WELCOME TAHOMA HIGH SCHOOL STUDENTS!

You are about to begin the important process of selecting your classes for the 2016-2017 school year. You are encouraged to think carefully about your choices and weigh all the options before making your final selections. The choices you make now may affect your future options, as well as your overall satisfaction with our school. Discuss your decisions with family and friends, and create a challenging schedule that will meet your academic goals.

The Tahoma High School curriculum offers students a well-balanced educational experience. Our school is proud of its reputation as a comprehensive high school, including academics, fine arts, technical/vocational and co-curricular programs. A number of programs are available for qualified juniors and seniors who wish to take college courses and earn credit at both the high school and college level. Advanced Placement, College in the High School and Tech Prep classes provide students with the opportunity to get a head start on their post high school education. In addition, many vocational courses are available both at our school and through the Puget Sound Skills Center (PSSC) for interested students.

This guide has been prepared as a resource for you. This catalog contains most of the information you need to know about our class offerings and the scheduling process. If you have any questions along the way, please seek advice from one of the THS staff, who will be happy to assist you.

TAHOMA HIGH SCHOOL ADMINISTRATION

www.tahomasd.us

Administrative Staff
(425) 413-6200

Principal
Terry Duty

Assistant Principals
Martin Barber
Doug Burnham

Counseling Staff
(425) 413-6204

Counselors
Shelly Veazey, Last Names A-D
Mike Hansen, Last Names E-K
Michael McGraw, Last Names L-Q
Heidi Young, Last Names R-Z
Cecilia Adam, Career Counselor

Support Staff
Jill Jolk, Counseling Secretary
Sandy Tarli, Registrar

Athletic Director
Tony Davis

Activity Director
Dave Peters

Dean of Students
Mike Hanson

Education Assistant
Kara Runge

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CREDIT REQUIREMENTS/CLASS STANDING

Students in grades 9-12 must meet specific credit requirements to be classified as a freshman, sophomore, junior, or senior. The following credits are required for each grade level:

Freshman—less than 4 credits
Sophomore—at least 4 credits at start of the school year/ at least 7 credits at semester *
Junior—at least 10 credits
Senior—at least 16 credits

Students with a senior, junior or sophomore standing will attend Tahoma Senior High School. Students with a freshman standing will attend Tahoma Junior High School for the entire school year.

GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Class of:</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<td>Mathematics</td>
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<td>Science</td>
<td>2</td>
<td>2</td>
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<td>3</td>
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<tr>
<td>Social Studies</td>
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<td>3</td>
<td>3</td>
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<td>Fine Arts</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2*</td>
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<tr>
<td>Health and Fitness</td>
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<tr>
<td>Career and Tech Ed</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>World Language</td>
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<td>2*</td>
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<tr>
<td>Electives</td>
<td>6</td>
<td>7.5</td>
<td>9</td>
<td>11</td>
<td>9</td>
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<td><strong>Total Required Credits:</strong></td>
<td><strong>22</strong></td>
<td><strong>23.5</strong></td>
<td><strong>25</strong></td>
<td><strong>27</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

- Personal Pathway Requirement

In order to meet graduation requirements and earn a diploma for the class of 2016 and beyond from Tahoma Senior High School, students must earn a minimum of 22 credits as listed above; successfully complete the High School and Beyond Plan through our Senior Transition Exit Plan (STEP) assignments, and meet standard on the High School Proficiency Exam (HSPE) or Smarter Balanced ELEA Test. Students must pass Reading and Writing HSPE in sophomore year or Smarter Balanced ELA Test in junior year, one end-of-course Math exam (Algebra or Geometry) and the Biology end-of-course exam to earn a CAA or CIA. Students who are having difficulty fitting the above credits into their schedule are encouraged to meet with their counselor to explore alternative crediting options.

- Graduating class is determined when a student first enters ninth grade.
EARNING A DIPLOMA: State Graduation Requirements

Washington students are tested regularly by the state to assess their progress as they move through school. State tests include the following, and may be taken with or without tools, supports, or accommodations*:

- **Smarter Balanced**: English language arts (ELA) and math tests
- **Measurements of Student Progress (MSP)**: Science test for grades 5 and 8
- **High School Proficiency Exams (HSPE)**: Reading and writing tests for students through the Class of 2016
- **End-of-Course (EOC) exams**: Math and biology tests taken as students finish algebra 1/integrated math 1, geometry/integrated math 2, and biology
- **Washington – Access to Instruction and Measurement (WA-AIM)**: ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).

* Tools are available to all students and can be used at the student's discretion. Supports are available to English language learners and any student with a need identified by an educator. Accommodations are for students who receive special education services with a documented need noted in an IEP or 504 plan.

Learn more by reading Guidelines on Tools, Supports, & Accommodations.

If a student's IEP documents the need for an accommodation that is not addressed within the guidelines, the student's IEP team may have their school district personnel submit a Non-Standard Accommodation Request form.

In high school students take tests in ELA, math, and science for federal accountability. Student scores on these tests determine a school’s adequate yearly progress (AYP) status. State tests may be taken with or without tools, supports, or accommodations. Students take the WA-AIM only if it's documented in their IEP.

The state legislature passes laws that determine graduation requirements. One of the requirements is that students pass tests, or state-approved alternatives. Required tests vary by expected year of graduation. A student’s expected year of graduation is four years after he or she enters the 9th grade. (For example, if a student enters 9th grade in the 2015-16 school year, he or she is in the Class of 2019.)

For more information, see the chart below, speak to your counselor or visit: www.k12.wa.us/GraduationRequirements.

**NOTE:** Graduating class is determined when a student first enters ninth grade.

<table>
<thead>
<tr>
<th>Class of 2017 and 2018</th>
<th>Classes of 2019 and 2020</th>
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<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
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<tr>
<td>Pass Smarter Balanced ELA test</td>
<td>Pass Smarter Balanced ELA test</td>
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<tr>
<td>- OR -</td>
<td>- OR -</td>
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<tr>
<td>Pass WA-AIM</td>
<td>Pass WA-AIM</td>
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</table>

<table>
<thead>
<tr>
<th><strong>MATH</strong></th>
<th><strong>MATH</strong></th>
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<tbody>
<tr>
<td>Pass Algebra I/Integrated Math 1 EOC*</td>
<td>Pass Smarter Balanced Math test</td>
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<tr>
<td>- OR -</td>
<td>- OR -</td>
</tr>
<tr>
<td>Pass Geometry/Integrated Math 2 EOC*</td>
<td>Pass WA-AIM</td>
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<tr>
<td>- OR -</td>
<td>- OR -</td>
</tr>
<tr>
<td>Pass Smarter Balanced Math Test</td>
<td>Pass WA-AIM</td>
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<tr>
<td>- OR -</td>
<td>- OR -</td>
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<tr>
<td>Pass WA-AIM</td>
<td>Pass WA-AIM</td>
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<tr>
<th><strong>SCIENCE</strong></th>
<th><strong>SCIENCE</strong></th>
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<tbody>
<tr>
<td>Pass Biology EOC exam</td>
<td>Pass Biology EOC exam</td>
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<tr>
<td>- OR -</td>
<td>- OR -</td>
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<tr>
<td>Pass WA-AIM</td>
<td>Pass WA-AIM</td>
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<tr>
<th><strong>OTHER REQUIREMENTS</strong></th>
<th><strong>OTHER REQUIREMENTS</strong></th>
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<tr>
<td>Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and local credit requirements.</td>
<td>Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and local credit requirements.</td>
</tr>
</tbody>
</table>

ATTENTION CLASSES OF 2017-2018 - If a student meets or exceeds the college- and career-ready threshold score on the Smarter Balanced ELA test as a 10th grader, he or she will not have to take that test in the 11th grade.
Graduation Requirements and State Testing

Most Washington state public high school students will fulfill the assessment portion of the graduation requirements by passing state exit exams. If students don’t pass on their first attempt, there are retake opportunities.

With some students, however, retaking an exit exam or accountability assessment may not be a suitable means to demonstrate sufficient knowledge and skills for graduation. For these students, the legislature has authorized OSPI to develop state-approved alternatives available for meeting a students’ Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) under WAC 392-501. In a small number of cases, students might also meet criteria to apply for waivers of the state assessment requirement.

Certificate of Academic Achievement (CAA) Options

Collection of Evidence
The COE is an evaluation of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. Students must meet eligibility criteria and must attempt an exit exam or accountability assessment at least once before attempting this graduation alternative.

GPA Comparison
A student’s grades in courses corresponding to specific content areas are compared with the grades of students who took the same courses and passed the exit exam or accountability assessment. This option is available to students in their 12th-grade year who have an overall grade-point average of 3.2. Students must attempt an exit exam or accountability assessment at least once before attempting this graduation alternative.

College Admission/AP/IB Tests
Students may use their math, science, reading and/or writing scores on the SAT reasoning test, ACT or ACT Plus Writing tests, specified Advanced Placement (AP) or International Baccalaureate (IB) examinations, to show they have key skills expected of high school graduates. The minimum scores are: Reading – SAT: 350 ACT: 13. Writing – SAT: 380 ACT: 15. Math – SAT: Algebra 390; Geometry 400; ACT: Algebra 16 Geometry 17. Science – Bio 16. They may also use scores from specified AP or IB exams to meet the science graduation assessment requirement, which starts with the Class of 2017. Students must attempt an exit exam or accountability assessment at least once before attempting this graduation alternative.

Certificate of Individual Achievement (CIA) Options (for students receiving special education services)

In the past, the selection of graduation alternatives for students receiving special education services was tied to a policy of content area services; there were several alternatives, but not all of these options were available to each student depending on the nature of the received services. Beginning Fall 2014, students receiving special education services will continue to have multiple assessment options in mathematics, English language arts, and science towards earning a Certificate of Individual Achievement (CIA), but a student’s IEP team will make the determination as to which assessment is appropriate for the student based on the student’s learner characteristics, taking into consideration a student’s PLAAFP, post-secondary goals, and previous testing history. Making assessment decisions based on learner characteristics and not special education services is a shift that accompanies the transitions in assessment and the additional science graduation requirement. Please see IEP Team Guidance document for further direction.

Certificate of Individual Achievement Cut Score (formerly Basic/L2) on Regular Assessment/COE
A determination by a student’s IEP team to establish a passing score at the CIA Cut Score, established within the Level 2, or Basic, score range on the state’s annual assessment. The CIA Cut Score cannot be used for state and federal accountability; but, can be used to fulfill state assessment graduation requirements for earning a CIA.

Off-Grade Level Assessment on Regular or Alternate Assessment*
Students receiving special education services may take an assessment specific to a particular content area (Mathematics, English Language Arts, Science) at a grade level different then currently enrolled. The student must meet the established cut score for proficiency (level 3) for the grade level accessed. * Use of the off-grade WA-AIM is intended for the students who meet the participation criteria for the Alternate Assessment.

Locally Determined Assessments
A series of state-prescribed assessments available in the content areas of reading, writing, mathematics and science that can be selected and administered at the local school. The LDA is accessible by 12th grade students only for purpose of meeting state graduation requirements. Meeting standard is scoring at or above the established minimum grade equivalency (G.E.) for the prescribed test or the established passing score.
Assessment Waiver

Out of State Transfer Waiver
This waiver is for students who transfer from another state in the 11th or 12th grade. The student may apply to receive a waiver of the assessment graduation requirement if the student has previously passed another state’s high school exit or accountability examination as approved by OSPI. The waiver does not grant the student a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA). These transfer students are also eligible to access the Graduation Alternatives once a waiver has been approved.

Students who transfer before the 11th grade and have passed another state’s state-administered Algebra I, Geometry or Biology End of Course (EOC) assessment that is the state’s exit or accountability examination approved by OSPI may also apply to receive a waiver of the assessment graduation requirement in that content area.

Special, Unavoidable Circumstance Appeal (SUCA)
This applies to students in their 12th grade year (or 11th grade due to a testing irregularity caused by the proctor/educator – refer to specific criteria in WAC 392-501-601) who have yet to meet standard on the state assessment, Exit Exam or a state-approved alternative, and experience a “special, unavoidable circumstance” that precludes their ability to access a state-approved assessment as a senior (or junior as stated above).

WA-AIM Engagement Rubric
The WA-AIM Engagement Rubric replaces the process formerly known as Awareness Waiver. Students who meet some or all of the Engagement Rubric criteria will count as participants in local and state accountability reporting and will have an Awareness Waiver automatically applied to the state testing graduation requirement.

*(This course catalog went to print February 2016 – please check with the counseling office at your school for any updates to requirements for the Class of 2017 and beyond based on Washington State Legislative action taken in Spring 2016, as we are unable to reflect that here). Any revisions will be reflected in the on-line version of the course catalog after the legislative session ends.*
APPRENTICESHIP REQUIREMENTS

Students interested in entering this formal training for a specific occupation must be at least 18 years old and have a high school diploma. They must complete an application form, go through an interview process, and pass a skills test.

MILITARY REQUIREMENTS

Students who earn a high school diploma, meet the minimum score on the Armed Service Vocational Aptitude Battery (ASVAB), and are at least 17 years of age qualify for military entrance requirements. It is also recommended that applicants be in good physical condition.

COMMUNITY AND TECHNICAL COLLEGE REQUIREMENTS

Students who satisfy Tahoma Senior High School graduation requirements are eligible for admission to two-year colleges. Students interested in this type of institution should meet with their school counselor to discuss appropriate courses.

FOUR-YEAR COLLEGE/UNIVERSITY REQUIREMENTS

COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADR)

CADR reflect the minimum number of credits required in six subject areas (see below) that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

<table>
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<tr>
<th>College Academic Distribution Requirements, by Subject Area</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Math</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<td>Arts</td>
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<tr>
<td>Senior year math-based quantitative course</td>
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</table>

Total: 15 credits

15 Credits (in subject areas below)

Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including senior year. Students who are unable to complete three CADRs as high school freshmen (grade 9) will be considered for admission provided they meet all other state and institutional admission requirements. Students must take a minimum of 3 credits of CADR courses in grades 10-12.

See Science below for CADR effective in 2010; all other CADR listed below take effect 2012.

English – 4 credits (must include 3 credits of college preparatory composition or literature). Passage of the High School Proficiency Exam (HSPE) is equivalent to earning the first 2 CADR credits of high school English.

Mathematics – 3 credits (Algebra I, Geometry, and Algebra II or Integrated Math I, II, and III). Passage of the Algebra and Geometry End-of-Course Assessments are equivalent to earning the first 2 CADR credits of Math. Note: Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).

Mathematics – Senior Year. During the senior year of high school, students must earn a credit in a math-based quantitative course, e.g., statistics, applied math, or appropriate career and technical courses. An algebra-based science course taken during the senior year also would satisfy this requirement and part of the science requirement below. Note: The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math. The intent of this requirement is for seniors to take meaningful math.

Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. Note: Western Washington University specifies that the algebra-based science course be chemistry or physics.

World Languages – 2 credits of the same World Language, Native American language, or American Sign Language.

Social Science – 3 credits (history or other social sciences)

Arts – 1 credit of fine, visual, or performing arts – or 1 additional credit in other CADR subject areas. Note: The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts; the other half may be in the arts or in an academic elective.

Students should consult with their local high school to obtain complete information about minimum college admission standards and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.
SCHEDULING PRIORITIES

Each student should keep in mind the following priorities:

1. **Graduation Requirements**: Tahoma High School's graduation requirements insure that each student will attain a certain level of development and complete a well-rounded program.

2. **Future Plans**: Very few high school students know exactly what they intend to do after graduation. In fact, interests and plans often change with experience and education. It is important, therefore, to take courses that lay a foundation for transitioning to one of many post-secondary options. These after-high school opportunities may include apprenticeship, community college, four-year college/university, military, technical college, work-on-the-job training, or a combination of them.

3. **Career Clusters**: Career Clusters provide students with a context for studying traditional academics and learning the skills specific to a career. Based on a student's interest, the career clusters help students make wise course selection, generate possible post-secondary options, and explore occupations. Our sixteen Career Clusters are Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio-Video Technology and Communications; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics. Selecting a Cluster provides the student with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue. See page 17 for more information.

4. **Interest and Abilities**: Students should be realistic about their ability level and interests and should choose courses which are challenging, rewarding, and motivating. Students are encouraged to enroll in special elective courses. Success indicators are included with some course descriptions to help students make informed decisions. Parents, teachers, and counselors can offer individual assistance to better understand one's interests and abilities in relation to course selections.

SCHEDULE CHANGE POLICY

We encourage students at registration to make thoughtful decisions regarding graduation requirements and career goals that align with being college and career ready, and then commit to those decisions. We encourage students to consider carefully the courses they choose because teachers and classes are determined based on course selections of individual students from the previous spring. Therefore, students who receive the courses they request will not be allowed a schedule change.

**Adding/Dropping a Class**

Students will be allowed to drop classes for which they did not register during the first eight days of the semester. If a student drops a class they did not request during the first eight days of the semester, no record will appear on the transcript. Adding and dropping of classes is strongly encouraged during Bear Days and semester break day so that students are allowed to be in their desired classes when the semester begins.

**Withdrawal from a Class**

If a student drops a class prior to the end of the sixth week of the semester, the dropped course will appear on the transcript with a "W" grade. The "W" grade will be a matter of record on the transcript and will not be computed in the grade point average. Students who withdraw from a course will not be provided a new course. A "W" will also be given to students who are misplaced and their teacher recommends a change of level (e.g. drops Spanish III/IV and adds Spanish I/II or drops Algebra II and adds Geometry). This will include changes from AP versions to non-AP versions of a course (e.g. drops AP US History and adds American Studies). In either case, the dropped course will appear on the transcript with a "W" grade. This "W" will remain on the transcript even if the student retakes the course at a later date. Classes that are dropped after sixth week will result in an “F” grade on the transcript.

**Important**: If a student withdraws from Tahoma High School prior to the end of a semester, only withdrawal grades are issued. Course Credit is applied/awarded by the receiving school district not Tahoma, and solely up to their discretion.

**Removal from a Class**

If at any time a student is withdrawn from a class for disciplinary reasons, the student will receive an "F" grade on the transcript regardless of current academic standing in that class. This grade will become part of the student’s permanent academic record.
FOR YOUR INFORMATION

ALTERNATIVE CREDITING OPTIONS

Independent Study Classes
Independent Study credit may be granted at Tahoma High School for outside learning experiences that are pre-approved. Students must fill out the appropriate application prior to participating in an independent study. No Independent Study PE may be done in 9th grade. Independent study will be graded Pass/Fail. **Please note that Pass/Fail grades and independent study classes may negatively impact college admissions.** Please check with individual colleges for admission requirements. All independent study courses must be completed by May 1st to participate in the commencement ceremony.

APEX Courses
Students may take on-line APEX courses offered by Tahoma High School. A fee may be charged for this option dependent on seat availability. **Please note that on-line courses may negatively impact college admissions.** All APEX courses must be completed prior to May 1st to participate in the commencement ceremony. Please contact your school counselor for more information.

Waiver of a Class
Tahoma Senior High School’s Principal and/or Designee may waive classes required for graduation on a case by case basis. A waiver does not grant credit, but merely satisfies a Tahoma School District graduation requirement. Waivers may be granted for the following reasons:

- Transfer students
- Career and Technical Education credit (4th year music student)
- Disability impacts student’s successful completion of the class
- Student’s religious preference mandates a waiver
- Scheduling conflicts as identified in the student’s four-year plan (must be requested prior to the junior year)
- Physical Education up to 1.0 credit for participation in Interscholastic Athletic Program. Requests for PE waiver can only be done junior and senior year. Any student who waives PE may not have a TA position, early dismissal, or late arrival in their schedule.

COLLEGE NCAA ELIGIBILITY

What is the NCAA Eligibility Center?
The NCAA Eligibility Center determines whether prospective college athletes are eligible to play sports at NCAA Division I or Division II institutions. It does this by reviewing the student athlete’s academic record, SAT or ACT scores, and amateur status to ensure conformity with NCAA rules. Student athletes must register by the spring of the their sixth (6) semester or eleventh grade year with the NCAA Eligibility Center and cleared to be eligible to play NCAA Division I or Division II sports in college and receive athletic aid. Athletes competing at the NCAA Division III, NAIA, college levels do not have to register until 2015; the process itself is a great tool to insure your student/athlete is on track.

What are the NCAA academic eligibility requirements?
To play sports at a NCAA Division I or Division II institution, the student must:

- Complete the required number of high school “Core” courses (defined below)
- Earn the required minimum grade point average in these core courses
- Earn the required minimum score on the SAT or ACT (for Division I, this is scaled according to the student’s GPA in their “Core” courses, at Division II; it’s a cut score of 880).

NCAA Changes
NCAA schools are not the only option – depending on the sport there are also potential opportunities at the junior college level and at the NAIA (National Association of Intercollegiate Athletics) level. Those schools have adopted Division II guidelines and requirements starting 2015. Other changes; Starting in 2016 the minimum core GPA will be 2.30 GPA and students must have 10 of the 16 core credits before the start of seventh (7) semester or senior year.
How high school courses are classified as core courses?

High schools submit their list of the courses that they offer that meet NCAA core-course criteria. If approved, the courses are added to a database that the NCAA Eligibility Center maintains which is called the “List of Approved Courses (or 48H)”. You can view a list of approved core courses on the High School Administration page or pick up a hard copy in the counseling center to see whether your student athletes are enrolled in courses that will count toward NCAA eligibility.

GRADE POINT COMPUTATION

<table>
<thead>
<tr>
<th>Marking System</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Credit/No Credit, Satisfactory/Unsatisfactory, and Pass/Fail marks are excluded from the calculation of grade point average. GPA is based on the average of final grades each semester in the subjects taken.

REPEATING COURSE POLICY

Students who earn a final semester grade of “F” in a required course for graduation must repeat the required course at some point during their high school career. Upon completion of a make-up credit for a required THS course, the student’s original “F” will remain on the transcript, but not calculated into the Grade Point Average (GPA). The passing grade will be used to calculate into the GPA.

Students who earn a final semester grade of “D” or “F” in Math or World Language courses may repeat one or both semesters with counselor and instructor permission. If the student earns credit for the class by receiving a “D” or higher, credit may not be gained by repeating the class. However, the highest grade will be used to calculate GPA upon the student’s request.

VALEDICTORIAN/SALUTATORIAN SELECTION PROCESS

The title of valedictorian/salutatorian for Tahoma Senior High is awarded to the graduating seniors who have earned the highest cumulative grade point average in a course load of the highest rigor. The valedictorian/salutatorian will be selected using a point system based on a district approved criteria. Applications will be available in the counseling office on the 1st Monday in April and will be accepted through May 12th. Applications will be limited to the top 5% of the graduating class.

College Credit Options Available in the Tahoma School District

Tahoma High School provides a variety of options for students who are planning to attend a college or university. In addition to the college preparatory curriculum we offer, students can simultaneously earn Tahoma Senior High graduation credit and college credit through the following programs:

ADVANCED PLACEMENT PROGRAM

The internationally recognized AP program is a program administered by the College Board with the purpose of exposing high school students to college-level coursework while still in high school. For each AP course, students can elect to take an optional exam in May for $102. Fee reductions are available for those qualifying for the district’s free and reduced lunch program. Other funding may also be available for those in financial need; students should see Charisse Braun, AP Coordinator, if finances are an issue.

Students earning at least a 3 (on a five-point scale) on this exam generally earn college credit, placement, or a waiver of required courses; however, some colleges and universities require a minimum score of 4. Students should confirm with prospective colleges as to how they give credit for AP, since their policies vary. Students receive their test results in July. While AP classes are not required prior to taking the optional AP test, the courses help to better prepare students for the tests and for college course work.
The AP courses offered at THS, depending on enrollment, are: AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science A, AP Computer Science Principles, AP Environmental Science, AP Environmental Science (Outdoor Academy), AP English Literature & Composition, AP European History, AP Government & Politics, AP Government & Politics (We the People), AP Physics C-Mechanics, AP Psychology, AP Statistics, AP Studio Art-2D, AP Studio Art 2D (Digital Graphic Art), AP Studio Art-Drawing, AP Studio Art 3D, and AP United States History. The AP course offered at Tahoma Junior High is AP Human Geography.

