High School and Beyond
Resource Guide and Course Catalog
2015 - 2016

Graduate ready for college, career, and citizenship

the path to success
Highline Public Schools – High Schools

ACADEMY OF CITIZENSHIP (ACE) • ARTS & ACADEMICS ACADEMY (AAA)
BIG PICTURE HIGH SCHOOL • CHOICE ACADEMY • GLOBAL CONNECTIONS HIGH SCHOOL
HEALTH SCIENCES & HUMAN SERVICES HIGH SCHOOL (HS3) • HIGHLINE HIGH SCHOOL (HHS)
MOUNT RAINIER HIGH SCHOOL (MRHS) • NEW START HIGH SCHOOL
PUGET SOUND HIGH SCHOOL (PSHS) • RAISBECK AVIATION HIGH SCHOOL (RAHS)
TECHNOLOGY, ENGINEERING, & COMMUNICATIONS HIGH SCHOOL (TEC)
CONTENTS

Academic Calendar ........................................ 8
Advanced Placement (AP) .......................... 17
Advisory ...................................................... 5
College Entrance Exams ............................ 18
Common Core ............................................. 20-21
Counseling and Guidance ......................... 7
English Language Arts Pathway
and Course Descriptions (Sampling) ..... 26-27
Equivalency and
Dual Credit Definitions .......................... 15
Financial Aid (FAFSA) ............................... 7
Getting a Headstart on College ............... 17
Graduation Planning
Worksheet ................................................ 14
Graduation Requirements ....................... 9-13
High School and Beyond ......................... 6
High School Credits
in Middle School ................................ 15
Higher Education (college)
Entrance Requirements ........................... 19
International Baccalaureate (IB) ............. 17
Mathematics Pathway
and Course Descriptions (Sampling) ....... 22
Notes and Questions .................................. 31
Parents’ Guide to Student Success
in English Language Arts & Literacy ...... 28-29
Parents’ Guide to Student Success
in Mathematics ...................................... 23-24
Running Start ............................................ 17
Science Pathway
and Course Descriptions (Sampling) ....... 25
Superintendent’s Message .................... 4

Advice from Seniors:

Persevere—it takes some effort to live your dream.

Thoughout this catalog, look for advice from seniors in Highline Public Schools.
Dear Students and Families,

Our promise is that every Highline student is known by name, strength and need, and graduates prepared for college, career and citizenship. We believe that every child has the ability to reach his or her highest aspirations.

This course guide is a tool to help all students navigate their path to success.

High school graduation is not the end of your education; it is just the beginning. The jobs of the future will require further learning after high school—college, technical training, apprenticeship, or certification. A recent government report shows that average lifetime earnings for a college graduate are almost twice that of someone with only a high school diploma.

It is never too early to begin thinking about your post-high school education—even in elementary school. As you enter middle and high school, you will give yourself many options for higher education if you choose to take challenging classes, seek out help from your teachers and counselors when you need it, and push yourself to overcome challenges.

In Highline, we believe that all of our students can succeed in college or whatever higher education option they choose. The first step is to make a plan for success in high school. This guide and the support of your counselors, teachers and advisors will help you stay on track so that you graduate prepared to choose your future.

Sincerely,

Susan Enfield, Ed.D.
Superintendent
Welcome to our first comprehensive guide for navigating middle and high school in preparation for success in college and career. The purpose of this resource guide is to help take the mystery out of the sometimes-confusing list of requirements, courses, tests, and supports in our middle and high schools and to provide a clear plan for every student to reach their goals.

We will revise this guide based on your feedback and produce a significantly expanded guide to better meet your needs for registration for 2016-2017 school year. We welcome your comments or questions. Please address those to the Student Advancement department at 206.631.3045 or student.advancement@highlineschools.org.

Advisory is an important time for students to connect individually with a teacher or other adult at their school so they are known by name, strength, and need. Advisory is also a time when students engage in meaningful postsecondary and career planning, learn study and organizational skills that help them be successful in school, and create positive peer relationships. All HPS middle and high school students have an Advisory class at least once each week. Advisory is a time when students discuss issues of interest to students like building confidence, dealing with conflict, writing a résumé, paying for college, and much more. The four outcome areas of Advisory are:

- **Personal Development:** Students demonstrate self-awareness, self-efficacy, and self-advocacy.
- **Social Development:** Students demonstrate knowledge, skills, and ability to engage in their communities (family, friends, school, city, etc.) in mutually beneficial ways.
- **Academic Development:** Students demonstrate behaviors, skills, and strategies necessary for academic, career, and personal success.
- **College and Career:** Students demonstrate knowledge of college and career opportunities, confidence that those opportunities are achievable, and a plan for achieving them.

Plan ahead.

Learn as much as you can. It isn’t hard if you pay attention and care about class.
High School and Beyond Plan

The High School and Beyond Plan is a meaningful, individualized plan that is grounded in students’ hopes for their future. This plan helps students stay engaged, on track toward graduating, and prepared for success after high school. High School and Beyond Plans also help teachers, counselors, and staff know students by their name, strength and need and supports students in graduating ready for college, career, and citizenship.

Each year, students work on their High School and Beyond Plan in class, with the help of an advisor or counselor. These lessons help students reflect and learn about topics like earning credits toward graduation, budgeting, postsecondary options, paying for college, and exploring careers. Each lesson includes a journal entry in which students reflect on the lesson and their future goals.

