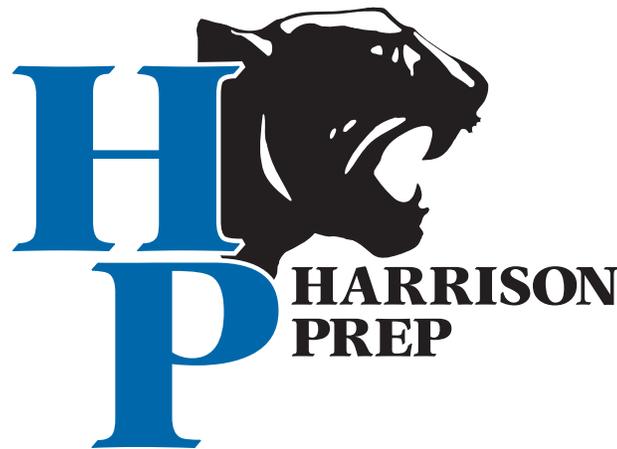

Harrison Prep

Course of Study

for students in grades 9-12

2011-12



Harrison Preparatory School
8800 121st St SW
(253) 583-5418

Table of Contents

CPSD High School Programs.....	3
High School Graduation Requirements.....	4
CPSD Equivalency Credits.....	4
School Program.....	5
High School and Beyond Plan.....	6
Harrison Prep Planning Guide.....	7
Harrison Prep Vision/Mission.....	8
Harrison Prep General Information.....	9-10
Art.....	11
English.....	11-12
Fitness and Health.....	12
Mathematics.....	12-13
Music.....	13
Science.....	13-14
Social Studies.....	14
Technology.....	14-15
World Language.....	15
Additional Programs and Classes.....	15
Planning Your Future Checklists.....	16-17



BOARD OF DIRECTORS

Walt Kelcy, Jr., President
Carole Jacobs, Vice President
Marty Schafer
Joe Vlaming
Paul Wagemann

SUPERINTENDENT

Deborah L. LeBeau

www.cloverpark.k12.wa.us

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.

English	4.0
Social Studies.....	3.5
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
Mathematics.....	3.0
Algebra	1.0
Geometry 1-2	1.0
Math Elective.....	1.0
Science	2.0
Laboratory Science.....	1.5
Science Elective	0.5
Art	1.0
Career and Technical Education (CTE)	2.0
Health5
Fitness	1.5
Electives.....	12.5
Total Credits Required for a Diploma	30.0

Students must meet standard in reading, writing and mathematics on the HSPE or WASL 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
- ✓ 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) or Washington Assessment of Student Learning (WASL) 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 WASL, but for a variety of reasons have not been able to demonstrate those skills via the WASL, 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.

Harrison Prep School

Planning Guide

College Preparatory Plan

9th Grade Year

1st SEMESTER	2nd SEMESTER
<input type="checkbox"/> English	<input type="checkbox"/> English
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Integrated Science	<input type="checkbox"/> Integrated Science
<input type="checkbox"/> Advisory/Leadership	<input type="checkbox"/> Advisory/Leadership
<input type="checkbox"/> Health	<input type="checkbox"/> World Language
<input type="checkbox"/> World Language	<input type="checkbox"/> Fine Arts/Technology
<input type="checkbox"/> Fine Arts/Technology	

10th Grade Year

1st SEMESTER	2nd SEMESTER
<input type="checkbox"/> English	<input type="checkbox"/> English
<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Integrated Science	<input type="checkbox"/> Integrated Science
<input type="checkbox"/> Fine Arts/Technology	<input type="checkbox"/> Fine Arts/Technology
<input type="checkbox"/> Advisory/Leadership	<input type="checkbox"/> Advisory/Leadership
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Social Studies
<input type="checkbox"/> World Language	<input type="checkbox"/> World Language