AP courses are recommended for students who meet the prerequisites and who are self-directed and committed students. Advanced Placement courses require more homework and are more challenging; thus, students should plan carefully before enrolling in multiple AP/College in the High School classes in one semester.

Questions about AP courses should be directed to Charisse Braun, AP/College in the High School Coordinator, cbraun@tahomasd.us. More information about the AP program can be found at apcentral.collegeboard.com.

RUNNING START
Junior and senior students who qualify for this program may take approved courses for which they receive both high school and college credit and grades. Students have the option of attending a pre-set combination of high school and community/technical college classes or attending the community/technical college full time. Once an option has been selected, however, the student is committed to that option for the remainder of the high school semester/college quarter.

Information on how to register for Running Start is available in the counseling center in early March. To qualify for Running Start, a student must have 10 credits at the beginning of their junior year. An admissions assessment test and application to the program are both required and should be made in the spring prior to the academic year of enrollment. A student must place into college level reading and either writing or math on the COMPASS test given by the community/technical college. This test measures a student’s basic skills needed to succeed in community/technical college. Those who place into both college level math and English are most successful.

For registration purposes, students must see their high school counselor at least once per quarter (or three times per year) while attending Running Start. To insure that the THS counselor has sufficient time when meeting with students to review academic progress as well as course selections for the following quarter, students must schedule an appointment at least one week prior to the registration time at the community/technical college. Without an appointment, the high school counselor may not be able to process the paperwork for registration at the community/technical college until after the appointed time for registration.

On rare occasions, students may find themselves in a position where they would consider dropping one or more college courses. Before a course is dropped or a grade status is changed, students must contact their high school counselor. All classes that qualify for a letter grade must be taken for a letter grade. Failure to do so may jeopardize graduation status and/or opportunity to continue in the Running Start program.

TECH PREP DUAL CREDIT
Tech Prep Dual Credit is a college preparatory program in a specific professional/technical area that provides students with the skills and abilities needed by business and industry. Dual Credit combines academic, career, and technical instruction that directly applies to a community and technical college degree or certificate. Through agreements with Green River Community College, Highline Community College, Renton Technical College and Clover Park Technical College transcript college credits are earned while the student is still in high school.

Dual Credit college courses are offered at THS for such classes as: Advanced Computer Applications, Advanced Accounting, Intermediate Auto I-II, Advanced Auto III-IV, Culinary Arts, Advanced Culinary Arts, Careers in Education, Advanced Careers in Education, Child Development, Computer Applications, Digital Graphic Art, Digital Tools, Floral Design 1&2, Floral Design 3&4, Marketing, Advanced Marketing, Multimedia Design, PC Technology, and Retail Operations. Note: Tech Prep Dual Credit classes are indicated throughout our catalog with the words Tech Prep Dual Credit next to the course name.

Students are eligible for college credits upon earning a 3.0 GPA or better in the class and completing the appropriate Tech Prep Dual Credit/College application. These credits are FREE. Transfer of college credits to another institution is subject to the same determination as any transcripted college credit. Students will have the opportunity to register on-line through career and technical courses.

COLLEGE IN THE HIGH SCHOOL PROGRAM
Tahoma Senior High is among a small number of schools in the state of Washington that offer University of Washington and Central Washington University courses on the high school campus. These classes follow the same curriculum, use the same grading scale, and have the same expectations as do the courses on the UW and CWU campuses.
The seven UW/CWU courses offered at THS include: **College French, College Geology, College Computer Programming II (CS2), College Spanish, Advanced College Spanish, College Literary Analysis, and College Writing.** All of these classes are dependent on enrollment. Students taking these courses earn THS graduation credit and a THS letter grade. Those who wish to earn UW or CWU credit must pay a registration fee along with tuition for each course taken. These fees are subject to change by the university.

These courses are recommended for students who meet the prerequisites, and who are self-directed and committed students willing to put in 5-8 hours of weekly out-of-class study time. **University of Washington and Central Washington University courses require more homework and are more challenging than a standard high school course. Students should plan carefully before enrolling in multiple UW/CWU/AP classes at a time.** Questions about UW courses should be directed to Charisse Braun, AP/UW coordinator, 425-413-6300, cbraun@tahomasd.us. More information about these programs can be found at [www.uwhs.washington.edu/ushs/](http://www.uwhs.washington.edu/ushs/) for UW and at [http://www.cwu.edu/runningstart/](http://www.cwu.edu/runningstart/) for CWU.

### TWO-FOR-ONE CREDITING OPTIONS

Certain courses, when approved, can be applied as a Two-for-One credit. This enables students to earn one credit and satisfy two graduation requirements when taking a class that meet the core standards for both content areas. For example, a student who takes Digital Graphic Art will earn a .5 credit for Art, while also satisfying the Career and Technical requirement for graduation. Please note students must still earn 22 credits to graduate.

Please note that the two-for-one credit option **DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.** In other words, while a student may take a course and have it meet requirements for high school graduation purposes, it may or may not meet minimum requirements for college entrance purposes. The following courses have been approved to meet equivalency credit as listed:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Possible Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td>World Lang. and CTE</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Science and CTE</td>
</tr>
<tr>
<td>AP Computer Science</td>
<td>Math and CTE.</td>
</tr>
<tr>
<td>Art of Fashion Design</td>
<td>Fine Art and CTE (Pending)</td>
</tr>
<tr>
<td>Digital Graphic Art</td>
<td>Fine Art and CTE</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>Fine Art and CTE</td>
</tr>
<tr>
<td>Drama/Inter. Drama/Adv. Drama/Act for Film</td>
<td>Fine Art and Language Art</td>
</tr>
<tr>
<td>Financial Algebra</td>
<td>CTE. and Math</td>
</tr>
<tr>
<td>Floral Design</td>
<td>Fine Art and CTE</td>
</tr>
<tr>
<td>Leadership</td>
<td>Elective and CTE (2nd year only)</td>
</tr>
<tr>
<td>Multi Media Design</td>
<td>Fine Art and CTE</td>
</tr>
<tr>
<td>Music</td>
<td>Fine Art and CTE. (4th year only)</td>
</tr>
<tr>
<td>Personal &amp; Business Law</td>
<td>Social Studies and CTE</td>
</tr>
<tr>
<td>Plant Science</td>
<td>Science and CTE</td>
</tr>
<tr>
<td>Robotics</td>
<td>CTE, Math and Science</td>
</tr>
<tr>
<td>Sports and Health Sciences</td>
<td>Science and CTE</td>
</tr>
<tr>
<td>Sports Medicine</td>
<td>Science and CTE</td>
</tr>
<tr>
<td>Video Productions</td>
<td>Fine Art and CTE</td>
</tr>
<tr>
<td>Yearbook</td>
<td>Language Arts and CTE (3rd year only)</td>
</tr>
</tbody>
</table>
FUTURE READY CAREER & COLLEGE PLANNING

Tahoma School District is committed to ensuring that students have a viable plan for post-high school learning and careers. We call this initiative “Future Ready.” The school district recognizes that there are many paths to success for students. It is our responsibility to help students find the direction that best suits them as they prepare for their adult lives. Tahoma School District has developed a career and college planning curriculum. This curriculum is designed to help students assess their interests, skills, and values, explore different careers and educational/training programs, and choose coursework that prepares them for their goals after high school.

THS has an up-to-date Career & College Planning Center which serves as an excellent resource for students, parents and teachers. The center is staffed with a certified career counselor to help guide students in developing a viable post-high school plan. The following resources are available in the Career & College Center:

- WOIS online Career/College exploration
- Career and college advising for baccalaureate schools, community & technical colleges, apprenticeships, and military
- College admissions representative visits
- College testing resources
- Financial aid and scholarship resources
- Job search, application, resume writing, and interviewing resources
- Job shadowing opportunities
- Community service opportunities
- Summer job and educational resources
- Senior S.T.E.P advising

For more information visit the Tahoma High School website and click on the Career Center link.

Senior Transition Exit Plan – S.T.E.P.

The High School and Beyond Plan is a Washington state graduation requirement. Each school district determines the guidelines for the High School and Beyond Plan. At Tahoma High School the High School and Beyond Plan is titled Senior Transition Exit Plan or S.T.E.P.

During the senior year students will complete the Senior Transition Exit Plan through the senior AGGI class. These assignments focus on narrowing career choices through research and job shadowing, researching different training/educational programs, applying to schools/programs, educational financing, and preparing students for the job market. The culmination of STEP is the senior presentation when students present their post high school plan to a panel of judges from the community. The goal of the career and college planning curriculum and Senior Transition Exit Plan is for students to graduate with a viable plan for post-high school education/training and/or a career.

COUNSELING CENTER

The counseling center is organized with four full-time counselors, dean of students, prevention/intervention specialist, counseling secretary and registrar. Students are assigned to a counselor (alphabetical by student last name) for academic, personal, and career counseling. Arrangements to see a counselor may be made by signing up with the counseling secretary. Counseling services include:

- Academic planning
- Maintenance of academic records
- Coordination of information on post-secondary entrance requirements
- Coordination of scholarship and financial aid information
- Coordination of academic and college testing and test interpretation
- Consultations with teachers/parents to assist in diagnosing learning disabilities and working to resolve academic problems
- Coordinate and provide information for drug/alcohol intervention and assessments
- Personal counseling with students
- Crisis intervention (runaways, pregnancy and the threat of suicide)
- Parent and student interventions and personal concerns
- Consultation and referral to Child Protective Services and law enforcement
- Consultation and referral to community agencies
- Assist in teacher/student/parent conferences
- Classroom presentations
- Registration support

The high school counselor is a resource for post high school planning, financial aid information, and testing. THS counselors are professionally trained and ESA certified to provide prevention and intervention services to meet the educational and mental health needs of students within the public school system.
PUGET SOUND SKILLS CENTER (PSSC)
Tahoma High School students have the opportunity to be involved in an off campus vocational experience at the Puget Sound Skills Center (PSSC). Students must be in grades 11 and 12 and have appropriate credits to enroll in this program. Tahoma School District will provide transportation for only those students who are enrolled in the daily afternoon session. This means that students will only be enrolled in first and fourth period at THS. Students participating in the program have the opportunity to earn only 5.0 credits rather than the normal 6.0 credits per year.
The following items are required for PSSC registration:

- Completed PSSC Registration Form
- Transcript
- Attendance Record
- Disciplinary Record

Only applications which meet the minimum entrance requirements will be forwarded to PSSC for their review.
## THS SAMPLE FOUR-YEAR PLANS

### COMPETITIVE FOUR-YEAR COLLEGE STUDENT
(Students are recommended to take the most rigorous schedule offered)

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Human Geography</td>
<td>AP European History</td>
<td>AP US History</td>
<td>AP Gov/AP Gov-WTP</td>
</tr>
<tr>
<td>Inquiry Science III-IV</td>
<td>Chemistry</td>
<td>AP Biology</td>
<td>AP Physics</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Pre-Calculus</td>
<td>AP Calculus AB</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>PE Electives</td>
<td>PE Electives</td>
<td>Career &amp; Technical Electives</td>
<td>Fine Art/Acad Electives</td>
</tr>
<tr>
<td>World Language</td>
<td>World Language</td>
<td>World Language</td>
<td>Electives</td>
</tr>
</tbody>
</table>

### FOUR-YEAR COLLEGE STUDENT

<table>
<thead>
<tr>
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<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>American Expressions</td>
<td>Lang Arts Elec/Adv Comp.</td>
</tr>
<tr>
<td>PNWH/Health</td>
<td>Electives</td>
<td>American Studies</td>
<td>AGGI</td>
</tr>
<tr>
<td>Inquiry Science I-II</td>
<td>Inquiry Science III-IV</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>PE Electives</td>
<td>PE Electives</td>
<td>Career &amp; Technical Electives</td>
<td>Soc Studies/Acad Elec</td>
</tr>
<tr>
<td>Fine Art Electives</td>
<td>World Language</td>
<td>World Language</td>
<td>World Language</td>
</tr>
</tbody>
</table>

*Students who plan to attend a four-year college should take as rigorous schedule as possible while maintaining a GPA suitable for the desired college’s admissions requirements*

### MUSIC FOUR-YEAR COLLEGE STUDENT

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>American Expressions</td>
<td>Lang Arts Elec/Adv Comp.</td>
</tr>
<tr>
<td>PNWH/Health</td>
<td>Electives</td>
<td>American Studies</td>
<td>AGGI</td>
</tr>
<tr>
<td>Inquiry Science I-II</td>
<td>Inquiry Science III-IV</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>PE Electives</td>
<td>World Language</td>
<td>Career &amp; Technical Electives</td>
<td>World Language</td>
</tr>
<tr>
<td>Band/Choir</td>
<td>Band/Choir</td>
<td>World Language</td>
<td>Band/Choir</td>
</tr>
</tbody>
</table>

*Students who plan to attend a four-year college should take as rigorous schedule as possible while maintaining a GPA suitable for the desired college’s admissions requirements*

### TWO-YEAR COLLEGE STUDENT

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>American Expressions</td>
<td>Lang Arts Elec/Adv Comp.</td>
</tr>
<tr>
<td>PNWH/Health</td>
<td>Electives</td>
<td>American Studies</td>
<td>AGGI</td>
</tr>
<tr>
<td>Inquiry Science I-II</td>
<td>Inquiry Science III-IV</td>
<td>Chemistry</td>
<td>Science Elective</td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry</td>
<td>Advanced Algebra</td>
<td>Statistics</td>
</tr>
<tr>
<td>Fine Art Elective</td>
<td>Careers &amp; Technical Electives</td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>PE Electives</td>
<td>PE Electives</td>
<td>Electives</td>
<td>Electives</td>
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</tbody>
</table>

### CAREER AND TECHNICAL COLLEGE/SCHOOL STUDENT

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>American Expressions</td>
<td>Language Arts Electives</td>
</tr>
<tr>
<td>PNWH/Health</td>
<td>PE I-II</td>
<td>American Studies</td>
<td>AGGI</td>
</tr>
<tr>
<td>Inquiry Science I-II</td>
<td>Inquiry Science III-IV</td>
<td>PE I-II</td>
<td>PE I-II</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math/or Elective</td>
</tr>
<tr>
<td>Fine Art Electives</td>
<td>Electives</td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>PE I-II</td>
<td>Electives</td>
<td>Electives</td>
<td>Electives</td>
</tr>
</tbody>
</table>
As you select your classes for next year, be sure to be realistic. High school is not a race; it is a journey to be savored and enjoyed. Consider how your class selection helps support your career and post-high school education goals; challenge yourself academically and be realistic about the workload and your time commitment. Choose your classes wisely and thoughtfully and use the charts below to assist in your planning.

In the table below record the average number of hours you spend in each activity each week. Try to be realistic. Use the blank lines to add activities not listed.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Estimated Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>32.5</td>
</tr>
<tr>
<td>Homework *</td>
<td></td>
</tr>
<tr>
<td>Family Activities</td>
<td></td>
</tr>
<tr>
<td>Working out (exercise)</td>
<td></td>
</tr>
<tr>
<td>Self-care</td>
<td></td>
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<tr>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>Clubs/Activities</td>
<td></td>
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<tr>
<td>Paid jobs</td>
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<tr>
<td>Volunteer work</td>
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<tr>
<td>Household chores</td>
<td></td>
</tr>
<tr>
<td>Errands</td>
<td></td>
</tr>
<tr>
<td>Friends/Social life</td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
</tr>
</tbody>
</table>

Sleep (8 hrs/night) 56.0

Total Hours

Record the courses you plan to take next year, then record the estimated number of hours of weekly homework. See the course description for the estimated hours of weekly homework for each class.

<table>
<thead>
<tr>
<th>Class</th>
<th>1st semester Estimated hours homework/week</th>
<th>2nd semester Estimated hours homework/week</th>
</tr>
</thead>
</table>

Distribute the total number of hours above into a sample weekly schedule to help you see if your plan looks reasonable.

Sample Weekly Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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</thead>
<tbody>
<tr>
<td>12:00 a.m.</td>
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<td>1:00</td>
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<td>7:00</td>
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<tr>
<td>8:00</td>
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There are 168 hours in a week. If your total is more than 168 hours, what are you willing to give up? Discuss this with your parents and friends, and plan wisely.
Prepare for your future now! Use these clusters to explore different career options and create a post-high school plan that is a perfect fit for you.

The courses listed as part of a cluster are not all inclusive.

**Agriculture, Food and Natural Resources**

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.


**Architecture and Construction**

Careers in designing, planning, managing, building, and maintaining the built environment.

Course examples: Manufacturing, Mechanics and Leadership (Shop 9), and Math Courses.

**Arts, Audio-Video Technology and Communications**

Designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism and entertainment services.

Course examples: Language Arts Courses, Opportunity Education Reading, Art and Music Courses, Floral Design 1 & 2, Floral Design 3 & 4, Media Information Technology Courses, Outdoor Academy, Math courses, Civics, and Film Academy.

**Business, Management and Administration**

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.


**Education and Training**

Planning, managing and providing education and training services, and related learning support services.

Course examples: Careers in Education, Advanced Careers in Education, Math, Language Arts, Social Studies and Science Courses, Outdoor Academy, and Global Academy.

**Finance**

Planning and providing services for financial and investment planning, banking, insurance and business financial management.

Course examples: Accounting, Advanced Accounting, Economic Investigations, and Math Courses.

**Government and Public Administration**

Executing governmental functions including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state and federal levels.


**Health Science**

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Course examples: Health and Fitness classes, Relationships, Sports and Health Sciences, Sports Medicine, Math Courses, Inquiry Science I-II and III-IV, Chemistry I-II, Marine Biology, AP Environmental Science, AP Biology, Summit Program, and Outdoor Academy.

**Hospitality and Tourism**

Managing, marketing and operating restaurants and other food services, lodgings, attractions, recreation events and travel-related services.

Course examples: Retail Operations, Marketing, Foods and Nutrition, Culinary Arts, Advanced Culinary Arts, Math Courses, World Languages, World Cultures, and Film Academy.
**Human Services**
Preparing individuals for employment in career pathways that relate to families and human needs.

**Information Technology**
Designing, developing, supporting and managing hardware, software, multimedia and system integration services.

**Law, Public Safety, Corrections and Security**
Planning, managing and providing legal, public safety, protective and homeland security services, including professional and technical support services.
Course examples: Personal and Business Law, Math Courses, AP U.S Government and Politics, AP U.S. Government and Politics-We the People, and 20th Century War and Terrorism.

**Manufacturing**
Planning, managing and performing the processing of materials into intermediate or final products, including related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

**Marketing, Sales and Service**
Planning, managing and performing marketing activities to reach organizational objectives.

**Science, Technology, Engineering and Mathematics**
Planning, managing and providing scientific research and professional and technical services (such as physical science, social science, engineering), including laboratory and testing services, and research and development services.
Course examples: Math Courses, Animal Science 1 & 2, Animal Science 3 & 4, Summit Program, Outdoor Academy, Science Courses, AP Human Geography, Global Academy, and Robotics.

**Transportation, Distribution and Logistics**
Planning, managing and moving people, materials and goods by road, pipeline, air, rail and water, including related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

“Clusters and Pathways.” Bridges transitions, Inc., a XAP Corporation Company.
**ACADEMIES**

**BLK100**  
**SUMMIT PROGRAM**  
Length: Full-year  
Open to: 9th grade  
Credit: Language Arts, Social Studies, Health, Science (Lab)  
Prerequisites: None  
Homework hours per week: 6-7 hours

This one-year program allows students to complete their core curriculum requirements in English 9, Pacific Northwest History, Health, and Inquiry Science I-II. In the Summit program, the courses are team taught in a full block day. The mission is to provide students with the attitudes, knowledge, and skills necessary for success in their personal and professional lives. Themes, thinking skills and behaviors, the district outcome and indicators, and field experiences are emphasized. Overall, the student who benefits from forming close relationships with a common group or people over time may be best suited for the Summit program.

**BLK200**  
**OUTDOOR ACADEMY**  
Length: Full-year (3 Periods, 3 Credits)  
Open to: 10TH grade  
Credit: Language Arts, Science (Lab), Health & Fitness  
Prerequisites: None  
Homework hours per week: 2-5 hours

The Outdoor Academy combines AP Environmental Science, language arts, and health & fitness. Students participate in fly fishing, mountain biking, hiking/orienteering, rock climbing, and numerous stewardship activities that are coordinated with King County. The natural world becomes the integrating focus, building bridges between the curricula and opening doors to outdoor/environmental learning. Time spent in large group as an entire class, as well, provides opportunities for relationship-building, another driver for the curriculum. The academic goals focus on preparing students for a challenging high school schedule and for college.  
NOTE: See description of AP Environmental Science for further class details in the Science section of the course catalog.

**BLK201**  
**GLOBAL ACADEMY**  
Length: Full-year (2 Periods, 2 Credits)  
Open to: 10TH grade  
Credit: Language Arts, Science (Lab) (2 total credits)  
Prerequisites: None  
Homework hours per week: 2-3 hours

Global Academy is designed for students who want to be part of an integrated academy where they bond with their peers and learn about issues that concern our planet’s environment, our economy, and our society. Field trips that make learning more real, relevant, and fun – from hiking up to glaciers, to visiting a sustainable farm, to touring Theo’s Chocolate factory – are also an essential part of Global Academy which combines Science and Language Arts in a rich and meaningful learning experience where thinking skills and habits of mind are applied to the real world. Opportunities such as planting and harvesting sustainable food in our Global Academy garden, doing stewardship in the community, and participating in a cooking competition make Global Academy a unique experience for sophomores to learn, have fun, and make a difference.
Scholarships are available for required course fees to students who need financial aid. Contact the counseling office for assistance.

Digital Graphic Art, AP-2D Design (Digital Graphic Art), Graphic Design Illustrator, Drama, Intermediate Drama, Advanced Drama, Acting for Film, Floral Design, Multi Media Design, Sophomore Video Production, Video Production I-II and Advanced Video Production can be Two-for-One credited for Fine Art credit. Please check the CTE section or the Language Arts Section (for all Drama/Acting courses) for course descriptions and page 11 of this catalog for the Two-for-One crediting chart.

**ART100 ART FUNDAMENTALS**
- **Length:** Semester
- **Open to:** 9-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** None
- **Homework hours per week:** 1 hour
- **Fee:** $15

Art Fundamentals is a beginning course in art, with an emphasis on building of skills and techniques in a variety of art materials, such as pencil, pen, colored pencil, paper, paint, ceramics, found objects and digital graphics. The basic elements of art and principles of design will be explored through easy to follow interactive instruction of 2D and 3D lessons. Students will solve creative problems in a studio setting and will examine the work of notable artists. Come and learn to be more creative! The course fee of $15 provides an art supplies kit for the student to keep.

**MUS112 MUSIC APPRECIATION: HISTORY OF ROCK**
- **Length:** Semester
- **Open to:** 9th grade
- **Credit:** Fine Arts
- **Prerequisites:** None
- **Homework hours per week:** 1 hour

The History of Rock, a semester based elective, takes rock from its earliest beginnings to the present day. This course surveys the inception, evolution, and development of rock music in America and abroad. In addition to in-depth studies of rock music and the artists who created it, students will examine the sociological, political, and economic conditions which influence its development.