Career Cruising is an online, career-exploration and planning tool used by Highline Public Schools’ students to learn about career and college options and document their High School and Beyond Plan. All students in grades 7-12 have a Career Cruising account that can be accessed anywhere that internet is available.

To log in, visit www.careercruising.com/login/HPS and enter the following information:

Username: HPS-Student ID/Lunch Number
  Example: HPS-1232167
Password: Birthdate (mmddyyyy)
  Example: 08251996

Features of Career Cruising include:

- Surveys to help students identify career interests, skills, abilities, and learning styles
- Detailed information about hundreds of careers, including suggested college programs and interviews with real people in each career
- Comprehensive college and financial aid information, including search tools to help students find the right college and the right scholarships
- Advice for all parts of the job search process, including networking, writing résumés and cover letters, preparing for interviews, and adjusting to a job
- Tips on how to create, format, and print professional-looking résumés quickly and easily

Don’t fall behind. Persevere and it will all be worthwhile.

Focus! Because every year in high school counts.
The **Counseling Center** is staffed by certificated school counselors. A variety of services are offered to students, parents, and staff for the purpose of facilitating student success. Counselors assist students with academic, career, college, and personal questions. Students should contact their school counselor if they have questions about transitions between schools, registrations, course selection, interpretation and use of test results, or graduation requirements.

Services, resources, and activities may include:

**Scheduling and academic planning** – students are assisted with high school and beyond planning.

- Students are assisted with course selection and scheduling to address graduation needs and postsecondary goals.

- **College planning** – Students are assisted in exploring post-high school educational programs, planning for the ACT/SAT tests, scholarships, college admissions, and financial aid.

- **Career and post-high school planning and information** – Students receive guidance how to identify and apply information about personal interests and skills to the systemic selection and pursuit of education and career goals.

- **Counselors** – monitor academic progress and develop plans to support students so they are successful in resolving problems in school, classes, and social concerns.

**Financial Aid (FAFSA):** Completing the Free Application for Federal Student Aid (FAFSA) is the first step toward getting federal aid for college, career school, or graduate school. The application is free, takes about 30 minutes to complete online at fafsa.gov. It is the largest source of financial aid and gives the student access to grants, loans, and work study opportunities.

The money is allocated on a first come, first serve basis, and the recommendation is to apply early. The application process opens each year on January 1st. A new application must be completed each year the student is in college.

**How much money will I get?**

The following basic formula is used:

\[
\text{Cost of Attendance (varies at each college)} - (\text{minus}) \text{ Expected Family Contribution} = \text{Financial Need}
\]

(Other information will also help determine how much you will receive.)

In addition, many states and colleges use the FAFSA data to determine a student’s eligibility for state and school aid, and some private financial aid providers may use the FAFSA information to determine whether you qualify for their aid.

For more information refer to https://fafsa.ed.gov

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**Be in school every day and get the work done.**
FAMILY Calendar

2015-16 Highline Public Schools

AUGUST 2015

M T W T F  3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28

SEPTEMBER 2015

M T W T F  1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30

OCTOBER 2015

M T W T F  1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30

NOVEMBER 2015

M T W T F  3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31

DECEMBER 2015

M T W T F  1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30

JANUARY 2016

M T W T F  2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30

FEBRUARY 2016

M T W T F  1 2 3 4 5 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30

MARCH 2016

M T W T F  1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30

APRIL 2016

M T W T F  1 2 3 4 5 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30

MAY 2016

M T W T F  1 2 3 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29

JUNE 2016

M T W T F  1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30

JULY 2016

M T W T F  1 4 5 6 7 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29

Breaks/Holidays - All Schools Closed

Early Dismissal (PCT)

One or More Schools Closed

Professional Collaboration Time (PCT) provides 90 minutes weekly for teachers to share ideas, analyze student data, and work together to improve instruction and student learning.
### Graduation Requirements Class of 2015

**Highline Public Schools Graduation Requirements, Class of 2015**

*Entering the 9th grade after July 1, 2011*

<table>
<thead>
<tr>
<th>Credits for Highline Public Schools</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
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<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Algebra 1, Geometry, Algebra 2 or other 3rd credit of math*</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>2 **</td>
</tr>
<tr>
<td>Including at least 1 lab science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>1.0 US History, 1.0 Cont Wld Hist/Geo/Problems and 1.0 Social Studies Elective</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
</tr>
<tr>
<td>0 **</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Health and Fitness</strong></td>
</tr>
<tr>
<td>2 **</td>
</tr>
<tr>
<td>.5 Health and 1.5 Fitness</td>
</tr>
<tr>
<td><strong>Occupational Education</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>7 **</td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
</tr>
<tr>
<td>23</td>
</tr>
</tbody>
</table>

**Non-credit Requirements**
- ✓ High School and Beyond Plan
- ✓ Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments***
- ✓ Washington State history and government

**Assessments**
- ✓ Reading and Writing HSPEs
- ✓ Algebra EOC or Geometry EOC

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HSPE = High School Proficiency Exam; EOC = End of Course

* A student may elect to pursue a third credit of math other than Algebra 2 if the elective choice is based on a career-oriented program of study identified in the student’s High School and Beyond Plan, and the student, parent, or guardian, and a school representative meet, discuss the plan, and sign the form found in WAC 180-51-067(2)(b).

