closely with the COE class teacher to ensure that each work sample meets content guidelines, requirements and state standards.

## Advanced Placement

A full range of Advanced Placement (AP) and upper level courses are available to students. Courses include AP Art History, AP Biology, AP Chemistry, AP Calculus AB or BC, AP English (junior and senior), AP American History, AP Environmental Science, AP Politics and Government, AP Spanish Language, AP Physics, AP World History, AP French AP Spanish foreign language, and AP Studio Art. College credit may be earned through this program. See specific department listings for further information.

## Community/Technical College "Tech Prep" Dual Credit

High school students who complete selected high school courses with a "B" or better average can earn Community/ Technical College credit. By July 31st of the summer the required high school course is completed, the college selected will post the course credit to a transcript on the college web site.

The transcript will list the college courses for which credit is received. Participating colleges include Bates Technical College, Clover Park Technical College, Pierce College, and Tacoma Community College. High school counselors, Career Centers and participating teachers have information regarding these dual credit programs:

- ✓ Students going to community colleges within the state may complete the first two years of general college education before transferring to a four-year school, or they may enter a wide variety of programs designed to prepare them for employment in occupations requiring advanced technical skills. The only entrance requirement is graduation from high school. Remind yourself about preparation for success — not just enrollment — in college.
- ✓ Training received at the state technical colleges is specifically designed for a particular job. Application to a program at Clover Park Technical College can easily be done during an orientation session with the individual program instructors on the 2nd and 4th Wednesday of each month at 3 p.m. Students may enroll in technical college while still a high school student through the Running Start program. To qualify, a student must be in the 11th or 12th grade and pass two of three tests in math, reading and English. Students should work with their high school counselor to plan a program that leads to a high school diploma. Admission to Technical College programs is through the approval of the vocational instructor of each program.



## Standardized High School Transcripts & Diploma Awards

High school students need to know that future employers may request to see transcripts and that the decision to release them can be an important part of the process of applying for employment.



# Art

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## EXPLORING ART

**Full Year: 1.0 credit**

**Credit for Graduation: Fine Arts or Elective**

**Prerequisite: None**

**Course Number: 101101**

The student studies art production, art history, art criticism, and aesthetics. Students recognize and use the Elements of Art and the Principles of Design in creating/ discussing and writing about art.

This is a studio art course; most activities and assignments will involve making art. All projects involving art projects begin with a demonstration of media and techniques. Art production assignments include preliminary technical exercises, sketches, and research.

Written assignments include routine critiques and other assignments.

**Recommended foundation course.**

## INTRODUCTION TO DRAMA 1

**One Semester: .5 credit**

**Credit for Graduation: Fine Arts or Elective**

**Prerequisite: None**

**Course Number: 201031**

This course provides a general orientation to the theatre. Students learn the fundamentals of acting in a non-threatening environment. Students learn stage terminology, basic improvisation and elements of acting. The class will work together in cooperative groups to perform short scenes and monologues. The structure of a play will be examined as well as basic theatre history.

## INTRODUCTION TO DRAMA 2

**One Semester: .5 credit**

**Credit for Graduation: Fine Arts or Elective**

**Prerequisite: None**

**Course Number: 201031**

This course provides a general orientation to the theatre. Students learn the fundamentals of acting in a non-threatening environment. Students learn stage terminology, basic improvisation and elements of acting. The class will work together in cooperative groups to perform short scenes and monologues. The structure of a play will be examined as well as basic theatre history.

# Fitness and Health

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## FITNESS AND CONDITIONING

**One Semester: .5 credit**

**Credit for Graduation: Fitness or Elective**

**Prerequisite: None**

**Course Number: 500401**

This course is designed to assist the student in developing positive attitudes towards physical activity and a healthy life style. Emphasis is on self-esteem, weight management, nutrition, aerobic exercise, improving personal fitness, skill development, and total wellness.

## PERSONAL HEALTH

**One Semester: .5 credit**

**Credit for Graduation: Health, CTE**

**Prerequisite: None**

**Course Number: 802092**

This health course is designed to assist students in establishing practices that promote wellness in young adults including HIV/AIDS, stress, disease, fitness, first aid, nutrition, medicines and drugs.