11th Grade Year

1st SEMESTER	2nd SEMESTER
<input type="checkbox"/> English	<input type="checkbox"/> English
<input type="checkbox"/> CTE	<input type="checkbox"/> CTE
<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Chemistry
<input type="checkbox"/> World Language	<input type="checkbox"/> World Language
<input type="checkbox"/> Advisory/Leadership	<input type="checkbox"/> Advisory/Leadership
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Social Studies

12th Grade Year

1st SEMESTER	2nd SEMESTER
<input type="checkbox"/> English	<input type="checkbox"/> English
<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Physics	<input type="checkbox"/> Physics
<input type="checkbox"/> Culminating Project	<input type="checkbox"/> Culminating Project
<input type="checkbox"/> Advisory/Leadership	<input type="checkbox"/> Advisory/Leadership
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Social Studies
<input type="checkbox"/>	<input type="checkbox"/>

Student Name _____

Student Number _____

Class of: _____

Additional Coursework Date

- Fitness..... _____
- Fitness..... _____
- Fitness..... _____

Non-Credited graduation requirements

- HSPE/EOC Test
- Senior Exhibition
- High School and Beyond Plan

30 Credits required for graduation/diploma

Each course (per semester) = .5 credit

College-bound courses recommended for each semester:

- English
- Math
- Science
- Language
- Social Studies

IB Programme (Grades 6-10)

NOTE: This is a 3-year implementation process. Students in 9th and 10th grades will still be under former systems, while the students in grades 6-8 will have more exposure to the IB MYP model.

Vision: Students will take eight courses completing at least 50 hours in each subject area in order to meet the requirements of the Middle Years Programme (MYP). Those subject areas include the following:

- Fine Arts (Visual Art, Choir, Drama)
- Humanities
- Language A (English)
- Language B (Spanish)
- Math
- Physical Education/Health
- Science
- Technology

If students are in the 9th or 10th grades, they will fulfill their credits through these subject area requirements. In other words, their classes will count for both IB and their high school diplomas. Please see the information below for more details.

Personal Project

Those students in the 10th grade will also complete a Personal Project based on the Areas of Interaction and their passions and interests. The Personal Project has several components to it and is meant to demonstrate students' capacity for life-long learning.

Harrison Prep School

Our Vision/Mission:

Students at HP will graduate as caring, curious, confident, and college-ready young people who have respect for multiple cultures and perspectives.

Teachers at HP will design standards-based challenging learning experiences enriched through technology, community partnerships and personal projects.

Staff at HP will foster meaningful and personalized relationships preparing students for global citizenship.

We believe that students as members of a respectful learning community give their best every day by:

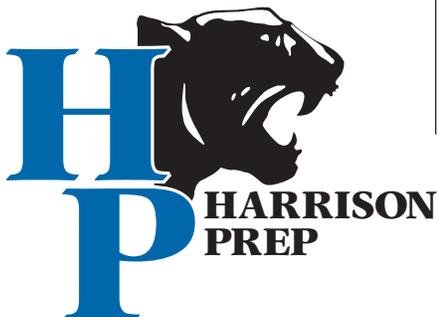
1. acting responsibly, being actively engaged in learning and being accountable for their choices.
2. contributing constructively to the learning environment with an intentional, thoughtful voice.
3. seeking and sustaining supportive relationships.
4. identifying and developing their natural curiosity, talents and special gifts.
5. accepting others, demonstrating empathy and compassion.
6. seeking and embracing intellectual challenges by setting personal goals and reflecting on progress.
7. demonstrating a strong work ethic through confident resourceful innovation that exceeds standards.
8. believing, supporting and encouraging each other.

We believe that effective staff members are trustworthy professionals who:

1. are responsive, approachable and accountable.
2. effectively communicate through active listening, collaboration and the tactful expression of needs, information and opinions.
3. passionately strive to positively impact each member of the learning community by intentionally modeling rigor, relevance and relationships.
4. provide clear expectations, academic rigor and use best practices to support each student in exceeding standards.
5. utilize data to guide, support and implement decisions made collaboratively with staff, students, families and community.
6. demonstrate mastery in our content area, innovatively use technology and implement State of the Art Instruction.
7. assist in establishing high expectations that are attainable, measurable, realistic and supportive of life-long learning for each member of our community.
8. believe, support and encourage each other.