** RAHS: two years in same language, three years science, four electives.

*** Students receiving special education services are eligible to earn a Certificate of Individual Achievement (CIA)/high school diploma by meeting standard in the Washington Alternative Assessment System (WAAS). Eligibility is determined by a student’s IEP team.
## Graduation Requirements

**Highline Public Schools Graduation Requirements, Class of 2016**  
*Entering the 9th grade after July 1, 2012*

<table>
<thead>
<tr>
<th>Credits for Highline Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
</tbody>
</table>
| **Mathematics** | 3  
  Algebra 1, Geometry, Algebra 2 or other 3rd credit of math* |
| **Science** | 2 **  
  Including at least 1 lab science |
| **Social Studies** | 3  
  1.0 US History, 1.0 Cont Wld Hist/Geo/Problems and 1.0 Social Studies Elective |
| **World Language** | 0 ** |
| **Arts** | 1 |
| **Health and Fitness** | 2  
  .5 Health and 1.5 Fitness |
| **Occupational Education** | 1 |
| **Electives** | 7 ** |
| **Total Required Credits** | 23 |

### Non-credit Requirements

- ✔ High School and Beyond Plan
- ✔ Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments***
- ✔ Washington State history and government

### Assessments

- ✔ Reading and Writing HSPEs or 10th-grade ELA Exit Exam based on Common Core or 11th-grade Smarter Balanced ELA Test
- ✔ Algebra EOC or Geometry EOC or 11th-grade Smarter Balanced-Math Test

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HSPE = High School Proficiency Exam; ELA = English Language Arts; EOC = End of Course

* A student may elect to pursue a third credit of math other than Algebra 2 if the elective choice is based on a career-oriented program of study identified in the student's High School and Beyond Plan; and the student, parent, or guardian, and a school representative meet, discuss the plan, and sign the form found in WAC 180-51-067(2)(b).

** RAHS: check with counselor.

*** Students receiving special education services are eligible to earn a Certificate of Individual Achievement (CIA) high school diploma by meeting standard in the Washington Alternative Assessment System (WAAS). Eligibility is determined by a student’s IEP team.
### Credits for Highline Public Schools

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3</td>
</tr>
<tr>
<td>Algebra 1, Geometry, Algebra 2 or other 3rd credit of math*</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 **</td>
</tr>
<tr>
<td>Including at least 1 lab science</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3</td>
</tr>
<tr>
<td>1.0 US History, 1.0 Cont Wld Hist/Geo/ Problems and 1.0 Social Studies Elective</td>
<td></td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>0 **</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Health and Fitness</strong></td>
<td>2</td>
</tr>
<tr>
<td>.5 Health and 1.5 Fitness</td>
<td></td>
</tr>
<tr>
<td><strong>Occupational Education</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>7 **</td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
<td>23</td>
</tr>
</tbody>
</table>

**Non-credit Requirements**
- High School and Beyond Plan
- Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments***
- Washington State history and government

**Assessments**
- 10th-grade ELA Exit Exam based on the Common Core or 11th-grade Smarter Balanced ELA Test
- Algebra EOC or Geometry EOC or 11th-grade Smarter Balanced Math Test
- Biology EOC

ELA = English Language Arts; EOC = End of Course

* A student may elect to pursue a third credit of math other than Algebra 2 if the elective choice is based on a career-oriented program of study identified in the student’s High School and Beyond Plan; and the student, parent, or guardian, and a school representative meet, discuss the plan, and sign the form found in WAC 180-51-067(2)(b).

** RAHS: check with counselor.

*** Students receiving special education services are eligible to earn a Certificate of Individual Achievement (CIA) high school diploma by meeting standard in the Washington Alternative Assessment System (WAAS). Eligibility is determined by a student’s IEP team.
### Highline Public Schools Graduation Requirements, Class of 2018

**Entering the 9th grade after July 1, 2014**

<table>
<thead>
<tr>
<th>Credits for Highline Public Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Algebra 1, Geometry, Algebra 2 or other 3rd credit of math*</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Including at least 1 lab science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>1.0 US History, 1.0 Cont Wld Hist/Geo/ Problems and 1.0 Social Studies Elective</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td><strong>Health and Fitness</strong></td>
</tr>
<tr>
<td>.5 Health and 1.5 Fitness</td>
</tr>
<tr>
<td><strong>Occupational Education</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
</tr>
</tbody>
</table>

#### Non-credit Requirements

- High School and Beyond Plan
- Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments***
- Washington State history and government

#### Assessments

- 10th-grade ELA Exit Exam based on the Common Core or 11th-grade Smarter Balanced ELA Test
- Algebra EOC or Geometry EOC or 11th-grade Smarter Balanced Math Test
- Biology EOC

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**ELA** = English Language Arts; **EOC** = End of Course

* A student may elect to pursue a third credit of math other than Algebra 2 if the elective choice is based on a career-oriented program of study identified in the student’s High School and Beyond Plan; and the student, parent, or guardian, and a school representative meet, discuss the plan, and sign the form found in WAC 180-51-067(2)(b).