## SWIMMING & WATER ACTIVITIES

**One Semester: .5 credit**

**Credit for Graduation: Fitness or Elective**

**Prerequisite: None**

**Course Number: 500002**

This class will concentrate on Level 4 and higher Red Cross strokes and skills and aerobic conditioning in the water. This course also teaches the fun and enjoyment of water sports and games.

# Humanities

## English / Social Studies

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### ENGLISH 9

**Full Year: 1.0 credit**

**Credit for Graduation: English**

**Prerequisite: None**

**Course Number: 202101 / 02**

This course will emphasize those skills which will assist in the preparation for college placement, Advanced Placement classes/tests and HSPE. English 1/2 introduces the student to secondary reading/ writing standards, procedures and expectations. Students receive an orientation to the library. Listening/ speaking and writing skills are developed through an emphasis on basic grammar/ usage concepts, vocabulary building, and improving spelling/ punctuation/ capitalization skills. Study includes elements of literature through short story, epic, poetry, and novels.

### WORLD HISTORY AND GEOGRAPHY

**Full Year: 1.0 credit**

**Credit for Graduation: 9th grade Social Studies**

**Prerequisite: None**

**Course Number: 450201 / 02**

This course will emphasize those skills which will assist in the preparation for college placement, Advanced Placement classes/tests and HSPE. Course examines World History and Geography from 1450 to the present. The core topics of study are global expansion, the age of revolution, causes/ consequences of international conflicts, challenges to democracy/human rights and the emergence/development of new nations.

# JROTC - Air Force

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## SCIENCE OF FLIGHT

**Full Year: 1.0 credit**

**Credit for Graduation: CTE**

**Prerequisite: History of Aviation 1, 2**

**Course Number: 521003 / 04**

Year two is a science course that acquaints the students with the principles of propulsion systems, flight and navigation, atmosphere/ weather and the human limitations of flight. Students learn basic navigation skills including map reading, course plotting, and the effects of wind. Leadership hours stress communications skills and cadet corps activities.

# Mathematics

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## ALGEBRA I

**Full Year: 1.0 credit**

**Credit for Graduation: Mathematics**

**Prerequisite: None**

**Course Number: 300101 / 02**

Algebra I is the first year in a three year college prep math sequence. Algebra I focuses on the structure of the real number system and examines symbolic representations in solving real-world problems. Linear functions, quadratic functions, systems of equations, statistics, and problem solving are investigated. Graphing, both as a means of displaying data and analyzing data in one or two dimensions, is an integral part of this course. Review is built into every section and unit of study. A sound foundation in arithmetic and pre-algebra skills is essential for success in this course.

## EXTENDED ALGEBRA I

**Full Year: 1.0 credit**

**Credit for Graduation: 1.0 Elective**

**Prerequisite: None**

**Course Number: 300110 / 11**

This course teaches Algebra content spread over two class periods for students who would benefit from more time to grasp Algebraic concepts. **Must be taken simultaneously with Algebra I.**

## GEOMETRY

Full Year: 1.0 credit

Credit for Graduation: Mathematics

Prerequisite: Algebra I

Course Number: 304001 / 02

Geometry is the second year in a three year college prep math sequence. In this course you will develop a logical system of thought. Geometry focuses on plane geometry with integration of some space and coordinate geometry. This course develops geometric concepts using formal proofs and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures and graphing.

# Music

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## CHORAL

### CONCERT CHOIR I

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 356511 / 12

Students electing this course must demonstrate an intermediate or advanced level of sight reading. Students have a well-produced tonal quality/ pitch accuracy, and strive to be an independent singer. Emphasis is placed on becoming the very best vocal performer and on learning music from major time periods. Sight-reading skills and ear-training skills are continued. **Concert attire required. Performances are outside the school day.**

### STUDIO/SHOW CHOIR

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 356521 / 22

Students electing this course must have experience in choral music. A large number of concerts will be performed by this group, and students can expect to acquire all aspects of professional entertainment skills. Rhythm section instrumentalists must be members of Symphonic Band, Intermediate Band or Orchestra. **Teacher approval required. Concert attire required. Performances are outside the school day.**