We believe that effective service delivery results in students who are inspired to pursue higher education and life-long learning by participating in a system that:

1. is relevant, dynamic and responsive to the changing needs of all stakeholders.
2. intentionally celebrates individual and collective accomplishments, efforts and successes.
3. is student-centered, equitable and built on personal relationships.
4. creates a learning community conducive to safety, enthusiasm, inquiry and intellectual growth.
5. has an effective, regular, reciprocal communication system between all stakeholders that supports the vision, mission and beliefs.
6. uses ongoing assessment and data from multiple sources to determine policy, procedure and instructional practices.
7. values and supports each member by engaging ongoing professional development relevant to the change process that clarifies roles, goals and expectations.
8. is supported by employment practices that are aligned with the vision, mission and beliefs of the organization.
9. values each member and puts students first.



General Information

Harrison Prep will prepare all students for successful completion of post-secondary education. Students will receive a rigorous and continuous education based on integrated units of study tied to real world experiences. Regular athletic and music programs are not currently offered in this small school setting.

Each student will have an individualized student learning plan designed to promote the student's mastery of core competencies. It will include how the student has demonstrated what he/she has learned.

Middle Years Programme (MYP)

The IB Middle Years Programme is in the process of being implemented at Harrison Prep. In an effort to meet the requirements of this programme model, there are several elements of the school that are in the process of changing.

- Teachers will be using IB criteria to assess work within their subject areas.
- Students in grades 6-10 will be taking classes where the subject areas are connected to the MYP Areas of Interaction (see below).
- Students in grades 6-10 will take courses in all eight subject areas in order to emphasize the importance of all knowledge being connected.
- In the 10th grade, students will eventually prepare an exhibition of their learning called the Personal Project (see below).

Areas of Interaction (AOI)

The MYP model is a curriculum framework based on the idea that all knowledge is connected. Teachers emphasize this idea through the Areas of Interaction. These five areas are meant to help students see the inter-connectedness of their subjects. The five areas are as follows:

- **Approaches to Learning (ATL):** Skills to help students become more independent in their learning;
- **Human Ingenuity (HI):** The idea that humans are creative and that creations have consequences;
- **Health and Social Education:** Inquiry into a range of issues including social, emotional, intellectual impacts on different cultural settings;
- **Community and Service:** Helping students apply their learning to the community around them; and
- **Environments:** Looking at all surrounding conditions and the impact we have on them and that they have on us.

Learner Profile

All students will become familiar with and we hope value the IB MYP Learner Profile traits as they become a part of the Harrison Prep community. The traits and their descriptions are as follows:

Inquirers

- develop natural curiosity
- get the skills needed to do research
- show independence in learning
- actively enjoy learning
- become a life-long learner

Knowledgeable

- explore concepts, ideas and issues with local and global importance
- explore information or content areas deeply
- develop understanding across all subject areas

Thinkers

- apply thinking skills critically and creatively to problem-solving
- recognize complex problems
- make reasoned, ethical decisions

Communicators

- understand and express ideas/information confidently
- express ideas/information in more than one language
- uses a variety of modes of communication
- work effectively and willingly in collaboration with others

Principled

- act with integrity and honesty
- has a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities
- take responsibility for their own actions and consequences that come with those decisions

Open-Minded

- understand and appreciate personal histories and cultures
- open to perspectives, values and traditions of other individuals and communities
- seek out and evaluate a range of points of view
- willing to grow from the experiences had when encountering other perspectives

Caring

- show empathy, compassion, and respect towards the needs and feelings of others
- have a personal commitment to service
- act to make a positive difference to the lives of others and environment

Risk-takers

- approach unfamiliar situations and uncertainty with courage and thinking ahead
- have the independence of spirit to explore new roles, ideas, and strategies
- defend beliefs with bravery and articulation

Balanced

- want to achieve personal well-being for self and others
- understand the importance of intellectual, physical, and emotional balance

Reflective

- give thoughtful consideration to own learning and experience
- assess and understand strengths and limitations
- know how to support own learning and personal development

High Expectations

Teachers will engage in instructional practices that research has proven to yield high performance for all students. Student work will be meaningful, engaging and rigorous.