**ART102 DIGITAL PHOTOGRAPHY**
- **Length:** Semester
- **Open to:** 9th grade
- **Credit:** Fine Arts
- **Prerequisites:** None
- **Homework hours per week:** 0-2 hours
- **Fee:** $15

Explore your artistic creativity through the medium of Digital Photography. Learn about photography using a DSLR camera (in class). Students will learn to use Photoshop and other programs to create projects that use a variety of technological formats. Students will develop an electronic portfolio of their work including peer review and self critique.

Students are encouraged to provide their own digital camera for use in this course. Students must provide a SD memory card. **The fee for this course is $15.**

This course may not meet four-year college admissions requirement for Fine/Visual/Performing arts credit.
VDA103  GRAPHIC DESIGN - ILLUSTRATOR  (Tech Prep Dual Credit)
Length:  Semester
Open to:  9-12 grades
Credit:  Career and Technical Education or Fine Arts
Prerequisites:  None
Homework hours per week:  1-2 hours

This is a semester-long course where students learn the fundamentals of graphic design. The class will introduce students to basic design techniques emphasizing the elements of art and principles of design prior to moving towards more complex design ideas/projects. Students become confident with the use of Adobe Illustrator as they progress through the class. Students will be required to draw/sketch ideas for projects such as logo design, t-shirt design, poster design, and more. Students will present their work with a “client” in mind. Technology is used as a “finishing tool” to accomplish final designs. This is done by scanning drawings and then using Adobe Illustrator, a vector based design program, to finish final concepts. Other Adobe design programs such as InDesign and Photoshop may have a brief introduction in the class, but the primary design program used will be Adobe Illustrator.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

ART200  BEGINNING CERAMICS
Length:  Semester
Open to:  10-12 grades
Credit:  Fine Arts
Prerequisites:  None
Homework hours per week:  1 hour
Fee  $12

If you like hands on activities this is the class that will appeal to you. It is a one semester introductory class in basic hand building techniques with clay. This class offers you an opportunity to make functional and aesthetically pleasing pottery while developing your own design abilities and skills. You will learn the various methods of pinch, slab, and coil pot building with combinations and variations of each. You will also learn glazing and other finishing techniques. The course fee for clay and a tool kit is $12.

ART201  ADVANCED CERAMICS
Length:  Semester
Open to:  10-12 grades
Credit:  Fine Arts  (This course may be repeated for credit)
Prerequisites:  Beginning Ceramics
Success Indicators:  Students who receive a C+ or better in Beginning Ceramics should be successful. Open to all students who have a passion and a strong ability in the arts, have good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter.
Homework hours per week:  1 hour
Fee  $15

Advanced Ceramics is for the student who wants to further develop their skills and techniques in hand building as well as on the wheel. Objectives are similar to Beginning Ceramics but craftsmanship and individuality are stressed at a higher degree of difficulty. The course fee for clay and a tool kit is $15.
ART202  BEGINNING DRAWING AND PAINTING
Length: Semester
Open to: 9-12 grades
Credit: Fine Arts
Prerequisites: Introduction to Art
Homework hours per week: 1-2 hours
Fee $30

I Can Draw! After Introduction to Art this is the class for those students who want to take art and really learn how to draw realistically. In addition, students will learn new and different techniques in painting and print making. The course fee for an art supplies kit is $30. The kit is the student’s to keep.

ART203  ADVANCED ART AND DESIGN
Length: Semester
Open to: 10-12 grades
Credit: Fine Arts (This course may be repeated for credit)
Prerequisites: Art Fundamentals (Intro to Art) and Beginning Drawing and Painting
Success Indicators: Open to all students who have a passion and a strong ability in the arts, have good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter.
Homework hours per week: 1-2 hours
Fee $20

This course is designed to teach an appreciation for the techniques and applications of design used in creating meaningful art. This class integrates art history, the elements and principles of design with art production. Emphasis is on drawing and painting. Media used may include: pencils, charcoal, pen and ink, colored pencils, scratchboard, tempera, and oil pastels. Career opportunities are explored throughout the year. The course fee of $20 provides an art supplies kit for the student to keep.

ART208  COMMERCIAL SCULPTURE & GLASS FUSING
Length: Semester
Open to: 10-12 grades
Credit: Fine Arts
Prerequisites: None
Homework hours per week: 1 hour

In this course students will use glass, metal, ceramic, wood, polymers, and mixed media to create 3D art forms that reflect the student’s view of the world through self expression. This course will focus on Future Ready career exploration in the fields of Commercial Sculptural Design and Professional Production Arts.

ART205  THE ART OF FASHION DESIGN
Length: Semester
Open to: 10-12 grades
Credit: Fine Arts and CTE (Pending)
Prerequisites: None
Homework hours per week: 1 hour
Fee $15

If you are interested in fashion/clothing (textile) design as a career this is the course for you! Students will learn to sketch and create preliminary drawings and learn marker rendering techniques. Life drawing will also be taught and studied as a foundation for model drawing. Students will create a design mood board to articulate their ideas and thought process. Students will also learn how different fabrics work together and about various types of fabric print making and dyes through hands-on experience. Students will learn how to articulate their design ideas through various activities.

$15.00 Art Supplies Kit – Students keep purchased materials when class is over.
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<th>Course Code</th>
<th>Course Title and Description</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Success Indicators</th>
<th>Homework hours per week</th>
<th>Fee</th>
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<tr>
<td>VDA200</td>
<td>DIGITAL GRAPHIC ART - PHOTOSHOP (Tech Prep Dual Credit)</td>
<td>Semester</td>
<td>10-12 grades</td>
<td>Career and Technical Education and Fine Arts</td>
<td>None</td>
<td>This is a one semester course where the students will have hands on experience with the aid of Photoshop, digital cameras, bamboo drawing tablets and scanners, to experience a wide variety of visual culture and the media driven world we live in. Digital Graphic Art is explored through logo design, advertisement, packaging design, gaming character design, subliminal messaging and also through the use of digital manipulation and visual imagery. The students will benefit from a broad scope of activities, which will provide more learning opportunities to get them FUTURE READY. Other Adobe design programs such as InDesign and Illustrator may have a brief introduction in the class, but the primary design program used will be Adobe Photoshop.</td>
<td>1-2 hours</td>
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Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

| VDA301      | AP STUDIO ART 2-D (DIGITAL GRAPHIC ART) (Tech Prep Dual Credit) | Full Year | 10-12 grades | Career and Technical Education and Fine Arts | Must have completed AP/College in the HS Agreement on file. | Open to all students who have a passion and strong ability in the arts, have good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter. | 2-3 hours |

Fee $25

This is a college-level course for self-motivated students. A portfolio will be designed to demonstrate artistic abilities as well as their design and problem solving skills. AP work should reflect these three areas of focus: quality, concentration, and breadth. The AP Studio Art: 2-D Portfolio requires students to produce a minimum of 30 works of art that reflect issues related to 2-D digital graphic art. There will be a $25 Portfolio Printing & Matting fee for this course.

Students can receive advanced standing or college credit by earning a qualifying score on the AP exam. This test costs approximately $102.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

| ART500      | AP STUDIO ART 2D DESIGN | Full Year | 11-12 grades | Fine Arts (This course may be repeated for credit) | Completed application, 9-12 Introduction to Art and Beginning Drawing and Painting. Must have completed AP/College in the HS Agreement on file. | Open to all students who have a passion and strong ability in the arts, have good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter. | 5-6 hours |

The AP Studio Art 2D Design program is a college-level year-long course for self-motivated students to develop a portfolio that represents different areas of two-dimensional media and strength. Students will demonstrate their understanding of design principles as applied to a two-dimensional surface. Graphic design, painting, digital imaging, photography, collage, fabric design, and weaving may be considered in this portfolio. Art work will be evaluated through class participation, discussion, and development of critiquing art work.
### ART501  AP STUDIO ART 3D DESIGN

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<td>Credit:</td>
<td>Fine Arts</td>
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<td>Prerequisites:</td>
<td>Completed Application, Beginning Ceramics and/or Commercial Sculpture and Glass Fusing. Must have completed AP/College in the HS agreement on file</td>
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<td>Success Indicators:</td>
<td>Open to all students who have a passion and strong ability in the arts and good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter.</td>
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<td>Homework hours per week:</td>
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The AP Studio Art: 3D Design class is a college-level year-long course for self-motivated students to develop a portfolio that represents different areas of three-dimensional media and strength. Students will demonstrate their understanding of design principles as they relate to depth and space. The Principles of Design can be articulated through the visual elements and can be explored through additive, subtractive, extrusion, and/or fabrication processes. Artwork will be evaluated through class participation, discussion, and development of critiquing artwork.

### ART502  AP STUDIO ART: DRAWING

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<td>Credit:</td>
<td>Fine Arts</td>
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<td>Prerequisites:</td>
<td>Completed application, 9-12 Introduction to Art and Beginning Drawing and Painting</td>
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<tr>
<td>Success Indicators:</td>
<td>Open to all students who have a passion and strong ability in the arts and good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter.</td>
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<td>Homework hours per week:</td>
<td>5-6 hours</td>
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The AP Studio Art: Drawing class is a college-level year-long course for self-motivated students to develop a portfolio that represents a wide range of approaches and media of various drawing issues. Students will demonstrate their understanding of these drawing issues through a variety of means, including painting, printmaking, and mixed media. No photography, digital images, videotapes or 3D work are included in this portfolio. Artwork will be evaluated through class participation, discussion, and development of critiquing artwork. There may be some materials to purchase as needed, depending on the student's media choices. Students can receive advanced standing or college credit by earning a qualifying score on the AP exam. This test costs approximately $102.

### ART508  AP ART HISTORY

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<td>Credit:</td>
<td>Fine Arts</td>
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<td>Prerequisites:</td>
<td>Must have completed AP/College in the HS agreement on file</td>
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<tr>
<td>Success Indicators:</td>
<td>Open to all students who have a passion and strong work ethic to learn Art History at a College level, have good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter.</td>
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<td>Homework hours per week:</td>
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The AP Art History course is equivalent to a two-semester introductory college course, which fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. Students can receive advanced standing or college credit by earning a qualifying score on the AP exam. This test costs approximately $102.
CAREER AND TECHNICAL EDUCATION

American Sign Language I-VI, Yearbook, Music (4th year only), Digital Photography and Leadership (2nd year only) can be Two-for-One credited for Career and Technical Education credit. Please check the World Language section (American Sign Language), Music, Non Departmental (Leadership), Art (Digital Photography) and the Language Arts section (Yearbook) for course descriptions and page 11 of this catalog for the Two-for-One crediting chart.

Career and Technical Education (CTE) courses include those in animal science, floral design, plant science, business education, family and consumer sciences, and trade and industry. Students successfully completing any of these courses earn Career and Technical Education credit, which is required for graduation. Many of the CTE classes are articulated with local community colleges and students have the opportunity to earn Tech Prep Dual Credit. Some classes also provide students with the opportunity to earn industry certifications. CTE courses are designed for students to explore educational pathways and possible future careers through a variety of classroom experiences with an emphasis on obtaining the knowledge and skills necessary to make a successful transition after high school.

ANIMAL SCIENCE, FLORAL DESIGN, AND PLANT SCIENCE

Scholarships are available for required course fees to students who need financial aid. Contact the counseling office for assistance.

VAG200

ANIMAL SCIENCE 1 & 2

Length: Full-year
Open to: 10-12 grades
Credit: Career and Technical Education and Science
Prerequisites: None
Homework hours per week: 1-3 hours
Fee $35

This is a one year lab science exploratory course designed for students who show an interest in animal science, animal behavior, animal classification, basic animal anatomy, consumer concerns, animal welfare, scientific selection, reproduction, growth and development, nutrition, diseases and parasites, management, and health care of common domesticated animals. Students will be involved with live animals performing various veterinarian skills such as castrating, dehorning, vaccinating, processing of animals, hoof care, docking tails, clipping nails, tattooing, and other veterinarian medical skills. The course utilizes several local businesses to provide off site experiences through fieldtrips. Students practice written and oral communication while investigating current issues related to animal science. Membership in the FFA student leadership club is highly recommended for this course. This course is an excellent way for students interested in veterinarian technology to whet their appetite. The course fee is $35.

Credit from this course can be applied to Career and Technical Education and Science. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
VAG300  **ANIMAL SCIENCE 3 & 4**

**Length:**  Full-year  
**Open to:**  11-12 grades  
**Credit:**  Career and Technical Education and Science  
**Prerequisites:**  Animal Science 1 & 2  
**Homework hours per week:**  1-3 hours  
**Fee:**  $35

This advanced lab science course is designed for students who show an interest in furthering their education in animal science and veterinarian technology. This course provides the student with technical knowledge and advanced hands on skills. The course content includes, but is not limited to, animal genetics, anatomy, digestion, management, selection, animal behavior, reproduction, nutrition, production, animal welfare, as well as hands on career exploration, production and marketing of various animals on the school lab site, and job preparation. Students will be involved with live animals performing various veterinarian skills such as castrating, dehorning, vaccinating, processing of animals, hoof care, docking tails, clipping nails, tattooing, and other veterinarian medical skills. The course utilizes several local businesses to provide off site learning experiences through class fieldtrips. Students may advance their leadership skills through participation in the FFA organization. Membership in the student FFA leadership club is highly recommended for this course. This course is designed to develop leaders with a fundamental knowledge base for responsible decisions in the 21st century. The course fee is $35.

Credit from this course can be applied to Career and Technical Education and Science. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VAG203  **FLORAL DESIGN 1 & 2** (Tech Prep Dual Credit)

**Length:**  Full-year  
**Open to:**  10-12 grades  
**Credit:**  Career and Technical Education and Fine Arts  
**Prerequisites:**  None  
**Homework hours per week:**  1-2 hours  
**Fee:**  $35

This is a fine arts design course for students who have an interest in exploring their education in floral designing. This course provides students with a progressive approach to floral design. Students will learn technical knowledge and skills in flower processing, designing, and conditioning, as well as, marketing and sales, color, theory and applications, elements of design, construction of basic and intermediate designs, plant identification knowledge, communication services, and knowledge of various mechanics and tool identification. The course utilizes several local businesses to provide off site learning experiences through class fieldtrips. Membership in the FFA student club is highly recommended for this course. The course fee is $35. Students are responsible for project fees which are self-selected projects that may have variable costs due to the student’s selection of materials and supplies.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
VAG303  FLORAL DESIGN 3 & 4  (Tech Prep Dual Credit)
Length:  Full-year
Open to:  11-12 grades
Credit:  Career and Technical Education and Fine Arts
Prerequisites:  Floral Design 1 & 2
Homework hours per week:  1-2 hours
Fee  $35

This is a two-semester fine arts “hands on” course in floral designing. This course is designed for students who have an interest in furthering their education in the floral industry. This course will provide the student with a progressive approach to floral designing and the ability to go out and get an entry level job in the floral industry. Students will learn advanced designing skills, wedding work, sympathy work, holiday arranging, marketing skills, display advertising, delivery work, communication skills, and how to start up and run a business. The course utilizes several local businesses to provide off site learning experiences through class fieldtrips. Membership in the FFA student club is highly recommended for this course. The course fee is $35. Students are responsible for project fees which are self-selected projects that may have variable costs due to the student's selection of materials and supplies.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VAG201  PLANT SCIENCE 1 & 2
Length:  Full-year
Open to:  10-12 grades
Credit:  Career and Technical Education and Science
Prerequisites:  None
Homework hours per week:  1-3 hours
Fee  $35

This is a one year lab science course designed for students who want to learn how to grow and care for plants. Students learn practical skills in propagation of plants, nursery production, floral design, landscaping, bonsai, botany, soil science, gardening, pruning, plant identification and marketing of horticultural products. This course utilizes several local businesses to provide off site learning experiences through class field trips. Students practice written and oral communication while developing leadership skills in a group setting. Membership in the FFA student club is highly recommended for this course. The course is designed for people that want to get their hands “dirty” while learning practical skills. The course fee is $35.

Credit from this course can be applied to Career and Technical Education and Science. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VAG301  PLANT SCIENCE 3 & 4
Length:  Full-year
Open to:  11-12 grades
Credit:  Career and Technical Education and Science
Prerequisites:  Plant Science 1 & 2
Homework hours per week:  1-3 hours
Fee  $35

This lab science course is designed for students who have an interest in furthering their education in plant science and the horticulture industry. This course provides students with technical knowledge and hands on skills in plant propagation, landscape design and construction, greenhouse management and construction, floral designing, advanced plant identification, pruning and landscape maintenance, nursery production, as well as, business marketing and plant sales. The course utilizes several local businesses to provide off site learning experiences through class fieldtrips. Membership in the FFA student club is highly recommended for this course. The course fee is $35.

Credit from this course can be applied to Career and Technical Education or Science. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
Scholarships are available for required course fees to students who need financial aid. Contact the counseling office for assistance.

**VBS300**

**ACCOUNTING**  
(Tech Prep Dual Credit when combined with Advanced Accounting)

**Length:** Semester  
**Open to:** 11-12 grades  
**Credit:** Career and Technical Education  
**Prerequisites:** None  
**Homework hours per week:** 1 hour

Imagine playing the game of Monopoly as an activity to learning. Students learn the “language of business” then transfer that knowledge to producing the financial documentation as they purchase property, collect pass-go revenue and charge friends rent for landing on their property. Whether you want to become an accountant, a business owner, or successfully manage your personal finances, accounting knowledge is essential. Students learn to make sense of financial records as well as learn about career opportunities. The student will learn to use Peachtree Accounting, modern computerized accounting methods.

**VBS301**

**ADVANCED ACCOUNTING**  
(Tech Prep Dual Credit)

**Length:** Semester  
**Open to:** 11-12 grades  
**Credit:** Career and Technical Education  
**Prerequisites:** Accounting  
**Homework hours per week:** 1 hour

Students who continue from Accounting and successfully complete Advanced Accounting will be job ready. They will be prepared to become payroll, accounts payable, or accounts receivable clerks in a small business. They will also have the background to successfully complete college-level courses. A practice set simulating on-the-job experience will be incorporated.

**VBS102**

**DIGITAL TOOLS**  
(Tech Prep Dual Credit)

**Length:** Semester  
**Open to:** 10-12 grades  
**Credit:** Career and Technical Education  
**Prerequisites:** None  
**Homework hours per week:** None

This course is designed to introduce students to project-based learning using specific skills and tools necessary for today’s world and the world of the future. Communication is the theme throughout this course and will integrate various technologies such as scanners, digital cameras, speech recognition. The course will focus on file management, Internet skills, Microsoft Word, Excel, Access, web design and Movie Maker.
This one-semester elective course offers touch-typing instruction on the keyboard and numeric key pad. Additionally, students will learn a variety of computer applications including file management, Internet basics, word processing, and spreadsheets. The MS Office Suite is the software used.

This one-semester elective course builds on the keyboarding and formatting skills learned in Computer Applications. Students learn to use the MS Word and Excel features that baffle most people. PowerPoint will also be introduced. Students completing the course with a “C” or better are eligible to become Microsoft Office Specialist industry certified in both Word and Excel. The exam is offered during class time. Students earning a “B” or better and passing the certification exam(s) can receive college credit.

An excellent course for students majoring in business or planning to own a business. Why do workers with more education and experience usually earn more than those with a high school diploma? Is there a cost to watching TV? Is there a cost of going to school? Why do most small businesses fail? What is the secret of compound interest? Business Economics will help you answer questions like these, because it helps you think more clearly for yourself. You will be able to watch the news and “ooh and ah” with intelligence over the Dow, unemployment rates, the Gross Domestic Product (GDP), and inflation. Students will also learn about owning their own business and how to find start-up costs.

Do you want to scream, “Objection, your honor!” while watching Law and Order? Have you ever thought about being a lawyer or want to learn more about your legal rights? Are you planning on a career in business? Or maybe you want to argue your case in a mock trial. Business Law is the course for you! Students will learn about contracts, consumer rights, discrimination in the workplace, partnerships, personal injury cases, crimes, and how the court system works. Students will visit the King County Courthouse in Seattle to watch real courtroom action. This course satisfies a .5 social studies elective that can be used for college applications.

Credit from this course can be applied to either Career and Technical Education or Social Studies. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
VBS305  PERSONAL FINANCIAL MANAGEMENT
Length: Semester
Open to: 11-12 grades
Credit: Career and Technical Education
Prerequisites: None
Homework hours per week: 1 hour

Do you want to always work for money . . . or would you like to make money work for you? Did you know that your credit score may be more valuable than cash? Learn how to turn your hard-earned dollars into debt-free, vacation-filled golden years. Guest speaker experts in the financial industry will teach you how to build a high credit score while keeping your exposure to financial fraud low. Students will learn about researching and investing in stocks, mutual funds, and bonds while tracking the progress of their favorite companies. Discover how to avoid the pitfalls that strain a well-developed financial plan. Students will have an opportunity to compete in the Dept. of Treasury’s Financial Capability Challenge.

VBS211  FINANCIAL ALGEBRA
Length: FULL YEAR
Open to: 10-12 grades
Credit: Career and Technical Education OR Math
Prerequisites: None for CTE Credit; Successful completion of Geometry and pass EOC or counselor approval if using for Math Credit
Homework hours per week: 1-3 hours per week

Students study algebra through real life financial concepts as it applies to business interests and personal financial management. Topics include how to purchase a dream car and insure it, how the student’s credit score can save them money, understanding the paycheck, managing income taxes, preparing a budget, and making money work for them on the stock market. Participate in a hands-on stock market simulation, calculating profit and loss on investments. Focus on achieving financial independence. Hear from the experts personally.

If a student enrolls in this class to satisfy a math requirement for graduation, the parent/guardian must sign a document acknowledging that they understand this course does not satisfy college-entrance math requirements, but it does meet the Washington State high school graduation requirement for a 3rd year math class.

FAMILY AND CONSUMER SCIENCES

Scholarships are available for required course fees to students who need financial aid. Contact the counseling office for assistance.

VFL101  SKILLS FOR LIFE
Length: Semester
Open to: 9th grade
Credit: Career and Technical Education
Prerequisites: None
Homework hours per week: ½-1 hour

Develop life management skills and prepare for the future with this one-semester course. You will learn management of personal resources including foods and nutrition, housing, clothing and finance. Learn to balance self, work and school through leadership activities and projects designed to make learning relevant. Skills for Life can satisfy prerequisites for other courses in the Family and Consumer Sciences Department. The course fee is $4. Students are responsible for project fees which are self-selected projects that may have variable costs due to the student’s selection of materials and supplies.
**VFC102**  
**CHOICES FOR LIFE**  
Length: Semester  
Open to: 9th grade  
Credit: Career and Technical Education  
Prerequisites: None  
Homework hours per week: ½-1 hour

Develop the skills necessary for personal relationships both now and in the future. Students will explore the needs of family, friends and the community through a study of child development, family structure, interpersonal relationships and nutrition and wellness. Choices for Life can satisfy prerequisites for other courses in the Family and Consumer Sciences Department. Students are responsible for project fees which are self-selected projects that may have variable costs due to the student’s selection of materials and supplies.

**VFC100**  
**FOODS AND NUTRITION**  
Length: Semester  
Open to: 11-12 grades  
Credit: Career and Technical Education  
Prerequisites: None  
Homework hours per week: ½-1 hour

This is a one-semester course dealing with foods and nutrition for a healthy lifestyle. The course is designed for students who find food fun and interesting. You will plan and prepare meals for yourself, other class members and guests. Topics include nutrition, consumer buying, international and American foods as well as exploring careers and current issues related to the food industry. It is a course for those who enjoy furthering their experiences in the many aspects of food. Students are responsible for project fees which are self-selected projects that may have variable costs due to the student’s selection of materials and supplies.