### TREBLE CHOIR I

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 356531 / 32

Females Only

Students selection will be based on ability with intermediate to advanced competency in sight reading and tone quality. **Concert attire required. Performances are outside the school day.**

## BAND

### INTERMEDIATE BAND I

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 350111 / 12

This course is designed to improve reading and playing skills and to fulfill the needs of wind and percussion players. Students may join Symphonic Band for performances at athletic events, concerts, parades and trips. **Concert attire required. Performances are outside the school day.**

## JAZZ ENSEMBLE I

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 356501 / 02

Students are exposed to a variety of jazz, blues, rock, funk idioms. Students will be expected to perform at an advanced level and will perform at concerts and other functions. Students playing trumpet, sax, trombone, and percussion instruments are required to be members of the Symphonic or Intermediate bands. **Teacher approval required. Concert attire required. Performances are outside the school day.**

## STEEL DRUMS I

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 352401 / 02

Steel Drum Band is designed for students with or without music experience. Students learn how to play traditional Caribbean, popular and classical music. **Concert attire required. Performances are outside the school day.**

## SYMPHONIC BAND I

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 350521 / 22

This course is designed for students who play wind and percussion instruments at an advanced level and who wish to increase their performance opportunities and artistic understanding. Symphonic band performs at games, concerts, contests, parades, and community events. **Teacher approval required. Performances are outside the school day.**

## ELECTIVE

### MUSICAL TRENDS-PAST AND PRESENT

Full Year: 1.0 credit

Credit for Graduation:

Prerequisite: None

Course Number: 353001 / 02

This course surveys all types of music from Bach to rock and beyond. All styles will be represented including jazz, classical, rock, pop and folk music from many cultures.

# Science

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## PHYSICAL AND EARTH/SPACE SCIENCE

Full Year: 1.0 credit

Credit for Graduation: 9th grade Lab Science

Prerequisite: None

Course Number: 404405 / 06

This course will emphasize those skills which will assist in the preparation for college placement, Advanced Placement classes/tests and WASL. Course places emphasis on developing the skills in science that will be used in all sequential science courses. Emphasis is placed on an integration of physical and earth/space science. A general introduction to concepts will encompass nature and changes of matter, motion and energy, followed by exploring earth and space.

# Technology

## DIGITAL COMMUNICATION TOOLS (DIGITOOLS)

One Semester: .5 credit

Credit for Graduation: CTE

Prerequisite: None

Course Number: 653331

Digitools is a technology intensive course introducing students to the most current computer-based training required for success in today's digital communication world. Instruction includes digital camera and scanner technology combined with internet-based software training in the basics of Word, PowerPoint, Excel and Access. It is a foundational course for students in the Business and Marketing Pathway and prepares students for any of the three Pathway strands. All of these tools will continue to be used throughout the high school exploratory and preparatory sequence. **DUAL CREDIT IS AVAILABLE.**



## MULTIMEDIA COMMUNICATIONS 1,2

Full Year: 1.0 credit

Credit for Graduation: CTE or Fine Arts

Prerequisite: Digital Communication Tools

Course Number: 927102 / 04

This course prepares individuals to design, produce, display, and present material of all types (advertising, education, illustrative, etc.) using the media that best displays the illustration. Media includes digital photography, animation, computerized graphics, video, audio, and methods of presentation. **Fee required. DUAL CREDIT IS AVAILABLE.**



## TECH FOUNDATIONS

One Semester: .5 credit

Credit for Graduation: CTE

Prerequisite: None

Course Number: 960001

This course will provide opportunities for students to make connections among various technologies, math and science, enabling them to demonstrate their understanding of standards and competencies used in the curriculum framework: ITEA (International Technology Education Association) Standards for Technological Literacy.