Expectations for post-secondary education will be embedded in the curriculum from the beginning. By 7th grade students will have begun to explore career opportunities, build an electronic portfolio, and participate in an early college awareness program.

Personalized

The new school's student population will mirror the district's rich diversity.

The new learning community will provide students with sustained, long-term relationships with a small group of teachers who will know every student.

Each adult will be an advisor/advocate to 18-22 students from the three divisions and will meet regularly with them. Students will have their progress and attendance closely monitored and advisors will understand students as individuals and learners in order to assist with special needs, tutoring, remediation and accelerated learning.

A high level of parent involvement will be required. Parents will serve as representatives to the advisory teams and will be involved in decisions about their student's educational program. They will participate as part of a team, along with teachers and the student, in setting and monitoring learning goals.

Community partnerships will also be used to further personalize student learning through mentorships, community service and support for students and their families.

Respect and Responsibility

Respect and responsibility will be evident among adults and students in both formal and informal interactions. Students will work with faculty members to develop a student job description.

All parents will be expected to be involved in the school. A set of clear responsibilities will be developed for parents.

To reinforce respect and responsibility, quarterly community dialogues on topics important to students and the community will be sponsored.

Safety

A safe environment is essential for learning. All district policies and procedures will be used to help ensure a safe, secure school. Parents, students and staff will work closely together to develop a learning community where respect for all is honored and upheld.

Time to Collaborate

Harrison Prep includes specific and considerable time for collaboration among teachers created by organizing the daily schedule to provide time during the school day for teachers to collaborate. Teachers engage in collaborative training so they are well informed and know how to work as Professional Learning Communities (PLCs). Staff will also dedicate time for self-assessment of the academic program through feedback from students, parents, community members and critical friends.

Performance-based

The sustained teacher-student relationship is key to knowing what students are capable of and then holding them to high standards.

Training in performance assessments and specifically in measuring the application of skills, knowledge and habits will be conducted for teachers, students and parents.

School staff will create audiences for student work and continually post student work for a variety of audiences.

Technology

Students will continually use technology as an integral part of their learning. For example, they will use technology to conduct research, communicate to various audiences, create products and demonstrate learning. Teacher professional development will include a significant technology component and teachers will be expected to use technology skills in teaching, managing information and communicating with each other, students and parents.

Art

EXPLORING ART 1 (9,10,11,12)

One Semester: .5 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. **Fee required. Recommended foundation course.**

EXPLORING ART 2 (9,10,11,12)

One Semester: .5 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Exploring Art 1

Course Number: 101102

Students work with advanced media and techniques. Art is created/ discussed, and critiqued at a sophisticated level. **Fee required.**

EXPLORING ART 3 (10,11,12)

One Semester: .5 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Exploring Art 1, 2

Course Number: 101503

Exploring Art 3 is for advanced art students considering pursuing studies in art. Students continue involvement in art production, art history, art criticism, and aesthetics. Students apply their knowledge of the Elements of Art and the Principles of design to create/ discussing, and write about art. **Fee required.**

EXPLORING ART 4 (10,11,12)

One Semester: .5 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Exploring Art 3

Course Number: 101504

Students work on complex artistic problems, apply knowledge of the elements and principles of design to produce sophisticated compositions, and work with advanced media and techniques. **Fee required. Recommended for preparing portfolios.**

INTRODUCTION TO DRAMA 1 (9,10,11,12)

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. **Teacher approval required.**

INTRODUCTION TO DRAMA 2 (9,10,11,12)

One Semester: .5 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Introduction to Drama 1

