Course Catalog

Grades 6–12

Evergreen Middle School
Illahee Middle School
Kilo Middle School
Lakota Middle School
Sacajawea Middle School
Sequoyah Middle School
Nautilus K–8
Woodmont K–8
Decatur High School
Federal Way High School
Thomas Jefferson High School
Todd Beamer High School
Federal Way Public Academy
TAF@Saghalie 6–12
Career Academy
Open Doors
Federal Way Public Schools
Nondiscrimination Statement
Federal Way Public Schools does not discriminate in any programs or activities on the basis of race, color, national origin or ethnicity, religion, creed, sex or gender, sexual orientation, gender expression or identity, age, marital or family status, veteran or military status, disability, or the use of a trained guide dog or service animal. The district provides equal access to the Boy and Girl Scouts of America and other designated youth groups.*

If you have questions or complaints regarding alleged discrimination please contact the district office at 33330 8th Avenue S., Federal Way WA or call 253-945-2000 and ask for one of the following coordinators:

Civil Rights Compliance Coordinator: compliance@fwps.org
Title IX Coordinator: titleix@fwps.org
504 / ADA Coordinator: 504@fwps.org

*Federal Law specifically states Boy Scouts of America.
Letter from the Superintendent

Dear Federal Way Public Schools Scholars,

We are committed to doing whatever it takes to support your success. This mindset is the foundation of our Strategic Plan and is integrated into everything we do at all levels across the district.

Our Core Beliefs are that each and every scholar can learn at the highest level, and it’s important you have a voice, see yourself in your schooling, and be connected to the adults that teach you. Federal Way Public Schools is committed to ensuring each of you graduates from high school ready for post-secondary education or career opportunities.

Selecting rigorous and relevant courses is essential to gaining the critical knowledge and skills that will be required of you in today’s workplace and is an important part of being ready for all opportunities available after graduation. As you review this catalog and decide which courses to take, it will be important that you seek the guidance of your school counselor, your family, and the expertise of school administration. Through tools and opportunities, such as the High School and Beyond Plan, the Career Plan Essay, and 24 hours of community service, you will be able to harness your potential and organize for the future.

Education is the key to the career of your choice. We believe in you and know that with hard work, perseverance, and a curious mind, each of you will continue to do incredible things.

You have a voice, a dream, and a bright future ahead. Take full advantage of the learning experiences available in high school and go after your goals. We commit to supporting you by providing high quality, culturally responsive instruction in every classroom across the district. Put in the work, embrace the opportunities available, and chase after your dreams.

In Partnership,

Dr. Dani Pfeiffer,
Superintendent, Federal Way Public Schools
PURPOSE STATEMENT

Federal Way Public Schools offers many opportunities for scholars to find their voice and reach for their dreams and bright future. As we continue to refine and expand upon the programs within the middle and high school experience, we realize the importance for our scholars to be able to make informed decisions about the academic choices available to them and the requirements necessary for graduation from middle to high school. To this end, the course catalog outlines the possibilities available across grades 6–12, while equipping scholars with tools to be empowered and confident in their choices as they navigate successful transitions from middle, high and post-secondary school.

We hope this course catalog serves as a resource to assist scholars and families in creating exciting personalized high school and beyond plans that will lead to important exploration as scholars narrow their focus toward their post-secondary aspirations. Whatever future a scholar chooses, counselors, teachers, principals, district administration and the board of education are ready to support scholars and the goals they set in receiving a quality education in preparation for the post-secondary credential they enter after graduation. We are committed to providing and supporting opportunities to accelerate the learning of each Federal Way Public School scholar.

Federal Way Public Schools Strategic Plan Goals

1. The Early Years: BUILDING THE FOUNDATION
   Every student scholar will enter kindergarten ready to learn with the social-emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.

2. Whole Child: THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS
   Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

3. Active Learners: ENGAGED, EMPOWERED CRITICAL THINKERS
   Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

4. Content-Area Competence: MASTERY OF ALL SUBJECTS
   Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

5. Persistence To Graduation: HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS
   Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

www.fwps.org
## School Contact Information

### MIDDLE, HIGH, K–8, ACADEMIES

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ADDRESS</th>
<th>PHONE</th>
<th>WEBSITE</th>
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<tbody>
<tr>
<td><strong>MIDDLE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illahee</td>
<td>36001 1st Ave. S. Federal Way, WA 98003</td>
<td>253-945-4600</td>
<td><a href="http://www.fwps.org/illahee">www.fwps.org/illahee</a></td>
</tr>
<tr>
<td>Kilo</td>
<td>4400 S. 308th St. Auburn, WA 98001</td>
<td>253-945-4700</td>
<td><a href="http://www.fwps.org/kilo">www.fwps.org/kilo</a></td>
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<tr>
<td>Lakota</td>
<td>1415 SW 314th St. Federal Way, WA 98023</td>
<td>253-945-4800</td>
<td><a href="http://www.fwps.org/lakota">www.fwps.org/lakota</a></td>
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<tr>
<td>Sequoyah</td>
<td>3425 S. 360th St. Auburn, WA 98001</td>
<td>253-945-3670</td>
<td><a href="http://www.fwps.org/sequoyah">www.fwps.org/sequoyah</a></td>
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<tr>
<td>Evergreen</td>
<td>26630 40th Ave. S. Kent, WA 98032</td>
<td>253-945-5100</td>
<td><a href="http://www.fwps.org/evergreen">www.fwps.org/evergreen</a></td>
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<tr>
<td>Decatur</td>
<td>2800 SW 320th St. Federal Way, WA 98023</td>
<td>253-945-5200</td>
<td><a href="http://www.fwps.org/decatur">www.fwps.org/decatur</a></td>
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<tr>
<td>Thomas Jeferson</td>
<td>4248 S. 288th St. Auburn, WA 98001</td>
<td>253-945-5600</td>
<td><a href="http://www.fwps.org/tjhs">www.fwps.org/tjhs</a></td>
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<tr>
<td>Todd Beamer</td>
<td>35999 16th Ave. S. Federal Way, WA 98003</td>
<td>253-945-2570</td>
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<td>Woodmont K–8</td>
<td>26454 16th Ave. S. Des Moines, WA 98198</td>
<td>253-945-4500</td>
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<td><strong>K–8</strong></td>
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<tr>
<td>Internet Academy</td>
<td>31455 28th Ave. S. Federal Way, WA 98003</td>
<td>253-945-2230</td>
<td><a href="http://www.iacademy.org">www.iacademy.org</a></td>
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<tr>
<td>TAF@Saghalie 6-12</td>
<td>33914 19th Ave., SW Federal Way, WA 98023</td>
<td>253-945-5000</td>
<td><a href="http://www.fwps.org/tafatsaghalie">www.fwps.org/tafatsaghalie</a></td>
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### ACADEMIES

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<td>253-945-2230</td>
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<td>TAF@Saghalie 6-12</td>
<td>33914 19th Ave., SW Federal Way, WA 98023</td>
<td>253-945-5000</td>
<td><a href="http://www.fwps.org/tafatsaghalie">www.fwps.org/tafatsaghalie</a></td>
</tr>
</tbody>
</table>

## Key to Schools & Programs

### SCHOOLS

- ILH: Illahee Middle School
- KLO: Kilo Middle School
- LAK: Lakota Middle School
- SAC: Sacajawea Middle School
- SEQ: Sequoyah Middle School
- EVG: Evergreen Middle School
- NAU: Nautilus K–8
- WDM: Woodmont K–8
- TAF: TAF@Saghalie
- DHS: Decatur High School
- FWHS: Federal Way High School
- TJHS: Thomas Jefferson High School
- TBHS: Todd Beamer High School
- FWPA: Federal Way Public Academy

### PROGRAMS

- AICE: Cambridge Advanced International Certificate of Education
- AFJROTC: Air Force Junior Reserve Officers Training Corps
- AP: Advanced Placement
- AVID: Advancement Via Individual Determination
- CTE: Career and Technical Education
- DP: Diploma Programme
- IB: International Baccalaureate
- IBCP: International Baccalaureate Career-related Programme
- IBDP: International Baccalaureate Diploma Programme
- IBMYP: International Baccalaureate Middle Years Programme
- K–8: Kindergarten–Eighth grade
- NGSS: Next Generation Science Standards
- STEAM: Science, Technology, Engineering, Arts and Mathematics
- STEM: Science, Technology, Engineering, Mathematics
- TAF: Technology Access Foundation

### COURSE CODE KEY

- **A** AP
- **B** PREAICE
- **C** AICE
- **D** PREAICE (EXTENDED)
- **E** STEM
- **H** HONORS
- **I** IB
- **M** MYP
- **O** On Line - IA
- **R** PREAP
- **S** SPED ED
- **T** TEC-VOC
- **X** MYP (EXTENDED)

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**College Credit available for approved courses upon successful completion or exam through application to college**

**Microsoft Office Specialist certification**

**Project Lead the Way**

**Dual Language course at Evergreen Middle School**
Overview of Our Schools and Programs

SPECIALIZED PROGRAMS

Advancement Via Individual Determination (AVID)
AVID is a college preparatory course and program for underrepresented youth which requires an application process. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong scholar/teacher relationships, creates a positive peer group for scholars and develops a sense of hope for personal achievement gained through hard work and determination. This program is currently available at all comprehensive middle and high schools.

Career Academy, Grades 9–12
Following the Big Picture School Model, Career Academy at Truman’s Competency-Based program is both integrated and vocationally immersed. Students acquire and demonstrate academic proficiencies through school-based projects, college classes, learning experiences outside the school walls, and through Internships in adult workplaces under the supervision of mentors who collaborate closely with school staff. Scholars meet academic requirements toward their high school diploma and admission to college while developing skills for the modern workplace.

Credit Recovery Classes
Credit recovery class is an option for scholars in grades 9–12 who have failed Algebra 1 or 2, Geometry, English Language Arts 9, 10, 11, or 12, World History 1 or 2, U.S. History, Senior Social Studies, Biology, Chemistry, Physics, or Health. (Not all IB/AICE courses can be recovered through this method.) Scholars are enrolled in an in person course where their mentor supports them in taking a customized online course as they earn credit for the specific standards failed. Regular attendance is required as well as the ability to work independently reading and learning from videos with the support of an online teacher and a class mentor. Registration is limited with the approval of the school counselor and scholars can earn up 0.50–1.0 credits per course. Credit recovery is of ered at Decatur High School, Federal Way High School, Todd Beamer High School, and Thomas Jefferson High School.

Course codes for credit recovery are FE996 & FE997.

Dual Language
The Dual Language Program of ears scholars the opportunity to receive literacy and content instruction in two languages that promotes bilingualism, biliteracy, multicultural competence and high academic achievement. Federal Way Public Schools has committed to ensuring opportunities for proficiencies of first and second language acquisition for K–12 scholars through developing an effective Two-Way Dual Language Program. Two-Way Dual Language Immersion programs are structured with a balance of 50/50 partner language speakers, and English prof cient students, which allows students to serve as language models for each other. The district currently of ers Spanish Dual Language programs at Sunnycrest Elementary School, Evergreen Middle School and Thomas Jefferson High School.

Federal Way Public Academy, Grades 6–10
Federal Way Public Academy (FWPA) is a school of choice in Federal Way Public Schools. FWPA focuses on a traditional college preparatory curriculum, for 6th–10th grade. The curriculum is challenging, rigorous and intellectually relevant. The goal of FWPA is to prepare scholars to be successful in their post high school education and careers. The school is open to all scholars in the Federal Way school district, and admittance is by lottery.

Internet Academy, Grades Kindergarten–12
Internet Academy is Washington’s first online public school. Scholars in Federal Way and across the state and country can excel in individualized, one-on-one learning environment. Courses are of ered for elementary through secondary grades. Enrollment for the regular school year starts in early June and closes in March. Enrollment for the 6-week summer program takes place during the month of June. This program is currently available to all elementary, middle and high school scholars.

Open Doors, Grades 11–12
A specialized program designed to meet the needs of youth who are disengaged from school or a year or more behind in credits and experiencing barriers preventing them from attending traditional school. At Open Doors, scholars receive individualized support through enrollment, intake and project based learning.

Many scholar scholars come to Open Doors hoping to gain their high school diploma. They leave not only as high school graduates, but enrolled in college, training programs or beginning living-wage careers. This program is currently available to youth ages 16–21.

Puget Sound Skills Center (PSSC), Grades 11–12
The Puget Sound Skills Center (PSSC) serves high school juniors and seniors interested in specialized career and technical learning. PSSC of ers 18 programs, from aerospace manufacturing to animation to fashion design to certif ed nursing assistant and much more. Scholars earn high school and college credits in a hands-on, workplace-oriented environment. PSSC scholars graduate with certif cations and job-ready skills—and a jumpstart on further college and career training. Scholars spend half of their school day in their home high schools, and half the day at PSSC. In addition to daily morning and afternoon sessions, after-school sessions are of ered for scholars interested in exploring career and technical programs after their regular school day. Tuition is free. This program is currently available at all high schools. For more information visit www.highlineschools.org/pssc

TAF@Saghalie, Grades 6–12
TAF@Saghalie combines the former TAF Academy and Saghalie Middle School into a new, innovative, and progressive 6th–12th grade STEM-focused neighborhood public school co-managed by Federal Way Public Schools and Technology Access Foundation (TAF). At TAF@Saghalie, using the STEMbyTAF academic model, scholars are primed to be conf dent, thoughtful, and innovative leaders. They are equipped to leave the academy with the tools needed to create the future they envision, both personally and globally. TAF@Saghalie provides a rigorous and relevant learning environment rooted in project-based learning practices for today’s college and career-bound scholar.
The greatest benefit of enrolling in an advanced program option is the experience of taking academic courses in an enriched environment with classmates who are seeking intellectual challenge, are motivated to learn, and are committed to excellence. Participating in these courses will give scholars a head start on exactly the sort of work they will experience in college. Scholars will improve their writing skills and sharpen their critical thinking and research abilities. We encourage all scholars to take a stretch course, and there are a variety of advanced course options to choose from in all of our personalized pathways and most subject areas. To find out more information on which of your advanced program exam scores (AP, IB or Cambridge) transfer to Washington state technical, college and university institutions, visit the institution’s website for most up to date information.

Cambridge Assessment International Education

The Cambridge Pathway emphasizes the value of a broad and balanced study for scholars. It aims to encourage the skills of independent research and investigation, the use of initiative and creativity, and the application of knowledge and skills. Cambridge achieves these outcomes by using internationally developed curriculum, assessments for college credit, high quality resources, and rigorous courses that stretch, challenge, and inspire scholars of all abilities. In Federal Way, Lakota and Sacajawea Middle Schools are authorized Cambridge sites. The Advanced Certificate of International Education (AICE) is available at Federal Way High School. Scholars may pursue the full AICE Pathway or take individual Cambridge courses to earn college credits. For additional information visit www.cambridgeinternational.org/

College in the High School Options

Federal Way Public Schools collaborates with local colleges so that high school scholars can earn college credit in their high school classes. This program is currently available at Decatur, Federal Way, Thomas Jefferson and Todd Beamer.

In 2021, the Washington state legislature passed HB 1302. This bill requires high schools that offer college in the high school (CHS) programs to include the following information about CHS courses in their 2022-23 course catalog and in subsequent years’ catalogs:

• There is no fee for students to enroll in a CHS or co-delivered dual credit course that includes CHS to earn only high school credit. Fees apply for students who choose to enroll in a CHS course to earn both high school and college credit.
• A description and breakdown of the fees charged to students to earn college credit.
• A description of fee payment and financial assistance options available to students.
• A notification that paying for the college credit automatically starts an official college transcript with the institution of earning the course that will include the student’s performance, and that college credit earned may count as elective or academic credit depending on the receiving college’s transfer credit policies.