**VFC205**  
**CULINARY ARTS (Tech Prep Dual Credit)**  
Length: Semester  
Open to: 10-12 grades  
Credit: Career and Technical Education  
Prerequisites: Foods and Nutrition or by teacher permission  
Success Indicators: “B” or better in Foods and Nutrition  
Homework hours per week: ½-1 hour

Do you have a passion for food? Thinking about a career in culinary arts? Culinary Arts can provide the first step. This program was developed in cooperation with the Washington Restaurant Association to meet the needs of the industry. This first semester covers planning nutritious meals, preparing safe food, operation of food service equipment, customer relations, kitchen basics, and career planning. You will participate in catering and serving as well as the preparation of foods.

**VFC309**  
**ADVANCED CULINARY ARTS (Tech Prep Dual Credit)**  
Length: Semester  
Open to: 11-12 grades  
Credit: Career and Technical Education (This class may be repeated for credit)  
Prerequisites: Culinary Arts or by teacher permission  
Success Indicators: “B” or better in Culinary Arts  
Homework hours per week: ½-1 hour

This one-semester course is a continuation of Culinary Arts, and can be taken up to four times for hours and Tech Prep credit through Renton Technical College. You will increase your skills and knowledge in food preparation; learn the basics and controlling food service costs, and the presentation of food. Students will plan and implement catering and serving jobs for the school and community. Students will have the opportunity to participate at regional and state competitions.
This one-semester elective course is about children: their development, parenting, and careers related to children. As a class member, you will spend a portion of each week at a preschool in the Maple Valley area where you will work with preschool children making practical applications of classroom learning by designing activities for the children. You will explore growth and development from conception through age six, preparation for parenthood, and special issues concerning children. Careers related to child development will be studied. Students are responsible for project fees which are self-selected projects that may have variable costs due to the student’s selection of materials and supplies.

Understanding and relating to other beings is what life is all about! This discussion-oriented course will cover such topics as getting along with family and friends, dating, mate selection and preparation for marriage. You will explore personalities, communication and conflict resolution with the goal of establishing quality relationships in your life. You will investigate community resources and careers related to human relationships. The course will address physical, emotional and social health topics. The class will address a variety of issues facing contemporary families and individuals. This course will fulfill the Health requirement for graduation.

Are you thinking about a career related to children in any way, perhaps teaching? If so this course is for you. Students in this program will spend two-thirds of their time at an elementary or middle school within the Tahoma School District working as a high school intern. The interns will assist in activity planning, work with small group instruction, observe, and perform other teacher-related duties. The remaining one-third of the class time will be spent in a seminar that will teach child development theory, classroom management, lesson planning, and public school law. This is a one-semester course which can be followed by Advanced Careers in Education to create a year-long program.
### ADVANCED CAREERS IN EDUCATION (Tech Prep Dual Credit)

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This course is a continuation of Careers in Education. Class format will be the same, with students spending two-thirds of their time at an elementary or middle school working as an intern. Students may remain at the same site or move to different grade level. Second semester internship sessions will provide students with more leadership opportunities within the classroom. Seminar sessions will look more closely at child development, classroom management and lesson design. The course will investigate related careers other than teaching and provide opportunities for job shadowing. A significant amount of time will be spent on planning for post high school education and careers in related fields.

### HEALTH SCIENCE CAREERS

#### VSH300 SPORTS AND HEALTH SCIENCES (Tech Prep Dual Credit)

| Length: | Full-Year |
| Open to: | 11-12 grades |
| Credit: | Career and Technical Education and Science |
| Prerequisites: | None |
| Success Indicators: | “C” or better in Inquiry Science III-V; strong interest in health careers |
| Homework hours per week: | 3-5 hours |

A career-based preparatory course in which students follow a rigorous one-year curriculum designed for delivery in a medical team format. Certification of students in first aid and CPR, the exploration of medical careers and the competencies associated with those careers will be the core focus.

Curriculum specifically covers health care planning, disease prevention, medical research, medical professional shadowing, medical office protocols, electronic record keeping, healthcare system philosophy, management structures and components. Instruction will also focus on blood borne pathogen prevention standards, anatomy and physiology, decision making skills based on scenarios, and decisions about pathology. Students will gain practical experience in treatment of common sports injuries, injury prevention and diagnosis, and the philosophies of treating athletes.

Credit from this course can be applied to Career and Technical Education and Science. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

#### VSH301 SPORTS MEDICINE (Tech Prep Dual Credit)

| Length: | Full-Year |
| Open to: | 11-12 grades |
| Credit: | Career and Technical Education and Science |
| Prerequisites: | Sports and Health Science |
| Homework hours per week: | 1-4 hours –plus 6-10 practicum hours |

Students will work toward gaining competency and mastery in sports medicine related skills while working with community members and various teams and professionals. This course focuses on all aspects of sports medicine, which includes: injury prevention, evaluation of injuries, treatment of sports related injuries, rehabilitation techniques, therapeutic modalities, sports nutrition, support taping and wraps, and athletic training duties. The sports medicine course offers students hands-on training in sports therapy and athletic training. Additional practicum hours per semester are required.

Credit from this course can be applied to Career and Technical Education and Science. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
# MARKETING EDUCATION

## VMK202  MARKETING  (Tech Prep Dual Credit)
- **Length:** Semester
- **Open to:** 10-12 grades
- **Credit:** Career and Technical Education
- **Prerequisites:** None
- **Homework hours per week:** 1 hour

Marketing is a one-semester elective course designed for students who are interested in learning about business and marketing-related fields. This introductory course encompasses the following topics: channel management, market planning, marketing information management, pricing, product/service management, promotion, selling, communication, leadership and portfolio development. Leadership development will be provided through membership in the DECA. Students have the opportunity to earn college credits for this class. Students will be evaluated based upon performance on written and oral tests, presentations, projects, attitude, daily work, and attendance.

## VMK301  ADVANCED MARKETING  (Tech Prep Dual Credit)
- **Length:** Full Year
- **Open to:** 11-12 grades
- **Credit:** Career and Technical Education
- **Prerequisites:** Marketing or teacher permission
- **Homework hours per week:** 1 hour

What does it take to start and run a coffee empire like Starbucks or a fashion industry leader like Nordstrom? In this project-based class you will find the answer to these and many other questions about the world of global marketing. You will have the opportunity to expand on the concepts of ownership, management and operations of a business. Class time will also focus on the student’s individual career interests. Students have the opportunity to showcase their skills through DECA—an international association for marketing students. Students may have the opportunity to earn college credits for this class. Students will be evaluated based upon performance on written and oral tests, presentations, projects, attitude, daily work, and attendance.

## VMK300  RETAIL OPERATIONS  (STUDENT STORE)  (Tech Prep Dual Credit)
- **Length:** Full-Year
- **Open to:** 11-12 grades
- **Credit:** Career and Technical Education
- **Prerequisites:** One of the following courses: Marketing, E-Commerce, or Advanced Marketing or Teacher Recommendation
- **Homework hours per week:** 1 hour

Come on in and run the Student Store! This is a hands-on laboratory class. By applying the knowledge learned in their Marketing class, students will develop skills in the following areas: buying, selling, ordering, inventory control, staffing, management, merchandising, sales promotion, information systems, money handling, accounting and all basic store operation procedures. Students will learn the operation of a state-of-the-art point of sale computer system (Keystroke). This is the same type of system used by many major retailers. When students exit this class they will be able to demonstrate basic retail skills that would prepare them for entry level employment. Success in the retail business comes from a strong understanding of basic business principles. Students have the opportunity to earn college credits for this class.

*All students will be required to obtain a King County Food Handlers Permit, on their own time, and at their own cost. Retail Operations is the final step in the marketing process that reaches from manufacturer to customer.*
MEDIA / INFORMATION TECHNOLOGY

VDA200 DIGITAL GRAPHIC ART - PHOTOSHOP (Tech Prep Dual Credit)
Length: Semester
Open to: 10-12 grades
Credit: Career and Technical Education and Fine Arts
Prerequisites: None
Homework hours per week: 1-2 hours

This is a one semester course where the students will have hands on experience with the aid of Photoshop, digital cameras, bamboo drawing tablets and scanners, to experience a wide variety of visual culture and the media driven world we live in. Digital Graphic Art is explored through logo design, advertisement, packaging design, gaming character design, subliminal messaging and also through the use of digital manipulation and visual imagery. The students will benefit from a broad scope of activities, which will provide more learning opportunities to get them FUTURE READY. Other Adobe design programs such as InDesign and Illustrator may have a brief introduction in the class, but the primary design program used will be Adobe Photoshop.

Credit from this course can be applied to either Career and Technical Education or Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VDA103 GRAPHIC DESIGN - ILLUSTRATOR (Tech Prep Dual Credit)
Length: Semester
Open to: 9-12 grades
Credit: Career and Technical Education and Fine Arts
Prerequisites: None
Homework hours per week: 1-2 hours

This is a semester-long course where students learn the fundamentals of graphic design. The class will introduce students to basic design techniques emphasizing the elements of art and principles of design prior to moving towards more complex design ideas/projects. Students become confident with the use of Adobe Illustrator as they progress through the class. Students will be required to draw/sketch ideas for projects such as logo design, t-shirt design, poster design, and more. Students will present their work with a “client” in mind. Technology is used as a “finishing tool” to accomplish final designs. This is done by scanning drawings and then using Adobe Illustrator, a vector based design program, to finish final concepts. Other Adobe design programs such as InDesign and Photoshop may have a brief introduction in the class, but the primary design program used will be Adobe Illustrator.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
VDA301  AP STUDIO ART 2-D (DIGITAL GRAPHIC ART) (Tech Prep Dual Credit)
Length: Full Year
Open to: 10-12 grades
Credit: Career and Technical Education and Fine Arts
Prerequisites: Open to students who have an interest in Graphic Design, Digital Painting and Drawing, and Photography. Must have completed AP/College in the HS agreement on file.
Success Indicators: Open to all students who have a passion and strong ability in the arts, have good critical thinking skills, can learn from constructive criticism and have a willingness to work hard in a complex subject matter.
Homework hours per week: 1-2 hours
Fee $25
This is a college-level course for self-motivated students. A portfolio will be designed to demonstrate artistic abilities as well as their design and problem solving skills. AP work should reflect these three areas of focus: quality, concentration, and breadth. The AP Studio Art: 2-D Portfolio requires students to produce a minimum of 30 works of art that reflect issues related to 2-D digital graphic art. There will be a $25 Portfolio Printing & Matting fee for this course.
Students can receive advanced standing or college credit by earning a qualifying score on the AP exam. This test costs approximately $90.
In addition to earning high school credit, students can receive advanced standing or college credit by earning a qualifying score on the AP exam administered in May. This test costs approximately $90, although financial assistance is available for those on free or reduced lunch. AP credit transfers to most public and private colleges and universities.
Credit from this course can be applied to either Career and Technical Education or Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VTE200  MULTI MEDIA DESIGN   (Tech Prep Dual Credit)
Length: Full-year
Open to: 10-12 grades
Credit: Career and Technical Education and Fine Arts
Prerequisites: None
Homework hours per week: ½ hour
Multimedia is the integration of pictures, video, sound, and text to express emotions, communicate thoughts, and demonstrate creativity. In this year long course, students will explore several different ways of expressing themselves digitally by developing and utilizing the elements and principles of visual arts in a world that craves digital media in all career pathways.
This course provides the tools and skills needed to:
• Create visually appealing, professional websites using HTML and CSS with Notepad/Dreamweaver
• Create banners, logos, and posters with Photoshop/Fireworks/GIMP
• Create flash animations, movies, websites, and games with Flash
• Create digital photography displays by taking pictures with Digital SLR cameras and editing the photos in Photoshop/Fireworks/GIMP
• Create simple videos with Flip Video Cameras/MovieMaker/Camstudio
• Participate in a careers unit where students explore the possibilities of technology/media careers
Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
VTE300  ADVANCED MULTI MEDIA DESIGN  (Tech Prep Dual Credit)
Length:  
Open to:  
Credit:  
Prerequisites:  
Homework hours per week:  

So you know the basics of web design but you want to know more? In Advanced Multimedia Design, students will work to further develop their multimedia, programming, and web design skills through application. Students will spend the majority of their time working on independent learning projects approved by the teacher. Students will also complete shorter class assignments that provide an opportunity for students to gain new, directed skills related to multimedia, programming, and web design.

Students have the opportunity to earn college tech-prep credit through this course based on the independent projects that they choose.

VID200  SOPHOMORE VIDEO PRODUCTION I-II
Length:  
Open to:  
Credit:  
Prerequisites:  
Homework hours per week:  

This course is being offered for those sophomore students who are serious about their desire to pursue a career in the area of Video Production. Students who have this desire will have a unique opportunity to explore all facets of Video Production throughout their three years at Tahoma High School. For a more in-depth description of the course, please refer to the Video Production I-II course description.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VID201  VIDEO PRODUCTION I-II
Length:  
Open to:  
Credit:  
Prerequisites:  
Homework hours per week:  

The video camera and computer have potential limited only by students’ desires and imaginations. This yearlong course in Video Production allows students to explore the elements and principles of visual art as they focus on the three stages used in all productions: pre-production, production, post-production. They will utilize state of the art video cameras, mass storage units, Final Cut Pro, Adobe Photoshop, DVD Studio Pro, Motion, and various other production accessories to create professional end products.

In addition to technological skills, students will enhance their skills in the visual arts, learning to express themselves using sound, image, action and movement. They will also use their imaginations and creativity while enhancing their abilities to conceptualize and solve complex problems through the project-based curriculum. These skills are essential to the learning process and to the final quality of students’ video products, and will be embedded into the daily routine of the class.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
VID300  ADVANCED VIDEO PRODUCTION
Length: Full-year
Open to: 11-12 grades
Credit: Career and Technical Education and Fine Art
Prerequisites: Video Production I-II or instructor permission
Homework hours per week: 1 hour

Advance Video Production will build on those skills acquired in Video Production I-II. Students will learn and practice advanced lighting, sound and camera skills. Students will continue in their quest to master the art of non-linear editing while expanding their knowledge base of digital and computer effects. Students will have in-depth exposure to storyboarding, scriptwriting and film directing. Students will attain skills in group dynamics, problem solving, time-management, organization, and goal setting. Throughout this course we will be utilizing state-of-the-art computer and video equipment.

Credit from this course can be applied to Career and Technical Education and Fine Arts. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

VTE505  AP COMPUTER SCIENCE PRINCIPLES
Length: Full-Year
Open to: 10-12 grades
Credit: Career and Technical Education
Prerequisites: Algebra I. Must have completed AP/College in HS Agreement on file.
Homework hours per week: 1-2 hours

AP Computer Science Principles will emphasize how computers can be used to creatively solve problems through a more multidisciplinary approach. Structured around seven “Big Ideas,” including abstraction, global impact and creativity, students who take the CS Principles course will walk away with a wider understanding of how computers and humans can interact. Rather than learning a particular programming language or tool, students will focus on the use of technology and programming to design innovative computing solutions to real-world needs. Students will investigate innovations that computing has made possible, as well as the ethical implication of new computing technologies.

VTE500  AP COMPUTER SCIENCE A (CS1)
Length: Full-Year
Open to: 10-12 grades
Credit: Career and Technical Education and Math
Prerequisites: Geometry or Teacher Recommendation. Must have completed AP/College in HS Agreement on file.
Homework hours per week: 0-1 hour

Have you ever wondered how a calculator works? How your computer games work? Or how the programs on your computer work? In Computer Science, we will explore the computer programming language Java and how programs actually work. We will create our own programs ranging from basic calculators to eventually simple text-based games. (More advanced students will be able to create Java Applet games by the end of the course.) This course is designed for those who think logically or would like to learn to think logically. Motivated students will be prepared to take the Advanced Placement A exam at the end of the year, and may continue on to a second year course where they will learn more complicated programming techniques as well as learn to create more complicated programs and games. There is little to no homework in this class, but missing a day will put you far behind, as everything in the class builds upon prior learning.

Credit from this course can be applied to Career and Technical Education and Math. Please note that cross-crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
Are you a gamer who dreams of creating your own games? Do you secretly want to be the next Bill Gates? In this second year Computer Science course, students will learn more complicated programming concepts including: abstract data types, algorithms, and programming design techniques. Students who learned Java in their first year of Computer Science will delve further into the inner workings of Java.

The first step toward a future in computer hardware and administration involves getting certified. In this course, students have the opportunity to focus their learning and become certified in one of the following technology fundamentals: Operating Systems, Server Administration, Networking, or Security. This course is repeatable for credit so that students can earn multiple certifications over multiple semesters. Students can expand their understanding of how computer technology works and how it impacts today’s society through the hands-on experience in this course.

Have you ever thought “there should be an app for that”? This one-semester course will teach non-programmers and programmers alike how to create mobile apps and embedded systems. Students will be empowered to use their creativity to create purposeful products that solve real-world problems of their own choosing.

Students will:
- learn to think algorithmically
- identify common problems and determine if a computing solution is possible
- create prototypes and solicit feedback on their designs
- work successfully in a team to create a computing solution
- perform user testing in order to incrementally improve their solution
- assess their interest level in a computing career

Absolutely NO prior programming experience required!
**TRADES AND INDUSTRY**

Scholarships are available for required fees to students who need financial aid. Contact the counseling office for assistance.

**VIN101**  
SHOP 9: PRECISION PRODUCTION TRADES FOUNDATIONS  
Length: Full-year  
Open to: 9th grade  
Credit: Career and Technical Education  
Prerequisites: None  
Homework hours per week: 1 hour

This is an exploratory course that introduces students to engineering, manufacturing, construction, mechanics, and design. The design and computer controlled fabrication elements of this course make it a great choice for students pursuing Robotics at the High School. Students work collaboratively to apply problem-solving skills while working safely and efficiently in an industrial setting. Students design products using computer aided design (CAD), rapid prototyping (3-D printing) and computer controlled (CNC) equipment. Students manufacture products with wood working equipment and fabricate projects with industrial welding equipment and metal supplies. Students perform general small gasoline engine diagnostic, tune-up and overhaul procedures. Students refine oral and written communication skills through leadership activities. This class is the ultimate adventure for students yearning to work with their head and hands. Students are responsible for project fees only when projects are self-selected and approved by the instructor.

**VIN102**  
PROJECT LEAD THE WAY DESIGN AND ROBOTICS  
Length: Semester  
Open to: 8th and 9th grades  
Credit: Career and Technical Education  
Prerequisites: None  
Homework hours per week: 0-1 hour

Students apply design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk design software, students will create various virtual projects. Students will also trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. They will have the opportunity to design and build real-world objects.

**VIN201**  
ROBOTICS  
Length: FULL YEAR  
Open to: 10-12 grades  
Credit: Career and Technical Education, Math, or Science (2 only)  
Prerequisites: None when used for CTE credit; successful completion of Geometry and pass EOC when used for math credit.  
Homework hours per week: 0-1 hour

In this one year course, students will work in small groups to design, build, wire and program several robots. Each robot will be required to complete a predetermined set of tasks. Students will then use their robots to compete against classmates in a set of friendly challenges and games.

This one year robotics course will provide unique opportunities for students to explore and develop skills in 3D computer aided design, mechanical systems, machining, introductory electronics, and programming. Additional opportunities will be available to those interested in welding, machining, and woodworking.

This course is a cross credit course for math, science, and CTE. This class is open to students of all levels. There are no prerequisites to use this course as a CTE credit.

If a student enrolls in this course to satisfy a math requirement for graduation, the parent/guardian must sign a document acknowledging that they understand this course does not satisfy college-entrance math requirements, but it does meet the Washington State high school graduation requirement for a 3rd year math course.
VAT200  INTRODUCTION TO AUTOMOTIVE SERVICE TECHNOLOGY
Length:  Semester
Open to:  10-12 grades
Credit:  Career and Technical Education
Prerequisites:  None
Homework hours per week:  0-1 hour

Introduction to Automotive Service Technology is designed for all students interested in learning about the automobile and the transportation industry. From small gas engines to hybrid and electric cars, students will learn about basic vehicle maintenance and explore modern vehicle technology. Students will demonstrate tasks in a high-tech, modern facility using industry standard tools and equipment. Major learning units include Tools and Shop Equipment, Employability Skills, Shop Safety, Measurement, Basic Vehicle Maintenance and Inspection, Gas and Diesel Engines, Tires, Wheels, and Brakes, and Hybrid and Electric vehicles. Students in this course are encouraged to participate in the SkillsUSA Auto Club.

VAT300  AUTOMOTIVE SERVICE TECHNOLOGY (Tech Prep Dual Credit)
Length:  Full-Year
Open to:  11-12 grades
Credit:  Career and Technical Education
Prerequisites:  Introduction to Automotive Technology or Instructor Permission
Homework hours per week:  1-2 hours

Automotive Service Technology is designed for students interested in learning more about automobile service and career preparation for the transportation industry. This year-long course will expand on the topics learned in the previous course to include diagnosis and repair. Students will demonstrate tasks in a high-tech, modern facility using industry standard tools and equipment. Major learning units include Employability Skills, Shop Safety, Suspension, Brakes, Wheel Alignment, Engine Diagnosis, Engine Performance Troubleshooting, and Electrical Service. Students will have the opportunity to earn SP2 Safety Training Certification, All-Data Certification, ASE Student Certification, and the Ford/AAA Auto Skills Qualifying Exam. Students in this course are encouraged to participate in the SkillsUSA Auto Club.

VAT400  ADVANCED AUTOMOTIVE SERVICE TECHNOLOGY (Tech Prep Dual Credit)
Length:  Full-Year
Open to:  12th grade
Credit:  Career and Technical Education
Prerequisites:  Automotive Service Technology or Instructor Permission
Homework hours per week:  1-2 hours

Advanced Automotive Service Technology is designed for students interested in career preparation for the automotive technician field and the transportation industry. This year-long course will expand on the topics learned in the previous course to include diagnosis and repair. Students will demonstrate tasks in a high-tech, modern facility using industry standard tools and equipment. Major learning units include Employability Skills, Shop Safety, Chassis Systems, Mobile Air Conditioning, Manual and Automatic Transmissions and Driveline, Engine Diagnosis, Engine Performance Troubleshooting, and Electrical Diagnosis. Students will have the opportunity to earn SP2 Safety Training Certification, All-Data Certification, ASE Student Certification, HONDA Express Service Certification, and the Ford/AAA Auto Skills Qualifying Exam. Students may participate in local job shadows as part of this course. Students in this course are encouraged to participate in the SkillsUSA Auto Club.
VAT302

AUTOMOTIVE SERVICE INDEPENDENT STUDY

Length: Semester
Open to: 11-12 grades
Credit: Career and Technical Education
Prerequisites: Introduction to Automotive Service Technology and Instructor Permission
Homework hours per week: 2-3 hours

Automotive Service Independent Study is designed as an alternative to the full class automotive courses. Enrollment in this course requires instructor permission and having completed the Introduction to Automotive Service Technology course. This course will include an independent research component, including using e-learning programs. This course will also include hands-on lab work performed during an already occurring automotive course. Units of study include Engine Performance, Chassis Systems, Electrical Diagnosis, and Driveline Diagnosis. Students are expected to complete many learning tasks independently during class time. Students may have the opportunity to participate in job shadows and internships as part of work-based learning in this course. Students will also have the opportunity to earn ASE Student Certification, All-Data Certification, and SP2 Online Safety Training Certification. This course can be taken at the same time as the Automotive Service Technology and Advanced Automotive Service Technology with Instructor Permission.
### HEALTH AND FITNESS

**HEA100**  
**PERSONAL AND FAMILY HEALTH**  
Length: Semester  
Open to: 9th grade  
Credit: Health and Fitness  
Prerequisites: None  
Homework hours per week: ½-1 hour

This is a one-semester course which covers the many aspects of health as it relates to the individual, the family and the community. The course is designed to provide students with the necessary information and skills for decision making as it applies to health. Personal and Family Health will fulfill the health graduation requirement. This course also provides a Career and Technical Education credit. The student has a responsibility to pay the costs of individual projects.