Course Number: 201032

This course provides students with a chance to sharpen accomplished skills. Students will be allowed to choose an area of expertise and explore all avenues within it. Class time will focus on enhancing creativity, spontaneity, vocal improvement, and performance proficiency. **Teacher approval required.**

AP STUDIO ART (11,12)

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Junior standing, \$100 lab fee, summer homework

Course Number: 108001 / 02

AP Studio Art is a rigorous college level art class focusing on the elements and principles of art. Students create and submit a 24 piece portfolio for either 2D Media, Drawing or 3D for evaluation at the national level. 12 works deal with breadth in a range of media and techniques. 12 works are in a concentration based on a focused theme and media. **Fee required. Teacher approval required. DUAL CREDIT IS AVAILABLE.**



English

Some English and Social Studies courses may be linked in integrated blocks.

CREATIVE WRITING (12)

One Semester: .5 credit

Credit for Graduation: English, Fine Arts or Elective

Prerequisite: English 11

Course Number: 209001

This course covers various creative writing procedures. Emphasis is on poetry, play, essay, journal, and short story writing- good enough for publishing.

ENGLISH 9 (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 WASL. 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.

ENGLISH 10 (10)

Full Year: 1.0 credit

Credit for Graduation: English

Prerequisite: English 9

Course Number: 202103 / 04

This course will emphasize those skills which will aid in preparation for college placement, Advanced Placement classes/tests and WASL. English 3/4 extends knowledge of English skills through the use of complex grammar and usage concepts. Writing will focus on expository form including unity, coherence, and organization. Reading of short stories, novels, drama, and poetry will increase the student's ability to analyze literature.

AP ENGLISH LANGUAGE (11)

Full Year: 1.0 credit

Credit for Graduation: English

Prerequisite: English 10

Course Number: 202605 / 06

All students may take courses with AP designation. This is a course for students interested in completing college level work and taking the College Board AP Language & Composition Test which is given in the spring of their junior year. The class focuses on world and American literature, drama, literary analysis, related composition/vocabulary skills and research skills. This course also supports SAT and ACT test taking readiness. **Required outside reading.**

ENGLISH LITERATURE 12 (12)

Full Year: 1.0 credit

Credit for Graduation: English

Prerequisite: English 11

Course Number: 203207 / 08

This course explores English Literature from Beowulf through the present. Units include mythology, Shakespeare, romantic era and Victorian era drama, short stories, novels, and poetry representative of the Romantic period, the Victorian period. Emphasis is on man's changing view of himself and the universe. Writing will focus on the critical analysis of literature through several short papers and/or a research paper. Students' analytical thinking, research skills, and writing proficiency will be developed through an emphasis on additional research and writing. **Recommended for the college bound student.**

AP ENGLISH LITERATURE (12)

Full Year: 1.0 credit

Credit for Graduation: English

Prerequisite: English 11 or AP English Language

Course Number: 202607 / 08

All students may take courses with AP designation. Advanced Placement English will develop specific skills in critical analysis and effective writing.

Students explore a variety of literary works including the development of expository and critical essay writing. Students will study literary terms: language, character, action, and themes. Students evaluate literature regarding structure, meaning, and personal relationships.

Advanced Placement in English provides the option for taking the Advanced Placement (AP) examination which, upon successful completion, will allow students simultaneous high school and college English credits. **Recommended for the college bound student.**

LITERATURE IN CHANGING AMERICA (12)

One Semester: .5 credit

Credit for Graduation: English or Elective

Prerequisite: English 11

Course Number: 203301

This course uses Asian, African-American, Hispanic, Native American, and Jewish literature to develop awareness of cultural differences. The emphasis is on universal literary themes and the common experiences that cross ethnic and cultural boundaries. Students are responsible for reading and analyzing selected works, writing essays and participating in out-of-class projects.

Fitness and Health

NUTRITION AND WELLNESS (9,10,11,12)

One Semester: .5 credit

Credit for Graduation: CTE or Elective

Prerequisite: None

Course Number: 807101

The course focuses on the role of foods and nutrition in human health and wellness. Areas of study include demonstration of nutrition/wellness practices that enhance individual and family well being. Concepts related to factors which influence nutrition/ wellness, nutritional needs, acquiring/handling/using foods, food safety and the impact of science/technology are all included.