## WEBPAGE DIGITAL DESIGN (9,10,11,12)

Full Year: 1.0 credit

Credit for Graduation: CTE or Fine Arts

Prerequisite: Digital Communication Tools

Course Number: 950001 / 02

This course presents HTML, XML, JavaScript, graphic applications, and other authoring tools to design, editing and publishing. This course includes launching of documents, images, graphics, sound, and multimedia products on the World Wide Web. Instruction includes internet theory; web page standards/policies; elements of web page design; user interfaces; vector tools; special effects; interactive and multimedia components; search engines; navigation; morphing; e-commerce tools; and emerging web technologies. **DUAL CREDIT IS AVAILABLE.**



# World Language

Washington colleges/universities require two years of world language for admission and three years for graduation.

The foreign language proficiency exam, administered by the college after high school, may waive college requirement.

## AMERICAN SIGN LANGUAGE I (9)

Full Year: 1.0 credit

Credit for Graduation: CTE

Prerequisite: None

Course Number: 256101 / 02

American Sign Language is a course that prepares individuals to work in careers, such as interpreters that utilize ASL and other sign language systems employed to assist the hearing impaired. ASL is an equivalent credit for world language in Washington State's public college system. **Teacher approval required. DUAL CREDIT IS AVAILABLE.**



## FRENCH I

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: None

Course Number: 252101 / 02

This course is an introduction to the language, people, and culture, with a primary emphasis on speaking and listening and a secondary emphasis on reading and writing.

## SPANISH I

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: None

Course Number: 258101 / 02

This course provides an introduction to the language, people, and culture of Spanish-speaking countries, with a primary emphasis on speaking and listening and a secondary emphasis on reading and writing.

# Additional Programs and Classes

## ADVISORY

Full Year: .5 credit; all four years

Credit for Graduation: Elective

Prerequisite: None

Course Number: 466003 / 04

This course is designed to support completion of graduation requirements and may include regular academic monitoring, design of Grade 13 Plan, post secondary application, administration of tests, design of Student Learning Plan (SLP) and design of student lead conferences. This course is the center of the creation of smaller learning environments. **Attendance required.**

## English Language Learner Program (ELL)

### TOTAL CREDITS REQUIRED FOR A DIPLOMA - 30

Initial placement in the ELL program requires completion of the WLPT II test for correct student placement. ELL classes precede entrance into transitional reading or language arts classes.

Exceptions to the entry level for the building reading program must be approved by the reading teacher. Written rationale for direct student entrance into the building reading program must be provided to the reading teacher with a copy of the rationale to the English department coordinator.

An ELL student must have scored above the seventh grade level on the reading test prior to placement in a regular English class.

ELL students will be required to take two regular English classes as recommended by the English department coordinator in addition to all other ESL and bilingual classes. **Teacher approval required.**

Available ELL Courses:

English Language Learner (ELL)	ELL Reading 1, 2
ELL Language Arts 1, 2	ELL Social Studies

## Special Education

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The Special Education Program is designed to meet the needs of students who require assistance in a variety of learning conditions. Academic courses required for graduation are incorporated into the curriculum.

A team of staff members and parents will establish a program with specific annual goals and objectives to meet each student's special needs. This may include partial or total placement within the Special Education program. The School District makes every effort to encourage Special Education students to participate in regular program courses in those instances where the student is capable of success. Vocational opportunities are usually a portion of each student's program to support future employment.

## Math

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### GENERAL MATH 1, 2, 3, 4

One Semester: .5 credit

Course Number: 302801 / 02 / 03 / 04

Students in General Math will be taught very basic skills to help prepare them for functional mathematic skills including but not limited to money skills, one and two digit addition, subtraction, multiplication, and division, telling time.

**Teacher approval required.**

### PRE ALGEBRA 1, 2

Full Year: 1.0 credit

Course Number: 302807 / 08

This course will emphasize core content and processing skills that are critical to the foundation for algebra. Students will be introduced to linear functions and equations, properties of geometric figures, summary and analysis of data, key topics about numbers such as scientific notation, using exponents in expressions containing both numbers and variables and simple irrational numbers, and understand and communicate mathematical ideas, to make generalizations, to draw logical conclusions, and to verify the reasonableness of solutions to problems. **Teacher approval required.**