**PED126**  
**FITNESS WALKING**  
Length: Semester  
Open to: 9th grade  
Credit: Health and Fitness (This class may be repeated for credit)  
Prerequisites: None  
Homework hours per week: None

This semester long course is designed to improve cardiovascular fitness by walking. This course is activity based and suggested for those who are self-motivated. Various walking activities and assessments will be used throughout the class. This class is outdoors; therefore, students should be prepared to walk in ANY TYPE OF WEATHER. Also, students should be able to walk on different types of terrain; i.e. track, trails, unlevel surfaces. Additionally, each student will set goals and learn concepts designed to improve his/her personal fitness now and into the future. Materials needed: Tennis shoes, socks, rain poncho/rain jacket, gloves, hat, umbrella.

**PED107**  
**FITNESS TRAINING**  
Length: Semester  
Open to: 9th Grade  
Credit: Health and Fitness (This class may be repeated for credit)  
Prerequisites: None  
Homework hours per week: 0-1 hour

In this class you will get an introduction to Cross Fit, circuit training, weight room, running, and a variety of fitness related activities. Emphasis will be placed on training for muscular endurance, muscular strength, and cardiorespiratory endurance. **This class is for the highly motivated student who wants to focus on personal fitness.**

**PED101/PED102**  
**PHYSICAL EDUCATION**  
Length: Semester  
Open to: 9-12 grades  
Credit: Health and Fitness (This class may be repeated for credit)  
Prerequisites: None  
Homework hours per week: 0-1 hour

This is a one-semester course which emphasizes fitness and competency of basic skills. Each student will have an opportunity to participate in a variety of activities including softball, soccer, basketball, volleyball, flag-football, and racquet sports. Students will learn rules, strategy, etiquette, proper care of equipment, safety, and teamwork. Additionally, each student will set goals and learn concepts designed to improve his/her personal fitness now and into the future. Students will be evaluated on classroom based assessments. **9th grade only: students will also spend some time in weight training activities.**
BLK200
OUTDOOR ACADEMY
Length: Full-year (3 periods, 3 credits)
Open to: 10th grade
Credit: Language Arts, Science, Health & Fitness
Prerequisites: None
Homework hours per week: 2-5 hours

See the Academies section on page 18 for a full course description.

PED103/PED104
AEROBICS
Length: Semester
Open to: 9th grade
Credit: Health and Fitness (This class may be repeated for credit)
Prerequisites: None
Homework hours per week: 0-1 hour

This is a one-semester physical education elective course. Students will be given instruction on proper warm-ups, stretching, flexibility, and cardiovascular improvement. Students will also learn concepts such as target heart rate, muscles of the body, hydration, and healthy life choices. Activities will include step aerobics, taebo, yoga, dance aerobics, basic weight training, and relaxation techniques. There will be an emphasis on self-motivation. Each student will be evaluated on attendance, participation, effort and class portfolio. Additionally, each student will set goals and learn concepts designed to improve his/her personal fitness now and into the future. Students will be evaluated on classroom based assessments.

PED211/PED213
CLUB FITNESS
Length: Semester
Open to: 10-12 grades
Credit: Health and Fitness (This class may be repeated for credit)
Prerequisites: None
Homework hours per week: 0-1 hour

This is a one-semester physical education elective course. This course is offered to students who are interested in improving balance, flexibility, cardiorespiratory endurance, muscular endurance, and strength through a variety of group fitness activities. Some of the activities include: Yoga/Pilates, Taebo, Step Aerobics, Aerobic Circuit Training, and Body Bars. These workouts are also designed to promote self-esteem and cultivate self discipline while developing personal fitness plans.

PED206/PED207
DANCE
Length: Semester
Open to: 10-12 grades
Credit: Health and Fitness (This class may be repeated for credit)
Prerequisites: None
Homework hours per week: 0-1 hour

Dance will explore the various dance styles from cultures found all over the world. In addition to the exposure of numerous forms of dance, students will also have an opportunity to create and choreograph their own routine. Students are encouraged to share their own dance experiences. Students will be evaluated on attendance, participation, effort, and class portfolio.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Homework hours per week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED212</td>
<td>STRENGTH AND CONDITIONING</td>
<td>Semester</td>
<td>10-12 grades</td>
<td>Health and Fitness</td>
<td>None</td>
<td>0-1 hour</td>
<td>This course is offered to students who desire to learn the fundamentals of sound lifting techniques, proper training principles and effective fitness training. Students have the opportunity to develop a fitness program that fits their own personal needs. Daily exercise programs are designed to meet the specific training level of the student. These programs are also designed to promote self-esteem and cultivate self discipline. Students will experience significant improvement in their strength, flexibility, speed and endurance. Additionally, each student will set goals and learn concepts designed to improve his/her personal fitness now and into the future. Each student will be evaluated on their effort, active participation, and ability to meet academic, skill, and fitness standards.</td>
</tr>
<tr>
<td>PED301</td>
<td>ADVANCED STRENGTH AND CONDITIONING</td>
<td>Semester</td>
<td>10-12 grades</td>
<td>Health and Fitness</td>
<td>Strength and Conditioning</td>
<td>0-1 hour</td>
<td>This is an advanced strength and conditioning course for the experienced and motivated student who wants to learn how to train effectively. This rigorous course is focused on functional and dynamic strength training, along with speed development. Emphasis will be placed on developing power, speed, agility, and balance through Olympic lifts. Individualized training programs will be designed to enhance athletic performance and take into account sports specific skills. This course will strive to support student success on and off the field through fitness training, high performance nutrition, and leadership development.</td>
</tr>
<tr>
<td>PED300</td>
<td>OUTDOOR RECREATION</td>
<td>Semester</td>
<td>11-12 grades</td>
<td>Health and Fitness (This class may be repeated for credit)</td>
<td>Any Health and Fitness Class</td>
<td>0-1 hour</td>
<td>In this course, students will become familiar with a variety of lifetime activities (i.e. rock climbing, fly fishing, and hiking). They will also acquire, analyze and apply knowledge and skills related to these activities. An emphasis will be placed on activities and skills that will enable students to develop and maintain a healthy lifestyle. Additionally, each student will set goals and learn concepts designed to improve his/her personal fitness now and into the future. Students will be evaluated on classroom based assessments. Students will be expected to supply clothing and shoes necessary to participate in activities.</td>
</tr>
<tr>
<td>PED115/116</td>
<td>ZERO HOUR PERSONAL FITNESS</td>
<td>Semester</td>
<td>10-12 grades</td>
<td>Health and Fitness (This class may be repeated for credit)</td>
<td>NONE</td>
<td>0-1 hour</td>
<td>Students will acquire, analyze, and apply knowledge and skills related to effective fitness training in this one-semester physical education elective. An emphasis will be placed on skills that will enable students to develop and maintain a healthy lifestyle. Students will participate in a variety of activities, set individual goals, and learn concepts designed to improve his/her personal fitness now and into the future. Class begins approximately one hour before school starts. Students must provide their own transportation.</td>
</tr>
</tbody>
</table>
Scholarships are available for required fees for students who need financial aid. Contact the counseling office for assistance.

LANGUAGE ARTS REQUIREMENTS

Eight semesters of Language Arts courses are required for graduation. Most students pursue the following sequence:

**Freshman year:**
- English Nine (2 semesters) or
- Summit Program (2 semesters; blocked with Social Studies, Health, Science) or
- Pre AP Literature I-II (2 semesters)

**Sophomore year:**
- English Ten (2 semesters) or
- English Ten Workshop (2 semesters) or
- Global Academy (2 semesters; blocked with Science) or
- Outdoor Academy (2 semesters; blocked with Science and Health & Fitness) or
- Pre AP Literature III-IV (2 semesters)

**Junior year:**
- Basic Integrated 11# (2 semesters; blocked with American Studies) or
- American Expressions (2 semesters; English class only) or
- AP English Literature & Composition (2 semesters; English class only)

**Senior Year and Prior to graduation:**
- Two English electives in addition to the required year-long courses at freshman, sophomore and junior levels

**4-year college/university-bound:**
- Colleges recommend that students take at least one academic writing elective senior year to improve their chances of admission and their success at the college level. Courses that prioritize academic writing and reading – including academic argumentation, scholarly research (MLA Style), and literary analysis – are Advanced Composition, College Writing, and College Literary Analysis

**2-year college-bound:**
- Advanced Composition challenges and prepares students for academic reading, writing and research at the 2-year college level.

**Technical school, Apprenticeship, Military or workplace:**
- Recommended courses to sharpen skills of analysis are Monster Archetypes in Literature, Film as Literature, Modern American Myths, and Speech and Debate. Recommended courses to emphasize communication skills are Creative Writing, Contemporary Readings, Public Speaking Without Fear, and Yearbook.

For advice and suggestions about all English classes, please talk with your counselor or current English Teacher.
Elective English choices include:
- Acting for Film #
- Advanced Composition
- AP English Literature & Composition
- College Literary Analysis (U.W. English 111)
- College Writing (U.W. English 131)
- Contemporary Readings
- Creative Writing
- Drama#
- Film as Literature
- Intermediate Drama#
- Literature That Inspires
- Modern American Myths
- Monster Archetypes in Literature
- Public Speaking Without Fear#
- Reading Lab #
- Rhetoric and Argumentation (Advanced Speech and Debate)
- Speech & Debate #
- Washington State Bridge to College – Language Arts
- Writing Lab #
- Yearbook Staff #

#Meets high school English requirements, but not all college English entrance requirements. Carefully check the college admissions requirements for the college you are considering since requirements vary from college to college.

ENG100
- Length: Full-year
- Open to: 9th grade
- Credit: Language Arts
- Prerequisites: None
- Homework hours per week: 2-3 hours

This two-semester course required of all freshmen is designed to build upon and improve students’ writing, reading, speaking/listening, language, and research skills as outlined in the Common Core State Standards for grade 9. Students will read literary and informational texts; will write essays in the informative/explanatory, argumentative, and narrative modes; and will participate in independent and group speaking/listening activities and research projects. Independent reading will be a requirement of the course.

BLK100
- Length: Full-year
- Open to: 9th grade
- Credit: Language Arts, Social Studies, Health, Science (Lab)
- Prerequisites: None
- Homework hours per week: 6-7 hours

See Academies section of the catalog on page 18 for full description.
ENG112  
**PRE-AP LITERATURE I-II**

*Length:* Full-year  
*Open to:* 9th grade  
*Credit:* Language Arts  

*Prerequisites:* Open to all freshman students who have a completed AP/UW Agreement on file  
*Success Indicators:* 3.5 cumulative grade point average; 7th stanine or above on grade 8 DRP test; passion and strong ability in reading, writing, and analytical thinking.  
*Homework hours per week:* 5 hours

See the course description for English 9 I-II.

Pre-AP Literature I-II will provide enrichment activities for students who are already at grade-level standards in reading, writing, speaking/listening, language, and research. Students should be aware that the course requires more reading, more demanding writing assignments and presentations, and more out-of-class time than English 9. Students will be prepared to enter Pre-AP Literature III-IV at the end of the course.

ENG105  
**DRAMA**

*Length:* Semester  
*Open to:* 9-12 grades  
*Credit:* Language Arts Elective and Fine Arts  

*Prerequisites:* None  
*Homework hours per week:* 2 hour

This is a one-semester course that covers the basic skills of acting. The student will learn how to perform in a variety of situations, how to use stage space effectively, how to develop vocal and physical characteristics to help portray a character, and how to transfer emotions from real-life situations to fictional scenes. Evaluation is based on critiques by the teacher and other students as well as by self-reflection. **Meets high school English requirements but not all college English entrance requirements.**

Credit from this course can be applied to Language Arts and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

ENG106  
**INTERMEDIATE DRAMA**

*Length:* Semester  
*Open to:* 9th Grade  
*Credit:* Language Arts Elective / Fine Art  

*Prerequisites:* None  
*Homework hours per week:*  

This course will explore more advanced skills in Drama. The performance aspect of theatre will be studied. Students will read and memorize scripts and will create performance pieces for audiences.

Credit from this course can be applied to Language Arts and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
ENG409  ADVANCED DRAMA
Length:  Semester
Open to:  10-12 Grades
Credit:  Language Arts Elective / Fine Art
Prerequisites:  None
Homework hours per week:  2 hours

This is a one-semester course that will provide students with further instruction in the field of acting. Using a brief lecture/discussion/workshop approach, students will explore scenes and monologues in order to study development of characters. Students will be expected to participate in classroom activities and rehearsals with the ultimate goal of performing for the class.

Credit from this course can be applied to Language Arts and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

ENG108  ACTING FOR FILM
Length:  Semester
Open to:  9th Grade
Credit:  Language Arts Elective / Fine Art
Prerequisites:  None
Homework hours per week:

In this course, students will learn how actors prepare and deliver lines in front of a camera. Students will learn how actors prepare for a character who is realistic and lifelike. Techniques used by actors who act in movies and television will be practiced. Students will be filmed doing audition pieces and prepare and act in a commercial.

Credit from this course can be applied to Language Arts and Fine Arts. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

ENG200  ENGLISH TEN I-II
Length:  Full-year
Open to:  10th Grade
Credit:  Language Arts
Prerequisites:  None
Homework hours per week:  2-4 hours

This two-semester course is designed to build upon and improve students' writing, reading, speaking/listening, language, and research skills as outlined in the Common Core State Standards for grade 10. Students will read literary and informational texts; will write essays in the informative/explanatory, argumentative, and narrative modes; and will participate in individual and group speaking/listening activities and research projects. Independent reading will be a requirement of this course.
ENG206  
**PRE AP LANGUAGE AND COMPOSITION**

Length: Full-year  
Open to: 10TH grade  
Credit: Language Arts  
Prerequisites: Open to all sophomore students who have a completed AP/College in HS agreement on file.  
Success Indicators: Passion and strong ability in reading, writing, and analytical thinking  
Homework hours per week: 5 hours

See the course description for English 10 I-II.  
Pre-AP Language and Composition is an introduction to persuasive techniques in both reading and writing. Students analyze rhetorical elements and their effects in both non-fiction and fiction texts, and they apply these elements to a variety of writing projects. While learning to manage language at a college level, students will develop skills in collaboration and communication that are useful in both career and college-ready pursuits. Summer reading and outside reading are requirements of this course.

BLK200  
**OUTDOOR ACADEMY**

Length: Full-year (3 Periods, 3 Credits)  
Open to: 10TH grade  
Credit: Language Arts, Science (Lab), Health & Fitness (3 total credits)  
Prerequisites: None  
Homework hours per week: 2-5 hours

See the course description for English 10 I-II on page 48 and the Academies section of the catalog on page 18 for full description.

BLK202  
**GLOBAL ACADEMY**

Length: Full-year (2 Periods, 2 Credits)  
Open to: 10TH grade  
Credit: Language Arts and Science (Lab) (2 total credits)  
Prerequisites: None  
Homework hours per week: 2-5 hours

See the course description for English 10 I-II on page 48 and the Academies section of the catalog on page 18 for full description.

BLK300  
**BASIC INTEGRATED LEARNING ELEVEN I-II**

Length: Full-year (2 Periods, 2 Credits)  
Open to: 11th grade  
Credit: Language Arts, Social Studies  
Prerequisites: English 10 teacher recommendation  
Homework hours per week: 2 hours for both periods

Basic Integrated Eleven is a year-long integrated course that satisfies the requirement for both American Studies and American Expressions. The courses are taught in coordination with one another, requiring two class periods. The curriculum takes a thematic approach to key concepts and events in United States history, as well as American literature. In addition, organization, goal setting, punctuality, and other basic skills are addressed throughout the year. This course is designed for students who have not met standard on the reading and/or writing sections of the High School Proficiency Exam (HSPE) for the State of Washington.
**ENG300**  **AMERICAN EXPRESSIONS I-II**

<table>
<thead>
<tr>
<th>Length:</th>
<th>Full-year</th>
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<tbody>
<tr>
<td>Open to:</td>
<td>11th grade</td>
</tr>
<tr>
<td>Credit:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Homework hours per week:</td>
<td>2-5 hours</td>
</tr>
</tbody>
</table>

This two-semester course is designed to build upon and improve students’ writing, reading, speaking/listening, language, and research skills as outlined in the Common Core State Standards for grade 11. Students will read literary and informational texts; will write essays in the informative/explanatory, argumentative, and narrative modes; and will participate in individual and group speaking/listening activities and research projects. Independent reading will be a requirement of the course.

**ENG303**  **AP ENGLISH LITERATURE & COMPOSITION**

<table>
<thead>
<tr>
<th>Length:</th>
<th>Full-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open To:</td>
<td>11-12 grades</td>
</tr>
<tr>
<td>Credit:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Open to all junior or senior students who have completed AP/UW agreement on file.</td>
</tr>
<tr>
<td>Success Indicators:</td>
<td>Passion and strong ability in reading, writing, analytical thinking</td>
</tr>
<tr>
<td>Homework hours per week:</td>
<td>4-6 hours</td>
</tr>
</tbody>
</table>

Advanced Placement Literature is an in-depth approach to studying a variety of literary genres. Students can fulfill English requirements, with the option of earning advanced standing or college credit through successful completion of the AP exam administered nationally in May (costs approximately $102). College-level literature serves as the foundation for reading and writing analytically; critical thinking is emphasized. Required: 600 pages of summer reading and reading log. Students who register after the end of the school year can obtain materials from the counseling office. Students are encouraged to purchase their own copies of some/all books for this course, but students who do not wish to purchase them may check them out from the teacher. The total price of these texts is approximately $4.50.

**ENG429**  **READ/WRITE LAB**

<table>
<thead>
<tr>
<th>Length:</th>
<th>Semester or Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to:</td>
<td>11-12 graders who have not met standard on the state reading assessment and 12th graders who have not met standard on the state writing assessment.</td>
</tr>
<tr>
<td>Credit:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Not met standard on state reading/writing assessment(s)</td>
</tr>
<tr>
<td>Homework hours per week:</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Read/Write Lab will be a semester or year-long class, length to be determined annually based on student needs. The purpose of this course is to assist students in meeting standard on state reading and/or writing assessment(s) required for graduation. The course offers students an opportunity to improve comprehension, vocabulary, fluency, and test taking skills. This course may be repeated for credit with teacher approval.
For many people, speaking in front of others is their greatest fear. If it’s yours, too, Public Speaking Without Fear is designed for you. This one-semester course helps students gain confidence in a variety of public speaking situations for a variety of audiences. Speaking and presentation skills, using technology such as PowerPoint and Prezi, are emphasized in both formal and informal situations. A major requirement of all students is that they genuinely want to improve their ability and are willing to give and accept constructive criticism. This course is an excellent opportunity for students who wish to prepare themselves for the STEP oral boards. NOTE: This course is NOT focused on competitive speaking; students will be required to speak only in front of the class.

Contemporary Readings focuses on individual reading of self-selected titles. A significant portion of the grade will be based on the number of pages read, and class time will be given for reading. Additionally, students will read and write about contemporary issues, and will track at least one issue that is currently in the news throughout the course of the semester. Comprehension strategies, study skills, and vocabulary acquisition strategies will also be presented.

This course will focus on literature that inspires and fosters community, compassion and action. Students will explore social topics of interest, the characteristics of activism and a variety of literary genres and themes at the commencement of the class. The core book for the class will be *One: How Many People Does It Take to Make a Difference?* by Dan Zadra and Kobi Yamada. Students will select a focus of interest (i.e. poverty, promoting the arts, environmental issues, cultural exchange); group together to form literature circles based on a common focus and passion and will select literature (both fiction and nonfiction) which highlights the chosen theme. Students will discuss, write and present with frequency. Research and interview skills will be honed. The long range culminating project for the class is for each group to produce a short video documentary designed to summarize their topic focus, enhance awareness and motivate to action an authentic audience.
### ENG421  MODERN AMERICAN MYTHS

<table>
<thead>
<tr>
<th>Length:</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Open to:</td>
<td>11-12 grades</td>
</tr>
<tr>
<td>Credit:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Homework hours per week:</td>
<td>2-4 hours</td>
</tr>
</tbody>
</table>

Modern American Myths will focus on issues of identity and cultural expression in modern America. By examining the social and cultural history of the early 20th Century, we will see how this impacted the notion of what it meant to be American and how it resulted in the creation of a new literary form – the graphic novel. Students will analyze a wide variety of sequential narratives (both early and modern) to explore identity as well as gain skills in visual literacy and advanced literary theory. They will also be expected to go beyond the texts read in class and independently analyze graphic novels of their choice. Grades are based on discussion, presentation and writing.

### ENG417  MONSTER ARCHETYPES IN LITERATURE

<table>
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<tr>
<th>Length:</th>
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<tbody>
<tr>
<td>Open to:</td>
<td>11-12 grades</td>
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<tr>
<td>Credit:</td>
<td>Language Arts</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
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<tr>
<td>Homework hours per week:</td>
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</tbody>
</table>

Monster Archetypes in Literature will focus on the various themes surrounding the archetypal monsters of our classic and modern literature. We shall explore novels such as Frankenstein by Mary Shelley; The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson; Dracula by Bram Stoker; The Phantom of the Opera by Gaston Leroux; and The Island of Dr. Moreau by H.G. Wells. Students will also be able to choose from a wide range of novels for discussion in literary circles. We will focus on responding to literature and linking it to modern issues in the form of discussions, written papers, and projects. Students will develop a theme of their choice during the course of the semester which will culminate in a final research term paper. Students are encouraged to purchase their own copies of some/all books for this course, but students who cannot afford to purchase them may check them out from the teacher. The price of these texts is approximately $9.75.

### ENG406  CREATIVE WRITING

<table>
<thead>
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<th>Length:</th>
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<tbody>
<tr>
<td>Open to:</td>
<td>11-12 grades</td>
</tr>
<tr>
<td>Credit:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Homework hours per week:</td>
<td>3-4 hours</td>
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</tbody>
</table>

Creative Writing is a one-semester elective course covering all of the steps of the writing process while working in writing and editing groups. The course deals with narrative, drama, poetry, anecdotes, character sketches, descriptions, letters, and imitations of style. Evaluation is based on class writing assignments, class participation, and projects.
ENG401  FILM AS LITERATURE
Length: Semester  
Open to: 11-12 grades  
Credit: Language Arts  
Prerequisites: None  
Homework hours per week: 1-2 hours

Film as Literature develops students’ abilities to critically read and respond to cinema. Early emphasis will be on developing a language for understanding and critiquing film and, in particular, the choices directors and other artists make in order to convey meaning to audiences. Later work will focus on genre and director/auteur studies, including film noir and Alfred Hitchcock. Even though Film as Literature is not a film history course, students will develop a richer awareness of cinematic contributions that are important to our culture. Evaluations include daily written work, participation, midterm essay and test, and a final presentation.

ENG405  ADVANCED COMPOSITION
Length: Semester  
Open to: 11-12 grades  
Credit: Language Arts  
Prerequisites: None  
Success Indicators: Recommended: Motivation to improve writing skills to a college-ready level through all states of the writing process  
Homework hours per week: 3-5 hours

This semester-long course prepares 2- and 4-year college-bound students for success and academic rigor, reading, writing and research. Through critical nonfiction reading, scholarly research (MLA style), and written academic argumentation, students gain knowledge and confidence in writing at the college level. Evaluation will focus primarily on written papers, but daily work and participation will also be considered.

ENG412  SPEECH & DEBATE
Length: Full-Year  
Open to: 10-12 grades  
Credit: Language Arts  
Prerequisites: None  
Success Indicators: Recommended: A genuine interest in public speaking and structured argumentation. Willing to commit to 2-4 hours per week of after-school practices.  
Homework hours per week: 2-5 hours, not including weekend tournaments  
Fee: $75

This is a two-semester course designed to develop students’ skills in competitive debate and individual speaking events and is open only to students seriously interested in participation in speech tournaments (including after school and weekend tournaments). Specific areas covered include: Oratory, expository, impromptu, and extemporaneous speaking; Interpretive reading; Memorized interpretations; Dramatic Interpretation; Editorial commentary; Cross examination and Lincoln Douglas Debate; Cross-Age Teaching. Meets high school English requirements, but not all college English entrance requirements.