PERSONAL HEALTH (9,10,11,12)

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 body systems, HIV/AIDS, stress, disease, fitness, first aid, nutrition, medicines and drugs.

PHYSICAL EDUCATION (9,10,11,12)

One Semester: .5 credit

Credit for Graduation: Physical Education

Prerequisite: None

Course Number: 506101

This course is required for all incoming freshmen. This course is designed for students to develop and improve their physical fitness and to obtain basic knowledge and skills in individual and team sports and activities. Students learn how to swim or improve swim skills in six strokes, learn basic diving and basic water safety.

Required Fitness (PE) credit is a component of Harrison Prep which is obtained by students through activities completed outside the school day within the community. This credit is designed to support participation in lifetime fitness activities. During their 9-12 career, students will complete 225 hours of a fitness activity.

Details:

- For each 75 hours completed, a student will complete/submit the High School Fitness report.
- For each High School Fitness report submitted, .5 required credit will be granted.
- A student must submit three (3) High School Fitness reports over 9-12 career to be eligible to receive a Clover Park School District diploma.

SPORTS SKILLS (10,11,12)

One Semester: .5 credit

Credit for Graduation: Fitness or Elective

Prerequisite: Physical Education

Course Number: 505111

This course is designed to expand the concepts and skills learned in P.E. Emphasis is on physical fitness, lifetime, individual, and team sport activities. Individual skill development is offered in field sports, racquet sports, court sports, and fitness-related activities.

Mathematics

ALGEBRA I (9,10,11)

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 (9,10,11)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: None

Course Number: 300110 / 11 / 12 / 13

This course teaches Algebra content spread over two class periods for students who would benefit from more time to grasp Algebraic concepts. **Teacher approval required.**

ALGEBRA II (10,11,12)

Full Year: 1.0 credit

Credit for Graduation: Mathematics

Prerequisite: Geometry

Course Number: 301103 / 04

Algebra II is the third year in a three-year sequence of high school mathematics. This course will cover linear functions, quadratic functions, polynomial functions, exponential and logarithmic functions, radical functions and rational functions. The real number system is extended to include complex numbers. All topics are studied from an algebraic, graphical, numerical and exploratory approach. An emphasis on applications and appropriate calculator use will be integrated throughout the year.

GEOMETRY (9,10,11,12)

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.

EXTENDED GEOMETRY (9,10,11,12)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: Algebra I

Course Number: 304010 / 11 / 12 / 13

This course teaches geometry content spread over two class periods for students who would benefit from more time to grasp Geometric concepts. **Teacher approval required.**

PRECALCULUS 1, 2 (11,12)

Full Year: 1.0 credit

Credit for Graduation: Mathematics or Elective

Prerequisite: Algebra II

Course Number: 303001 / 02

Subject matter includes the study of sequences, function, advanced techniques of equation solving, derivatives, analytic geometry and trigonometry.

AP CALCULUS (11,12)

Full Year: 1.0 credit

Credit for Graduation: Mathematics or Elective

Prerequisite: Precalculus 1, 2 -or- Advanced Algebra 3/4

Course Number: 303601 / 02

All students may take courses with AP designation. This full year course is designed to prepare the student for advanced placement in college calculus. Included is the study of elementary functions, limits, and the derivative. The second semester continues with techniques of integration and applications of differentiation and integration. The course also prepares the student for the Advanced Placement examination administered by the College Entrance Examination Board.