** RAHS: check with counselor.

*** Students receiving special education services are eligible to earn a Certificate of Individual Achievement (CIA) high school diploma by meeting standard in the Washington Alternative Assessment System (WAAS). Eligibility is determined by a student’s IEP team.
## Highline Public Schools Graduation Requirements, Class of 2019 and Beyond

*Entering the 9th grade after July 1, 2015*

<table>
<thead>
<tr>
<th></th>
<th>Credits for Highline Public Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3</td>
</tr>
<tr>
<td>- Algebra 1, Geometry, Algebra 2 or other 3rd credit of math*</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>- Including at least 2 lab science</td>
<td></td>
</tr>
<tr>
<td>- A 3rd credit of science*</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3</td>
</tr>
<tr>
<td>- 1.0 US History, 1.0 Cont Wld Hist/Geo/Problems, .5 Civics and 1.0 Social Studies Elective</td>
<td></td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>2</td>
</tr>
<tr>
<td>- Both credits may be a Personalized Pathway Requirement** (RAHS: two years same language)</td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>2</td>
</tr>
<tr>
<td>- 1 credit may be a Personalized Pathway Requirements**</td>
<td></td>
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<tr>
<td><strong>Health and Fitness</strong></td>
<td>2</td>
</tr>
<tr>
<td>- .5 health and 1.5 Fitness</td>
<td>Students must earn credit for physical education unless excused per RCW 28A.230.050</td>
</tr>
<tr>
<td><strong>Occupational Education</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### Non-credit Requirements
- ✓ High School and Beyond Plan
- ✓ Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments***
- ✓ Washington State history and government

### Assessments
- ✓ 11th-grade Smarter Balanced ELA Test *(or state-approved alternate)*
- ✓ 11th-grade Smarter Balanced Math Test *(or state-approved alternate)*
- ✓ Biology EOC or Next Generation Science Standard Assessment *(or state-approved alternate)*

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ELA = English Language Arts; EOC = End of Course

* The third credit of science and the third credit of math are chosen by the student based on the student’s interest and *High School and Beyond Plan*, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).

** Personalized Pathway Requirements (PPR) are related courses that lead to a specific, post-high school career or educational outcome. These are chosen by the student based on personal interest and *High School and Beyond Plan*, which may include Career and Technical Education. These are intended to provide a focus for the student’s learning.

*** Students receiving special education services are eligible to earn a *Certificate of Individual Achievement* (CIA)/high school diploma by meeting standard in the Washington Alternative Assessment System (WAAS). Eligibility is determined by a student’s IEP team.
It’s important to start with the right classes in ninth grade to make sure you graduate high school ready for college or work training. List below the courses you have taken (or plan to take) each year in high school. See the previous pages for graduation requirements and be sure to check with your college of interest for specific admission requirements.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
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<tr>
<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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<tr>
<td>MATHEMATICS</td>
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<tr>
<td>HS Grad Requirements</td>
<td>___</td>
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<tr>
<td>College Requirements</td>
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<tr>
<td>SCIENCE</td>
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<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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<tr>
<td>SOCIAL STUDIES</td>
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<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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<tr>
<td>HEALTH and FITNESS</td>
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<tr>
<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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<tr>
<td>ARTS</td>
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<tr>
<td>HS Grad Requirements</td>
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<td>College Requirements</td>
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<tr>
<td>WORLD LANGUAGE</td>
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<td></td>
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<tr>
<td>or Personalized Pathway Requirement</td>
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<tr>
<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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<tr>
<td>CAREER TECHNICAL - CTE</td>
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<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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<td>GENERAL ELECTIVES</td>
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<td>HS Grad Requirements</td>
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<td>College Requirements</td>
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<tr>
<td>TOTAL CREDITS</td>
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<td>HS Grad Requirements</td>
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<tr>
<td>College Requirements</td>
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</tbody>
</table>
Some Middle School Courses Count
Courses taken prior to high school that are high school academic level, including Algebra 1, Geometry, Spanish 1, and Heritage Spanish, are treated the same as courses taken in grades 9-12. Courses can only be included on the high school transcript if they are a high school level course (high school academic level). It is the rigor of the course, not who is teaching it, that determines if high school credit is given.

The student and parent must request the course to be added to the high school transcript (giving the student high school credit) regardless of the letter grade the student earned in the course by completing the appropriate form provided by the high school counseling office.

Courses cannot be removed once placed on the transcript. It is recommended that student and parent make the request when the student enters high school. But because the grade will affect the cumulative grade point average (GPA), some students wait until closer to graduation to make the decision to add these courses to the transcript. The last chance to add these courses is before the end of the second semester junior year. Even if the course is a state graduation requirement, it is not automatically included on the high school transcript.

If you have questions about this, please see your school counselor.

“Earning high school credits in middle school is a challenge and advantage; you learn to push yourself to think harder, which helps create a solid foundation for critical thinking.”
- Judy Nguyen

“Being able to transfer algebra and geometry credits earned in middle school has given me the ability to take advanced-level classes and to be a step ahead to a successful high school career.”
- Abel Berhan
**Equivalency and Dual Credit Definitions**

**Equivalency** is an option under RCW 28A.230.097. The purpose of the statute is for schools to provide greater opportunities for students to meet graduation requirements. Rigorously vetted equivalencies can support student college and career pathways.