College Board Advanced Placement

Advanced Placement courses are rigorous, college-level classes. Scholars can earn credit or advanced standing at most of the nation’s colleges and universities by taking and passing AP exams, which are administered by the College Board. These courses support scholars as they learn time management and study skills needed for college and career success. A variety of AP classes are available in each school; please check the course catalog for specific courses. For additional information visit https://apstudent.collegeboard.org/home

Dual Credit/Tech Prep College Credit

Federal Way Public Schools has developed articulation agreements with local colleges that help students transition from high school into postsecondary programs and earn college credit for their high school classes. Through these agreements, colleges award credit to students who successfully complete the articulated classes and enroll in their college. Please see your Career Specialist, CTE Teacher, or Counselor for further details.

International Baccalaureate

International Baccalaureate ofers an academically rigorous program that is designed to meet or exceed the entrance requirements of the most selective colleges and universities throughout the world. Many colleges and universities ofer advanced standing or course credits to scholars with strong IB exam results. The IB program involves in-depth study in a broad range of subjects, and courses where instruction of international mindedness, critical thinking, writing ability, research skills, and revision skills are embedded. Course work is followed by a series of oral and written examinations. In Federal Way, Kilo and Evergreen Middle Schools are authorized sites with International Baccalaureate Middle Years Programme. The IB Diploma Programme is available at Thomas Jefferson High School. Scholars may pursue the full IB Diploma or take individual IB classes. For further information about the IB and its programs, visit www.ibo.org/

Running Start, Grades 11-12

Running Start is a Washington state program that allows high school scholars to earn credits toward both high school AND college at a local community college. Scholars must be juniors or seniors in good standing, and must meet all entrance requirements (placement test or alternative) as outlined by the college. Scholars who complete specific requirements can earn an Associate of Arts degree (AA) upon high school graduation. Tuition is free, and it is currently available at all high schools.

Running Start scholars are still enrolled in Federal Way Public Schools. They must choose whether to pursue a full-time or part-time course load at Running Start. Full-time Running Start scholars take all their classes at the community college. Part-time scholars arrange a schedule that works for them to attend some classes at high school, and others at the community college. Running Start scholars may still participate in after-school activities at the high school. To meet district graduation requirements, running start scholars must still attend fall and spring scholar led conferences to provide evidence of academic progress through a review of transcripts or college gradebook information and complete course registration. They must also complete the community service requirements and all other school high school and beyond plan tasks including a career plan essay. Additionally, Running Start scholars must meet with their counselor to discuss course scheduling and complete necessary paperwork once a quarter. We strongly recommend that scholars complete all required classes and credits prior to spring quarter of senior year. This ensures that seniors can be cleared for the graduation ceremony, since spring quarter finals extend past the graduation ceremony date.
Course Registration

MIDDLE SCHOOL

This course catalog gives you information about all courses that may be offered in Federal Way Public Schools. Middle School scholars are to enroll in and maintain a full schedule throughout the middle school years. We hope this guide will answer all of your questions as you decide what middle school courses to register for next year. The courses in this guide will be offered next year only if enough scholars register this spring to fill a class, so it is very important that you think carefully about your choices now so that the courses you want will be available next year.

Each middle school is excited to welcome the 5th grade scholars and families to planning, course registration, and orientation events in the spring and summer that help scholars feel comfortable, organized, and ready for their first day of middle school.

If you cannot find the answers you need, or if you would like to have individual help in planning your program, please contact an administrator or counselor at your school.

Middle School Course Requirements

We also encourage you to think ahead about the sequence of courses you will want to take in high school. This way you will know what courses to choose in middle school to be prepared for the high school courses that interest you.

• Three years of Language Arts taken in 6th, 7th and 8th grade
• Three years of Mathematics taken in 6th, 7th, and 8th grade
• Three years of Science taken in 6th, 7th, and 8th grade
• Three years of Social Studies taken in 6th, 7th, and 8th grade
• Three years of Health & Physical Education taken in 6th, 7th, and 8th grade

Scholars Held Accountable for Their Middle School Performance

Successful completion of middle school coursework is expected. Successful completion of middle school occurs when a scholar meets the academic expectations of the required program. Scholars who experience difficulty in doing this may be provided additional academic support course that runs either during the school day, before or after school, or in the summer so that they can receive additional assistance and help in achieving academic success.

High School Credit for Courses Taken in Middle School

District policy allows scholars to receive high school credit for some middle school courses. High school credit for designated middle school courses is automatically transcribed to a scholar’s high school transcript unless the scholar and their family request to opt out by the end of their junior year.

Middle School Classes for High School Credit

• Algebra 1
• Geometry
• World Language: Language Level 1A and 1B is equal to 1.0 High School credit

HIGH SCHOOL

We hope this course catalog will answer all of your questions as you decide what high school courses to register for next year. The courses in this guide will be offered next year only if enough scholars at each school register this spring to fill a class. It is very important that you think carefully about your choices now, including alternative selections, so that the courses you want will be available next year at your school. Another reason for scholars and parents to take spring registration very seriously is that scholars will be committed to their schedule. Changing scholar schedules will be done only under exceptional circumstances. Desire to have a common lunch with a friend, to be in the same class with a friend, to have a different teacher, preference for a different elective, or similar personal preferences will not be accepted as reasons for schedule changes. The choices you make now will determine your schedule for the entire school year.

Each high school is excited to welcome the 8th grade scholars and families to planning, course registration, and orientation events in the spring and summer that help scholars feel comfortable, organized, and ready for their first day of high school.

If you cannot find the answers you need, or if you would like to have individual help in planning your program, please contact an administrator or counselor at your school.
Standards-Based Grading & Reporting

A grade is the ultimate form of feedback to a scholar, and it must be accurate. As a result, Federal Way Public Schools is working diligently to ensure every scholar’s grade is accurate. In our pursuit to ensure accuracy of grades, we have relied on research-based best practices, experts in the field, and consultation with a panel of admissions officers from local colleges and universities to review our approach to grading, specifically, standards-based grading and reporting (SBGR).

With standards-based grading and reporting, scholar grades are directly linked to what scholars should know and be able to do (standards). SBGR gives scholars the practice they need, and more than one opportunity, to show success of standards. This ensures scholars and parents know what the next step is toward mastery and being career and college ready.

SBGR grading is based on mastery of standards. Each scholar’s work is measured against the standard, not other scholars or other characteristics such as work completion, cooperation, participation, and effort. These characteristics are important in the world of work, which is why in SBGR we report it separately. This helps to ensure accuracy and decrease inflation or deflation of a scholar’s grade. For more information and helpful videos, please visit our website: www.fwps.org/Page/5538 or call 253-945-2006.

Counseling Program

Our school counseling programs are aligned to the American School Counseling Association (ASCA) Model and will include the following elements: guidance curriculum, individual scholar planning, responsive services, and systems support for the counseling program. The focus of the Counseling Department is to help scholars with academic and career planning and to foster personal exploration, self-awareness, and social growth. Scholars are encouraged to set realistic yet challenging goals, to make responsible decisions, to understand the consequences of their actions, and to learn to self-advocate.

Scholars should contact a counselor if they have questions about transitions between schools, registration, course selection, interpretation and use of test results, or graduation requirements. High school counselors assist scholars with academic, career, college, and personal questions. Visit or call the counseling center or career center to make an appointment with your counselor.

Counselors offer a wide variety of services, resources, and activities:

• Visit middle schools during the prior school year to provide a smooth transition from middle school to high school
• Assist scholars in planning, selecting and successfully completing middle and high school courses and completing the High School & Beyond Plan required for high school graduation
• Teach scholars (in classrooms) about the intricacies of college admission, how to develop and sustain study habits and develop personal/social support systems
• Provide scholars and families with information about course selection/registration, college admissions testing, financial aid, socio-emotional issues, and mental health resources
• Facilitate outreach with community mental health support agencies
• Monitor scholars’ academic progress and assist scholar in developing plans of support so that they are successful in resolving problems in doing well in school and classes
• Provide a program to prepare students for an education beyond high school
• Develop and lead groups with topics ranging from dating relationships and self-esteem to academic improvement
• Assist scholars with issues, academic or personal, that are or may be interfering with academic performance

College and career specialists help scholars:

• Develop an awareness of self (interests, aptitudes)
• Explore a variety of careers (speakers, field trips, and internships)
• Examine the educational requirements for their chosen careers
• Develop job-seeking skills
**Graduation Requirements for Class of 2021+**

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<th>CREDITS FOR FEDERAL WAY PUBLIC SCHOOLS</th>
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<td>Algebra 1, Geometry, Algebra 2 or other 3rd credit of math* (4 years of math is highly recommended to increase post-secondary readiness)</td>
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<td>Science</td>
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<td>Including at least 2 lab sciences, 3rd Science credit* (4 years of science is highly recommended to increase post-secondary readiness)</td>
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<td>Social Studies</td>
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<td>1.0 U.S. History, 2.0 World History, 1.0 Civics / Cont. World History</td>
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**Additional Requirements**

- High School & Beyond Plan including:
  - Completion of required tasks on High School and Beyond Plan Grade Level Checklists
  - Community Service (24 hours)
  - Career Plan Essay
  - Completion of Free Application for Federal Student Aid (FAFSA/WASFA)
  - Other School Specific Tasks:
    - MYP Project at Thomas Jefferson
    - Washington State History and Government
  - Graduation Pathways Option

**Graduation Pathway Options**

(See chart on page 13 for more details)

- Complete sequence of CTE courses which includes the potential to earn college credit or earn an industry recognized credential
- ASVAB Score
- SAT or ACT scores on ELA and/or Math sections
- Earn College Credit in ELA and/or Math Transition Course in ELA and/or Math
- AP/IB/Cambridge Courses or Exams in ELA and/or Math
- Combination of ELA and Math option from any listed above
- Smarter Balanced English Language Arts (ELA) Test or state approved alternative
- Smarter Balanced Math Test or state approved alternative

**COMPETENCY BASED CREDITS**

Competency based credits may be earned for World Language:

- A maximum of 4 World Language credits may be awarded through OSPI’s Competency Based Credit testing process.
- In order to earn competency credits in World Language, students will demonstrate proficiency in all four domains of language: speaking, listening, reading and writing. These assessments are aligned with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Levels.
- The assessments vary by Language. The assessments used to measure a scholar's content competency within a world language are STAMP and ALTA. Students may be awarded one or more credits based on their demonstrated proficiency according to the ACTFL Proficiency Guidelines. Students receive credit based on their lowest skill score, since it represents their highest level of proficiency across all four domains of language.

For more information on Competency Based Credits visit our website: www/fwps.org/domain/813

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

**Personal Pathway Requirements (PPR) are related courses that lead to a specific, post-high school career or educational outcome. These are chosen by the scholar based on personal interest and the High School & Beyond Plan, which may include Career and Technical Education. These are intended to provide a focus for the scholar’s learning. See more information starting on page 15.
Graduation Requirements, continued

COURSE CREDIT ANALYSIS FORM

Each year, scholars should conduct their course credit analysis using this form to ensure they are aware of the credits they have earned and any remaining credits needed for graduation. During this time, scholars have an opportunity to receive personalized course planning support based on their post-secondary credential plans.

FEDERAL WAY PUBLIC SCHOOLS

Scholar Name: ____________________________ (Last) __________ (First) __________
Scholar ID: _______________ Grad Year: ________ Date: _______

Class of 2022+ Graduation Requirements Credit Analysis

Scholars must meet ALL requirements to participate in the Graduation Ceremony. Credit is earned for a “C” or better, and 0.50 credit = one semester.

English Language Arts 4.0 Credits

<table>
<thead>
<tr>
<th>ELA 9</th>
<th>ELA 10</th>
<th>ELA 11</th>
<th>ELA 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Social Studies 4.0 Credits

<table>
<thead>
<tr>
<th>Contemporary World History, Geography, &amp; Problems</th>
<th>US History</th>
<th>Civics</th>
<th>Social Studies Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Mathematics 3.0 Credits

<table>
<thead>
<tr>
<th>Algebra</th>
<th>Geometry</th>
<th>Math Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Science 3.0 Credits

Two credits must include labs and four years of Science is recommended

| 0.50 | 0.50 | 0.50 | 0.50 |

Fitness 1.5 Credits

| 0.50 | 0.50 | 0.50 |

Health 0.5 Credits

| 0.50 |

Career & Technical Ed. (CTE) 1.0 Credit

| 0.50 | 0.50 |

Arts 2.0 Credits

One credit may be PPR *

| 0.50 | 0.50 | 0.50 | 0.50 |

World Language or Personalized Pathway 2.0 Credits

| 0.50 | 0.50 | 0.50 | 0.50 |

Electives (5.0 Credits)

| 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |

Total Credits Required = 26 Current Credits Earned = ______

Additional Graduation Requirements

<table>
<thead>
<tr>
<th>WA State History and Government</th>
<th>High School &amp; Beyond Plan (HSBP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET</td>
<td>MET 24hr Community Service Class of 2023+</td>
</tr>
</tbody>
</table>

Minimum College Admission Requirements:
Check post-secondary institution website for specific admission requirements

☐ 2.0 GPA or higher
☐ Send SAT or ACT Scores (Optional)
☐ Meet College Academic Distribution Requirements (CADR)
☐ Take at least 3 courses every year
☐ English—4.0 Credits
☐ Math—4.0 Credits, senior year beyond Algebra 2
☐ Lab Science—2.0 Credits—one credit in Bio/Chem/Physics
☐ World Language—2.0 Credits—same language
☐ Social Science—3.0 Credits
☐ Art—1.0 Credit

Graduation Verification Name: ____________________________ Date: _______

This form is available on your school’s counseling website or in your counselor’s office.
It is important to carefully plan your high school classes beginning in ninth grade in order to be sure you fulfill all your graduation requirements and take the courses needed to prepare you for your future career and college plans. List the courses you have taken or plan to take each year. See the previous page for graduation requirements for Federal Way Public Schools. College admission requirements can also be found in this guide. More complete information will be provided as you work through your High School & Beyond Plan.

GRADUATION PLANNING WORKSHEET

English
Mathematics (Four credits of Math is highly recommended)
Science (Four credits of Science is highly recommended)
Social Studies (0.5 Civics)
Health and Physical Education
Arts* or 1 Personalized Pathway*
Career & Technical Education (CTE)
World Language or Personalized Pathway* (PPR)
Elective Needed*
Total Credits Needed*

*The Personal Pathway Requirement (PPR) is chosen by scholars based on the High School & Beyond Plan.

This form is available on your school’s counseling website or in your counselor’s office.

REPORT CARDS

Families and scholars will receive a report card twice a school year. Graduation requirements are tracked and progress can be viewed on the first page of the FWPS Secondary Report Card (high school) at the end of each semester. See the following image for an example of the Graduation Requirements section of the Secondary Report Card (high school).

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>Credits</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Four credits of Math is highly recommended)</td>
<td>4</td>
<td></td>
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<tr>
<td>Science (Four credits of Science is highly recommended)</td>
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<tr>
<td>Social Studies (0.5 Civics)</td>
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</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
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<tr>
<td>Arts* or 1 Personalized Pathway*</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Career &amp; Technical Education (CTE)</td>
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</tr>
<tr>
<td>World Language or Personalized Pathway* (PPR)</td>
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<tr>
<td>Elective Needed*</td>
<td>5</td>
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<tr>
<td><strong>Total Credits Needed</strong></td>
<td>26</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*The Personal Pathway Requirement (PPR) is chosen by scholars based on the High School & Beyond Plan.