## English

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### ENGLISH 1

Full Year: 1.0 credit

Course Number: 202801 / 02

This course will emphasize those skills which will assist in the preparation for vocational/employment/college placement, HSPE or WAAS. Students receive an orientation to the library. Listening, speaking and writing skills are developed through an emphasis on basic grammar/usage concepts, vocabulary building, and improving spelling/punctuation/capitalization skills. Study includes elements of literature through short story, epic, poetry, and novels. **Teacher approval required.**

### READING 1

Full Year: 1.0 credit

Course Number: 207503 / 04

Reading 1, 2 teaches students to apply specific remedial skills to increase their reading ability in areas such as comprehension, fluency, decoding, vocabulary and spelling. It introduces basic phonics, vocabulary development and pre-reading strategies such as topic sentence and main idea to increase reading comprehension. Students will also be challenged to speak and write about topic addressed in the class reading. **Teacher approval required.**

## Social Studies

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### WORLD HISTORY AND GEOGRAPHY

Full Year: 1.0 credit

Course Number: 457802

This course will emphasize those skills which will assist in the preparation for vocational/employment/college placement, HSPE or WAAS. Course examines World History and Geography from 1450 to the present. The core topics of study are causes/consequences of international conflicts, challenges to democracy/human rights and the emergence/development of new nations. **Teacher approval required.**

## Science

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### SCIENCE 1, 2

Full Year: 1.0 credit

Course Number: 407801 / 02

This Science course covers the natural sciences and non-living systems. This is a survey course providing students with a basic understanding of key physical science concepts. Students focus on learning overall concepts and theories to help them understand and explain aspects of nature. **Teacher approval required.**

## Physical Education

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### ADAPTIVE P.E. 1, 2

Full Year: 1.0 credit

Course Number: 506801 / 02

INDIVIDUALIZED P.E. PROGRAM (IEP)

This is an individualized P.E. program designed to meet the needs of students with an I.E.P. Emphasis is on a diagnostic activity program aimed at development of motor skills, leisure activities, and increasing physical fitness. Students work one-on-one with P.E. tutors. **Teacher approval required.**

## Life Skills

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### COMMUNICATION

Full Year: 1.0 credit

Course Number: 817703 / 04

The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to participate effectively at school, in the home, and in the community. Emphasis will be placed on the practical application of communication skills as they relate to functional tasks of personal life.

The content should include, but not be limited to, the following:

- responding to auditory stimulation
- using oral language appropriate to various life situations
- using augmentative communication systems
- interpreting gestures, cues, and body language

**Teacher approval required.**

### COMMUNITY ACCESS

Full Year: 1.0 credit

Course Number: 817713 / 14

The purpose of this course is to provide instruction related to community mobility, leisure and recreation skills for students with disabilities.

The content should include, but not be limited to, the following:

- demonstrate how to cope in different situations
- demonstrate courteous, appropriate behavior when traveling in the community
- use appropriate skills to ask for directions or assistance
- travel to selected designations using public transportation
- plan and participate in a variety of community/leisure activities

**Teacher approval required.**

## FUNCTIONAL ACADEMICS (ENGLISH)

Full Year: 1.0 credit

Course Number: 302821 / 22

Instruction includes oral language development, as well as concepts about print, phonics, sight-reading and vocabulary. Students also learn reading skills from a selected reading program. They will learn to identify and use functional words in the community. Students will learn basic writing skills to extend their learning beyond the IEP. Students will be encouraged to use a variety of modes of communication including, but not limited to: sign, oral, written, picture-based communication, vocal output devices, computer programs, and other forms familiar to the students. **Teacher approval required.**

## FUNCTIONAL ACADEMICS (MATH)

Full Year: 1.0 credit

Course Number: 302821 / 22

Topics of instruction include computation, money skills, telling time, counting, classifying, sorting, budgeting, using a calendar, and following a schedule. The goal is to enable the student to improve his/her ability in all functional math skills so that he/she can function as independently as possible at home, at school, in a vocational setting and in the community. **Teacher approval required.**

## HOME LIVING SKILLS

Full Year: 1.0 credit

Course Number: 817709 / 10

The purpose of this course is to provide instruction related to home safety/emergencies, leisure activities and selecting/managing a household for students with disabilities.