**Subject-Specific Equivalencies (cross-credits)**

Subject-specific equivalencies allow students to earn credit in a core subject area (such as math or language arts). For example, a third credit of math may be earned in "Engineering Design" if it meets 51% of the determined math standards.

**Course-Specific Equivalencies**

Courses that are determined to be almost identical (meet a threshold set by the district - usually 70%) may be substituted for a specific course and may be identified as that specific course on transcript.

Course-specific equivalencies may be listed with different course names and course numbers for the same class. For example:

- CT4590 Health and Wellness and PE3503 Health Education
- CT3740 Environmental Science 1 and SC3203 Introduction to Environmental Science

The class may be individually changed on the transcript. For example, *Principles of Engineering* may be changed on the transcript to *Physics* if the district has approved that as a course-specific equivalency. Check with your school counselor to verify credit.

**Dual Credit Programs**

The dual credit programs allow students to earn both college credit and high school credit at the same time while still in high school. Students may become eligible for the awarding of college credit based on scores obtained in the year-end examination and through taking college-level classes either in their high school or at colleges and universities.

Programs allowing dual credit through standardized examinations: [Advancement Placement](#) and [International Baccalaureate](#).

Programs allowing dual credit through college enrollment: [Running Start](#), [Tech Prep](#) (or direct articulation agreements), [College in the High School](#), [Gateway to College](#), and [Career Link—SSCC](#).

**Credit by Proficiency**

Students who demonstrate mastery of all of the standards covered in an approved Highline course on a district-approved, externally-validated assessment or industry certification exam will be awarded credit for the course. This will meet the graduation requirements just as if the student had taken the course via traditional methods.

Currently offered Credit by Proficiency: [World Language](#)
Getting a Headstart on College

Advanced Placement (AP):
Advanced Placement courses (or IB) are offered at every neighborhood high school in HPS. AP courses follow a rigorous syllabus that has been approved by the College Board and prepare students for a challenging AP exam that is given to students all over the country. Many colleges and universities award college credit to students who earn a score of 3 or higher (out of 5) on an AP exam. Colleges and universities also give priority consideration for admission to students who have AP classes on their transcripts.

AP exams are offered in May each year. Students who take AP courses are not required to take AP exams.

International Baccalaureate (IB)
The International Baccalaureate Programme, located at Mount Rainier High School, is recognized internationally as a rigorous and comprehensive curriculum, designed to challenge college-bound students. The IB program’s broad range of subjects accommodate diverse student interests and intentions while adhering to the objectives of a cohesive liberal arts education. IB courses include frequent homework and involve extensive reading. Students in IB may earn college credit or placement in advanced courses if they perform well on rigorous IB tests. For more information, talk to a Mount Rainier counselor.

Running Start
High school students may attend Highline College and earn high school credits and college credit at the same time. There is no tuition charged if the number of credits does not exceed the maximum allowed. Students taking a full course load may earn an associate’s degree. Students enrolled in Running Start must:

- Have junior or senior standing in high school.
- Make application to the program during the enrollment period for Highline College in March prior to the fall quarter the student wishes to attend.
- Enroll in courses that are approved by the high school counselor so that graduation requirements are completed in conjunction with college coursework. The student should also maintain fulltime high school enrollment so that graduation status is not jeopardized.
- Be responsible for knowing the registration date (s) and deadline(s) for district and college registration.
- Be responsible for transportation, lab fees, and books.

Dual Credit/Tech Prep College Credit
Highline Public Schools has developed competency-based articulation agreements with our local colleges that help students transition from high school into postsecondary programs. Through these articulation agreements, colleges award credit to students who successfully complete college-equivalent courses and programs while still in high school. Highline Public Schools has current articulation agreements with Highline College, Green River Community College, Renton Technical College, and South Seattle College.

Check in with teachers and don’t fall behind.
Testing

High School Testing
While in high school students will take a number of district and state assessments. The reading and math HBA (Highline Benchmark Assessments) will be administered three times yearly to students in grades 9 and 10. These assessments provide information on how well students are meeting the Common Core State Standards.

The SBA (Smarter Balanced Assessment) measures the common core standards in math and English language arts that have been mastered. The SBA is administered in the spring to students in grade 11.

The HSPE (High School Proficiency Exam), administered to students in grade 12, measures reading and writing skills. (The last year this test will be administered is 2015-16.)

EOC (End of Course) exams are administered in algebra, geometry, and biology classes toward the end of the school year. Both HSPE and the EOC are required for high school graduation.

Community College Placement Exams:
Community colleges do not require entrance exams; however, most do require placement tests for initial placement into college-level coursework and programs. The most common placement exams are the COMPASS reading, COMPASS ESL, and MyMathTest. SAT and ACT scores may also be accepted for college-level course entrance. Some schools will honor students’ high school transcripts. Students should consult with individual colleges to determine exact procedures for each college.

PSAT/NMSQT
(Preliminary Scholastic Aptitude test/ National Merit Scholarship Qualifying Test)
This test must be taken during the fall of the junior year to be eligible to qualify for a National Merit Scholarship. Scores are not usually used as admission criteria, but it is good practice for students planning to take the SAT.

Additional information and sample questions are available at www.Collegeboard.com/testing.

ACT (American College Test)
A test utilized by some colleges and universities to determine skill levels for admission. It is given locally five times a year and consists of four tests and a career-interest inventory.