REPORT CARDS

Families and scholars will receive a report card twice a school year. Graduation requirements are tracked and progress can be viewed on the first page of the FWPS Secondary Report Card (high school) at the end of each semester. See the following image for an example of the Graduation Requirements section of the Secondary Report Card (high school).

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
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<th>1.5</th>
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<tbody>
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<tr>
<td>Career and Technical Ed</td>
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<tr>
<td>Elective Credit</td>
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<tr>
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<tr>
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</tbody>
</table>

24 Service Hours: 0
High School and Beyond Plan: Not Met
Career Plan Essay: Not Met
Washington State History & Government: Met

<table>
<thead>
<tr>
<th>10th Grade Smarter Balanced Assessments</th>
<th>Test Date</th>
<th>Placement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Pathway</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Test | Test Date | Placement Level
--- | --- | ---
Graduation Requirements, continued

STATE APPROVED GRADUATION PATHWAYS

What assessments are used for graduation?
Most Washington state public high school scholars will fulfill the assessment portion of their graduation requirements by passing required state tests. If scholars do not pass on their first attempt, there are retake opportunities for these tests, Alternative Assessment Progressions, or Additional Graduation Pathway Options displayed in the chart below. Some scholars, however, need a different method to demonstrate that they possess the knowledge and skills required for graduation. Additional graduation pathways provide all scholars with the opportunity to demonstrate their knowledge and skills using methods other than state accountability tests.

Who can access Alternative Assessment Progressions or Additional Graduation Pathway Options?
Alternative Assessment Progressions or Additional Graduation Pathway Options are available to all scholars in the class of 2020 and beyond. See the Assessments Required for Graduation and Additional Graduation Pathway options in the chart below.

For additional support, please make an appointment with your school counselor or the testing coordinator or visit www.k12.wa.us/assessment/GraduationAlternatives/

<table>
<thead>
<tr>
<th>GRADUATION PATHWAY OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT</td>
</tr>
<tr>
<td>ELA</td>
</tr>
<tr>
<td>Math</td>
</tr>
</tbody>
</table>

*Students in the Classes of 2022 and beyond, if using the SBA as their graduation pathway, would have to meet the graduation scores to be considered to have completed that pathway.*

<table>
<thead>
<tr>
<th>STANDARDIZED TEST CUT SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASVAB</td>
</tr>
<tr>
<td>ACT</td>
</tr>
<tr>
<td>SAT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVANCED PROGRAMING COURSE GRADES and EXAM CUT SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
</tr>
<tr>
<td>Cambridge</td>
</tr>
<tr>
<td>IB SL/HL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DUAL CREDIT, BRIDGE TO COLLEGE and CTE COURSE SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit</td>
</tr>
<tr>
<td>Bridge to College</td>
</tr>
<tr>
<td>CTE Course Sequence</td>
</tr>
</tbody>
</table>
The High School & Beyond Plan is a meaningful, individualized plan that assists scholars in constructing a pathway towards a future career path including current and future education required to realize that career path. This plan helps scholars stay engaged and on track towards graduation and prepared for success after high school. The High School & Beyond Plan also helps parents, teachers, and staff to better know and support scholars in meeting their future plans and aspirations.

Each year beginning in middle school, scholars work on their High School & Beyond Plan in class with the help of a teacher, counselor, or career specialist. These lessons help scholars reflect and learn about topics like earning credits towards graduation, exploring careers, budgeting, post-secondary options, and paying for college. Scholars set future goals, devise plans for meeting those goals, and reflect on their progress towards meeting those goals.

Each high school has copies of the high school and beyond plan, and schools will distribute their progress towards meeting those goals. Scholars will begin working on their Career Plan Essay in middle school, adding information and experiences so that by graduation they have a clear, articulated plan.

- Scholars will begin their Career Plan Essay in 9th grade and develop it over the course of their high school experience.
- Scholars will develop and outline their career and education goals, including courses and experiences (such as community service) that will provide them with more information and preparation for their future.
- In their senior year Career Plan Essay, scholars will address the specific plans and actions they are taking after high school including, but not limited to, college acceptance, military, technical training, or apprenticeships.

As part of Goal 5, Persistence to Graduation, seniors will graduate with a Career Plan Essay outlining at least one of these: college acceptance, military, trade/technical training, industry certification, apprenticeship. Scholars will begin working on their Career Plan Essay in middle school, adding information and experiences so that by graduation they have a clear, articulated plan.

The High School & Beyond Plan is a meaningful, personalized pathway in which their experience relates.

Personalized Pathway in which their experience relates.

Connect with our community compel scholars to shift from an inward focus on themselves to an outward focus on others.

By making community service a priority at the school, we believe we will build a stronger, more vibrant, and more inclusive community.

Not only will scholars be giving back to their community, but they will also have the opportunity to add this experience to their Career Plan Essay in the High School & Beyond Plan and their resume for college entrance or employment.

Visit our website for a link to our Community Service Guide: www.fwps.org/CommunityService

College and Career Exploration Tool and Online High School and Beyond Plan Portfolio

Federal Way Public Schools uses MaiaLearning career exploration and planning tool for scholars to learn about career and college options and document their High School & Beyond Plan. All scholars in grades 6–12 have an online account that can be accessed anywhere through the Internet.

Scholars can access their MaiaLearning account by visiting: www.maialearning.com and clicking “Sign in with Google” and login with their Gmail (P12) account (example: ####@p12fwps.org) and password.

Features of the College and Career Exploration Tool:
- Surveys to help scholars identify career interests, skills, abilities, and learning styles.
- Detailed information about multitudes of careers, including suggested college programs and interviews with real people in each career.
- Comprehensive technical, two and four year and university, military program information and financial literacy, including search tools to help scholars find the right college and the right scholarships.
- The ability for scholars to apply and send transcripts to post-secondary institutions that accept the Common Application
- Advice for job search process, including networking, writing resumes and cover letters, preparing for interviews, and adjusting to a job.

If you have questions about High School & Beyond Planning, please contact your School Counselor or Career and College Specialist.
Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome chosen by the scholar based on their interests and their High School & Beyond Plan, which may include Career and Technical Education courses, and are intended to provide a focus for the scholar's learning. Scholars may use a PPR course for 1.0 of the 2.0 required Art Credits and/or up to 2.0 credits of the World Language requirement. Scholars may earn up to 3 credits upon successful completion of PPR classes.
### ARTS & COMMUNICATIONS

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>COURSE NAME</th>
<th>DHS</th>
<th>FWHS</th>
<th>TJHS</th>
<th>TBHS</th>
<th>Federal Way Equivalency Credit</th>
<th>COLLEGE CREDIT</th>
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</thead>
<tbody>
<tr>
<td>VISUAL ARTS</td>
<td>Visual Communications 1-2</td>
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<td></td>
<td></td>
<td></td>
<td>Fine Arts</td>
<td>HC</td>
</tr>
<tr>
<td></td>
<td>AP Studio Art 2D &amp; 3D</td>
<td></td>
<td></td>
<td></td>
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<td>Fine Arts</td>
<td>AP</td>
</tr>
<tr>
<td></td>
<td>IB Visual Arts</td>
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<td>Fine Arts</td>
<td>IB</td>
</tr>
<tr>
<td></td>
<td>Design &amp; Applied Art 1-2</td>
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<tr>
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<td>Graphic Design 1-2</td>
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<td>HC, Cambridge</td>
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<tr>
<td></td>
<td>AICE Graphic Design</td>
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<td>Cambridge</td>
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<td>Publishing (Yearbook)</td>
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<td></td>
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<td>Technical Theater</td>
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</tr>
<tr>
<td>VIDEO &amp; PHOTOGRAPHY</td>
<td>Video Production 1-3</td>
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<td></td>
<td>Fine Arts</td>
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</tr>
<tr>
<td></td>
<td>Commercial Photography</td>
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<td></td>
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<td>Fine Arts</td>
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</tr>
</tbody>
</table>

### CAREERS

- Animator
- Art Directors
- Art Therapist
- Artist
- Artistic Director
- Audio Systems Technician
- Audio-Visual Designer & Engineer
- Audio-Visual Specialist
- Broadcast Technicians
- Camera Operators
- Cartoonists
- Cinematographer
- Computer Animation
- Fashion Designer
- Film Making
- Graphic Designer
- Illustrator
- Interior Designer
- Painting
- Potter
- Prop Crafts Artisan
- Sculptor
- Set Designer
- Sign Painter
- Tattoo Artist
- Technical Computer Support
- Video Systems Technicians
- Videographer & Special Effects

### POST-SECONDARY PROGRAMS & DEGREES


**UNIVERSITY PROGRAMS:** Applied Design & Interior Design: Bellevue, Lake Washington; Journalism, Visual Communications, Design: EWU, CWU, UW; Digital Arts, Visual & Digital Design: Art Institute of Seattle

Additional programs may be available, please check individual colleges for more information.

*Colleges: HC = Highline College, GRC = Green River College, RTC = Renton Technical College, SCC = Seattle Central College
FWPS Dual Credit Programs: AP = Advanced Placement, IB-TJ = International Baccalaureate at TJ HS
BUSINESS & MARKETING

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<th>DHS</th>
<th>FWHS</th>
<th>TJHS</th>
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CAREERS

Accounting  
Administrative Assistant  
Advertising  
Auditor  
Bill & Account Collector  
Brand Management  
Business Manager  
Certified Public Accountant  
Controller  
Court Reporter  
Economist  
Entrepreneur  
Event Planner  
Funeral Director  
Insurance Agent  
International Business  
Inventory Manager  
Law Officer

Market Research Analyst  
Marketing Manager  
Media Buyer/Planner  
Of ce Manager  
Personnel Recruiter  
Public Relations  
Real Estate Appraiser  
Research Specialist  
Retail Sales Supervisor  
Sales Representative  
Small Business Owner  
Stock Broker  
Tax Examiner  
Tax Preparer  
Underwriter  
Wholesale & Retail Buyer

POST-SECONDARY PROGRAMS & DEGREES

TECHNICAL PROGRAMS IN BUSINESS, ADMINISTRATION, & MARKETING:

UNIVERSITY PROGRAMS: Business Administration: EWU, CWU, WSU, UW, WWU; Information Technology: Design Tech: EWU; IT & Information Mgmt.: CWU; Digital Technology: WSU; Information Systems and Operations Management: UW

Additional programs may be available, please check individual colleges for more information.

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### HEALTH SCIENCES & AGRICULTURAL SCIENCES

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<th>COLLEGE CREDIT</th>
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<td>Agricultural Leadership</td>
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</tbody>
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### CAREERS

- Agricultural & Food Scientist
- Agricultural Educator
- Anesthesiologist
- Animal Control Officer
- Animal Husbandry
- Arborist
- Athletic Trainer
- Biochemist
- Bio-Tech Lab Technician
- Certified Nursing Assistant
- Chiropractor
- Clinical Medical Assistant
- Conservation Scientists & Foresters
- Dental Assistant
- Dental Hygienist
- Dietitian
- Ecologist
- EMT/Paramedic
- Fish & Game Officer
- Florist
- Forestry Technician
- Health Care Administration
- Home Health Aide
- Landscape Designer
- Massage Therapist
- Medical Transcriptionist
- Nurse Practitioner
- Optometrist
- Pharmacist
- Pharmacy Technician
- Physical Therapist Asst.
- Physician
- Psychologist
- Registered Nurse
- Speech Pathologist
- Sports Trainer
- Surgeon
- Surgical Technician
- Ultrasound Technician

### POST-SECONDARY PROGRAMS & DEGREES

**MEDICAL/HEALTH RELATED TECHNICAL PROGRAMS:** Biological Lab Tech: Bates; Dental Assistant: Bates, Clover Park, Renton; Dental Hygienist: Pierce, Renton; Dental Lab Tech: Bates; Ultrasound Tech: Bellevue, Tacoma; Emergency Med Tech: Tacoma; Medical Records: Highline, Tacoma; Ward Clerk: Bellevue, Clover Park; Hemodialysis: Clover Park; Central Service Tech: Clover Park; Medical Insurance Coding: Bates, Highline, Tacoma; Radiologic Tech: Bellevue, Tacoma; Medical Transcription: Bates, Highline, Tacoma; Medical Asst.: Bellevue, Clover Park, Highline; Nursing Asst.: Clover Park, Green River, Tacoma; Nursing-Associate Degree: Bellevue, Clover Park, Highline, Renton, Tacoma, South Seattle; Nursing Practical: Bates, Clover Park, Green River, Highline, Lake Washington, Pierce, Renton, South Seattle; Optician: Seattle Central; Optometric Tech: Renton; Sign Language Interpreter: Seattle Central; Respiratory Therapy: Highline, Seattle Central, Tacoma; Substance Abuse Counseling: Bellevue, Clover Park, Seattle Central, Highline; Surgical Tech: Clover Park, Seattle Central; Veterinarian Asst.: Pierce; Forensic Tech: Green River

**AGRICULTURE/NATURAL RESOURCES RELATED TECHNICAL PROGRAMS:** Horticulture: Lake Washington, South Seattle; Landscaping: Clover Park; Viticulture/Fermentation: Lake Washington, South Seattle; Urban Agriculture: Highline

**UNIVERSITY PROGRAMS:** Nursing: UW, EWU, WSU; Medicine: UW; Veterinary Science: WSU; Agriculture Sciences: CWU, WSU, UW; Dietician: CUW; Athletic Training: EWU, Whitworth, WSU; Pharmaceutical Sciences: WSU, UW; Physical Therapy: EWU; Zoology: UW, WWU, WSU; Biotechnology: UW

Additional programs may be available, please check individual colleges for more information.

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## Human Services

<table>
<thead>
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<th>Cluster</th>
<th>Course Name</th>
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<th>TBHS</th>
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<th>College Credit</th>
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<td>Teacher Academy</td>
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<td>Family Psychology &amp; Health</td>
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<td>IB Career Program (IBCC) Skills</td>
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## Careers

- Air Traffic Controller
- Baker
- Caterer
- Chef
- Child Care Worker
- Clergy
- College Professor
- Correctional Officer
- Counselor
- Customs Agent
- Detective
- Educational Administrator
- Employment Interviewer
- Executive Chef
- Facilities Management
- FBI Agent
- Government Executive & Legislative
- Librarian
- Library Technician
- Military Officer
- Military Service
- Pilot
- Resort Manager
- Sign Language Interpreter
- Social Worker
- Teacher

## Post-Secondary Programs & Degrees

### Technical Programs in Education:
- Early Childhood Ed & Teaching: Bates, Bellevue, Clover Park, Green River, Highline, Pierce, Renton, Seattle Central
- Prof-Tech Teaching: Bates, Lake Washington
- Teacher Aide: Bates, Clover Park, Green River, Pierce, Tacoma
- Sign Language Interpretation: Seattle Central

### Technical Program in Project Management:
- Highline College

### Technical Programs in Culinary Arts & Hospitality:
- Baking & Pastry Arts: Lake Washington, Renton, Seattle Central
- Culinary Arts/Chef Training: Bates, Clover Park, Lake Washington, Renton, Seattle Central, South Seattle

### United States Military Service:
- Air Force, Army, Marines, Navy, Coast Guard

### University Programs:
- CWU: Psychology, Sociology, Family & Consumer Sciences, Education, Nutrition, Exercise, Health Science
- UW: Education, Psychology, Social Sciences, Sociology
- WWU: Education, Psychology, EWU: Education, Psychology
- WSU: Hospitality Business Administration, Education
- Of cer Training: U.S. Armed Forces

Additional programs may be available, please check individual colleges for more information.