This course is tied to the Tahoma High School Speech and Debate Team. As such, each student is expected to attend no less than three Speech and Debate tournaments during the school year. There is a $75 fee that is required for travel to tournament competitions, both in and outside of Washington State. A payment plan is available for qualifying students.
ENG413  
**Rhetoric and Argumentation (Advanced Speech and Debate)**  
Length: Full-Year  
Open to: 11-12 grades  
Credit: Language Arts (This course may be repeated for credit)  
Prerequisites: Speech & Debate or Instructor Permission  
Success Indicators: Recommended: A genuine interest in public speaking and structured argumentation.  
Willing to commit to 2-4 hours per week of after-school practices  
Homework hours per week: 2-5 hours, not including weekend tournaments  
Fee: $75

Rhetoric and Argumentation is a two-semester course designed to study and implement communication theory through the examination and discussion of philosophy, historical speeches, and essays related to speaking and debating. In addition, students will apply material covered in class to actual speaking and debating situations. Students are required to attend after school and weekend tournaments. This course may be repeated for credit.

This course is tied to the Tahoma High School Speech and Debate Team. As such, each student is expected to attend no less than three Speech and Debate tournaments during the school year. There is a $75 fee that is required for travel to tournament competitions, both in and outside of Washington State. A payment plan is available for qualifying students.

ENG408  
**Yearbook Staff I-II**  
Length: Full-Year  
Open to: 10-12 grades  
Credit: Language Arts (This class may be repeated for credit) and Career and Technical Education if taken for three years  
Prerequisites: None  
Success Indicators: Recommended: Manages use of time and multiple projects simultaneously and effectively; is self-directed and motivated to meet publishing deadlines; committed to working beyond school hours.  
Homework hours per week: 5 hours

Yearbook Staff is a year-long English course, in which students carry out all aspects of producing a quality yearbook: sales and marketing, writing copy, page and book design, and photography. They practice a variety of writing skills, develop and strengthen interviewing techniques, learn effective page design, photography skills, Photoshop, and Adobe InDesign desktop publishing. Evaluation is based on satisfactory completion of assignments, ad sales, out-of-class hours and regular attendance. Students are regularly required to work after school to meet publication deadlines. **Meets high school English requirements but not all college English entrance requirements.**

Credit from this course can be applied to Language Arts and Career and Technical Education (if taken for three years). Please note that cross crediting **DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.**
**ENG434  WASHINGTON STATE BRIDGE – LANGUAGE ARTS #01069**
Length: Full-Year
Open to: 12th grade
Credit: Language Arts
Prerequisites: Students in this course should:
- Have successfully completed English 11 core requirement
- Have identified an interest in postsecondary education
- Scored at a Level 2 (below college-ready) on the Smarter Balanced Assessment
- Have enough skills that it is feasible to become college-ready in one year of instruction
- Be on track to graduate on time
Homework hours per week: 2-4 hours

This course is designed for those students interested in improving their English score on the SBAC from a Level 2 to a Level 3 in order to be equipped for college level work in English. Beginning in fall 2016, seniors who complete the Bridges course with a B grade or better will be considered college-ready by Washington community and technical colleges and permitted to enroll in an entry college-level English course (English Composition or its equivalent) with no remediation or additional placement testing required. Students will focus on critical reading, academic writing, speaking and listening, and research and inquiry. This class is year-long, earning 1 credit in English.

**ENG500  COLLEGE WRITING**
Length: Semester
Open to: 12th grade
Credit: Language Arts
Prerequisites: Open to all senior students. Must have completed AP/College in the HS agreement on file.
Success Indicators: Passion and strong ability in reading, writing and critical thinking, as well as a willingness to work hard, learn from constructive criticism and explore complex subject matter.
Homework hours per week: 5-10 hours

Equivalent to the University of Washington’s English 131 class, this course emphasizes persuasive and argumentative discussion and writing skills, using non-fiction essays as the springboard.

In addition to earning high school credit, students who wish to earn UW or CWU credit must pay a registration fee, along with tuition, for each course taken. Fees are subject to change by the university. This credit transfers to most public and private colleges and universities and generally fulfills the basic writing requirement.

**ENG501  COLLEGE LITERARY ANALYSIS**
Length: Semester
Open to: 12th grade
Credit: Language Arts
Prerequisites: Open to all senior students. Must have completed AP/College in the HS agreement on file.
Success Indicators: Passion and strong ability in reading, writing, and critical thinking, as well as a willingness to work hard, learn from constructive criticism, and explore complex subject matter.
Homework hours per week: 5-10 hours

Equivalent to the University of Washington English 111 class, this course emphasizes literary analysis, discussion, and writing skills, using fiction as the springboard. In addition to earning high school credit, students who wish to earn UW or CWU credit must pay a registration fee along with tuition for each course taken. Fees are subject to change by the university. This credit transfers to most public and private colleges and universities.
AP Computer Science can be a Two-for-One credit with CTE and math. Please check the CTE section for course description and page 10 of this catalog for the Two-for-One crediting chart.

The Tahoma School District offers a variety of mathematics courses for all students. The minimum graduation requirement for mathematics is 3.0 credits. Washington State four-year colleges require 3.0 credits of high school math including Algebra, Geometry, and Advanced Algebra. Students are recommended to continue their study of mathematics through their senior year by enrolling in Pre-Calculus, AP Statistics and/or AP Calculus.

As part of the registration process, our teachers meet with all students to assist them in selecting the best course to meet their goals. The table below can be used as guide in this selection process.

### Tahoma High School Math Sequence

<table>
<thead>
<tr>
<th>Grade 12</th>
<th>Financial Algebra -or- Robotics (upon completion of geometry)</th>
<th>Algebra II</th>
<th>Pre-Calculus Math Analysis** AP Statistics or HS Statistics</th>
<th>Pre-Calculus Math Analysis** AP Statistics or HS Statistics</th>
<th>AP Calc AB and/or AP Statistics/ HS Statistics</th>
<th>AP Calc BC and/or AP Statistics/ HS Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Intermediate Algebra</td>
<td>Algebra II</td>
<td>Pre-Calculus or Math Analysis**</td>
<td>AP Calc AB and/or AP Statistics***</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Intermediate Algebra</td>
<td>Pre-Calculus or Math Analysis**</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Course 3</td>
<td>Course 3</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
</tbody>
</table>

* Students who do not meet 10th grade Standard on the End of Course Assessment (EOC – formally the WASL/HSPE) will be enrolled in the appropriate course under the column titled Additional Support Options.

** If the student takes Math Analysis, they must take Pre-Calculus before moving on to A.P. Calculus AB

*** Juniors should not be enrolled in either Stats course unless also enrolled in another math class

**Summary**

- **Algebra I students can take:** Geometry
- **Geometry students can take:** Int. Algebra / Algebra II / 3rd year alternative class
- **Int. Algebra students can take:** Algebra II (make sure they did not skip Geometry)
- **Algebra II students can take:** Pre-Calculus / AP Statistics / HS Statistics
- **Math Analysis students can take:** Pre-Calculus / AP Statistics / HS Statistics
- **Pre-Calculus students can take:** AP Calculus AB / AP Statistics / HS Statistics
- **AP Calculus AB students can take:** AP Calculus BC / AP Statistics
MAT102  ALGEBRA I
Length: Full-Year
Open to: 7-12 grades
Credit: Math
Prerequisites: “C” or better in Math Course 3 or Teacher Recommendation
Homework hours per week: 1-4 hours per week

Students will study content and processes as described by the Washington State K-12 Mathematics Standards for Algebra I. They will learn to solve many problems involving functions: linear, quadratic, and exponential. They will use functions, variable expressions, and equations to analyze relationships, represent and model problems, and answer questions. Students will work with the real number system: integer exponents, scientific notation, and radicals. They will also analyze data to determine the relationship between two variables and make and defend appropriate predictions, conjectures, and generalizations.
*Scientific calculator needed.

MAT103  GEOMETRY
Length: Full-Year
Open to: 8-12 grades
Credit: Math
Prerequisites: Completion of Algebra I
Success Indicators: “C” or better in Algebra 1
Homework hours per week: 2-6 hours per week

Students will study content and processes as described by the Washington State K-12 Mathematics Standards for Geometry. They will formalize reasoning skills and solidify their understanding of what it means to prove a geometric statement mathematically. Students will use inductive reasoning to test conjectures about geometric relationships and use deductive reasoning to prove or disprove their conclusions about characteristics and relationships of lines, angles, 2- and 3-dimensional figures, geometry in the coordinate plane and geometric transformations. *Scientific calculator needed.

MAT200  INTERMEDIATE ALGEBRA
Length: Full-Year
Open to: 10-12 grades
Credit: Math
Prerequisites: Completion of Algebra I and Geometry
Homework hours per week: 1-4 hours per week

Students study algebra concepts including linear equations, polynomials, exponents, factoring and rational expressions. This course is designed for students who have passed Algebra I and Geometry but need additional skills and practice before beginning Algebra II. *Scientific Calculator Required

MAT201  ALGEBRA II (Advanced Algebra)
Length: Full-Year
Open to: 9-12 grades
Credit: Math
Prerequisites: Completion of Geometry
Success Indicators: “C” or better in Geometry
Homework hours per week: 2-6 hours per week

Algebra II further develops basic algebra concepts needed for college mathematics. Areas of study encompass all topics necessary to meet or exceed the state standards in Mathematics for Algebra and Geometry. Topics of study include analyzing functions (linear, quadratic, rational, radical, exponential and logarithmic), linear systems, sequences, probability and statistics. Real life applications are integrated into each topic of study. *Graphing calculator needed.
### MAT301  MATH ANALYSIS

- **Length**: Full-Year
- **Open to**: 11-12 grades
- **Credit**: Math
- **Prerequisites**: Completion of Algebra II
- **Homework hours per week**: 1-4 hours per week

This course is designed for students who wish to study science, business or social sciences in college. Topics of study will include functions, their graphs and their application. Functions studied will include: polynomial, rational, exponential, logarithmic, composite, and inverse functions. After successfully completing this course, the student will have a good background for Pre-Calculus. *Graphing Calculator needed.*

### MAT202  PRE-CALCULUS

- **Length**: Full-Year
- **Open to**: 10-12 grades
- **Credit**: Math
- **Prerequisites**: Completion of Algebra II or Math Analysis
- **Success Indicators**: “C” or better in Algebra II or Math Analysis
- **Homework hours per week**: 3-8 hours per week

This course is designed for the student who will be taking math or math-related subjects in college. Topics of study will include an in-depth study of functions, their graphs, and their application. Functions studied will include: polynomial, rational, exponential, logarithmic, composite, trigonometric, and the inverse functions. A graphing calculator will be used in this class. After successfully completing this course, the student will have a good background for Calculus. *Graphing Calculator needed.*

### MAT401  HIGH SCHOOL STATISTICS

- **Length**: Full-Year
- **Open to**: 12th grade
- **Credit**: Math
- **Prerequisites**: Completion of Algebra II
- **Success Indicators**: “C” or better in Algebra II
- **Homework hours per week**: 3- hours per week

This class will cover most of the curriculum of AP Statistics such as data analysis, experimental design, probability and inference. The course is less rigorous than AP Statistics and the material is presented over a longer period of time. *Graphing calculator needed.*
MAT403  
WASHINGTON STATE BRIDGE – MATH #02099

Length: Full-Year  
Open to: 12th grade  
Credit: Math

Prerequisites: Students in this course should:
- Be Seniors who have taken Algebra 2 and
  a. Have not passed; OR
  b. Have passed but would benefit from additional math intervention.
- Have identified an interest in postsecondary education
- Scored at a Level 2 (below college-ready) on the Smarter Balanced Assessment
- Have enough skills that it is feasible to become college-ready in one year of instruction
- Be on track to graduate on time

Homework hours per week: 2-4 hours per week

This course is designed for those students interested in improving their Math score on the SBAC from a Level 2 to a Level 3 in order to be equipped for college level work in Mathematics. Beginning in fall 2016, seniors who complete the Bridges course with a B grade or better will be considered college-ready by Washington community and technical colleges and permitted to enroll in an entry college-level math course (terminal math course not on the calculus pathway) with no remediation or additional placement testing required. Students will focus on the key readiness standards from the Common Core as well as the eight Standards of Mathematical Practices needed for students to be ready to undertake postsecondary academic or career preparation in non-STEM fields or majors. This class is year-long, earning 1 credit in Math.

MAT500  
AP STATISTICS

Length: Full-Year  
Open to: 11-12 grades  
Credit: Math

Prerequisites: Completion of Algebra II. Must have completed AP/College in the HS agreement on file.

Success Indicators: “C” or better in Algebra II

Homework hours per week: 4-8 hours per week

A.P. Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns and Statistical Inference. The topics learned in this course are very helpful to students wishing to study Business or Social Sciences courses. *Graphing calculator needed.

MAT501  
AP CALCULUS AB

Length: Full-Year  
Open to: 11-12 grades  
Credit: Math

Prerequisites: Completion of Pre-Calculus. Must have completed AP/College in the HS agreement on file.

Success Indicators: “C” or better in Pre-Calculus

Homework hours per week: 5-10 hours per week

This is a one-year/one-credit course, which introduces the three concepts of calculus: Limits, differentiation, and integration and their applications. This course is highly recommended for those students who plan to pursue science or mathematics related careers. Evaluation in this class is based on student success on assignments, unit evaluations and use of technology. * Graphing calculator needed.
<table>
<thead>
<tr>
<th>MAT503</th>
<th>AP CALCULUS BC</th>
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<tbody>
<tr>
<td>Length:</td>
<td>Full-Year</td>
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<tr>
<td>Open to:</td>
<td>11-12 grades</td>
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<tr>
<td>Credit:</td>
<td>Math</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Completion of AP Calculus AB. Must have completed AP/College in the HS agreement on file.</td>
</tr>
<tr>
<td>Success Indicators:</td>
<td>“C” or better in AP Calculus AB</td>
</tr>
<tr>
<td>Homework hours per week:</td>
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</tr>
</tbody>
</table>

This is a one-year/one-credit course. It is an extension of the A.P. Calculus AB course. It will cover all of the topics taught in a 2nd & 3rd quarter college calculus course. This includes but is not limited to: surface area, curve length, work, techniques of integration, parametric and polar forms, logistic differential equations, polynomial approximations, convergence and divergence of a series and Taylor Series. There will also be a review of the Calculus AB course. This course is highly recommended for those students who plan to be in science or mathematical related careers. Evaluation in this class is based on student success on assignments, unit evaluations and use of technology. Optional summer review packet will be available.  *Graphing calculator needed.*
Four years of music classes (band or choir) may be substituted for a required Career and Technical Education course or courses. This allows music students the opportunity to fit in other classes needed for future career goals such as college prep requirements while remaining in their music program for four years.

**MUS104**  
**CONCERT BAND I-II**  
Length: Full-Year  
Open to: 9th grade  
Credit: Fine Arts  
Prerequisites: None  
Homework hours per week: Performances/Practice  

This is a two-semester elective course which will further develop fundamental musicianship skills and basic instrumental techniques. This course satisfies the Fine Arts requirement for graduation. Concert Band will perform in three concerts during the year. Students will perform with the Pep Band. Previous band experience is helpful. Students will be required to purchase a technique book. The following are major goals of the course: development of technical and musical skills, experiencing the rewards of group effort and student leadership, and functioning as a service to school and community. Evaluation is based on student mastery of objectives as determined through teacher observation, student playing and rhythmic assignments, and class participation.

**MUS112**  
**MUSIC APPRECIATION: HISTORY OF ROCK**  
Length: Semester  
Open to: 9th grade  
Credit: Fine Arts  
Prerequisites: None  
Homework hours per week: 1 hour  

The History of Rock, a semester based elective, takes rock from its earliest beginnings to the present day. This course surveys the inception, evolution, and development of rock music in America and abroad. In addition to in-depth studies of rock music and the artists who created it, students will examine the sociological, political, and economic conditions which influence its development.

**MUS200**  
**SYMPHONIC WINDS**  
Length: Full-Year  
Open to: 10-12 grades  
Credit: Fine Arts  
Prerequisites: Previous successful band experience or director’s approval  
Homework hours per week: One evening rehearsal for three hours in the fall with field show. Performances outside of school day (some evenings/weekends).  
Fee $75  

This year-long elective course is the non-auditioned concert ensemble. Continuing musicians; starting musicians; second instrument musicians. Develops intermediate-advanced performance skills + music theory. Members perform in evening concerts, contests, solo/ensemble, field show (fall), pep band (winter), parade band (spring). Class has required summer instrumental/field show camp in August. **There is a participation fee of ~$75 for fall season and specific concert attire – 4-month payment plans & fundraisers will run congruently to assist with participation fees. Scholarship opportunities also available! Additional opportunities include honor bands, spring tour, community ensembles and student leadership positions.**
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MUS201</td>
<td>WIND SYMPHONY</td>
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<tr>
<td>MUS316</td>
<td>PERCUSSION ENSEMBLE</td>
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<tr>
<td>MUS216</td>
<td>JAZZ ENSEMBLE I</td>
</tr>
</tbody>
</table>

**MUS201 WIND SYMPHONY**

- **Length:** Full-Year
- **Open to:** 10-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** Audition only
- **Homework hours per week:** One evening rehearsal for three hours in the fall with field show. Performances outside of school day (some evenings/weekends).
- **Fee:** $75

This year-long elective course is the advanced auditioned concert ensemble. Develops advanced performance skills + music theory. Membership is comprised primarily of juniors and seniors, and is limited by instrumentation constraints. Purpose is to develop college level performance skills. Members perform in all concerts, festivals, contests, programs, field show (fall), pep band (winter), parade band (spring). Class has required summer instrumental/field show camp in August. **There is a participation fee of ~$75 for fall season and specific concert attire** – 4-month payment plans & fundraisers will run congruently to assist with participation fees. Scholarship opportunities also available! Additional opportunities include honor bands, spring tour, community ensembles and student leadership positions.

**MUS316 PERCUSSION ENSEMBLE**

- **Length:** Full-Year
- **Open to:** 10-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** 1 year previous enrollment in band as a percussionist, audition or special permission
- **Homework hours per week:** Two evening rehearsals for three hours in the fall with field show. Performances outside of school day (some evenings/weekends).
- **Fee:** $75

This course is designed to teach instruments throughout the entire percussion section. Students will learn beginning to advanced techniques in rudimental snare, timpani, and mallet instruments. Techniques for multiple percussion, drum set, concert and marching band will be included. Students will perform with Symphonic Winds, Wind Symphony, Field Show Ensemble (Drum Line and Front Ensemble), Pep Band, Parade Band, Percussion Ensembles and solo/ensemble. Class has required summer instrumental/field show camp in August. **There is a participation fee of ~$75 for fall season and specific concert attire**—4-month payment plans & fundraisers will run congruently to assist with participation fees. Scholarship opportunities also available! Additional opportunities include honor bands, spring tour, community ensembles and student leadership positions.

**MUS216 JAZZ ENSEMBLE I**

- **Length:** Full-Year
- **Open to:** 10-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** Audition only (music provided during summer; sit-in auditions occur 1st week of school)
- **Homework hours per week:** Practice – Sectionals - Performance

This is a year-long elective course. Jazz Ensemble I is the premier level of jazz band available. This ensemble teaches students a variety of jazz styles (swing, bebop, funk, rock, big band, Latin, etc.) and performs extensively in the school and community. Students must commit to preparation of their parts, working on both the technical and artistic aspects of their musicianship in order to experience higher levels of complexity and beauty in music. The literature often requires students to draw upon their different realms of knowledge, abilities, and experience in order to perform the music at the level of sophistication required. Learning will be assessed through performances (in and out of class), play tests, sectionals, discussions and listening. Performances in concerts, festivals and competitions. Students must be concurrently enrolled in band or choir. This class meets before school during zero hour.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS217</td>
<td>JAZZ ENSEMBLE II (Lab)</td>
<td>Full-Year</td>
<td>10-12 grades</td>
<td>Fine Arts</td>
<td>Open to all jazz instrumentalists</td>
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<td>Homework hours per week: Practice – Sectionals - Performance</td>
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</table>

This is a year-long elective course. Jazz Ensemble II is the second level of jazz band available. This ensemble teaches students a variety of jazz styles (swing, bebop, funk, rock, big band, Latin, etc.) and performs extensively in the school and community. Students must commit to preparation of their parts, working on both the technical and artistic aspects of their musicianship in order to experience higher levels of complexity and beauty in music. Students awaken their desire for improvisation and learn to express ideas through music. Learning will be assessed through performances (in and out of class), play tests, sectionals, discussions and listening. Performances in concerts, festivals and competitions. Students must be concurrently enrolled in band or choir. This class meets before school during zero hour.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS206</td>
<td>BEGINNING GUITAR</td>
<td>Semester</td>
<td>9-12 grades</td>
<td>Fine Arts</td>
<td>Student must provide his/her own acoustic guitar/bass. Electric guitars and basses must be accompanied by a personal amp and headphones.</td>
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<td>Homework hours per week: Practice 1-2 hours</td>
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</tbody>
</table>

This course is designed for the beginning to intermediate guitarist and/or bassist. Students will be instructed in the basic musical concepts of melody, harmony and rhythm, as those concepts apply to the guitar. Beginning bassists will be instructed in the basic music concepts of chord structure, various bass lines, rhythm, style and chord structures. At the end of the class, students will be able to play basic chords, simple melodies and supporting bass lines. The course will allow for individualized needs with primarily beginning instruction. Solo work and small ensemble work, such as duet and trio literature will be explored.

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<thead>
<tr>
<th>Course Code</th>
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<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS218</td>
<td>INTERMEDIATE-ADVANCED GUITAR/BASS</td>
<td>Semester</td>
<td>9-12 grades</td>
<td>Fine Arts</td>
<td>Previous successful guitar/bass playing instruction or ability; must be able to read basic tab, chord symbols and notated music; teacher special permission.</td>
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<td>Homework hours per week: Practice 1.5-3 hours</td>
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</tbody>
</table>

This course is designed for the intermediate to advanced guitarist. Students will be instructed in more complex concepts of melody, harmony and rhythm as those concepts apply to the guitar/bass. Students will be expected to be able to read music (treble clef-guitar and/or bass clef-bass). Students will learn some music theory as needed with technique development and understanding. Students will be encouraged to explore a particular avenue/style of playing. Solo work and small ensemble work, such as duet and trio literature will be utilized. Video and audio examples will be utilized of master performers. Students will perform for peers throughout class. One field trip offered per semester.
### MUS100  CONCERT CHOIR
- **Length:** Full-Year
- **Open to:** 9-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** None
- **Homework hours per week:** Performances/Practice
- **Fee:** $10

This is a two-semester course designed for freshman, sophomore, junior, and senior students wishing to start or continue their vocal ambitions. Much time will be spent on development of proper vocal technique and introduction or review of music fundamentals. These concepts will be reinforced through the presentation of a variety of choral literature. This course seeks to develop students’ knowledge and appreciation of music, and also emphasizes the rewards of group effort and individual responsibility and leadership. The Concert Choir will perform at least four times during the year. Attendance at all performances is required. Evaluation is based on mastery of course objectives as determined by teacher observation, written assignments and quizzes, individual and/or small group singing, and class participation. There is a $10 robe cleaning fee for this course.