Music

CONCERT CHOIR I (9,10,11,12)

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Instructor Permission

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. **Teacher approval required. Performances are outside the school day.**

CONCERT CHORUS (9,10,11,12)

Full Year: 1.0 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: Audition

Course Number: 356111 / 12

This course is designed for those students who want to learn more about singing. The emphasis in this course is on basic music fundamentals and includes some performing. **Concert attire required.**

MUSICAL TRENDS - PAST AND PRESENT (9,10,11,12)

One Semester: .5 credit

Credit for Graduation: Fine Arts or Elective

Prerequisite: None

Course Number: 353001

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

BIOLOGY (9,10,11,12)

Full Year: 1.0 credit

Credit for Graduation: Lab Science

Prerequisite: None

Course Number: 401101 / 02

This course emphasises on developing those skills in science used in sequential science courses. Emphasis is placed upon the structure and composition of cells and the interacting processes that make life possible. A general introduction to cell growth and reproduction is followed by the basic principles of heredity and genetics. Second semester focuses on the study of organisms.

ENVIRONMENTAL ISSUES (11,12)

One Semester: .5 credit

Credit for Graduation: Science

Prerequisite: Chemistry

Course Number: 404407 / 08

Students work on individual projects pertaining to environmental problems like water and air quality.

CHEMISTRY (11,12)

Full Year: 1.0 credit

Credit for Graduation: Lab Science

Prerequisite: Algebra I

Course Number: 403111 / 12

This course studies the concepts dealing with chemical composition and changes of matter in nature including energy changes, reaction rates, and equilibrium in chemical systems. The structure of the atom and organic chemical principles are studied. Lab work is an important part of this course. **Recommended for the college bound student.**

INTEGRATED SCIENCE (9,10)

Full Year: 1.0 credit

Credit for Graduation: Science

Prerequisite: None

Course Number: 405701 / 02

This course will emphasize those skills which will assist in the preparation for college placement, Advanced Placement classes/test and HSPE. Emphasis will be placed on developing the skills in science that will be used in all sequential science courses. Course expectations will integrate physical, earth/space and biological science. A general introduction to concepts will encompass nature and changes of matter, motion and energy; the exploration of earth and space, and the introduction of cell composition, structures and processes that make life possible, as well as heredity and genetics. **Entry level course.**

PHYSICS (11,12)

Full Year: 1.0 credit

Credit for Graduation: Lab Science

Prerequisite: Geometry

Course Number: 405401 / 02

Units of study include motion, light, conservation laws, electricity, magnetism, and the worlds of the very small (atom/ nuclei) and the very large (planetary motion). The ideas of famous physicists are investigated in their historical context. **Recommended for students in science pathway.**

Social Studies

Some English and Social Studies courses may be linked in integrated blocks.

CONTEMPORARY WORLD PROBLEMS (12)

One Semester: .5 credit
Credit for Graduation: Social Studies
Prerequisite: None
Course Number: 453201

This course examines world problems through the lenses of participation/citizenship, world/regional issues and the impact of the individual on world.

ECONOMICS (12)

One Semester: .5 credit
Credit for Graduation: Elective
Prerequisite: None
Course Number: 450401

This course develops an understanding of capitalism: to evaluate alternatives in the marketplace and to understand the role played by the individual in this system.

PACIFIC RIM COUNTRIES, CULTURES AND GEOGRAPHY (10)

One Semester: .5 credit
Credit for Graduation: Social Studies
Prerequisite: None
Course Number: 454201

This course examines the study of the characteristics, geography, cultures and economics of the Pacific Rim. Countries/regions examined may include China, Japan, Korea, Southeast Asia, Oceania, Australia, New Zealand, and the Pacific Coast of Canada.

PACIFIC NORTHWEST HISTORY AND GEOGRAPHY (10,12)

One Semester: .5 credit
Credit for Graduation: Social Studies
Prerequisite: None
Course Number: 454202

This course surrounds the study of native peoples of the Pacific Northwest, early European explorers, the emergence of Washington State, the Great Depression, World War II, post-World War II issues (domestic, political, social, economic) and contemporary Washington State. **May be taken in the sophomore or senior year - varies by school.**

UNITED STATES HISTORY AND GOVERNMENT (11)

Full Year: 1.0 credit
Credit for Graduation: Social Studies
Prerequisite: None
Course Number: 454101 / 02

The course studies United States History (post-reconstruction). This course examines industrialization and the emergence of the United States as a world power including reform, prosperity/depression, World War II, the Cold War, International Relations, globalism and post-World War II domestic/ social/ economic issues.