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# ENGINEERING, MANUFACTURING, & TECHNOLOGY

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<td>■</td>
<td>■</td>
<td>Math or Science</td>
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**CAREERS**

- Aircraft Mechanics
- Airplane Assemblers
- Airplane Pilots
- Architect
- Automobile Mechanics
- Cabinet Makers
- CAD Designer
- Carpenters
- Civil Engineer
- Computer Equipment Repair
- Computer Network & Data
- Computer Programmers
- Computer Support Specialists
- Computer Systems Analysts
- Construction Foreman
- Construction & Building Inspectors
- Database Administrators
- Design Engineers
- Drifter
- Drywall Installer
- Electrical Engineering
- Electricians
- Electronic Engineer
- Engineer
- Environmental
- Fire Inspectors
- Game Designer
- General Contractor
- Industrial Engineer
- Machinists
- Mechanical Engineer
- Military Officer
- Plumber
- Sheet Metal Worker
- Systems Administrator
- Welding Technician

**POST-SECONDARY PROGRAMS & DEGREES**


**UNIVERSITY PROGRAMS:** Engineering: EWU, CWU, WSU, UW; Machinery & Manufacturing Engineering Technology: EWU, CWU, UW, WWU; Construction: EWU–Technology Construction, CWU–General Construction Mgmt. & Heavy Civil Construction Management, WSU–Construction Mgmt., UW–Construction Mgmt., WWU–Industrial Technology

Additional programs may be available, please check individual colleges for more information.

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WWW.FWPS.ORG

[20]
Each year, middle and high school scholars are **required** to complete components to build their High School and Beyond Plan (HSBP). To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks.

Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within Maia-Learning, an online college/career exploration platform and portfolio. Activities/tasks are also listed and linked on their MaiaLearning Dashboard.

Scholars can access their MaiaLearning account by visiting: [www.maialearning.com](http://www.maialearning.com) and clicking “Sign in with Google” and login with their Gmail (P12) account (example: ####@p12fwps.org) and password.

**Most up-to-date HSBP Checklists can be found at [www.fwps.org/HSBP](http://www.fwps.org/HSBP).**

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<tbody>
<tr>
<td>□ Complete the <strong>Middle School Fall Survey</strong>.</td>
<td>□ Attend back to school events so you can be better prepared for the school year.</td>
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</tr>
<tr>
<td>□ Complete the <strong>Interest Profiler Assessment</strong> and research 3–5 suggested careers from your assessment results.</td>
<td>□ Explore your interests and leadership opportunities by participating in sports, school clubs, music or drama groups, community-based organizations or volunteer activities.</td>
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<tr>
<td>□ See your counselor to check your eligibility and sign up for the College Bound Scholarship in 7th or 8th grade.</td>
<td>□ Attend FWPS Life After High School District College and Career Fair to learn about post secondary options.</td>
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</tr>
<tr>
<td>□ For personalized emails/text messages regarding career and college field trips, experiences and support, click Profile, edit, enter your phone number and click update. Scroll down to SMS setting and click On.</td>
<td>□ Attend High School Planning Night with parent/guardian to find out about Dual Credit opportunities at the high school you will be attending.</td>
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<td>□ Create <strong>4 SMART Goals</strong> for the year (College, Career, Financial Aid and Academic).</td>
<td>□ Enroll in Career &amp; Technical Education classes that fit your career interests.</td>
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<td>□ Take the PSAT test for free at school during PSAT/ SAT School Day.</td>
<td>□ Find an internship/job shadow, participate in summer camps, summer college programs or volunteer activities.</td>
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<tr>
<td>□ Create your <strong>Career List</strong>. Click on the career name to learn more in the Career Summary.</td>
<td>□ Consider your plan for completing your required 24 hours of community service in high school.</td>
<td></td>
</tr>
<tr>
<td>□ Review your SMART goals and academic progress at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP and grades to maintain a good Grade Point Average (GPA).</td>
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<tr>
<td>□ Identify <strong>12–15 post-secondary pathway choices</strong> such as college, training, certicate and/or employment.</td>
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<tr>
<td>□ Review the high school course catalog and create your Academic Planner in preparation for high school course registration in 8th grade.</td>
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<tr>
<td>□ Create and update your <strong>Resume</strong>. Use <strong>Experiences</strong> to keep track of your academic and extracurricular awards, community services, achievements and anything else you participate in.</td>
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<td>□ Review and assess your <strong>4 SMART Goals</strong> for the year (College, Career, Financial Aid and Academic).</td>
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**POST-SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS**

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE
### Required

**SEPTEMBER**
- □ Complete the Freshmen Fall Survey.
- □ For personalized emails/text messages regarding career and college field trips, experiences and support, go to My Account under the person image icon in the top right, then switch ON for the Text/SMS Messaging setting and enter your cell phone number in the profile section.
- □ Complete the Personality Assessment in the Explore Section.

**OCTOBER**
- □ Complete the Intelligences Assessment in the Explore Section.
- □ Complete the Learning and Productivity Assessment in the Explore Section.
- □ Create 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic).
- □ Take the PSAT test. This is good practice for the SAT. Taking this test in 9th grade will help you better prepare.

**NOVEMBER**
- □ Make a plan for completing your required 24 hours of community service (www.fwps.org/communityservice).
- □ Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP and grades to maintain a good Grade Point Average (GPA).

**DECEMBER**
- □ Complete the Interest Profiler Assessment in the Explore Section and research 3-5 suggested careers from your assessment results.
- □ Create your Career List by clicking the Heart icon and clicking Add to Career Plan in the Career Plan Section and review career plan summaries.
- □ Identify 9–12 post-secondary pathway choices.

**JANUARY**
- □ Review Transcript and create and update your Academic Planner in the Academic Plan Section in preparation for course registration.

**MARCH**
- □ Complete Work Values in the Explore Section.

**APRIL**
- □ Create and/or update your Resume under the Portfolio Section.

**MAY**
- □ Review and assess your 4 SMART Goals for the year (College, Career, Financial Aid and Academic).

**JUNE**
- □ Update your required hours for community service by logging experience(s) into the Experience Section in the Portfolio.

### Recommended

**SEPTEMBER**
- □ Explore your interests and leadership opportunities by participating in sports, school clubs, music or drama groups, or community-based organizations or volunteer activities.
- □ Attend FWPS Life After High School District College and Career Fair.
- □ Find out about Dual Credit opportunities at your school where you can earn credit in high school through certain test scores on AP, IB or Cambridge exams or through completion of CTE, College in the High School Courses or Running Start courses.

**OCTOBER**
- □ Prepare for sophomore year course registration by meeting with your counselor, verifying your transcript is accurate, ensuring you are on track for graduation and considering which courses align with your post-secondary plans.
- □ Enroll in Career & Technical Education classes that fit your career interests.
- □ Find an internship/job shadow, participate in summer camps, summer college programs or volunteer activities.

**DECEMBER**
- □ Enroll in Career & Technical Education classes that fit your career interests.
- □ Find an internship/job shadow, participate in summer camps, summer college programs or volunteer activities.
- □ Attend FWPS Life After High School District College and Career Fair.
- □ Find out about Dual Credit opportunities at your school where you can earn credit in high school through certain test scores on AP, IB or Cambridge exams or through completion of CTE, College in the High School Courses or Running Start courses.

### High School & Beyond Plan Checklist

Each year, middle and high school scholars are required to complete components to build their High School and Beyond Plan (HSBP). To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks. Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

The HSBP tasks are completed within Maia-Learning, an online college/career exploration platform and portfolio. Activities/tasks are also listed and linked on their MaiaLearning Dashboard.

Scholars can access their MaiaLearning account by visiting: www.maialearning.com and clicking “Sign in with Google” and login with their Gmail (P12) account (example: ####@p12fwps.org) and password.

Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.

**Post-Secondary College, Training, Certificate & Employment Pathways**

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY

4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE
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**high school & beyond plan CHECKLIST**

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<td>□ Complete the <strong>Sophomore Fall Survey</strong> in your Career Activities and Tasks List.</td>
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<td>□ For personalized emails/text messages regarding career and college field trips, experiences and support, go to <em>My Account</em> under the person image icon in the top right, then switch <strong>ON</strong> for the Text/SMS Messaging setting and enter your cell phone number in the profile section.</td>
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<td>□ Complete the <strong>Interest Profiler Assessment</strong> in the Explore Section.</td>
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<td>□ Make a plan for completing your required 24 hours of community service.</td>
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<td>□ Attend college and career fairs with parents/guardians including the Life After High School District College and Career Fair.</td>
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<td>□ Prepare to present your HSBP progress in the spring each year at SLCs.</td>
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<td>□ View your PSAT/SAT scores at studentscores.collegeboard.org, and send your scores to Khan Academy® for a free, personalized SAT practice plan based on your test results.</td>
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<td>□ If you have the College Bound Scholarship, review requirements and repledge your commitment so that you can access your scholarship.</td>
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<td>□ Prepare for junior year course registration by meeting with your counselor, verifying your transcript is accurate, ensuring you are on track for graduation and considering which courses align with your post-secondary plans and which advanced or stretch course(s) to enroll in.</td>
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<td>□ Create or update <strong>4 SMART Goals</strong> for the year in the Portfolio Section.</td>
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<td>□ Take the <strong>PSAT test</strong>.</td>
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<td>□ Complete the <strong>Intelligences Assessment</strong> in the Explore Section and research 3-5 suggested careers from your assessment results.</td>
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<tr>
<td>□ Update your <em>Career List</em>.</td>
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<td>□ Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with HSBP.</td>
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<tr>
<td>□ Identify <strong>6–9 post-secondary pathway choices</strong> such as college (Target School, Likely School and Stretch School), training, certificate and/or employment. If your pathway is not listed in the college section, then complete a journal entry to list the pathway you are pursuing.</td>
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<tr>
<td>□ Review Transcript and create and update your <em>Academic Planner</em> in the Academic Plan Section in preparation for course registration.</td>
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<td>□ Create and/or update your <em>Resume</em>.</td>
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<td>□ Prepare to present your HSBP progress in the spring each year at SLCs.</td>
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**POST- SECONDARY COLLEGE, TRAINING, CERTIFICATE & EMPLOYMENT PATHWAYS**

- 2-YEAR TECHNICAL
- 2-YEAR TRANSFER
- 4-YEAR
- 4-YEAR MILITARY ACADEMY
- 4-YEAR MILITARY ROTC
- APPRENTICESHIP/TRADE
- MILITARY ENLISTED
- WORKFORCE
Each year, middle and high school scholars are required to complete components to build their High School and Beyond Plan (HSBP). To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks. Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

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<td>□ Complete the Junior Fall Survey.</td>
<td>□ Attend college and career fairs with parents/guardians including the Life After High School District College and Career Fair and others such as the NACAC National College Fair.</td>
</tr>
<tr>
<td>□ Complete the Learning &amp; Productivity Assessment.</td>
<td>□ Set up tours and appointments at post-secondary institutions during non-school days, early release days or during breaks.</td>
</tr>
<tr>
<td>□ Complete the Interest Profiler Assessment.</td>
<td>□ Find out about entry requirements at the post-secondary pathways that you are interested in pursuing.</td>
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**SEPTEMBER**

□ Complete the Junior Fall Survey.
□ Complete the Learning & Productivity Assessment.
□ Complete the Interest Profiler Assessment.

□ Create/update 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic).
□ Take the PSAT and potentially qualify for the National Merit and other scholarships. The PSAT is also good practice for the SAT.

□ Update your Career List.

□ Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP.

□ Identify 3–6 post-secondary pathway choices such as training, certificate and/or employment. If your pathway is not listed in the college section, then complete a journal entry to list the pathway you are pursuing.

□ Review Transcript and create and update your Academic Planner in the Academic Plan Section in preparation for course registration.

□ Create and/or update your Resume.

□ Take the SAT for free during the SAT School Day Test. This is good practice for your next opportunity to take the SAT for free your senior year in October.

□ Review and assess your 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic).

□ Enroll in Career & Technical Education classes that fit your career interests.

□ Check post-secondary entry requirements and deadlines for applications.

□ Start to gather documents for financial aid.

**OCTOBER**

□ Create/update 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic).

□ Review graduation requirements at Scholar Led Conferences (SLC) and create a plan to stay on track with your HSBP.

□ Identify 3–6 post-secondary pathway choices such as training, certificate and/or employment. If your pathway is not listed in the college section, then complete a journal entry to list the pathway you are pursuing.

□ Review Transcript and create and update your Academic Planner in the Academic Plan Section in preparation for course registration.

□ Create and/or update your Resume.

□ Take the SAT for free during the SAT School Day Test. This is good practice for your next opportunity to take the SAT for free your senior year in October.

□ Review and assess your 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic).

□ Enroll in Career & Technical Education classes that fit your career interests.

□ Check post-secondary entry requirements and deadlines for applications.

□ Start to gather documents for financial aid.

□ Begin working on college applications and essays if possible, and make a plan for early decision deadlines.
Each year, middle and high school scholars are required to complete components to build their High School and Beyond Plan (HSBP). To the right is a monthly timeline for scholars to follow that will help them stay on track with their activities/tasks. Scholars will present their HSBP progress in the spring each year at Scholar-Led Conferences (SLC), Advisories or during other culminating activities.

Activities/tasks are also listed and linked on their Maia Learning Dashboard.

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Most up-to-date HSBP Checklists can be found at www.fwps.org/HSBP.

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### Required

#### SEP
- Complete the Senior Fall Survey.
- Complete the Interest Profiler Assessment in the Explore Section.
- Complete the FAFSA/WASFA and mark as completed in the Financial Aid Activity/Task list after you have uploaded confirmation of your completion in your Maia Drive.
- Update your Career List by clicking the Heart icon and clicking Add to Career Plan in the Career Plan Section and review career plan summaries.
- Apply to 1–3 post-secondary pathway choices such as college (Target School, Likely School and Stretch School), training, certificate and/or employment.
- Complete and apply for a minimum of one local, state or national scholarship.
- Review the Career Plan Essay prompt in your Journal in the Portfolio Section and begin drafting your essay.
- Create/update your Resume under the Portfolio Section.
- Request one or more letters of recommendation.
- Complete the final Career Plan Essay in your Journal in the Portfolio Section and upload your Post-Secondary Acceptance, Enrollment, Employment or Application into your MaiaDrive.
- Upload your Post-Secondary Acceptance, Enrollment, Employment or Application.
- Present your Career Plan Essay, Assessment Results, Resume, Scholarship, Post-Secondary Pathway, Acceptance, Enrollment, Employment or Application at SLCs, Advisories or Senior Exit Interviews.
- Have parent/guardian sign acknowledgment of High School and Beyond Plan.
- Review and assess your 4 SMART Goals for the year in the Portfolio Section (College, Career, Financial Aid and Academic).
- Complete your Senior Clearance Form and pay fines in order to walk at the graduation ceremony.