### MUS203  TREBLE CHOIR
- **Length:** Full-Year
- **Open to:** 10-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** Audition
- **Homework hours per week:** Performances/Practice
- **Fee:** $10

This is a two-semester course designed for sophomore, junior, and senior students wishing to start or continue their vocal ambitions. Through singing a variety of music written for treble voices, students will explore the elements of making quality music. Vocal production, music theory, listening skills, and working cooperatively within a group setting will be the primary goals of the class. The Treble Choir will perform in a minimum of four evening concerts each year. Attendance at all performances is required. Evaluation is based on mastery of course objectives as determined by teacher observation, written assignments and quizzes, individual and/or small group singing, and class participation. There is a $10 robe cleaning fee for this course.

### MUS204  CHAMBER CHOIR I-II
- **Length:** Full-Year
- **Open to:** 10-12 grades
- **Credit:** Fine Arts
- **Prerequisites:** Audition
- **Homework hours per week:** Performances/Practice
- **Fee:** $10

This is a two-semester course designed for advanced sophomores, juniors, and seniors. Students will sing music from all periods of composition. In addition, this course will stress individual and group vocal development through use of proper vocal technique, and will present the student with advanced musical techniques. The Chamber Choir will perform in four evening concerts during the year. Other festivals and performances will also be arranged both in and out of the local community. Attendance at all performances is required. Evaluation is based on mastery of course objectives as determined by teacher observation, occasional written work, individual singing, and class participation. There is a $10 robe cleaning fee for this course.
MUS205 VOCAL JAZZ ENSEMBLE I-II
Length: Full-Year
Open to: 10-12 grades
Credit: Fine Arts
Prerequisites: Audition and concurrent enrollment in either Concert Choir, Treble Choir or Chamber Choir
Homework hours per week: Performances/Practice

This is a two-semester course designed for the student desiring exposure to the field of vocal jazz literature and performance. This course is open to students who are concurrently enrolled in Concert Choir, Treble Choir, or Chamber Choir. This course seeks to develop students' knowledge, appreciation, and awareness of music in the jazz medium, and emphasizes the rewards of group effort and individual responsibility and leadership. Many performances, including festivals and contests, will be scheduled for the year. Attendance at all performances is required. Evaluation is based on a mastery of course objectives as determined by teacher observation, occasional listening assignments, individual and/or small group singing, and class participation. This class meets before school during zero hour.
NON-DEPARTMENTAL ELECTIVES

ELE200 LEADERSHIP SKILLS DEVELOPMENT
Length: Full Year
Open to: 11-12 grades
Credit: Elective (This class may be repeated for credit) and Career and Technical Education (2nd year only)
Prerequisites: Instructor Permission
Homework hours per week: Service is the largest component of Leadership Class. Average is 5 hours per week but can be in excess of 20 hours during busy periods such as "Homecoming".

This is a full year course designed to challenge students to grow and develop leadership skills. The course focuses around individual and group processes such as membership, service, goal-setting, and facilitation. The class also gives students the opportunity to enhance their skills in public speaking, problem-solving, decision-making, and project management. Participation inside and outside of class is essential. Reflection on class activities and the effect they have had on the student is a regular part of the class. Evaluation will be based on participation, personal growth, involvement in student activities, and projects turned in.

Credit from this course can be applied to Elective or Career and Technical Education (2nd year only). Please note that cross credits DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

PSC300 PUGET SOUND SKILLS CENTER
Length: Year
Open to: 11-12 grades
Credit: Career and Technical Education
Prerequisites: Permission of Counseling Department
Homework hours per week: None

Tahoma High School Students have the opportunity to be involved in an off campus vocational experience at the Puget Sound Skills Center (PSSC). Students must be in grades 11 and 12 and have appropriate credits. Tahoma School District will provide transportation for those students who are enrolled in the afternoon session. Students that attend PSSC will only earn 5.0 credits instead of the normal 6.0 credits per year. There are currently fifteen PSSC programs available. These programs include Autobody/Plastic Technology, Automotive Technology, Community Resource Training, Computer Electronics, Computer Information Technology, Computer Network Systems, Construction Technology, Culinary Arts/Hotel and Restaurant Management, Dental Assisting, Digipen Animation and Gaming Techniques, Engineering Design Technology, Fashion Design and Marketing, Human Resource Management, Marine Technology, and Medical Careers.

EDUCATIONAL GROWTH AND DEVELOPMENT
Length: Semester
Open to: 10-12 grades
Credit: Elective
Prerequisites: Permission of Counseling Department
Homework hours per week: None

Educational Growth and Development is available as a scheduled class for students in need of credit retrieval. Students needing to make up credits, must speak to their counselor and complete necessary intake forms. This class will offer semester credits on an independent study basis. When students complete their assigned independent study they receive their credit. As a result, students may earn more than one half credit per semester in this class. Motivation and effort are essential for success.
TEACHER ASSISTANT

Length: Semester
Open to: 11-12 grades
Credit: ¼ credit
Prerequisites: Instructor Permission with qualifying criteria
Homework hours per week: None

Teacher Assistants have an opportunity to work in service to the school. Under the direction of the staff member to which they are assigned they will perform a variety of duties. They are expected to demonstrate responsibility, initiative, and a willingness to work. Regular attendance will be an important part of the student’s evaluation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Homework hours per week</th>
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</thead>
<tbody>
<tr>
<td>GMA120</td>
<td>MATH FUNDAMENTALS 9</td>
<td>Full-Year</td>
<td>9th grade</td>
<td>Math</td>
<td>IEP Teacher recommendation</td>
<td>2 hour</td>
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<tr>
<td></td>
<td>This full year math class is designed to strengthen student's knowledge of whole number operations and develop general problem solving skills.</td>
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<tr>
<td>GMA102</td>
<td>MATH SKILLS I</td>
<td>Full-Year</td>
<td>9-12 grades</td>
<td>Math</td>
<td>IEP Teacher recommendation</td>
<td>1-2 hours</td>
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<tr>
<td></td>
<td>This full year math course is for students in grades 9-12 who receive specially designed instruction in math. In addition to strengthening whole and rational number skills, the course builds skills needed to understand pre-algebra concepts including: mathematical expressions and equations, ratios/rates/percentages, 2 and 3 dimensional figures, mathematical reasoning and problem solving.</td>
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<tr>
<td>GMA101</td>
<td>MATH SKILLS II</td>
<td>Full-Year</td>
<td>9-12 grades</td>
<td>Math</td>
<td>Completion of Math Skills I and IEP team recommendation</td>
<td>1-2 hours</td>
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<tr>
<td></td>
<td>This full year math course is for students in grades 9-12 who receive specially designed instruction in math. In addition to strengthening whole and rational number skills, the course builds skills needed to understand re-algebra concepts including: Graphing linear equations and inequalities; using formulas to evaluate 2 and 3 dimensional figures; probability; mathematical reasoning; and problem solving.</td>
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<tr>
<td>GMA110</td>
<td>MATH SKILLS III</td>
<td>Full-Year</td>
<td>9-12 grades</td>
<td>Math</td>
<td>Completion of Math Skills II and IEP team recommendation</td>
<td>1-2 hours</td>
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<td></td>
<td>This full year math course is for students in grades 9-12 who receive specially designed instruction in math. This course builds pre-algebra skills needed to understand algebra concepts including: linear functions and equations, properties of geometric figures, summary and analysis of data sets, mathematical reasoning and problem solving.</td>
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</tbody>
</table>
GMA200  FUNDAMENTAL ALGEBRA I
Length: Full-Year
Open to: 10-12 grades
Credit: Math
Prerequisites: IEP teacher recommendation
Homework hours per week: 1-2 hours

This is a two-semester course available to students qualifying for Special Education with deficits in math. Topics of the course will include the properties of real numbers, equations & inequalities, operations on polynomial & rational expressions, factoring, functions & their graphs and problem solving.

GMA301  CONSUMER MATHEMATICS
Length: Full-Year
Open to: 11-12 grades
Credit: Math
Prerequisites: IEP teacher recommendation
Homework hours per week: 1 hour

Consumer Mathematics presents basic math skills used in everyday situations – paying taxes, buying food, banking & investing, and managing a household. Problem solving and word problems encourage students to relate skills to real-life situations with activities such as comparison shopping and calculating interest rates.

GLA204  FUNDAMENTAL READING I-II
Length: Full-Year
Open to: 9-12 grades
Credit: Language Arts
Prerequisites: IEP Teacher recommendation
Homework hours per week: 1 hour

This two-semester course is based on whole word and phonetic approaches to reading involving basic word attack skills, decoding skills, recall, sequence, and inferential information. Programs in spelling and vocabulary will be developed according to individual student needs. It meets a graduation requirement for English and may be repeated for credit. Course objectives are: student will be able to correctly identify all vowel/consonant blends with 85 percent accuracy and student will be able to spell phonetic and multisyllabic words correctly with 85 percent accuracy. Evaluation will be based on formal and informal test procedures, teacher observation, and class participation based on I.E.P. objectives.

GLA100  FUNDAMENTAL LANGUAGE ARTS I-II
Length: Full-Year
Open to: 9-10th grade
Credit: Language Arts
Prerequisites: IEP Teacher recommendation
Homework hours per week: 1 hour

This is a two-semester course available to students qualifying for Special Education with deficits in reading and written language. Course work will be in the areas of writing fluency and mechanics, oral communication, and reading. This course meets the requirements for English and may be repeated for credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Homework hours per week</th>
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</thead>
<tbody>
<tr>
<td>GLA302</td>
<td>FUNDAMENTAL AMERICAN EXPRESSIONS</td>
<td>Full-Year</td>
<td>11th grade</td>
<td>Language Arts</td>
<td>IEP Teacher recommendation</td>
<td>1 hour</td>
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<tr>
<td>GLA405</td>
<td>TRANSITIONAL ENGLISH 12</td>
<td>Full-Year</td>
<td>12th grade</td>
<td>Language Arts</td>
<td>IEP Teacher recommendation</td>
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<tr>
<td>GSS301</td>
<td>CIVICS</td>
<td>Full-Year</td>
<td>11-12 grades</td>
<td>Social Studies</td>
<td>IEP Teacher recommendation</td>
<td>1 hour</td>
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<tr>
<td>GOE116</td>
<td>WRITING, READING, MATH SKILLS CENTER 9</td>
<td>Full-Year</td>
<td>9th grade</td>
<td>Elective</td>
<td>IEP Teacher recommendation</td>
<td>None</td>
</tr>
</tbody>
</table>

This is a two-semester course available to students qualifying for Special Education who would not otherwise be able to successfully meet 11th grade English graduation requirements. Course content generally parallels that of the general education American Expressions course, and also provides for the necessity of individualized instruction relating to students deficits as addressed in student IEP’s. This class meets graduation requirements for English 11. This course is offered on an “as needed” basis as determined by the Special Education Department and may not be offered every year.

This one year English course will provide specially designed instruction for students transitioning to a variety of settings after high school: the work place, community college, vocational programs or four year colleges. This course will provide support for the STEP project, classroom based assessments in APGI, written classroom work, an introduction to technical reading and a variety of formal and informal written communications needed after high school. Students will learn and practice technology based programs as an academic support in the areas of reading and writing. Students will continue to develop self-advocacy skills needed to access appropriate accommodations and/or modifications in a post-secondary setting.

This course is designed to develop an understanding of the responsibilities, information and skills involved in being a citizen. It will focus on practical aspects of geography and government, common citizenship practices such as voting or paying taxes, obeying the law and current events. The goal of this course is to enhance future independence, participation in the community and choice for students who are disabled as they become adults.

This year long class is available to 9th grade students qualifying for Special Education Services. The course focuses on developing skills necessary for student success such as study and organization, student behavior and non-fiction reading comprehension as well as strategies and support for math and writing. The purpose of this course is to equip students with skills and strategies required to become as academically independent as possible. Because Tahoma Junior High provides academic support outside of the classroom, these classes will not be homework centers. Student evaluation and grading is based on student participation and regular completion of required daily/weekly assignments.
This one or two semester course is available to sophomores qualifying for Special Education Services. Placement is determined by the IEP team. This course focuses on reading comprehension strategies, note taking, Step-Up to Writing, test taking strategies, and study and organizational skills as determined by an Individual Education Plan (IEP). Support is focused in English 10, math and science. Because Tahoma High School provides academic support outside of the classroom, these classes will not be homework centers. Student evaluation is based on student participation and regular completion of required daily/weekly assignments.

This one or two semester course is available to juniors and seniors qualifying for Special Education Services. Placement is determined by the IEP team. This course focuses on reading comprehension strategies, note taking, Step-Up to Writing, test taking strategies, and study and organizational skills as determined by an Individual Education Plan (IEP). Support is focused in American Expressions, American Studies, and math as needed. Because Tahoma High School provides academic support outside of the classroom, these classes will not be homework centers. Student evaluation is based on student participation and regular completion of required daily/weekly assignments.

This one or two semester course is available to juniors and seniors qualifying for Special Education Services. Placement is determined by the IEP team. This course focuses on reading comprehension strategies, note taking, Step-Up to Writing, test taking strategies, and study and organizational skills as determined by an Individual Education Plan (IEP). Support is focused in American Expressions, American Studies, and math as needed. Because Tahoma High School provides academic support outside of the classroom, these classes will not be homework centers. Student evaluation is based on student participation and regular completion of required daily/weekly assignments.
Scholarships are available for required course fees to students who need financial aid. Contact the counseling office for assistance.

Animal Science, Plant Science, Sports and Health Science, Robotics and Sports Medicine can be cross credited for science credit. Please check the CTE section for course descriptions and page 10 of this catalog for the Two-for-One crediting chart.

Four semesters of science are required for graduation. Most four-year colleges require students to have two or more years of lab science with at least one year being Biology, Chemistry or Physics. Completion of Inquiry Science III – IV meets the four-year college requirement for biology credit. Science courses are sequenced through four levels as shown below. Generally speaking, to register for a course, students must have taken a course at the previous level. See each individual course’s prerequisites for details. Chemistry is a prerequisite for all Level 4 courses. Sophomores who have successfully completed Inquiry Science I – II, Inquiry Science III-IV and Algebra II by the end of their ninth grade year may choose to take Chemistry in lieu of Inquiry Science III – IV.

Level One: Inquiry Science I-II – Earth Science Lab

Level Two: Inquiry Science III-IV – Biology Lab *
Outdoor Academy (Integrated Program)
Global Academy (Integrated Program)
Plant Science**
Animal Science**

Level Three: Chemistry
College Geology
AP Environmental Science
Marine Biology (one semester)
Oceanography (one semester)
Environmental Biology
Sports and Health Sciences**
Sports Medicine**

Level Four: Physics
AP Physics C - Mechanics
AP Biology
AP Chemistry

*Enrollment in this course is required of all 10th grade students who are not enrolled in an integrated academy or who are not taking Chemistry.

**This class will fulfill high school graduation requirements but may not fulfill four-year college entrance requirements.

SCI100 INQUIRY SCIENCE I-II - EARTH SCIENCE LAB
Length: Full-Year
Open to: 9th grade
Credit: Science
Prerequisites: None
Homework hours per week: 2 hours

This year-long course will give students the background they need to become knowledgeable, science literate citizens. This is the first course in a two year path which prepares students for the High School Proficiency Exam (HSPE). Students will be engaged in inquiry driven processes that allow them to see connections among Biology, Earth Science, and the Physical Sciences. Enrollment in this course is required of all ninth grade students who are not enrolled in the Integrated Academy.
BLK100  
SUMMIT PROGRAM  
Length: Full-year  
Open to: 9th grade  
Credit: Language Arts, Social Studies, Health, Science (Lab)  
Prerequisites: None  
Homework hours per week: 6-7 hours  

See the Academies section on page 18 for complete course description.

SCI200  
INQUIRY SCIENCE III-IV - BIOLOGY LAB  
Length: Full-Year  
Open to: 10th grade (and 9th graders who successfully completed Inquiry Science I/II as 8th graders)  
Credit: Science  
Prerequisites: Inquiry Science I-II-Earth Science Lab  
Homework hours per week: 1.5 hours  

This is a year-long science course that will engage sophomores in the exploration of the big ideas of science and help them to master the 10th grade science standards. Inquiry III-IV students will learn the dynamic functions of the Earth through the disciplines of biology, chemistry, and geology. Specifically students will use systems thinking, conduct inquiry based investigations and will learn how to apply science by engineering solutions to human problems. Topics of study include geologic and biologic evolution, genetic engineering, population dynamics, and resource management. This course is required of all tenth grade students who are not enrolled in an integrated program or chemistry. There will be a $1 fee for a Science Lab Notebook.

BLK200  
OUTDOOR ACADEMY (AP Environmental Science)  
Length: Full-year (3 periods, 3 Credits)  
Open to: 10th grade  
Credit: Language Arts, Science (Lab), Health & Fitness  
Prerequisites: None  
Homework hours per week: 2-5 hours  

See the Academies section on page 18 for complete course description.

BLK202  
GLOBAL ACADEMY  
Length: Full-Year (2 Periods, 2 Credits)  
Open to: 10th grade  
Credit: Language Arts, Science (Lab) (2 total credits)  
Prerequisites: None  
Homework hours per week: 2-5 hours  

See the course description for SCI200, Inquiry Science III-IV Biology above. See the Academies section on page 18 for complete course description.
**SCI300**  
**CHEMISTRY I-II**  
**Length:** Full-Year  
**Open to:** 11-12 grades (10th grade if the student has successfully completed Inquiry Science III-IV in 9th grade.)  
**Credit:** Science  
**Prerequisites:** Inquiry Science III-IV or Outdoor Academy  
**Success Indicators:** Students that have received a “C” or better in Inquiry III-IV and Geometry have traditionally been successful in Chemistry  
**Homework hours per week:** 2-3 hours

This full-year course is designed for students who are college bound. Topics include atomic structure, molecular geometry, reactions, stoichiometry, chemical bonding, gas laws, solutions, equilibrium and acids/bases. This course combines the concepts of chemistry with an inquiry-based, hands-on approach to learning. Students will leave the class not only better prepared for college, but also more informed citizens. This course serves as the prerequisite for all Level 4 courses.

**SCI304**  
**MARINE BIOLOGY**  
**Length:** Semester  
**Open to:** 11-12 grades  
**Credit:** Science  
**Prerequisites:** Completion of any other Level 2 or Level 3 course  
**Homework hours per week:** 1 hour

In this one-semester course students will investigate life in the One World Ocean. Students will become familiar with the instruments and methodologies used by marine biologists and will obtain a broad knowledge of marine life and environments. Students will be engaged in numerous lab experiences (both in the classroom and in the field), including comparative anatomy by dissection of marine organisms. Students will be assessed using objective testing, participation in class activities, and the completion of assignments, projects and presentations.

**SCI305**  
**OCEANOGRAPHY**  
**Length:** Semester  
**Open to:** 11-12 grades  
**Credit:** Science  
**Prerequisites:** Completion of any other Level 2 or Level 3 course  
**Homework hours per week:** 1 hour

In this one-semester course students will investigate the geological, physical, and chemical characteristics of the One World Ocean. Students will become familiar with the instruments and methodologies used by oceanographers and will obtain a broad knowledge of marine environments. Students will be engaged in numerous lab experiences (both in the classroom and in the field). Students will be assessed using objective testing, participation in class activities, and the completion of assignments, projects and presentations.
### SCI303  ENVIRONMENTAL BIOLOGY

**Length:** Full Year  
**Open to:** 11-12 grades  
**Credit:** Science  
**Prerequisites:** Completion of Inquiry Science III-IV  
**Homework hours per week:** 2-3 hours  

This year-long course will give students the background they need to become knowledgeable, science literate citizens and assist in preparing students for post high school education. Students will be engaged in inquiry-driven experiences organized within a framework of environmental sustainability. Current global and local issues will be investigated with a particular emphasis on their biological components. This course could be a good option for any student wishing to continue their science education beyond Inquiry Science I-IV. Completion of Inquiry Science III-IV is a prerequisite for this course.

### SCI400  PHYSICS

**Length:** Full-Year  
**Open to:** 11-12 grades  
**Credit:** Science  
**Prerequisites:** Completion of Inquiry Science III-IV and concurrent enrollment in Algebra II or higher  
**Success Indicators:** A successful student will be comfortable with graphing and working with variables in algebra.  
**Homework hours per week:** 2-3 hours  

This full-year course introduces students to a broad range of topics including, classical mechanics, optics, waves and electromagnetism. Lectures combined with group activities, labs and problem sets provide each student with a variety of ways to learn the practical application of physics to everyday life. This course is designed to prepare students for both calculus and non-calculus based college physics courses.

### SCI500  AP ENVIRONMENTAL SCIENCE

**Length:** Full-Year  
**Open to:** 11-12 grades  
**Credit:** Science  
**Prerequisites:** Inquiry Science III-IV or completion of any Level 3 course. Must have completed AP/College in the HS agreement on file.  
**Success Indicators:** Students that have received a “B” or better in Inquiry III-IV have traditionally been successful in AP Environmental Science  
**Homework hours per week:** 2.5 hours  

This full-year course is designed to be the equivalent of a one-semester introductory college course in environmental science. It will prepare students to take the AP Environmental Science exam in May. The course combines the disciplines of geology, biology, environmental studies, environmental science, chemistry, and physical geography. The learning in the course is also connected to history, economics, politics, and cultural anthropology. Students will be exposed to the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, and to examine the role science and technology can play in identifying solutions for resolving and/or preventing problems. Heavy emphasis is placed on scientific processes, lab and outdoor fieldwork and analyzing current events.
SCI501 COLLEGE GEOLOGY I-II
Length: Full-Year
Open to: 11-12 grades
Credit: Science
Prerequisites: Inquiry Science III-IV. Must have completed AP/College in HS Agreement on file.
Success Indicators: Self-directed students who are willing to work hard have traditionally been successful in College Geology.
Homework hours per week: 5 hours

This full-year course is offered through Central Washington University. College Geology introduces students to the physical systems of the Earth through lab and field work. Topics focus on the study of Washington State geology, stressing volcanism, earthquakes, glaciation, soils, and mountain building. The final exam is an overnight field camp. This course teaches university-level learning strategies and prepares students to think like college students. The course fee for a field journal and hand lens is $35. In addition to earning high school credit, students can earn four credits from CWU for approximately $220. Students who complete this course with a grade of 3.0 or above, and then attend CWU may be eligible for a $600 tuition award from CWU.

SCI502 AP BIOLOGY
Length: Full-Year
Open to: 11-12 grades
Credit: Science
Prerequisites: Completion of Chemistry or teacher recommendation. Must have completed AP/College in the HS agreement on file.
Success Indicators: Students that have received a B or better in Chemistry have traditionally been successful in AP Biology
Homework hours per week: 5-10 hours

AP Biology is a course designed for students who have a strong interest in, or desire to pursue a career in, the sciences. The AP Biology course is organized around the following major themes: science as a process; evolution; energy transfer; continuity and change; relation of structure to function; regulation; interdependence in nature; and science, technology and society. This course is designed to be equivalent to a two-semester introductory college biology course for science majors. Required reading, curriculum, and laboratory activities are concurrent with a 100-level university biology course. To succeed in AP Biology students must be highly motivated to learn and be willing to learn a portion of the curriculum independently.

SCI503 AP PHYSICS C-MECHANICS
Length: Full-Year
Open to: 11-12 grades
Credit: Science
Prerequisites: Completion of Chemistry and completion of/concurrent enrollment in AP Calculus AB. Must have completed AP/College in the HS agreement on file.
Homework hours per week: 6-12 hours

AP Physics C - Mechanics is a one-year Advanced Placement science course that covers topics in Newtonian Mechanics. Methods of calculus are used wherever appropriate in formulating physical principles and applying them to real world situations. A variety of laboratory experiences provide the student with opportunities to experience the relationship between the derived equations and the physical world. The course also provides calculus students an opportunity to use their mathematics skills in a different setting. The course is designed to be equivalent to an introductory college course in mechanics for science, engineering or computer science majors.
SCI506 AP CHEMISTRY
Length: Full-Year
Open to: 11-12 grades
Credit: Science
Prerequisites: Chemistry required, pre-calculus recommended. Completed AP/College in HS agreement on file.
Homework hours per week: 4 hours

This course is the equivalent of a full year of college general chemistry for science and engineering majors. Students will build a deeper understanding of concepts introduced in the first-year chemistry course such as electrochemistry, thermodynamics, and equilibrium. Student will have the opportunity to engage in laboratory experiences that require detailed quantitative analysis.
Scholarships are available for required course fees to students who need financial aid. Contact the counseling office for assistance.