AP UNITED STATES HISTORY (11)

Full Year: 1.0 credit
Credit for Graduation: 11th grade Social Studies
Prerequisite: None
Course Number: 454601 / 02

All students may take courses with AP designation. This course provides analytical skills and factual knowledge necessary to deal with the problems and materials in American history. The course studies United States History (post-reconstruction). This course examines industrialization and the emergence of the United States as a world power including reform, prosperity/depression, World War II, the Cold War, International Relations, globalism and post-World War II domestic/social/economic issues.

WORLD HISTORY AND GEOGRAPHY (9)

Full Year: 1.0 credit
Credit for Graduation: 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 WASL. Course examines World History and Geography from 1750 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.

Technology

MEDIA LITERACY (10,11,12)

One Semester: 1.0 credit
Credit for Graduation: CTE or Elective
Prerequisite: None
Course Number: 927102 / 04

This course is designed to develop the methods and types of thinking to enable students to express individual and group ideas about relevant and interesting subject matter. Students will learn aesthetic techniques of thoughtful, entertaining and humorous digital projects.



PREPRESS/DESKTOP PUBLISHING (11,12)

Full Year: 1.0 credit
Credit for Graduation: CTE or Elective
Prerequisite: None
Course Number: 927101 / 00

This course involves marketing advertisements, writing stories, captions, headlines, planning layouts, photography and learning teamwork. We work with minute details and precise deadlines on yearbook. The yearbook is produced on the computer. Once the yearbook is produced, students will have the opportunity to create a variety of school, business and personal publications. Learn software programs to create professional quality documents from a number of desktop publishing. The first three quarters of this course are dedicated to yearbook with the last quarter dedicated to desktop publishing. The final result is the pride and pleasure of producing the school's annual. **Teacher approval required. 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.

SPANISH I (9,10,11,12)

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. **Fee required.**

SPANISH II (10,11,12)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: Spanish I

Course Number: 258203 / 04

This course is a continued exposure to the language, people and culture Spanish-speaking countries with an emphasis on speaking, listening, reading, and writing. **Fee required.**

SPANISH III (11,12)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: Spanish II

Course Number: 258305 / 06

This course is a continued exposure to the language, people, and culture of Spanish-speaking countries with an emphasis on speaking, listening, reading, and writing. **Fee required.**

SPANISH IV (11,12)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: Spanish III

Course Number: 258307 / 08

This course develops listening, speaking, reading comprehension, grammar and punctuation skills. **Fee required.**

AP SPANISH (11,12)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: Spanish III

Course Number: 258509 / 10

All students may take courses with AP designation. The AP Spanish course develops the student's listening, speaking, reading comprehension, grammar and composition skills and prepares students to successfully take the AP Spanish Language exam. The students will be expected to communicate only in Spanish during class by the end of the first semester. **Fee required.**

Additional Programs and Classes

ADVISORY (9,10,11,12)

Full Year: 1.0 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.**

ASB LEADERSHIP (11,12)

Full Year: 1.0 credit

Credit for Graduation: Elective

Prerequisite: Teacher approval required

Course Number: 459905 / 06

This course prepares students for lifelong volunteering in their community in the services of education and leisure. Students learn a variety of safety and security practices and skills involved in managing education, leisure and other programs and events for themselves and others. Students demonstrate their knowledge, skills, and practices required for careers in the field of recreation by actively volunteering in elementary schools and community centers.

SENIOR SEMINAR (12)

One Semester: .5 credit

Credit for Graduation: Elective

Prerequisite: Teacher approval required

Course Number: 610001

This course will assist students in meeting standard on their culminating project. The course will help students complete their portfolios, fulfill their community experience, write their reflective paper, and present their project at the end of the course.

Planning Your Future Checklists

9th GRADE

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

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

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

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.