### Recommended

- Make a plan for at least one College/Career Readiness Experience (examples: college/career field trip, college/ career rep visit, college/career tour or college/career fair).
- Verify your transcript is complete and accurate.
- Attend college and career fairs with parents/guardians including the Life After High School District College and Career Fair.
- Take your post-secondary entrance exam (SAT offered for free during SAT School Day).
- Take the SAT Subject tests if preferred/required by colleges you are considering.
- Verify that all required documents are submitted to admissions and financial aid offices for the colleges you are considering.
- Review your financial aid award letter(s). Your counselor can assist you.
- Take AP, IB or Cambridge exams for free. There is no risk, and a successful score could earn you college credit.
- Request your final transcript to be sent to your postsecondary pathway choice.

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### Post-Secondary College, Training, Certificate & Employment Pathways

2-YEAR TECHNICAL | 2-YEAR TRANSFER | 4-YEAR | 4-YEAR MILITARY ACADEMY
4-YEAR MILITARY ROTC | APPRENTICESHIP/TRADE | MILITARY ENLISTED | WORKFORCE
Post Secondary Planning Information

ENTRANCE REQUIREMENTS

Generally, graduating from high school is the minimum requirement to be admitted to college, however, each college has their own entrance requirements. Federal Way Public Schools has ensured scholars graduating in 2019 and beyond have met course requirements to be eligible for admission at universities by taking all College Academic Distribution Requirements (CADR’s) including 4 English, 3 Math, 3 Science, 2 World Language, 3 Social Science, and 1 Art credit. Universities typically have the most specific requirements, especially for selective programs, and SAT or ACT scores may be required. Visit the post-secondary institution website to check for specific admission requirements. Although specific requirements may vary among institutions, the following minimum guidelines exist:

FAFSA/WASFA: The FAFSA or WASFA needs to be filed out in order for scholars to qualify for most financial aid opportunities. FAFSA/WASFA opens October 1st and uses tax information from the prior-prior year. For example, scholars entering college during the 2023–2024 school year would submit 2021 tax information. Many priority deadlines are mid-January, so be sure to check colleges you are interested in for specific deadlines.

Scholarships: money awarded based on merit or other achievements, and typically do not have to be repaid. Applications and eligibility vary for each and there are literally millions of scholarships available. Setting up an account on Washboard.org for Washington State specific scholarships or Collegeboard.org for more national scholarships can be a great place to start the search. Schools also have information on many local scholarships in the Career Center.

WASHINGTON STATE PUBLIC UNIVERSITIES DO NOT REQUIRE SAT/ACT SCORES FOR ADMISSION. SOME OUT-OF-STATE AND PRIVATE COLLEGES MAY STILL REQUIRE THEM.

Post-Secondary Examples
• Highline College
• Renton Technical College
• South Seattle College
• Tacoma Community College
• Washington State University
• Evergreen College
• Eastern WA University
• Texas State University
• University of WA Tacoma
• University of Arizona
• Howard University
• Colorado State University
• University of WA Seattle
• University of Portland
• California Polytechnic
• US Military Academy
• Georgetown
• Harvard
• Notre Dame
• UC Berkeley

POST-SECONDARY ADMISSIONS AND COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADRs)

<table>
<thead>
<tr>
<th>Admission Criteria and CADRs</th>
<th>Technical, 2-Year Community College</th>
<th>Somewhat Selective Colleges / Universities</th>
<th>Selective Colleges / Universities</th>
<th>Highly Selective Colleges / Universities</th>
<th>Extremely Selective Colleges / Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A “B” or better in Bridge to College enters scholars into credit bearing coursework in college at any of the State of Washington Community and Technical Colleges</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>4 (minimum Algebra 2)</td>
<td>4 (minimum Algebra 2)</td>
<td>4 (minimum Algebra 2)</td>
<td>4 (minimum Algebra 2)</td>
<td>4 (minimum Algebra 2)</td>
</tr>
<tr>
<td>Science</td>
<td>High School Diploma and requirements vary</td>
<td>3</td>
<td>3</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>World Language</td>
<td>2 (same language preferred)</td>
<td>2-3 (same language preferred)</td>
<td>3-4 (same language preferred)</td>
<td>3-4 (same language preferred)</td>
<td>3-4 (same language preferred)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
<td>3-4</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2</td>
<td>2-3</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>GPA Average</td>
<td>No GPA Average</td>
<td>3.0-3.4</td>
<td>3.4 – 3.6</td>
<td>3.5 – 3.8</td>
<td>3.9 +</td>
</tr>
</tbody>
</table>

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TYPES OF FINANCIAL AID

FAFSA/WASFA: The FAFSA or WASFA needs to be filed out in order for scholars to qualify for most financial aid opportunities. FAFSA/WASFA opens October 1st and uses tax information from the prior-prior year. For example, scholars entering college during the 2023–2024 school year would submit 2021 tax information. Many priority deadlines are mid-January, so be sure to check colleges you are interested in for specific deadlines.

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• Georgetown
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• Notre Dame
• UC Berkeley

College Bound Scholarship: scholars qualify for this in 7th and 8th grade based on family income and must maintain a 2.0, have no felony convictions, and remain eligible when filing the FAFSA or WASFA during senior year. This scholarship can cover tuition at many 2 and 4 year public and private colleges, universities, and technical programs in Washington State.

Grants: money given from the government based on financial need and does not typically need to be paid back

Institutional Aid: scholarships from the colleges/universities you are attending based on financial need or merit

Work Study: financial aid program to work at approved locations to earn money to pay for college expenses

Loans: borrowed money to repay over time, typically with interest added

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COMPLETING A COLLEGE DEGREE

To earn an associate degree at a community or technical college, a scholar must complete 90 quarter or 60 semester credits. By design, this is the same number of credits needed to complete the first two years of a bachelor's degree program. A bachelor's degree generally requires completion of a total 180 quarter or 120 semester credits over a four-year period. Bachelor's and associate degrees require scholars to complete credits in two types of course material.

1. **General Education:** General education courses cover a broad range of basic subjects. These courses give scholars a strong foundation of knowledge and skills to draw from as they advance to deeper study in specific fields.

2. **Preparation for major coursework**
   - Additional credits required for an associate degree usually focus on a specific area of emphasis. Associate transfer degrees prepare scholars to transfer to specific bachelor's degree programs at four-year colleges and universities.
   - Scholars seeking a bachelor's degree are expected to complete major-specific preparatory courses in the first two years. Some programs, such as engineering, require more major-specific preparatory courses while others, such as history, require fewer.

Completing CADR courses does not guarantee admission to one of the state's six baccalaureate institutions. Institutions consider a number of criteria when making admission decisions. Minimum college admission standards for public baccalaureate institutions include:

- 2.0 GPA
- Completing courses that meet the College Academic Distribution Requirements (CADRs).

Note: Each school district is responsible for determining which of their courses meet state CADRs.

- Specific admission information for freshmen entering Washington's public baccalaureate institutions:
  - Central Washington University
  - Eastern Washington University
  - The Evergreen State College
  - University of Washington
  - Washington State University
  - Independent Colleges of Washington, including Gonzaga University, Heritage University, Pacific Lutheran University, Saint Martin's University, Seattle Pacific University, Seattle University, University of Puget Sound, Walla Walla University, Whitman College, Whitworth University
- Taking the SAT or ACT and having the scores sent directly to the college or university

TRANSFER PATHWAYS

Scholars take different paths to a certificate, associate degree, bachelor's degree, or advanced degree. A large percentage of those who enter a four-year institution as freshmen graduate from that institution. Others may enroll at one four-year institution and then transfer to another. And still others start at a community college and transfer to a baccalaureate institution.

ACADEMIC TRANSFER IN WASHINGTON STATE

Colleges in Washington State have degrees and agreements to make transfer easier for scholars. Schools of or a variety of pathways for scholars who wish to transfer from one school to another. Scholars can transfer from a:

- Community or technical college to a four-year college or university.
- Four-year college or university to a community or technical college.
- Four-year college or university to another four-year college or university.
- Community or technical college to another community or technical college.

In addition to state-level agreements, schools may have more requirements. Scholars who want to transfer from one school to another should:

- Talk to academic advisors at both schools.
- Make sure they understand their rights and responsibilities.

The Washington Scholar Achievement Council (WSAC) is the state's transfer liaison. The agency is a single statewide point of contact for transfer issues. WSAC also stores and maintains transfer agreements. Any changes to these agreements must go through this process. For more information, visit WSAC at [www.wsac.wa.gov/college-admissions](http://www.wsac.wa.gov/college-admissions).
ADVANCEMENT VIA INDIVIDUAL DETERMINATION

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

Middle School Electives
*each course one year*

6th Grade AVID Elective

7th Grade AVID Elective

8th Grade AVID Elective

HIGH SCHOOL

High School Electives
*0.5 credit per semester*

9th Grade
Advancement Via Individual Determination
AVID Elective

10th Grade
Advancement Via Individual Determination
AVID Elective

11th Grade
Advancement Via Individual Determination
AVID Elective

12th Grade
Advancement Via Individual Determination
AVID Elective

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Advancement Via Individual Determination (AVID) is an academic elective course that prepares scholars for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, scholars receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, scholars participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

**MIDDLE SCHOOL**

**6–8th Grade AVID**

**WHO:** 6–8th grade scholars

**WHAT:** The AVID elective course is a year-long course dedicated to preparation for high school success and college preparation. AVID scholars will learn and practice powerful academic skills called AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies. These strategies include Focused Note-Taking strategies, Critical Reading strategies, Socratic Seminar discussion strategies and goal-setting strategies. Twice a week, AVID scholars will participate in scholar-led study groups called Tutorials. AVID scholars will have many opportunities to increase their college and career awareness through guest speaker presentations, college field trips, and independent research projects.

The AVID scholar should have an interest in attending college one day and a willingness to work hard and become a leader in their school.

**WHEN:** One year, 1.0 Elective credit

**SCHOOL/CODE:**

KLO, EVG: (6TH) AV001–8, (7TH) AV002–8, (8TH) AV003–8
ILH, LAK, SAC, SEQ: (6TH) AV001, (7TH) AV002, (8TH) AV003
ILH: (6–8TH) AV004
9th Grade AVID

WHO: 9th grade scholars

WHAT: The 9th Grade AVID Elective Course will serve as an introduction (or as a review for those who took AVID courses in middle school) of the AVID philosophy and strategies. Scholars will work on academic and personal goals and communication, adjusting to the high school setting. Scholars will increase awareness of their personal contributions to their learning as well as their involvement in their school and community. Scholars will develop the following skills: time management, study, and organizational (including keeping a binder). There is an emphasis on writing to learn and a focus on personal goals. Scholars will work in collaborative settings learning how to participate in collegial discussions and use sources to support their ideas and opinions. Scholars will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker presentations. Their college research will include building their knowledge on colleges and careers of interest.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE: DHS, FWHS, TJHS, TBHS: AV301, AV302

10th Grade AVID

WHO: 10th grade scholars

WHAT: During the 10th Grade AVID Elective Course, scholars will refine the AVID strategies to meet their independent needs and learning styles. Scholars will continue to define and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As scholars increase the rigorous course load and school/community involvement, they will refine their time management and study skills. Scholars will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Scholars will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, scholars will narrow down their colleges and careers of interest, based on personal goals and interests and field trips.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE: DHS, FWHS, TJHS, TBHS: AV401, AV402

11th Grade AVID

WHO: 11th grade scholars

WHAT: The 11th Grade AVID Elective Course focuses on college-bound activities, methodologies, and tasks that should be undertaken during the Junior year to support scholars as they narrow their search and apply to four-year universities and confirm their postsecondary plans. These activities include college field trips, peer mentoring, practice taking and improving on the SAT, as well as developing planner use and organizational skills.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE: DHS, FWHS, TJHS, TBHS: AV501, AV502

12th Grade AVID

WHO: 12th grade scholars

WHAT: The 12th Grade AVID Elective Course focuses on writing and critical thinking expected of first- and second-year college scholars. In addition to the academic focus of the AVID Senior Seminar, there are college-bound activities (including FAFSA/WAFSA completion, searching and applying for scholarships and participation in college field trips), methodologies, and tasks that should be achieved during the senior year that support scholars as they apply to four-year universities and confirm their high school and beyond plans. All AVID seniors are required to develop a portfolio representing their years of work in the AVID college readiness system, as well as complete the requirements for the seminar course.

WHEN: One year, 1.0 Elective credit

SCHOOL/CODE: DHS, FWHS, TJHS, TBHS: AV601, AV602
# CAREER AND TECHNICAL EDUCATION

## COURSE OFFERINGS GRADES 7–12

### MIDDLE SCHOOL
- Introduction to Robotics 7/8
- Computer Applications 7/8
- Pre-Engineering 7/8: Design & Modeling
- Flight and Space
- STEM Gardening
- STEM Art

### HIGH SCHOOL

#### ARTS & COMMUNICATION
- **VISUAL ARTS**
  - Visual Communications 1-2
  - AP Studio Art 2D
  - AP Studio Art 3D
  - IB Visual Arts
  - Design & Applied Art 1-2
  - Graphic Design 1-2
  - AICE Graphic Design
  - Publishing (Yearbook)
  - Pottery 1-2
  - Technical Theater
- **VIDEO PRODUCTION**
  - Video Production 1-3
- **PHOTOGRAPHY**
  - Commercial Photography
  - AP 2D Design Photography

#### BUSINESS & MARKETING
- **BUSINESS**
  - Personal Financial Math
  - Business Law
  - Project Management
  - INCubator Entrepreneurship
  - College & Career Prep
  - JAG (Jobs for America’s Graduates)
  - IB Economics
- **BUSINESS & TECHNOLOGY**
  - Computer Applications
  - IT Microsoft Academy
  - Web Design
- **MARKETING**
  - Introduction to Marketing
  - Marketing Operations, Scholar Store
  - Introduction to Fashion Marketing
  - Sports & Entertainment Marketing
  - IB Business Management HL

#### ENGINEERING, MANUFACTURING, & TECHNOLOGY
- **ENGINEERING**
  - Introduction to Engineering Design
  - Principles of Engineering & Robotics
  - Aerospace Engineering
  - Engineering Design & Development
  - Robotics HS
- **MANUFACTURING**
  - Composite Manufacturing 1-2
  - Introduction to Advanced Manufacturing
  - Advanced Manufacturing
- **CONSTRUCTION & WOODWORKING**
  - Woodworking
  - Cabinetmaking & Millwork
  - Construction Foundation
  - Carpentry Essentials
  - Carpenter Specialist 1-2
  - Pre-Apprenticeship Program
- **AUTOMOTIVE**
  - Automotive Fundamentals
  - Automotive Technology
  - Automotive Advanced 1-2
- **COMPUTER SCIENCE**
  - Introduction to Computer Science & Game Design
  - AP Computer Science Principles
  - AP Computer Science A
  - IB Computer Science SL, HL

#### HUMAN SERVICES
- **EDUCATION & TRAINING**
  - Child Development
  - Teacher Academy
  - Family Psychology & Health
  - IB Career Program Skills
  - American Sign Language Interpreting 1-4
- **CULINARY ARTS & FOOD SERVICE**
  - Culinary Arts Foundation
  - Nutrition & Wellness
  - ProStart Culinary Foods 1-2
- **PUBLIC SERVICE LEADERSHIP**
  - Air Force JROTC
    - Global Awareness
    - Science of Flight
    - Journey into Aviation History
    - Exploring Space: The High Frontier
    - Management of the Cadet Corps
    - Drill & Ceremonies
    - Survival