Personal & Business Law can be Two-for-One credited for social studies credit. Please check the CTE section for course description and page 11 of this catalog for the Two-for-One crediting chart.

SOC100  PACIFIC NORTHWEST HISTORY
Length: Semester
Open to: 9th grade
Credit: Social Studies
Prerequisites: None
Homework hours per week: 3 hours

Pacific Northwest History is a required, one-semester course for ninth grade. Students focus on geography, history, multicultural identity, economy, government, and current issues of the Pacific Northwest.

BLK100  SUMMIT PROGRAM
Length: Full-year
Open to: 9th grade
Credit: Language Arts, Social Studies, Health, Science (Lab)
Prerequisites: None
Homework hours per week: 6-7 hours

See the Academies section of the catalog on page 18 for full description.

SOC107  AP HUMAN GEOGRAPHY
Length: Full Year
Open to: 9th grade
Credit: Social Studies
Prerequisites: 8th grade Honors History. Must have completed AP/ the HS agreement on file.
Homework hours per week: 4-5 hours

AP Human Geography introduces students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

The course will develop Advanced Placement writing skills. Students will be exposed to analytical and expository writing styles which fit the criteria of the AP exam.
SOC500  AP EUROPEAN HISTORY
Length:  Full-Year
Open to:  10-12 grades
Credit:  Social Studies
Prerequisites:  Open to all students who have completed AP/College in HS Agreement on File
Success Indicators:  Recommended: 3.5 Cumulative grade point average; passion and strong ability in reading, writing, analytical thinking; love of history
Homework hours per week:  5-6 hours

The layout is that of a sophomore class (but also applicable to juniors and seniors). The course will develop Advanced Placement writing skills and provide a background in both European and American History from 1450 to present. Students will be exposed to analytical and expository writing styles which fit the criteria of the AP exam. The curriculum is designed to cover European History beginning with the Renaissance and ending with the Cold War. The course requires some extensive reading and study beyond other elective Social Studies classes. Students may take the Advanced Placement European History exam offered in May. This course is designed for students who intend to pursue post-secondary education beyond high school and have an interest in gaining college credit while in high school.

Recommended: To be taken in conjunction with Pre-AP Language and Composition.

BLK300  BASIC INTEGRATED LEARNING ELEVEN I-II
Length:  Full-year (2 Periods, 2 Credits)
Open to:  11th grade
Credit:  Language Arts, Social Studies
Prerequisites:  Recommendation from an English 10 teacher
Homework hours per week:  2 hours for both periods

Basic Integrated Eleven is a year long integrated course that satisfies the requirement for both American Studies and American Expressions. The course is taught in a one room setting for two consecutive class periods. The curriculum takes a thematic approach to key concepts and events in United States history, as well as American literature. In addition, organization, goal setting, punctuality, and other basic skills are addressed throughout the year. This course is designed for students who have experienced difficulties in traditional class room settings.

SOC300  AMERICAN STUDIES I-II
Length:  Full-Year
Open to:  11th grade
Credit:  Social Studies
Prerequisites:  None
Homework hours per week:  4-5 hours

American Studies I-II is required for graduation and is generally taken during the junior year. This course attempts to align the content of American Expressions (Language Arts) and United States History (Social Studies). The course follows a chronological approach to the American experience through numerous first and second hand sources. Major themes analyzed are: the influence of cultural and social conditions on the U.S., economics, and American intervention in foreign affairs. Students will be evaluated in a variety of ways including: written and oral tests, essays, simulations, and classroom participation. The course content is aligned with the state standards for social studies at the 11th grade level.
AP UNITED STATES HISTORY

Length: Full-Year
Open to: 11th grade
Credit: Social Studies
Prerequisites: Open to all junior or senior students who have a completed AP/College in HS agreement on file.
Success Indicators: Recommended: 3.5 cumulative grade point average; passion for and strong ability in reading, writing, analytical thinking; love of history.
Homework hours per week: 4-8 hours

AP US History is a college level course using a chronological approach. Students will study from primary and secondary history sources, historical novels, and fiction. Teaching strategies include preparing for the AP exam utilizing documents, media, technology, lecture, and simulations. Evaluation is based on student quizzes, tests, essays, homework, readings, and group projects. Students are required to read an assigned novel over the summer, purchase a tutorial text, and a supplemental text (cost is under $30). Summer reading 2-3 hours/week. Homework during school 4-8 hours/week.

BASIC AGGI

Length: Full-Year
Open to: 12th grade
Credit: Social Studies
Prerequisites: None
Homework hours per week: 1 hour + completion of STEP project

Basic AGGI is a year-long course that satisfies the Senior social studies requirement for graduation. This course will consist of two units. Unit I will cover the Constitution & Bill of Rights, Election & Politics, Civil Rights and Liberties, Branches of Government, and State and Local Government. Unit II will focus on relevant contemporary world problems and their impact on the United States. This course will include individual projects, learning groups, group discussions, and observations. Student progress and understanding will be evaluated through written, verbal and hands-on activities. This course is designed for students who have experienced difficulties in traditional classroom settings. Additional class time will be set aside for organization of the STEP Project.

AMERICAN GOVERNMENT & GLOBAL ISSUES I-II (AGGI)

Length: Full-Year
Open to: 12th grade
Credit: Social Studies
Prerequisites: None
Homework hours per week: 4 hours + completion of STEP project

This is a full-year course required for graduation and is generally taken during the senior year. This course will consist of two units. Unit I will cover the Constitution & Bill of Rights, Elections & Politics, Civil Rights & Civil Liberties, and Comparative Political & Economic Systems. Unit II will cover the Executive Branch, Legislative Branch, Judicial Branch, and State & Local Government. Historical and current views of each unit will be studied. Relevant contemporary problems/issues will be brought into reinforce the American Government issues as well as the importance of the issues together. This course will include individual projects, learning groups, group discussions, and observations. Student progress and understanding will be evaluated through written, verbal, and hands-on activities.
SOC502  A. P. UNITED STATES GOVERNMENT & POLITICS
Length: Full-Year
Open to: 12th grade
Credit: Social Studies
Prerequisites: Open to all senior students who have a completed AP/College in HS Agreement on file.
Success indicators: Recommended: 3.5 cumulative grade point average; passion and strong ability in reading, writing, analytical thinking; love of history.
Homework hours per week: 5 hours + completion of STEP project

This is a full year course designed as a college introductory class that will prepare students to take the Advanced Placement United States Government and Politics Test. Areas of concentration in United States Government are: Constitutional underpinnings of United States Government; Political beliefs and behaviors; Political parties, interest groups, and mass media; Institutions of national government; Public policy and foreign policy; Civil rights and civil liberties.

Note: We The People Constitutional Team is not part of this course.

SOC503  AP U.S. GOVERNMENT AND POLITICS – WE THE PEOPLE
Length: Full-Year
Open to: 12th grade
Credit: Social Studies
Prerequisites: Consideration will be given to all senior students who are recommended by a social studies or language arts teacher. Must have completed AP/College in the HS agreement on file.
Success Indicators: Recommended: Completion of AP European History and AP US History; passion for government and politics, strong ability in reading, writing, analytical thinking; collaborative worker; 3.5 grade point average; willingness to prepare rigorously for competition.
Homework hours per week: 10-12 hours + completion of the STEP project

The We the People Constitution Team is run through this introductory college course. Students will compete in simulated Congressional hearings debating Constitutional principles at the District, State, and possibly National level. If the team qualifies for the national competition they will travel to Washington, D.C., miss four days of school, and be responsible for part of the cost. In addition to attending hearings beyond the regular school day, students are required to attend at least one meeting a week after school and multiple evening run-throughs. Students are required to complete a comprehensive summer homework assignment that will take over 10 hours to complete. This course also prepares students to take the Advanced Placement United States Government and Politics test.

SOC200  WORLD CULTURES
Length: Semester
Open to: 10-12 grades
Credit: Social Studies
Prerequisites: None
Homework hours per week: 3 hours

This is a one-semester elective course designed to provide students an overview of different world cultures, including study of the major geographic, political, and historical aspects of each of the major cultures.

Specific topics include: Egypt and the Fertile Crescent Civilizations; Greece; Rome; early African; Asian, and American cultures; the Scientific Revolution; Reformation and Renaissance; the Nation States, including Modern Nations; and unique peoples, environments, and cultures of the world.

Major activities of the course include reading, discussion, research, and both verbal and written reporting. Various media, simultaneous computer use, and films will be included.

Evaluation is based upon the student’s ability to demonstrate acquired knowledge and attitudes toward the world and its cultures through appropriate assignments, tests, and class participation.
**SOC202**  
**INTRODUCTION TO PSYCHOLOGY**

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<th>Length:</th>
<th>Semester</th>
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<tr>
<td>Open to:</td>
<td>10-12 grades</td>
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<tr>
<td>Credit:</td>
<td>Social Studies</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
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<tr>
<td>Homework hours per week:</td>
<td>3-5 hours</td>
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This is a one-semester course of study that introduces students to Developmental Psychology. This course includes the study of personality development, learning theories, ESP, psychology, child abuse, creativity, and personalities. Basic vocabulary, established facts and theories, and sound principles of psychology will be included.

Goals of the program are the identification and awareness of the forms of adjustment necessary in contemporary society, acquiring knowledge of learning theory and how it influences us, learning how people grow and develop psychologically, and developing knowledge about basic psychological physiology and vocabulary.

Evaluation is based on completion of an appropriate experiment, quizzes and tests, projects, class participation, and attendance.

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**SOC203**  
**BEHAVIORAL PSYCHOLOGY**

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<th>Length:</th>
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<tr>
<td>Open to:</td>
<td>10-12 grades</td>
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<tr>
<td>Credit:</td>
<td>Social Studies</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
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<td>Homework hours per week:</td>
<td>3-5 hours</td>
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</table>

This is a one-semester course of study that introduces students to abnormal psychology, communication, love and marriage. This course includes the study of adjustment, case studies, psychoses, neuroses, personality disorders, mental retardation, drugs and behavior, attitudes and goals, mental health, courtship and marriage, and relationship problems. Basic vocabulary, troubled personalities, and good sound principles of psychology will be studied. Goals of the program include acquiring the ability to identify the major factors and categories involved with abnormal psychology; understanding the concepts of disturbance, breakdown, and therapy; familiarity with the causes of drug and alcohol abuse and treatment; and recognizing the basic principles involved in success and failure in love and marriage.

Evaluation is based on completion of appropriate tests, assignments, projects, class participation, and attendance.

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**SOC504**  
**AP PSYCHOLOGY**

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<tr>
<th>Length:</th>
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<tr>
<td>Open to:</td>
<td>10-12 grades</td>
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<tr>
<td>Credit:</td>
<td>Social Studies</td>
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<tr>
<td>Prerequisites:</td>
<td>Must have a completed AP/College in HS agreement on file.</td>
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<tr>
<td>Homework hours per week:</td>
<td>5 hours</td>
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</tbody>
</table>

This is a one-year course of study equivalent to the first year of psychology in college. This course includes: biological bases of behavior, sensation, perception, cognition, states of consciousness, learning, intelligence, motivation, emotion, developmental psychology, personality study, social psychology, abnormal psychology, and its treatment. As a result of taking this class students should be able to: identify major personalities and areas of study in the psychology field; be better prepared to study physical therapy, medicine, nursing, education, law, mental health, police science, and psychology in college; have acquired college-level knowledge relating to basic developmental and physiological psychology; and be better prepared to take the AP Psychology test.

Evaluation will be based upon completion of all chapters and appropriate assignments in the basic AP Psychology text. Additional work will include paperback reading, preparation for the essay part of the advanced placement test, tests, quizzes, various media, case studies, and lab experiments.
A primary objective of the World Language program is to enable students to attain a measurable degree of communicative competency and proficiency in the language studied. Each year a sequential program is offered; therefore, successful completion of each course is important. Attendance is essential in order to be successful in all World Language courses. For students entering a world language program for the first time, a “C” or higher in English is required. For students who are continuing to study a world language, a “C” or higher in the course taken the previous semester is required. FOREIGN LANGUAGE IS NOT REQUIRED FOR HIGH SCHOOL GRADUATION. Satisfactory completion of two years of the same language is required for four-year college admissions. It is advisable that you check with the college for specific entrance requirements.

**WLG100**

**SPANISH I-II**

**Length:** Full-Year

**Open to:** 9-12 grades

**Credit:** Elective

**Prerequisites:** None

**Success Indicators:** Successful Spanish students earn a “C” or better in their previous semester of English class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.

**Homework hours per week:** 1-2 hours

The student will develop basic skills necessary for oral and written communication. As a result of this course, the student will be able to use the language in familiar authentic situations, understand the grammatical rules, comprehend the spoken language, read and write about general topics, and appreciate general attitudes and customs.

Evaluation is based on in-class activities, dialogue presentations, participation, adherence to classroom procedures, daily homework, frequent quizzes, projects, a comprehensive notebook, and major exams.

**WLG200**

**SPANISH III-IV**

**Length:** Full-Year

**Open to:** 9-12 grades

**Credit:** Elective

**Prerequisites:** Completion of Spanish I-II

**Success Indicators:** Successful students earn a “C” or better in their previous semester of Spanish class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.

**Homework hours per week:** 2-4 hours

The student will continue his/her study of Spanish by broadening communication skills and by using this knowledge in meaningful, realistic settings.

As a result of this course, the student will be able to use and understand a variety of verb tenses; translate Hispanic readings of moderate difficulty; express ideas through oral and written composition; present dialogues and converse daily in the language.

Evaluation is based on in-class activities, memorized dialogues presented in front of the class, participation, daily homework assignments, adherence to classroom procedures, frequent quizzes, projects, speaking Spanish in class, a comprehensive notebook, unit exams and comprehensive semester final assessments.
WLG300  SPANISH V-VI
Length: Full-Year
Open to: 10-12 grades
Credit: Elective
Prerequisites: Completion of Spanish III-IV or Instructor Permission
Success Indicators: Successful students earn a “B-” or better in their previous semester of Spanish class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.
Homework hours per week: 3-5 hours

This course is designed for students who wish to develop stronger communication skills and a deeper understanding of the Hispanic world. This rigorous course requires for students to speak ONLY Spanish from the first day of instruction. Materials from Spanish newspapers, magazines, authentic literature, and on-line resources will supplement text materials. Advanced skills in language usage, grammar, and vocabulary will be developed daily through individual presentations, impromptu speaking, improvised performances, group discussions on a variety of topics, and other structured speaking and writing activities.

Evaluation is based primarily on oral and written in-class activities, active participation, adherence to only speaking Spanish, daily homework, theme writing, a comprehensive notebook, quizzes, major unit examinations, and comprehensive assessments.

WLG500  COLLEGE SPANISH I-II
Length: Full-Year
Open to: 10-12 grades
Credit: Elective
Prerequisites: Completion of Spanish III-IV. Must have completed AP/College in the HS agreement on file.
Success Indicators: Successful students earn a “B-” or better in their previous semester of Spanish class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.
Homework hours per week: 3-6 hours

Equivalent to the University of Washington's Spanish 103 class. This course requires students to speak ONLY Spanish from the first day of instruction. This innovative course develops basic communicative proficiency in listening, speaking, reading, and writing. This course is based on two principals of communicative language teaching: 1) learners need to focus on the message contained in sentences and discourse, and 2) proficiency requires that only Spanish will be used. These objectives can be realized only through the student's ACTIVE participation, both in and out of class. The key components of this class are: daily written/listening assignments, three compositions, frequent individual oral presentations, quizzes, exams after each chapter/unit, student participation, and attendance.

In addition to high school credit, students who wish to earn UW or CWU credit must pay a registration fee along with tuition for each course taken. Fees are subject to change by the university. These credits will transfer to most public and private colleges and universities, and fulfills the world language graduation requirements for the UW.
**WLG510  ADVANCED COLLEGE SPANISH**

**Length:** Full-Year  
**Open to:** 11-12 grades  
**Credit:** Elective  
**Prerequisites:** Completion of College Spanish or Spanish V-VI. Must have completed AP/College in the HS agreement on file.  
**Success Indicators:** Successful students earn a “B-” or better in their previous semester of Spanish class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.  
**Homework hours per week:** 3-6 hours

The first semester is equivalent to the University of Washington's Spanish 201 class and the second semester to the Spanish 202 class. These courses are designed for students interested in refining their speaking, listening, and written communication skills. The class is conducted in Spanish, and students use an integrated text and authentic materials to prepare them to communicate successfully in the Spanish-speaking world.

In addition to high school credit, students can earn credit from the University of Washington. In addition to high school credit, students who wish to earn UW or CWU credit must pay a registration fee along with tuition for each course taken. Fees are subject to change by the university. These credits will transfer to most public and private colleges and universities, The student will earn 10 credits from UW.

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**WLG201  FRENCH I-II**

**Length:** Full-Year  
**Open to:** 9-12 grades  
**Credit:** Elective  
**Prerequisites:** None  
**Success Indicators:** Successful French students earn a “C” or better in their previous semester of English class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.  
**Homework hours per week:** 2-4 hours

This two-semester elective course introduces the language and cultures of the French-speaking world found on five continents. All four aspects of language-learning: listening, speaking, reading, and writing are practiced. Students learn basic conversation skills through short conversations, role playing, dialogues, and readings. Written skills are developed through study of basic vocabulary and sentences. Students will gain a basic knowledge of everyday vocabulary dealing with topics such as self, family, school, food and shopping. In addition to in-class language activities, music, and movies from the French-speaking world will be presented in class. Evaluation is based on in-class activities and participation, homework assignments, shorter quizzes and longer assessments.
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<th>Course Code</th>
<th>Course Title</th>
<th>Length</th>
<th>Open to</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Success Indicators</th>
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<tr>
<td>WLG301</td>
<td>FRENCH III-IV</td>
<td>Full-Year</td>
<td>11-12 grades</td>
<td>Elective</td>
<td>Completion of French I-II</td>
<td>Successful French students earn a “C” or better in their previous semester of French class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.</td>
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<td>Homework hours per week: 2-4 hours</td>
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<tr>
<td>WLG</td>
<td>FRENCH V-VI</td>
<td>Full-Year</td>
<td>10-12 grades</td>
<td>Elective</td>
<td>Completion of French III-IV</td>
<td>Successful students earn a “B-” or better in their previous semester of French class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.</td>
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<td>Homework hours per week: 2-4 hours</td>
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In this two-semester elective course, students continue their study of French through listening, speaking, reading and writing exercises. Class activities become increasingly dependent on verbal response and active listening. By the end of the year, most in-class speech will be in French. Students learn to use the past and future tenses and study more sophisticated sentence structure. Cultural and geo-political awareness of the French-speaking world is increased through videos, readings from authentic texts, and music. Students will be evaluated based on in-class activities and participation, homework assignments, frequent quizzes and unit examinations and projects.

Taught entirely in French, this course will cover a variety of cultural topics related to the French-speaking world. Learning activities include advanced communication skills (interpretive, interpersonal and presentational) and performance-based tasks. More advanced structures and vocabulary is covered via small and big group spontaneous discussions and resources such as websites, literature and music. Evaluation is based primarily on oral and written in-class activities, active participation, and adherence to only speaking French, daily homework, projects and comprehensive assessments.
WLG501 COLLEGE FRENCH
Length: Full-Year
Open to: 11-12 grades
Credit: Elective
Prerequisites: Completion of French III-IV. Must have completed AP/College in the HS agreement on file.
Success Indicators: Successful students earn a “B-” or better in their previous semester of French class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.
Homework hours per week: 3-5 hours

This third-year course is the equivalent of French 103 at the University of Washington. This course continues to develop basic communicative proficiency in listening, reading, speaking and writing so that the students can communicate in French and understand the cultural context of the language. A variety of media (internet sites, current press, music, excerpts from films, and literature) will be used to reinforce authentic language comprehension and culture awareness. The task-based method used at the University of Washington and followed in this course entails exclusive use of French in class and emphasizes communicative skills for meaning and form, fostering a highly interactive class in which the language is presented and used in authentic context.

In addition to earning high school credit, students who wish to earn UW or CWU credit must pay a registration fee along with tuition for each course taken. Fees are subject to change by the university. Students formally registering for and successfully completing this course will have fulfilled both the entrance and exit foreign language requirements at U.W.

WLG202 AMERICAN SIGN LANGUAGE I-II
Length: Full-Year
Open to: 10-12 grades
Credit: Career and Technical Education and Elective
Prerequisites: None
Success Indicators: Successful American Sign Language students earn a C or better in their previous semester of English class. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.
Homework hours per week: 1-2 hours

This year-long elective course is an introduction to American Sign Language. Second semester is available for college credit through Central Washington University’s Running Start Program. Throughout the year, students will learn and understand the history of American Sign Language and its grammatical system. They will become effective communicators of ASL, both expressively and receptively. Students will also be empathetic and respectful of the Deaf culture. Evaluation is based on in-class activities, participation, and projects.

Credit from this course can be applied to Career and Technical Education and World Language Elective. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
WLG302  AMERICAN SIGN LANGUAGE III-IV

Length:  Full-Year
Open to:  11-12 grades
Credit:  Career and Technical Education and Elective

Prerequisites:  Completion of American Sign Language I-II
Success Indicators:  Successful students earn a “C” or better in their previous semester of ASL. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.

Homework hours per week:  1-2 hours

This course will enable students to continue the study of American Sign Language through Central Washington University’s Running Start program. The students will continue acquisition skills in signing and be expected to sign fluently at their level of comprehension. American Sign Language, like any world language, is very challenging to learn. Students must become effective communicators. Their expression of sign language must become progressively clear and fluent in the command of the signs. The evaluation procedure will include daily comprehension of the language and culture of American Sign Language and of the students’ receptive and expressive skills.

Credit from this course can be applied to either Career and Technical Education or World Language Elective. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.

WLG402  AMERICAN SIGN LANGUAGE V-VI

Length:  Full-Year
Open to:  12th grade
Credit:  Career and Technical Education or Elective

Prerequisites:  Completion of American Sign Language III-IV
Success Indicators:  Successful students earn a “B-” or better in their previous semester of ASL. Successful students are motivated to meet deadlines, take risks presenting in front of the class, and strive for accuracy (spelling, applying grammatical rules and attention to detail). Successful students think flexibly: are open-minded to other cultures and languages, and demonstrate a positive attitude. Successful students demonstrate competency of the communicative skills presented in class.

Homework hours per week:  1-2 hours

This is a full year class designed to prepare the students for college requirements and continuation of a more extensive study of American Sign Language and deaf studies. The areas of concentration for third year ASL includes: transliteration of videotapes of deaf individuals and job shadows. Student’s progress and application will be evaluated through class participation, discussions, group work, presentations and writing interpretations of videotapes.

Credit from this course can be applied to either Career and Technical Education or World Language Elective. Please note that cross crediting DOES NOT APPLY FOR MEETING MINIMUM CORE REQUIREMENTS FOR COLLEGES.
Tahoma Senior High School

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The Tahoma School District complies
with all state and federal rules and
regulations and does not discriminate
on the basis of race, color, national
origin, sex or disability.

We provide a quality educational environment in which
all students prepare for a lifetime of learning.