Additional information and sample questions are available at www.act.org.

SAT (Scholastic Aptitude Test)
SAT is used as an admissions tool by many four-year colleges as a predictor of college success, and as a requirement for students wanting to participate in Division I athletics. It is given six times per year, and can be taken more than once. IT IS RECOMMENDED FOR SENIORS, as well as for juniors who are applying to competitive schools and who could benefit from the testing experience.

Additional informational and sample questions are available at www.Collegeboard.com/testing.
Higher Education Entrance Requirements

College/University Entrance Requirements
Colleges and universities have different general requirements. However, there are some common requirements for each type of college or university. Although specific requirements may vary among colleges, the following are minimum guidelines:

In-State Public Universities
English....................................................4 years
Mathematics ........................................4 years
Algebra 2 credit is the minimum level for college entrance; a math credit must be taken during your senior year.
Science ......................................................2-3 years
Social Studies/History/
Social Sciences.......................................3 years
World Language ....................................2 years
  2 credits of the same language
Fine Arts.................................................1 year
(University of Washington and Western Washington University specify ½ credit in fine, visual, or performing arts; the other ½ credit may be in the arts or in an academic elective).

Private 4-year Colleges/Universities
English....................................................4 years
Mathematics ........................................4 years
Science .....................................................3-4 years
Social Studies........................................3 years
World Language ....................................2 years
  (Consecutive study of the same language)
Academic and Arts Electives............2-3 years

Highly Selective Colleges/Universities
College Admission officers pay particular attention to the rigor of the student’s program
English..........................................................4 years
Mathematics ..................................................4 years
Science .......................................................3-4 years
with lab courses
Social studies ...............................................3-4 years
World Language .........................................3-4 years
  (Consecutive study of the same language)
Academic and Arts Electives...........2 years

Community Colleges/Technical Programs
Admission requirements vary from “open door” policy to selective course expectation or specific programs.

Take risks for the things you care about.
The Common Core State Standards are Different than Curriculum

The **Common Core State Standards**, or “Common Core,” are academic learning goals for grades K-12 in math and English language arts. The Common Core, which replaces Washington’s learning standards in math, reading, communication, and writing, sets standards that focus on deeper understanding of basic subjects in order to better prepare students for success in college, work, and life.

**Common Core** is a set of student learning standards that communicate shared goals and expectations for the knowledge and skills students should acquire at every grade level. Learning standards are different from curriculum or lesson plans. While the **Common Core** sets high expectations for what students should know, it does not set a lesson plan or tell teachers how to teach.

A curriculum is made up of teaching and learning materials that teachers use to help construct their day-to-day lesson plans. With the **Common Core**, teachers will still create lesson plans and tailor instruction to meet the needs of individual students in their classrooms.

Think of the future! Focus on graduating and college and do things to work toward that goal.

Focus on what’s important. Don’t follow what’s “cool.”
The Common Core State Standards support a stronger economy

- **Preparing students for a global economy and a mobile society.** Military families move frequently between states, technology professionals are extremely mobile, and Washington competes not just with other states but with other nations. With the Common Core State Standards, we can be sure that our students are learning the skills they need to be prepared for the global economy.

- **Building the critical skills students need in the job market.** Right now, Washington has 25,000 unfilled jobs for highly skilled workers — and that number is projected to grow to 50,000 by 2017. Our state has jobs, but lacks qualified applicants. Common Core State Standards focus on real-world skills that students need to get jobs and be competitive in the workplace.

The Common Core State Standards are aimed at improving the quality of education.

- **Master the material.** The Common Core standards are designed to ensure real understanding. The materials go deeper into fewer topics, so students master the material instead of just memorizing. Learning is more hands-on with a focus on what students will use in real life.

- **Building blocks for critical thinking.** The Common Core standards emphasize learning fundamentals so students truly understand basic concepts and can use them as the building blocks for critical thinking.

- **Teacher collaboration.** Teachers across the nation will be able to collaborate and learn from each other because other states are using the same high standards.

- **Consistent, high expectations for all students.** Before Common Core, what counted as grade-level work in one state might be less than average in another. Common Core provides a clear and consistent set of learning standards and expectations so we can truly know what students are learning.

Keep your grades up as soon as you enter high school because it’s harder to bring up a GPA than it is to bring it down.
## MATH: Typical Pathway
(may start as early as Grade 7)

### Math: Pathway by School

<table>
<thead>
<tr>
<th>School</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>COE Pre-Calculus</td>
</tr>
<tr>
<td>AAA</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus Calculus</td>
<td></td>
</tr>
<tr>
<td>Global Connections</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2 or CTE</td>
<td>Pre-Calculus Calculus</td>
<td>CTE-Applied Math (Financial Algebra)</td>
</tr>
<tr>
<td>HS3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>AP Calculus (alternates with AP Stats yr to yr)</td>
</tr>
<tr>
<td>MRHS</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2 or CTE</td>
<td>IB HL Math IB Math Studies</td>
<td>COE, CTE-Applied Math, Applied Geometry</td>
</tr>
<tr>
<td>RAHS</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus Calculus</td>
<td>CTE-Applied Math, Robotics Engineering AP Calculus</td>
</tr>
<tr>
<td>TEC</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2 or CTE</td>
<td>Pre-Calculus Calculus</td>
<td>CTE-Introduction Engineering Design (PLTW), Engineering Design &amp; Development Functional Math, Learning Lab Algebra</td>
</tr>
<tr>
<td>Big Picture</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
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<tr>
<td>Waskowitz</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
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<td>CTE-Applied Math</td>
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<tr>
<td>PSHS</td>
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<td></td>
<td>CTE-Applied Math, COE</td>
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<tr>
<td>CHOICE</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
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</table>

COE = Collection of Evidence  
PLTW = Project Lead the Way  
CTE = Career Technical Education
Parents’ Guide to Student Success

This guide provides an overview of what your child will learn during high school in mathematics. This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for success after graduation.