#### HEALTH SCIENCES & AGRICULTURAL SCIENCES
- **HEALTH SCIENCES**
  - Introduction to Health Careers
  - Emergency Medical Response
  - Sports Medicine 1-3
  - Exercise Science
  - IB Sports Exercise Health Science
  - Forensic Science
  - Principles of Biomedical Science
  - Human Body Systems
  - Physics of Medical Interventions
- **AGRICULTURAL SCIENCES**
  - Horticulture
  - Animal Science
  - Urban Agriculture
  - Agricultural Leadership

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Courses may not be available at all middle and high schools. Please see course descriptions for location and further information.
Career and Technical Education (CTE)

MIDDLE SCHOOL

EXPLORATORY

Exploration of Robotics 6th Grade
WHO: 6th grade scholars (non-CTE course)
WHAT: Scholars learn basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors. This engaging program teaches STEM concepts utilizing the LEGO Education EV3 Robots. Scholars learn how to program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Many in-depth hands-on lessons are based on real-world robots. Scholars learn the basics of mechanical engineering, design, and computer programming.
WHEN: 9-week, Pass/Fail course for 6th grade exploration
SCHOOL/CODE: ILH, LAK, TAF, SEQ: EX201

Introduction to Robotics 6th
WHO: 6th grade scholars
WHAT: Scholars learn basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors. This engaging program teaches STEM concepts utilizing the LEGO Education EV3 Robots. Scholars learn how to program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Many in-depth hands-on lessons are based on real-world robots. Scholars learn the basics of mechanical engineering, design, and computer programming.
WHEN: One semester (Non-CTE course)
SCHOOL/CODE: ILH, LAK, TAF, SEQ: IN704

Computer Applications 6th Grade
WHO: 6th grade scholars
WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. Scholars are encouraged to take the MOS certification tests which may earn college credit.
WHEN: 9-week, Pass/Fail course for 6th grade exploration
SCHOOL/CODE: LAK, SAC, TAF: EX201

Exploring Computer Applications 6th Grade
WHO: 6th grade scholars (non-CTE course)
WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. This course prepares scholars for the Microsoft Office Specialist (MOS) Word Core certification program. Scholars are encouraged to take the MOS certification tests which may earn college credit.
WHEN: One semester (Non-CTE course)
SCHOOL/CODE: ILH, SAC, SEQ: BU858
KLO, EVG: BU858-8

CTE / 7–8th GRADES

Introduction to Robotics 7/8
WHO: 7–8th grade scholars
WHAT: Scholars learn basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors. This engaging program teaches STEM concepts utilizing the LEGO Education EV3 Robots. Scholars learn how to program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Many in-depth hands-on lessons are based on real-world robots. Scholars learn the basics of mechanical engineering, design, and computer programming.
WHEN: One semester CTE course
SCHOOL/CODE: ILH, LAK, TAF, SAC, SEQ: IN801T, IN802T
KLO, EVG: IN801T-8, IN802T-8
(EVG Robotics, 8th grade only)
**Computer Applications 7/8**

**WHO:** 7-8th grade scholars

**WHAT:** Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. This course prepares scholars for the Microsoft Office Specialist (MOS) Word Core certification program. Scholars are encouraged to take the MOS certification tests which may earn college credit.

**WHEN:** One semester CTE course

**SCHOOL/CODE:** ILH, SAC, SEQ: BU859T
KLO, EVG: BU859T-8, BU860T-8

**Pre-Engineering 7/8: Design & Modeling**

**WHO:** 7-8th grade scholars

**WHAT:** Scholars will apply the design process to creatively solve problems. Scholars will learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Scholars work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

**WHEN:** One semester CTE course

**SCHOOL/CODE:** EVG, KLO, TAF: IN705T

**Flight and Space 7/8**

**WHO:** 7-8th grade scholars

**WHAT:** Scholars become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars. Scholars design and build a prototype of an aircraft and create a flight plan based on an assigned challenge scenario. Scholars will work in teams to design and model different aspects required to complete a mission to Mars. Scholars will collaborate to complete the problems and present their findings. The mission includes planning the astronaut crew, rocket specifications, crew daily activity schedules, Mars landing site, and Mars landing vehicle.

**WHEN:** One semester CTE course

**SCHOOL/CODE:** EVG: IN301T-8

**High School**

**ARTS & COMMUNICATION**

**PATHWAY**

**Visual Communications 1**

**WHO:** 9-12th grade scholars

**WHAT:** This course will focus on career exploration in the fields of visual communications. Scholars will learn basic graphic layout composition that can be applied to many media, including web design, magazine, and visual art design. Scholars will learn the basics of visual design by completing assignments that require them to arrange and display images using basic design layout techniques and text in an organized and visually stimulating composition. Media includes digital photography, animation, computerized graphics, video, audio, and methods of presentation.

**WHEN:** One year, 1.0 CTE or Fine Arts credit

**SCHOOL/CODE:** FWHS, TBHS: IN884T, IN885T

**Visual Communications 2**

**WHO:** 10-12th grade scholars who have completed Visual Communications 1 or Graphic Design 1

**WHAT:** Scholars will build on their learning from Visual Communications 1 in regard to graphic layout composition that can be applied to many media, including web design, magazine, and visual art design. Scholars will develop their skills in visual design by completing assignments that require them to arrange and display images using basic design layout techniques and text in an organized and visually stimulating composition. Media includes digital photography, animation, computerized graphics, video, audio, and methods of presentation.

**WHEN:** One year, 1.0 CTE or Fine Arts credit

**SCHOOL/CODE:** TBHS: IN893T, IN894T

**AP Studio Art 2D**

**WHO:** 10-12th grade scholars

**WHAT:** Scholars will expand on their knowledge of art concepts and photographic techniques creating a body of work using three
Career & Technical Education

aspects of portfolio development-quality, concentration, and breadth. Scholars will develop a mastery of 2D, photographic design and techniques focusing on an individual plan of action, which demonstrates a range of abilities and versatility. This course emphasizes critical decision-making in the process of creating original plagiarism free work. The course culminates in the submission of an original portfolio for college review.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: DHS, FWHS, TBHS, TAF: IN875T, IN876T

AP Studio Art 3D

WHO: 10–12th grade scholars
WHAT: This program supports scholars in becoming inventive artistic scholars who contribute to visual culture through art making. Scholars create 3D Design portfolios documenting their artistic ideas and practices to demonstrate conceptual and technical development over time. The 3D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. The course culminates in the submission of an original portfolio for college review.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: DHS, FWHS, TBHS, TAF: IN875T, IN876T

IB Visual Arts

WHO: 11th and 12th grade scholars
WHAT: Scholars will learn art concepts and techniques. Exploration of the aesthetic of visual arts, relationships between form and the social and cultural functions of visual arts will be explored. Scholars will research working artists, to develop an understanding of career possibilities, do wide ranging personal research of a more experimental nature, form and content. Scholars visit local art museums, culture, and artists. This class is designed for the IB scholar working toward an IB Art Certif cate or full IB diploma. This class is ideal for any creative scholar with some prior background and experience in an art class. Scholars who are motivated to work hard and able to read and write at grade level can be successful in this class.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: TJHS: FA671IT, FA672IT

Design and Applied Art 1

WHO: 9–12th grade scholars
WHAT: A foundational art course designed to give scholars the opportunity to explore various visual art forms and techniques as well as a framework for a career in the visual arts. Scholars will be introduced to traditional drawing and painting media as well as digital media. Scholars are encouraged to develop personal style, theme and idea development as well as build their portfolio and pitch presentations. Principles of Design are used in every project and scholars are encouraged to respond in written and spoken critiques that develop critical thinking and ownership. As this is a project-based class, scholars will learn to pace their work load and work individually, as well as in industry-like teams.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: DHS: IN886T, IN887T
TJHS: IN886MT, IN887MT

Design and Applied Art 2

WHO: 10–12th grade scholars
WHAT: This Intermediate level art class is a continuation of Design and Applied Art 1. This course expands upon the skills and knowledge learned in level 1, and introduces scholars to new media and techniques, such as printmaking, collage, mixed media, and innovative processes. This class gives scholars a more open format to pursue and express their creative ideas, styles, and artistic visions, with a great deal of scholar choice in the work they create. This course also functions as a pre-AP 2D Studio Art course and enables those scholars interested in taking AP 2D Design the ability to complete roughly half of the AP portfolio requirements. As scholars are given more independence and freedom in this project-based course, they are expected to be motivated, focused, mature, and manage their time appropriately in order to meet project deadlines and build skills appropriate to visual arts career f elds. Scholars are asked to develop personal style, theme and idea development as well as build their portfolio and pitch presentations. Principles of Design are used in every project and scholars are required to respond in written and spoken critiques that develop critical thinking and ownership.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: TJHS: IN888MT, IN889MT

Graphic Design 1

WHO: 9–12th grade scholars
WHAT: This exploratory course provides scholars with a basic knowledge of the design process that meets higher education and industry standards. Scholars will apply the process to create visual solutions that communicate a specific message for a defined and specific audience. Scholars will work in teams to develop timelines and meet deadlines. This is a project-based curriculum; scholars design and produce a variety of printed items for the school using the same computer software commonly found in the Graphic Design Industry. Use of 3D software and 3D printing and laser cutting technology to design and build logos and related 3-dimensional marketing objects in the classroom.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: DHS, FWHS: IN905MT, IN906MT
TJHS: IN871T, IN872T

Graphic Design 2

WHO: 10–12th grade scholars
WHAT: The second year scholar will build on the design skills acquired in Graphic Design 1. Higher level skills include project team leadership, coordinating and managing multiple projects to meet real time deadlines, and dealing with clients to market design skills in a competitive environment. Scholars will navigate through options to articulate to higher education and seek a job. Topics including research, resumes, portfolios and job interviews are discussed and practiced. Use of 3D software and 3D printing and laser cutting technology to design and build logos and related 3-dimensional marketing objects in the classroom.

WHEN: One year, 1.0 CTE or Fine Arts credit
SCHOOL/CODE: FWHS, TAF: IN905T, IN906T
TJHS: IN905MT, IN906MT
AICE Graphic Design

**WHO:** 10–12th grade scholars who have completed the Graphic Design course

**WHAT:** The scholar in this Cambridge course will build on the design skills and creative problem solving acquired in prerequisite graphic design courses. The scholar will define and implement the process a graphic designer uses to manage and produce a graphic design project, including: planning to meet real time deadlines, research, thumbnails of problem solutions, team leadership, final presentations, modifications of work and preparing computer files. Course work will demonstrate strong knowledge of Art Elements and Principles, as well as hands-on and computer solutions. These may include posters, brochures, package design, book, CD and movie covers to a design and specific audience. Some illustration will be included. Traditional art materials and Adobe Creative Suite computer software are the main media by which scholars will create original designs.

**WHEN:** One year, 1.0 CTE* credit

**SCHOOL/CODE:**

FWHS: IN866T, IN867T

Publishing (Yearbook)

**WHO:** 10–12th grade scholars

**WHAT:** In this course, scholars will work cooperatively to publish the school yearbook. Scholars will learn industry publishing skills in layout design, copyrighting skills, and introductory photography skills. Using specific publishing software programs, scholars will work individually and in groups to produce quality publishing work. Time beyond the class day is required.

**WHEN:** One year, 1.0 CTE* credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS, TJHS: BU757T, BU758T, BU757, BU758 *Use course code ending with a T if this course is taught by a CTE-certified teacher.

**Pottery 1**

**WHO:** 9–12th grade scholars

**WHAT:** Scholars develop skills and learn about making and using clay, slip, stains, glazes, and plaster, building clay forms by various hand building techniques, decorating clay surfaces with slips, stains and glazes, using tools and equipment, and loading, firing and unloading kilns. Originality, good design and craftsmanship are emphasized. Demonstrations and visual materials will explore functional and non-functional pottery art styles and their uses. Scholars will be exposed to job opportunities and clay art specialists.

**WHEN:** One year, 1.0 CTE or Fine Arts credit

**SCHOOL/CODE:**

DHS: FA961T, FA962T

**TJHS:** FA961MT, FA962MT

**Pottery 2**

**WHO:** 10–12th grade scholars who have completed Pottery 1

**WHAT:** Scholars expand skills and knowledge learned in Pottery 1 by learning advanced techniques in clay form building and decorating, throwing and trimming forms by using the potter’s wheel, sculpting reliefs and in the round by using clay, and more about using materials, tools and equipment. Emphasis will be placed on the scholar’s individual work and originality of design as it relates to function. Careers in clay will be explored. Opportunities to view ceramic art, its application, dialogue with guest speakers and the expanding fields of pottery will be emphasized.

**WHEN:** One year, 1.0 CTE or Fine Arts credit

**SCHOOL/CODE:**

DHS, TBHS: FA963T, FA964T

**TJHS:** FA963MT, FA964MT

**Technical Theater**

**WHO:** 9–12th grade scholars

**WHAT:** Scholars will concentrate on the major areas of theater technology including design and construction. Scholars will learn how to design sets, lights, and sound for theatrical use, and learn the roles and responsibilities for the Stage Manager, Production Manager, and House Manager. Some afternoon/evening and weekend work will be required. Students who complete the course successfully and pass an operations test with the district may be eligible for employment by the district to work in the Federal Way HS Theater.

**WHEN:** One year, 1.0 CTE or Fine Arts credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS, TJHS: BU757T, BU758T, BU757, BU758

Video Production 2

**WHO:** 9–12th grade scholars, Video Production 1 is a prerequisite

**WHAT:** Scholars will continue honing their video production skills through real life applications. Scholars will be assigned weekly projects to help serve the Decatur community. They will receive assignments and meet with clients (staff and scholars) to produce advertisements, public service announcements, and short documentaries highlighting programs, scholars, and/or staff. Video 2 scholars will assist leadership with weekly announcements and shoot on location. Scholars will need a basic understanding of Adobe Premiere in order to go deeper into the software and have a basic grasp of camera and lighting concepts. Video Production 2 will help scholars problem solve in real situation and communicate with clients and teammates. All scholars will be required to accumulate a reel at the end of the year. Video Production 2 is an ideal class for scholars interested in gaining experience in the field of video production.

**WHEN:** One year, 1.0 CTE or Fine Arts credit

**SCHOOL/CODE:**

DHS: IN935T, IN936T

**TJHS:** IN935MT, IN936MT

*Course Code ending with a T if this course is taught by a CTE-certified teacher.*
In this course, scholars will learn to engage in hands-on projects with modern technology. Scholars will acquire basic image processing skills using Adobe Photoshop, emphasizing the techniques of basic color adjustments and resolution management.

**WHAT:** Scholars learn a different aspect of video production. Instead of using primarily journalistic/Documentary techniques, scholars will explore the world of fictional narrative filmmaking. Scholars go through the process of making a short film. They will write a script, audition actors, practice with actors, and then shoot their films on location. Then, they will shoot their films from on location and then edit their pieces that will be screened at the annual Decatur Film Festival. Scholars may collaborate with drama department for casting roles. Scholars will improve communication skills by working with groups and managing deadlines while improving their camera and editing skills.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS: IN880MT, IN881MT

**Video Production 3**

**WHO:** 10–12th grade scholars, Video Production 1 or 2 is a prerequisite

**WHAT:** Scholars learn a different aspect of video production. Instead of using primarily journalistic/Documentary techniques, scholars will explore the world of fictional narrative filmmaking. Scholars go through the process of making a short film. They will write a script, audition actors, practice with actors, and then plan their shoots. Then, they will shoot their films on location and then edit their pieces that will be screened at the annual Decatur Film Festival. Scholars may collaborate with drama department for casting roles. Scholars will improve communication skills by working with groups and managing deadlines while improving their camera and editing skills.