The content should include, but not be limited to, the following:

- recognizing household dangers
- demonstrate ability to handle household emergencies
- operate household electronics (CD player, DVD, television)
- housekeeping skills
- meal planning and preparation skills
- participate/organize social gatherings
- identify the pros/cons of different residential living options
- know how to set up a household

**Teacher approval required.**

## PERSONAL MANAGEMENT

Full Year: 1.0 credit

Course Number: 817711 / 12 / 13 / 14 / 15 / 16 / 17 / 18

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

The content should include, but not be limited to, the following:

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

**Teacher approval required.**

## SOCIAL SKILLS

Full Year: 1.0 credit

Course Number: 817707 / 08

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

**Teacher approval required.**

## Electives

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### ADVANCED LEARNING STRATEGIES

1, 2, 3, 4, 5, 6, 7, 8

One Semester: .5 credit

Course Number: 207701 / 02 / 03 / 04 / 05 / 06 / 07 / 08

This course instructs students in struggles to help them better access and convey information. The newly acquired skills are then applied to help the student better understand and communicate in the courses they are taking. Strategies could include active listening, removing distractions, avoiding drowsiness, collaboration, memorization, redirecting stress and anxiety, note taking, time management, reading many different types of material, and writing different types of assignments. **Teacher approval required.**

### PRE-VOCATIONAL 1, 2

Two Year: 2.0 credit

Course Number: 937801 / 02

This course is designed to increase the attention span of each student, to develop appropriate behaviors in a workroom environment, and to work as independently as possible. Tasks are grouped into the following skill areas: discriminating, matching, sequencing, sorting, assembling, collating, filling up, folding, inserting, measuring, numbering, pressing, squeezing, stapling, turning/twisting/screwing, tying, and using fasteners. For each skill the materials needed, procedure, and any additional skills involved in the task are identified. **Teacher approval required.**

# Planning Your Future Checklists

## 9th GRADE

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The following activities should be accomplished during the 9th grade:

- Studying pays off! Your grades in ninth grade count toward your future choices. Whenever you are absent, make-up work must be completed.
- Know the requirements for high school graduation.
- Students seeking to enter a four-year school must plan now to ensure that all the entrance requirements are included in the High School and Beyond Plan.
- If you are in danger of failing a class, talk with your teacher; visit your counselor.
- Visit the Career Center to explore education and career options: Apprenticeships Programs; Military Services; Technical Colleges; Community Colleges; Four-Year Colleges or Universities. Resources for scholarships and financial aid are also available.
- Participate in career exploration activities in the Career Center and through your Advisory.
- Talk to your parents and counselor about your interests and goals. Find opportunities to meet people who are working in fields that interest you. Investigate job-shadowing opportunities.
- Explore clubs and activities in and outside of school that will offer you the chance to develop your unique interests and abilities and your leadership skills. Consider becoming a volunteer in your community.
- Read for pleasure - and learn new vocabulary.
- Begin thinking about your Culminating Project. Students are encouraged to choose a project that has personal relevance and long lasting significance. Complete all activities during advisory.
- Sign up for Summer School if you have failed classes.
- Those who are old enough may consider getting a summer job (16 years old). Others might take on volunteer work to gain experience.
- Make sure to do your student led parent conferences in the fall and spring.

## 10th GRADE

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The following activities should be accomplished during the 10th grade:

- Study and complete all assignments! Whenever you are absent, make-up work must be completed.
- If you are in danger of failing a class, talk with your teacher; visit your counselor.
- Study for the Preliminary Scholastic Aptitude Test (PSAT) if you are interested in college. The PSAT is always given in October. This test will prepare you for the SAT and help identify areas of strength and weakness.
- Students will continue work on their High School and Beyond Plan with their advisor.
- Participate in career aptitude and interest testing requirements in the Career Center and through your Advisory.
- Enroll in courses that match your educational and career goals.
- Visit the Career Center to explore education and career options related to your career interests: On the job training, Apprenticeships Programs; Military Services; Technical Colleges; Community Colleges; Four-Year Colleges or Universities. Resources for scholarships and financial aid area also available.
- Consider ideas for your Culminating Project. Choose a project that is related to your career pathway or is important to you. Complete all activities during advisory.
- Read for pleasure - and learn new vocabulary.
- Sign up for Summer School if you have failed classes.
- Those who are old enough may consider getting a summer job (16 years old). Others might take on volunteer work to gain experience.
- Make sure to do your student led parent conferences in the fall and spring.