Why Are Academic Standards Important?
Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

Mathematics

Numerical skill and quantitative reasoning remain crucial even as students move forward with algebra. Algebra, functions, and geometry are important not only as mathematical subjects in themselves but also because they are the language of technical subjects and the sciences. And in a data-rich world, statistics and probability offer powerful ways of drawing conclusions from data and dealing with uncertainty. The high school standards also emphasize using mathematics creatively to analyze real-world situations — an activity sometimes called “mathematical modeling.”

The high school standards are organized into six major content areas: Number and Quantity; Algebra; Functions; Modeling; Geometry; and Statistics and Probability.

An Overview of the Work Your Child Will Be Doing in High School to Become Ready for College and Career

Number and Quantity
- Working with rational and irrational numbers, including working with rational exponents (e.g., rewriting $5^{1/2}$ as $\sqrt{5}$)
- Solving problems with a wide range of units and solving problems by thinking about units (e.g., “The Trans Alaska Pipeline System is 800 miles long and cost $8 billion to build. Divide one of these numbers by the other. What is the meaning of the answer?”; “Greenland has a population of 56,700 and a land area of 2,175,600 square kilometers. By what factor is the population density of the United States, 80 persons per square mile, larger than the population density of Greenland?”)

Algebra
- Solving real-world and mathematical problems by writing and solving nonlinear equations, such as quadratic equations ($ax^2 + bx + c = 0$)
- Interpreting algebraic expressions and transforming them purposefully to solve problems (e.g., in solving a problem about a loan with interest rate $r$ and principal $P$, seeing the expression $P(1+r)^t$ as a product of $P$ with a factor not depending on $P$)
Parent Tips: Planning for College and Career

At the beginning of high school, sit down with your child’s teachers, counselor or other advisor to discuss what it will take for your child to graduate, your child’s goals, and his/her plans after high school. Create a plan together to help your child reach these goals. This plan should include:

- An appropriate course sequence to meet your child’s goals.
- The most appropriate extracurricular activities for your child.
- Your plan to help your child prepare for college or career. For example, if your child is interested in a particular field, look to see if internships exist to build his/her work experience in that subject area.

For more information, the full standards are available at www.corestandards.org.

Talking to Your Child’s Teacher

When you talk to the teacher, don’t worry about covering everything. Instead, keep the conversation focused on the most important things. Ask questions such as:

- Is my child comfortable using coordinates in algebra and geometry?
- Can my child break a complex problem down into parts and apply the math he or she knows to problems outside of mathematics?
- Does my child have the knowledge to learn advanced mathematics after high school if he/she so chooses?
- Ask to see samples of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? How can I help my child improve or excel in this area?
# SCIENCE: Typical Pathway

## Science: Pathway by School

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEARS 3/4</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry, Physics, Collection of Evidence</td>
<td>Astronomy</td>
</tr>
<tr>
<td>AAA</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry, Physics, AP Biology</td>
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<tr>
<td>Global Connections</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry, Physics, AP Environmental Science</td>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td>HHS</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry, Astronomy, AP Biology, Collection of Evidence, Physics, AP Environmental Science</td>
<td>Principles of Engineering, Sports Medicine</td>
</tr>
<tr>
<td>HS3</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry, Physics</td>
<td>Anatomy &amp; Physiology, AP Environmental Science</td>
</tr>
<tr>
<td>MRHS</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry in the Community, Physics, IB Biology 1/2, IB Chemistry, IB Physics</td>
<td>Sports Medicine</td>
</tr>
<tr>
<td>RAHS</td>
<td>Flight by Design</td>
<td>Biology</td>
<td>Advanced Biology*, Chemistry, AP Chemistry, Physics, AP Physics</td>
<td>Science Olympiad (Pre-Engineering), Robotics Engineering, Biomedical Engineering</td>
</tr>
<tr>
<td>TEC</td>
<td>Integrated Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Principles of Engineering, AP Computer Science</td>
</tr>
</tbody>
</table>

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*Your freshman year is by far the most important year because it’s your stepping stone.*

Stay positive. Treat others the way they want to be treated. Be nice and work hard.
ENGLISH LANGUAGE ARTS:
Typical Pathway