**WHEN:** One year, 1.0 CTE credit or Fine Arts credit

**SCHOOLS/CODE:**
DHS: IN903T, IN904T

**BUSINESS & MARKETING PATHWAY**

**PERSONAL FINANCE MATH**

**WHO:** 9–12th grade scholars

**WHAT:** In this course, scholars will learn to evaluate personal money management practices related to human, economic, and environmental resources. The effective management of current and future financial resources is an emphasis. A variety of learning activities help scholars to make satisfying short- and long-term decisions about using the resources available to them. Standards and competencies address financial goal-setting and strategies: household income, personal asset, and debt management, preventing and resolving potential financial difficulties, and use of public resources.

**WHEN:** One year, 1.0 CTE or Math credit

**SCHOOL/CODE:**
DHS, FWHS, TBHS: IN901T, IN902T

**GENERAL LAW**

**WHO:** 10–12th grade scholars

**WHAT:** Business Law delivers answers to everyday legal problems and questions any citizen may encounter in business and everyday living. Major areas covered will include: rights and responsibilities, juvenile law, criminal law, personal injury law, consumer protection, making contracts, how contracts work, bailment, agency, wills and probate, marriage and dissolution, renting and leasing, court systems at the state and federal levels, and famous legal cases. Court procedures will be examined through mock trials and discussions. Activities will include guest speakers and a field trip to King County Superior Court.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
DHS, FWHS: BU731T, BU732T

**INCUbator Entrepreneurship**

**WHO:** 10–12th grade scholars, Prerequisites: CTE Marketing course or completion of 1.0 CTE credit

**WHAT:** This course is for anyone who is considering owning and operating their own business. Owning your own business can be risky but also very rewarding. The course will include all aspects of beginning a business. Funding, operating, managing and marketing will be included. The course will be project-based, and scholars will be required to produce a viable business plan that will be evaluated by industry partners in the community.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
DHS, FWHS, TBHS, TJHS, TAF: BU785T, BU786T
Career & Technical Education

College and Career Prep

WHO: 9th grade scholars

WHAT: This course provides scholars entering 9th grade with the information, skills, and strategies necessary for academic, career, and personal success. Scholars will develop knowledge of college and career opportunities, conduct research and self-assessment to help identify relevant opportunities, develop a plan for achieving them, and gain self-awareness and community engagement.

WHEN: One year, 1.0 elective or CTE credit

SCHOOL/CODE:
DHS, FWHS, TBHS: AV305T, AV306T
TJHS: AV305MT, AV306MT
NON-CTE: AV305, AV306
NON-CTE AT TJHS: AV305M, AV306M

JAG (Jobs for America’s Graduates)

WHO: 12th grade scholars who have a recommendation from counselor or admin.

WHAT: The JAG class focuses on career and job attainment skills, leadership and personal development, academic organization, and graduating from high school with a plan. Scholars will be able to gather information about themselves, career opportunities, and education requirements to make informed decisions about subsequent career paths. Scholars will gain tools to obtain employment, be successful on the job, and plan for a career.

WHEN: One year, 1.0 elective or CTE credit

SCHOOL/CODE:
DHS, FWHS, TBHS: BU771T, BU772T
TJHS: IN690T, IN691T
DHS, FWHS, TBHS: IN710T, IN711T
FWHS, TBHS: IN710T, IN711T
TJHS: IN710MT, IN711MT

Computer Applications

WHO: 9–12th grade scholars

WHAT: Scholars will learn touch-typing on computers. The course will include introductions to word processing, spreadsheets, electronic presentations, elements of web design, and numeric data entry. This course prepares scholars for the Microsoft Office Specialist (MOS Word Core) certification program. Scholars are encouraged to take the MOS certification tests which may earn college credit.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:
DHS, FWHS, TBHS: BU851T, BU852T
TJHS: BU851MT, BU852MT

IT Microsoft Academy

WHO: 9–12th grade scholars

WHAT: Scholars will learn the computer skills and competencies necessary for lifelong success and, or to complete the Microsoft Office Specialist (MOS) core test for Word, Excel, PowerPoint, and Access. The MOS program is the only approved certification program designed to measure and validate users’ skills with the Microsoft Office suite of desktop productivity applications. Upon completion, scholars are encouraged to take the certification tests.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:
DHS: BU749T, BU750T
TJHS: BU749MT, BU750MT

Web Design

WHO: 9–12th grade scholars

WHAT: Scholars will learn fundamental skills to produce written content for the Internet. Scholars will complete projects using basic, intermediate HTML language and web publishing software such as Dreamweaver CS5, Fireworks CS5, and Flash CS5.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:
FWHS, TBHS: IN690T, IN691T
TJHS: IN710MT, IN711MT

Introduction to Marketing

WHO: 9–12th grade scholars

WHAT: This course is designed for scholars who want a first look at the world of marketing. First semester content will address the marketing role in a healthy economy, entrepreneurship, personal selling, and creating marketing plans. Second semester continues with the free enterprise system, channels of distribution, communications skills, and advertising. Scholars will have the opportunity to be involved in the DECA leadership program and community service projects. They will also have the opportunity to participate in field trips, complete group and individual projects, and use technology applications.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:
DHS, FWHS, TBHS: BU771T, BU772T
TJHS: BU771MT, BU772MT

Introduction to Fashion Marketing

WHO: 9–12th grade scholars

WHAT: This Introduction course addresses many influential fashion designers and media leaders while focusing on the rapid changing cycles of fashion and the responsive approaches to marketing. Introduction to Marketing fundamentals are covered as well as development of creative advertising campaigns for local fashion retailers including men’s, women’s, and children’s apparel, sportswear, accessories and jewelry. Following successful completion of this course, scholars may choose advanced studies at the Puget Sound Skills Center Fashion Design and Marketing program where they will extend their knowledge and experience and further prepare for careers in the fashion industry.

WHEN: One year, 1.0 CTE credit

SCHOOL/CODE:
TBHS: BU781T, BU782T

Introduction to Sports and Entertainment Marketing

WHO: 9–12th grade scholars

WHAT: This course is designed as a hands-on investigation of the emerging world of Sports and Entertainment Marketing. Defining the marketing basics, Introduction to Marketing fundamentals are covered as well as promotion, public relations, personal selling and branding. Scholars will also research careers in the sports and entertainment marketing industry and study the history of this field. Joining the
Career & Technical Education

DECA organization and participating in sports and entertainment projects and field trips are opportunities open to the scholars in this course.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
TJHS: BU815MT, BU816MT

**IB Economics**

**WHO:** 11th and 12th grade scholars

**WHAT:** The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
TJHS: BU501T, BU502T

**IB Business Management HL**

**WHO:** 11th and 12th grade scholars who have completed IB Business Management SL

**WHAT:** This course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, and marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today’s complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques, and placed in the context of real world examples and case studies.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
TJHS: BU817T, BU818T

**HEALTH SCIENCES & AGRICULTURAL SCIENCES PATHWAY**

**Introduction to Health Careers**

**WHO:** 9–12th grade scholars

**WHAT:** In this course, scholars will be introduced to the various career paths available in health care industry including both medical and scientific fields. Scholars will learn about medical terminology, participate in hands on experiences, learn from health care professionals, tour health facilities, and complete an individualized health career exploration project.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
DHS, FWHS, TBHS: HL713T, HL714T

**Emergency Medical Response**

**WHO:** 9–12th grade scholars

**WHAT:** Upon successful completion of this course, scholars will acquire a First Responder Certification Completion, CPR Card for the Health Care Provider, and lifetime skills in Emergency Response. This course provides scholars with skills that support attainment of industry certification in the King County Emergency Medical System. Scholars interact with health care professionals in the occupations of firefighting, paramedic, EMTs and others. Skills in internet information access will be developed to research and explore career opportunities as a Health Care Provider.

**WHEN:** One semester, 0.5 CTE or Health credit

**SCHOOL/CODE:**
TJHS: HL708T

**Sports Medicine 1**

**WHO:** 9–12th grade scholars

**WHAT:** In this course, scholars will learn the basics of anatomy, physiology, biomechanics, kinesiology, general nutrition, and basic athletic training procedures. Instructional materials and activities support attainment of National Safety Council, American Sports Medicine Association, and The National Athletic Trainers’ Association industry standards. Lab sessions cover training room operations, taping and wrapping, athletic injury assessment, advanced first aid, use of heat and cold modalities, record keeping, rehabilitation, and time management skills. Also included are job shadow and internship opportunities. Extended hours are required per instructor’s specifications.

**WHEN:** One year, 1.0 CTE or Science credit

**SCHOOL/CODE:**
DHS, FWHS, TBHS: SC895T, SC896T

**Sports Medicine 2**

**WHO:** 10–12th grade scholars

**WHAT:** Skills in this course build on those attained in Sports Medicine 1st Year. Scholars learn rehabilitation strategies, indication and contraindications of modalities, advanced nutrition, mycology (muscle physiology), protocols, and others. A job shadow experience is an integral part of this course.

**WHEN:** One year, 1.0 CTE or Science credit

**SCHOOL/CODE:**
FWHS, DHS, TBHS: SC891T, SC892T

**Sports Medicine 3**

**WHO:** 11th and 12th grade scholars enrolled in Sports Medicine classes

**WHAT:** Skills in this course build on those attained in Sports Medicine 1 or 2. This is a practicum course where scholars complete a comprehensive project and extended job shadow or internship in a medical field. Scholars apply exercise physiology and advanced anatomy and physiology concepts. Scholar leadership activities involve scholar participation in all aspects of the Sports Medicine and Athletic Training Program.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:**
FWHS, DHS, TBHS: SC893T, SC894T

**Exercise Science**

**WHO:** 10–12th grade scholars who have completed Sports Medicine 1

**WHAT:** This course is designed to give a hands-on experience of how the human body responds to the stress of exercise (short and long-term). Scholars will assess physical measures of fitness, design exercise programs, and explore careers related to Exercise Science.

**WHEN:** One year, 1.0 CTE or Science credit

**SCHOOL/CODE:**
TBHS: SC710T, SC711T
**IB Sports Exercise Health Science**

**WHO:** 11th and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently), and have passed a full year of PE and Algebra 1

**WHAT:** Scholars will explore how anatomy and physiology, biomechanics, psychology, and nutrition come together in the context of sports, exercise, and health. Scholars will cover a range of topics including anatomy, exercise physiology, energy systems, and movement analysis, skill in sports, and measurement and evaluation of human performance.

**WHEN:** One year, 1.0 Lab Science or CTE credit

**SCHOOL/CODE:** TJHS: COURSE CODE: SC714T, SC715T

**Forensic Science**

**WHO:** 10–12th grade scholars

**WHAT:** Forensic science is the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course are jurisprudence, crime scene investigation, fingerprinting, hair, fiber, trace evidence, DNA, ballistics, toolmarks, arson, criminal profiling and psychology, pathology, blood spatter analysis, and anthropology.

**WHEN:** One year, 1.0 CTE or Science credit

**SCHOOL/CODE:** FWHS, TJHS: SC582T, SC583T

**Principles of Biomedical Science**

**WHO:** 9–12th grade scholars

**WHAT:** In this introductory course of the PLTW Biomedical Science program, scholars explore concepts of biology and medicine to determine factors that lead to the death of a fictional person, take on the role of a doctor, solve a mysterious disease outbreak at a hospital, and more. While investigating the case, scholars examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce scholars to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. *Taking this courses and

**NGSS Environmental Science will satisfy the NGSS Biology requirement.**

**WHEN:** One year, 1.0 CTE or Lab Science (*Biology) credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SC282T, SC283T

**Human Body Systems**

**WHO:** 10–12th grade scholars

**WHAT:** Students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**WHEN:** One year, 1.0 CTE or Lab Science credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SC282T, SC283T

**Physics of Medical Interventions**

**WHO:** 11th and 12th grade scholars, Principles of Biomedical Science or Human Body Systems is a prerequisite

**WHAT:** Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of inventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**WHEN:** One year, 1.0 CTE or Lab Science credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SC284T, SC285T

**Horticulture**

**WHO:** 9–12th grade scholars

**WHAT:** This course provides scholars with skills in the history of Horticulture, career exploration, plant anatomy, plant and pest identification, plants' environmental requirements, care, disease, and pest control. Scholars will read and interpret written material on plants. Scholars will have a Supervised Agriculture Experience (SAE, FFA) as required by Washington State curriculum guidelines. Scholars will exit the program with skills to meet Horticulture Industry Standards.

**WHEN:** One year, 1.0 CTE or Science credit or Lab Science credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SC287T, SC288T

**Animal Science**

**WHO:** 9–12th grade scholars, Urban Agriculture or Animal Science and Horticulture is a prerequisite

**WHAT:** A general course that focuses on the scientific principles that underlie the breeding and husbandry of agricultural animals. Scholars will study all aspects of agricultural animals such as classifying, domestication, anatomy, physiology, genetics, products, and nutrition.

**WHEN:** One year, 1.0 CTE or Science credit or Lab Science credit

**SCHOOL/CODE:** DHS: AG681T, AG682T
Urban Agriculture

**WHO:** 11–12th grade scholars, Pre-requisite Animal Science and Horticulture 1 before taking the capstone class

**WHAT:** A capstone class for the agricultural science pathway. This course focuses on plant and animal production in urban and limited space environments. It also covers the analysis of resource allocation, productivity, investment, and trends in the agricultural sector.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS: AG852T, AG853T

Agricultural Leadership

**WHO:** 12th grade scholars who have completed Urban Agriculture and have instructor permission

**WHAT:** Scholars enrolled in Agricultural Leadership will develop skills that will allow them to be successful in the real world. Scholars will develop individualized projects that will allow them explore topics of interest within the Agricultural Industry as well as planning FFA events and competing in FFA Career Development Events and Leadership Development Events.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS: AG869T, AG870T

HUMAN SERVICES PATHWAY

**Child Development**

**WHO:** 9–12th grade scholars

**WHAT:** This course provides opportunities for scholars to analyze principles of human growth and development from prenatal to 8 years of age. Scholars analyze conditions that influence children in various ages and stages, including issues of nutrition, safety, guidance and discipline, and child abuse. Through a practicum, internshlp experience, scholars practice age appropriate strategies with preschool age children. Scholars may earn their MERIT Child Care Basics certification.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: HF761T, HF762T

American Sign Language Interpreting 1

**WHO:** 9–11th grade scholars

**WHAT:** In this course, scholars will gain skills to progress toward a career in ASL Sign Language Interpreting. Scholars will learn about the world of deaf and hard of hearing. They will exit the course knowing basic levels of vocabulary, grammatical structure, and conversational skills. Scholars will also gain an awareness of the deaf culture and history, and be introduced to short conversational dialogues in ASL.

**WHEN:** One year, 1.0 CTE or World Language credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: FL701T, FL702T

HUMAN SERVICES PATHWAY

**Teacher Academy**

**WHO:** 11th and 12th grade scholars

**WHAT:** This year-long course prepares scholars to work in the field of education. Through a practicum experience with a mentor teacher in a local elementary school and development of a professional portfolio, scholars practice and develop competencies in presentation skills and a variety of strategies for working in groups. Successful graduates of the course are encouraged to return to FWPS when they complete their teaching certificate, and are guaranteed an interview for any applicable teaching positions.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS: HF759T, HF760T

Family Psychology and Health

**WHO:** 9–12th grade scholars

**WHAT:** This course allows scholars to analyze functions and expectations of various types of relationships. Communication skills, conflict prevention and resolution, and family leadership skills are topics that scholars address in individual and group learning activities. Through group process, scholars explore and demonstrate standards that guide behavior in interpersonal relationships. Scholars will analyze strategies to manage resources for responsible lifestyle decisions. Scholars should exit this class having developed personal health, plans and goals relating to a variety of topics: emotional well-being and mental illness, alcohol, drug abuse prevention, CPR and emergency procedures, HIV, AIDS, and sexual decisions, fitness, nutrition, and weight management.