# 11th GRADE

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The following activities should be accomplished during the 11th grade:

- Study and complete all assignments. Whenever you are absent, make-up work must be completed.
- Visit the Career Center to explore education and career options: Apprenticeships Programs; Military Services; Technical Colleges; Community Colleges; Four-Year Colleges or Universities. Resources for scholarships and financial aid area also available.
- Junior year grades are extremely important in the post-high school admissions process, as is the rigor of your coursework. It is also the critical year for those students who need to make up credits to graduate.
- Attend a college / career night. There will be information booths from many apprenticeship programs, the four branches of the military, technical schools, also 2 and 4-year colleges and universities.
- If considering the military, meet with the representatives when they visit. Dates are available in the Career Center or from your advisor. Take the Armed Services Vocational Battery (ASVAB).
- Study for and take the PSAT (Preliminary Scholastic Aptitude Test). This is good practice for the SAT. The PSAT is given only once, in October. Juniors, who score well on the PSAT, are considered for a National Merit Scholarship.
- Register for SAT I or ACT (college entrance tests) especially if applying for early admission or to an out-of-state college. Many students choose to take this test 2 or 3 times before submitting their college applications.
- Attend college fairs, make campus visits and gather information to begin your college search.
- Meet with your counselor and/or advisor to review courses listed in your High School and Beyond Plan, as needed. Changes in course selections may be made but pay particular attention to graduation requirements and after high school goals.
- Compile a resume of activities, honors, leadership positions, and job experience. You'll need this information for job and school applications as well as for scholarships.
- In the spring, take Advanced Placement tests in your AP classes, as appropriate.
- If applying for military academies, the process may begin in the spring of your junior year.
- Consider making your career interest the focus of your Culminating Project. Discuss your ideas with parents, teachers, counselor, employers or others who may be project resources. Complete all advisory activities.
- Read for pleasure - and learn new vocabulary.
- Take advantage of credit make up options if there are failed requirements, or a credit deficiency. See your counselor and create a plan to graduate.
- Make sure to do your student led parent conferences in the fall and spring.

# 12th GRADE

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The following activities should be accomplished during the 12th grade:

- Study and complete all assignments. Senior grades are extremely important. Whenever you are absent, make-up work must be completed.
- Meet with your advisor and/or counselor to discuss your post-high plans. Items to discuss include: a credit review; progress towards graduation; culminating project; letters of recommendations, and post-graduation plans and scholarships.
- Compile a resume of activities, recognition, leadership positions, job experiences and letters of recommendations. You'll need this information for job and school applications as well as for scholarships. Give the resume to teachers / counselors when you ask for a letter of recommendation.
- Visit the Career Center to explore education and career options; Apprenticeships Programs; Military Services; Technical Colleges; Community Colleges; four-year Colleges or Universities. Resources for scholarships and financial aid area also available.
- Attend a post-high school planning night in the fall. There will be information booths from many apprenticeship programs, the military, technical schools, also 2 and 4-year colleges and universities.
- Attend a financial aid information night.
- If considering the military or a post-graduation school, meet with the representatives when they visit.
- Register early for SAT I or ACT (college entrance tests), especially if applying for early admission or to an out-of-state college. Many students choose to take this test 2 or 3 times before submitting their college applications.
- In the spring take Advanced Placement tests in your AP classes, as appropriate.
- Attend college fairs and gather information to complete your college search, as necessary. Determine early admission and entry requirements.
- Read for pleasure - and learn new vocabulary.
- Take advantage of credit make up options if there are failed requirements, or a credit deficiency. See your counselor and make a plan for graduation.
- Make sure to do your student led parent conferences.
- Meet standard on all components of culminating project.
- Complete High School and Beyond Plan.
- Follow senior timeline to graduation.
- Apply to colleges/universities and/or post-secondary options.
- Apply for school-based scholarship opportunities.