<table>
<thead>
<tr>
<th>English Language Arts Pathway by School</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>Electives</th>
</tr>
</thead>
</table>
| ACE                                    | Literature/Composition 1                    | Literature/Composition 2                    | Literature/Composition 3                    | Literature/Composition 4                    | Beginning Reading 1 - ELL
Creative Writing*
Language Essentials
Learning Lab: Reading and Writing |
| AAA                                    | Literature/Composition 1                    | Literature/Composition 2                    | Literature/Composition 3                    | Literature/Composition 4                    | Advanced Language Development
Beginning Reading 1 - ELL
Beginning Writing 1 - ELL
Language Essentials
Learning Lab: Reading and Writing
Literacy Essentials - High School |
| Global Connections                     | Literature/Composition 1                    | Literature/Composition 2                    | AP Language & Composition                   | AP Language & Composition                   | Beginning Reading 1 - ELL
Beginning Reading 2 - ELL
Beginning Writing 1 - ELL
Beginning Writing 2 - ELL
Intermediate Writing - ELL
Language and Literature 1/2
Language Essentials |
| HHS                                    | Literature/Composition 1, (Honors available) | Literature/Composition 2, (Honors available) | Literature/Composition 3                    | Literature/Composition 4                    | Beginning Reading 1 & 2 - ELL
Beginning Writing 1 - ELL
Advanced Language Development - ELL
Creative Writing*, Debate, English
Collection of Evidence, Film Analysis
Language Essentials
Learning Lab: Reading and Writing
Reading for Meaning, Speech |
| HS3                                    | Literature/Composition 1                    | Literature/Composition 2                    | AP Language & Composition                   | AP Language & Composition                   | Advanced Language Development
Functional Reading and Writing
Learning Lab: Reading and Writing |
(Cont.) English Language Arts Pathway by School

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<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>MRHS</td>
<td>Literature/Composition 1</td>
<td>Literature/Composition 2</td>
<td>IB HL Language Literature 1,2</td>
<td>IB HL Language Literature 3,4</td>
<td>Advanced Reading - ELL</td>
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<td>IB SL Language Literature 1,2</td>
<td>IB SL Language Literature 3,4</td>
<td>Beginning Writing 1 - ELL</td>
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<td>Creative Writing*</td>
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<td>Functional Reading and Writing</td>
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<td>Intermediate Reading - ELL</td>
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<td>Intermediate Writing - ELL</td>
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<td>Learning Lab: Reading and Writing</td>
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<td>Reading for Meaning</td>
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<tr>
<td>RAHS</td>
<td>Literature/Composition 1</td>
<td>Literature/Composition 2</td>
<td>Literature/Composition 3</td>
<td>Literature/Composition 4</td>
<td>Aviation and American Character</td>
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<td>AP Language &amp; Composition</td>
<td>AP Literature &amp; Composition</td>
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<td>TEC</td>
<td>Literature/Composition 1</td>
<td>Literature/Composition 2</td>
<td>AP Language &amp; Composition</td>
<td>AP Literature &amp; Composition</td>
<td>Advanced Reading - ELL</td>
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<td>Functional Reading and Writing</td>
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<td>Learning Lab: Reading and Writing</td>
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<td>Literacy Essentials - High School</td>
</tr>
</tbody>
</table>

* This class is one-semester (0.5 credit)

Classes highlighted in red are classes that differ from the typical pathway.

For big projects, start early!

Focus!
Every year in high school counts.
To become ready for college and career, high school students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students expand their literary and cultural knowledge and better understand references and images. They also develop the flexibility, concentration, and fluency to produce high-quality, first drafts of writing under tight deadlines. And they are able to revisit and make improvements to a piece of writing over multiple drafts if needed. They master the essential “rules” of standard written and spoken English and resolve usage issues by consulting style and usage guides. By writing and participating in a variety of conversations, they assert and defend claims and show what they know about a subject using appropriate examples and evidence.

Why Are Academic Standards Important?
Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

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An Overview of the Work Your Child Will Be Doing in High School to Become Ready for College and Career

Reading
- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims, assessing whether the reasoning is valid and the evidence is sufficient, and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution,
Parent Tips: Planning for College and Career

At the beginning of high school, sit down with your child’s teachers, counselor or other advisor to discuss what it will take for your child to graduate, your child’s goals, and his/her plans after high school. Create a plan together to help your child reach these goals. This plan should include:

- An appropriate course sequence to meet your child’s goals.
- The most appropriate extracurricular activities for your child.

- Your plan to help your child prepare for college or career. For example, if your child is interested in a particular field, look to see if internships exist to build his/her work experience in that subject area.
- Finding ways to pay for college or advanced training.

For more information, the full standards are available at www.corestandards.org.

Talking to Your Child’s Teacher

When you talk to the teacher, don’t worry about covering everything. Instead, keep the conversation focused on the most important topics. In high school, these include:

- Becoming skilled at gathering information, evaluating sources, and citing material accurately
- Asserting and defending claims, conveying what he or she understands about what he or she has read and researched
- Speaking clearly and appropriately, listening attentively when discussing findings and evidence, and building on others’ good ideas while expressing his or her own ideas persuasively

Speaking and Listening

- Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible
- Sharing research, findings, and evidence clearly and concisely
- Making strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest

Language

Determining or clarifying the meaning of words and phrases, choosing flexibly from multiple strategies, such as using context, Greek and Latin roots (e.g., bene as in benefactor or benevolent), patterns of words (conceive, conception, conceivable), and consulting specialized reference materials. Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyzing their role in the written materials.
Develop good study habits. Do not fail any classes. Do your work.
Look forward to graduating.

www.highlineschools.org/resourceguide

For more information, contact Student Advancement 206.631.3045 or your school counselor.