**WHEN:** One year, 1.0 CTE or Health credit

**SCHOOL/CODE:** DHS, FWHS, TJHS: HF787T, HF788T

IB Career Program (IBCP) Skills

**WHO:** 11th and 12th grade scholars

**WHAT:** This course emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. The IBCP course starts spring of junior year and continues fall of senior year. The class will also present scholars with opportunities to focus on the other IBCP Core Requirements, including the Reflective Project, the Language Extension, and the Service Learning Component. Scholars should be registered for the IB Career Related Program (IBCP). Permission required.

**WHEN:** One semester, 0.5 CTE credit

**SCHOOL/CODE:** TJHS: AV503IT (1–2), AV603IT (2–1)
American Sign Language Interpreting 2

**WHO:** 10–12th grade scholars

**WHAT:** Building on skills learned in ASL, SLI 1st Year, scholars will gain more in-depth knowledge and skills. Increased interaction in the deaf community is emphasized.

**WHEN:** One year, 1.0 CTE or World Language credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: FL703T, FL704T

American Sign Language Interpreting 3

**WHO:** 11th and 12th grade scholars

**WHAT:** Scholars continuing in the 3rd year program of ASL, SLI learn advanced grammar, vocabulary and usage. Cultural aspects of deaf culture are included, and scholars continue to improve expressive signing skills through interaction with those in the deaf community.

**WHEN:** One year, 1.0 CTE or World Language credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: FL705T, FL706T

American Sign Language Interpreting 4

**WHO:** 12th grade scholars

**WHAT:** 4th year scholars continue their study of advanced level grammar, vocabulary and usage. This course also allows scholars to pursue advanced level interpreting skills in preparation for a career as a sign language interpreter. Job shadow and internship opportunities are available for scholars to interact on an advanced level in the deaf community. See instructor for information on college credit availability.

**WHEN:** One year, 1.0 CTE or World Language credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: FL707T, FL708T

Culinary Arts Foundation

**WHO:** 9–12th grade scholars

**WHAT:** This course focuses on the general study of cooking and related culinary arts. Included is instruction in food preparation; cooking techniques; equipment operation and maintenance, sanitation and safety, communication skills, applicable regulations, and principles of food service.

**WHEN:** One semester, 0.5 CTE credit paired with Nutrition and Wellness

**SCHOOL/CODE:** DHS, FWHS, TBHS: HF791T, HF792T

**ProStart Culinary Foods 1**

**WHO:** 11th and 12th grade scholars who have completed ProStart Foods 1

**WHAT:** ProStart is a course designed for scholars who have a career interest in working in the culinary arts and hospitality industry. In Year 2, scholars will study the history of food service, the lodging industry, the art of service, standard accounting practices, and food preparations such as potatoes and grains, desserts and baked goods, meat, poultry and fsh, and soups and sauces. Passing the ProStart Final Exam at the end of the 2-year program results in achievement of an industry-recognized certification.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: HF791T, HF792T

**Nutrition and Wellness**

**WHO:** 9–12th grade scholars

**WHAT:** This course focuses on factors that influence nutrition and wellness across the lifespan. Scholars learn to evaluate nutritional needs of individuals and families, and to evaluate factors that affect food safety from production through consumption. A variety of lab experiences allow scholars to demonstrate their ability to handle and use foods in basic recipe preparation. Food Worker Card Certification is available.

**WHEN:** One semester, 0.5 CTE credit paired with Culinary Arts Foundation

**SCHOOL/CODE:** DHS, FWHS, TBHS: HF791T, HF792T

**TJHS:** HF792MT

**ProStart Culinary Foods 2**

**WHO:** 11th and 12th grade scholars

**WHAT:** This course is designed for scholars who have completed ProStart Foods 1. It prepares high school scholars for careers in the culinary arts and hospitality industry. In Year 2, scholars will study the history of food service, the lodging industry, the art of service, standard accounting practices, and food preparations such as potatoes and grains, desserts and baked goods, meat, poultry and fish, and soups and sauces. Passing the ProStart Final Exam at the end of the 2-year program results in achievement of an industry-recognized certification.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: HF791T, HF792T

**Air Force JROTC—Global Awareness**

**WHO:** 9–12th grade scholars who are currently enrolled in Air Force JROTC

**WHAT:** This course about the world’s cultures is specifically created for the Air Force Junior ROTC programs. It introduces scholars to the world’s cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course there are readings, video segments, hands-on activities, technology enrichment, and assessments to guide in the reinforcement of the materials. Air Force JROTC scholars wear the Air Force uniform once a week and comply with Air Force grooming standards. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. There is no military commitment for Air Force JROTC scholars.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SS707T, SS708T

**TJHS:** HF801T, HF802T

**Air Force JROTC—Physical Fitness**

**WHO:** Currently enrolled Air Force JROTC scholars

**WHAT:** This course introduces the military commitment for Air Force JROTC scholars. It is a 2-year program that results in achievement of a recognized certificate.

**WHEN:** One year, 1.0 CTE or World History credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SS707T, SS708T

**TJHS:** HF801T, HF802T

**FWHS:** HF803T, HF804T

**DHS:** SS709T, SS710T

**FWHS, TJHS, DHS:** HF801T, HF802T
Career & Technical Education

Air Force JROTC—Science of Flight

WHO: 9–12th grade scholars who are currently enrolled in a regular Air Force JROTC

WHAT: This is a science course designed to acquaint the scholar with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Scholars also learn basic navigation to include map reading, course plotting and the effects of wind. Throughout the course, there are readings, videos, hands-on activities, and in-text and scholar workbook exercises to guide in the reinforcement of the materials. Air Force JROTC scholars wear the Air Force uniform once a week and comply with Air Force grooming standards. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. There is no military commitment for Air Force JROTC scholars.

WHEN: One year, 1.0 CTE or Social Studies credit

SCHOOL/CODE:
FWHS, TBHS: SS713T, SS714T

Air Force JROTC—Exploring Space: The High Frontier

WHO: 9–12th grade scholars who are currently enrolled in a regular Air Force JROTC

WHAT: Exploration of Space examines Earth, the Moon, the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, guidance and control systems are explained. The manned spaceflight section covers major milestones in the endeavor to land on the Moon, and to safely orbit humans and crafts in space for temporary and prolonged periods. It also covers the development of space stations and their future, and international laws for the use of travel in space. Air Force JROTC scholars wear the Air Force uniform once a week and comply with Air Force grooming standards. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. There is no military commitment for Air Force JROTC scholars.

WHEN: One year, 1.0 CTE or Social Studies credit

SCHOOL/CODE:
FWHS, TBHS: SS703T, SS704T

Air Force JROTC—Journey into Aviation History

WHO: 9–12th grade scholars who are currently enrolled in a regular Air Force JROTC

WHAT: This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and scholar workbook exercises to guide in the reinforcement of the materials. Air Force JROTC scholars wear the Air Force uniform once a week and comply with Air Force grooming standards. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. There is no military commitment for Air Force JROTC scholars.

WHEN: One year, 1.0 CTE or Social Studies credit

SCHOOL/CODE:
FWHS, TBHS: SS705T, SS706T

Air Force JROTC—Management of the Cadet Corps

WHO: 12th grade scholars who are currently enrolled in a regular Air Force JROTC

WHAT: Upper class cadets manage the entire corps under Air Force JROTC instructor supervision. This course is a practicum for those cadets to provide hands-on experience for the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets, under the supervision of Air Force JROTC instructors. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills. This course may be limited to cadets with two or more years of JROTC experience. Air Force JROTC scholars wear the Air Force uniform once a week and comply with Air Force grooming standards. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. There is no military commitment for Air Force JROTC scholars.

WHEN: One year, 1.0 PE or CTE credit

SCHOOL/CODE:
FWHS, TBHS: PE365T, PE366T
Air Force JROTC—Survival

**WHO:** 9–12th grade scholars who are currently enrolled in a regular Air Force JROTC

**WHAT:** The Survival course provides instruction and training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents “good to know” information that would be useful in any situation. Throughout the course, there are readings, videos, hands-on activities, and in-text and scholar workbook exercises to guide in the reinforcement of the materials. Air Force JROTC scholars wear the Air Force uniform once a week and comply with Air Force grooming standards. Cadets will also participate in leadership and the Air Force JROTC physical fitness program. There is no military commitment for Air Force JROTC scholars.

**WHEN:** One year, 1.0 CTE or Social Studies credit

**SCHOOL/CODE:** FWHS, TBHS: SS709T, SS710T

**ENGINEERING, MANUFACTURING, & TECHNOLOGY PATHWAY**

**Introduction to Engineering Design**

**WHO:** 9–12th grade scholars

**WHAT:** Scholars will learn to analyze problems and design potential solutions as scientists and engineers through a series of project-based units and activities. Using powerful 3-dimensional design and modeling software, scholars will create and model their own inventions and designs. The major focus of the IED course is to expose scholars to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

**WHEN:** One year, 1.0 CTE or 3rd year Math credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: IN853T, IN854T

**TJHS:** IN858MT, IN861MT

**Principles of Engineering and Robotics**

**WHO:** 10–12th grade scholars, Introduction to Engineering Design is a prerequisite

**WHAT:** Scholars will use a design development process to create, analyze, and communicate sustainable solutions. This course will provide opportunities for scholars to develop 21st century skills, including collaboration, critical thinking, problem solving and commutation skills, as well as skills necessary for success in STEM careers. The integration of math and science skills with engineering principles prepares scholars for college majors in engineering and engineering, technology fields. This course is activity-based, project-based, and problem-based, and creates an environment for applying engineering concepts to real problems.

**WHEN:** One year, 1.0 CTE or Lab Science credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: IN857T, IN858T

**Aerospace Engineering**

**WHO:** 11th and 12th grade scholars, Principles of Engineering and Robotics is a prerequisite

**WHAT:** This Project Lead the Way specialty course helps scholars expand horizons with projects developed with NASA—aerodynamics, astronautics, space-life sciences, and systems engineering. Scholars will learn skills in support of engineers and other professionals engaged in developing, manufacturing, and testing aircraft, spacecraft and their systems. Includes instruction in aircraft, spacecraft system technology; design and development testing, prototype and operation testing; instrumentation, test equipment and maintenance report vocabulary. This course is project-based and creates an environment for applying engineering principles in the field of aerospace.

**WHEN:** One year, 1.0 CTE, 3rd year Math credit, or Lab Science credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS: IN857T, IN858T

**Engineering Design and Development**

**WHO:** 11th and 12th grade scholars who have completed two years of engineering

**WHAT:** In this Project Lead the Way capstone class, teams of scholars, guided by community mentors, will research, design, and construct solutions to engineering problems. The knowledge and skills scholars acquire throughout PLTW Engineering pathway come together in this course as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers.

**WHEN:** One year, 1.0 CTE or Science credit

**SCHOOL/CODE:**

DHS, FWHS: IN861T, IN862T
## Career & Technical Education

### Robotics HS

**WHO:** 9–12th grade scholars  
**WHAT:** This course provides an introduction to various aspects of Robotics including robot systems, microcontrollers, programming, design, basic fabrication and introduction to engineering principles. Scholars use the Vex Robotics system and the RobotC language in various challenge-based explorations culminating with the construction of a robot to compete at the Vex Swept-Away or other in-class competition. In addition, this course will provide opportunities for scholars to develop collaboration, problem-solving, and communication skills, building skills necessary for success in STEM careers.  
**WHEN:** One semester, 0.5 credit, one year, 1.0 CTE credit  
**SCHOOL/CODE:**  
TAF, TJHS, TBHS: IN805T, IN806T

### Composite Manufacturing 1

**WHO:** 9–12th grade scholars  
**WHAT:** This course is designed to prepare scholars to fabricate and assemble composite materials. Scholars will identify and utilize appropriate materials and processes to assemble structure made of composite materials. This program is designed to prepare scholars for the Composite Manufacturing (year 2) course.  
**WHEN:** One year, 1.0 CTE credit  
**SCHOOL/CODE:**  
TBHS: IN641T, IN642T

### Composite Manufacturing 2

**WHO:** 10–12th grade scholars who have completed Composite Manufacturing 1.  
**WHAT:** The Composite Manufacturing (Year 2) program is designed to prepare scholars to fabricate and assemble composite materials. Scholars will test and repair composite structures. They will design and create plugs for their projects. Scholars will identify and utilize appropriate materials and processes to assemble structures made of composite materials. This program is designed to transition scholars into various Composite Technician programs, entry level positions in the aerospace and composite industry, and Composite programs leading to an IRC (Industry Recognized Certif cate.)  
**WHEN:** One year, 1.0 CTE credit  
**SCHOOL/CODE:**  
TBHS: IN643T, IN644T

### Introduction to Advanced Manufacturing

**WHO:** 9–12th grade scholars  
**WHAT:** This program provides scholars with industry-relevant skills and knowledge of one of the main manufacturing sectors in the Pacific Northwest. Scholars will gain competencies in manufacturing fundamentals, tool safety, quality control process, technical math, design speciﬁ cations, and the identiﬁ cation of the variety of careers in the aerospace and manufacturing sectors. There is a growing industry need for workers in aerospace manufacturing. This course helps prepare scholars for entry-level employment, and a foundation for other post-secondary training programs and/or apprenticeships.  
**WHEN:** One year, 1.0 CTE credit  
**SCHOOL/CODE:**  
FWHS: IN919T, IN920T

### Advanced Manufacturing

**WHO:** Scholars who have completed Introduction to Advanced Manufacturing  
**WHAT:** This program advances scholars further with industry-relevant skills and knowledge of one of the main manufacturing sectors in the Pacific Northwest. Scholars will continue to gain competencies in manufacturing fundamentals, tool safety, quality control process, technical math, design speciﬁ cations, and the identiﬁcation of the variety of careers in the aerospace and manufacturing sectors. There is a growing industry need for workers in aerospace manufacturing. This course helps prepare scholars for entry-level employment, and a foundation for other post-secondary training programs and/or apprenticeships.  
**WHEN:** One year, 1.0 CTE credit  
**SCHOOL/CODE:**  
FWHS: IN945T, IN946T

### Woodworking

**WHO:** 9–12th grade scholars  
**WHAT:** This program is designed to enable scholars to learn entry-level skills in several areas of fine woodworking. Special emphasis will be placed on individual problem-solving skills. Scholars will be introduced to various areas of craftsmanship including: joinery, machining, and ﬁshing techniques. This course provides job-related skills including leadership, working conditions, attitudes, and special emphasis on safety practices.  
**WHEN:** One semester, 0.5 credit (TJHS)  
One year, 1.0 CTE credit (FWHS)  
**SCHOOL/CODE:**  
FWHS: IN998T, IN999T  
TJHS: IN998MT, IN999MT

### Cabinetmaking and Millwork

**WHO:** 9–12th grade scholars  
**WHAT:** This advanced class for scholars who have passed Woodworking will continue building technical knowledge and skill while fabricating and assembling larger projects. Scholars will design, make blue prints and cut out personal project to take home while learning the skills that are used in industry. Scholars must have passed Woodworking in order to take this advanced class as the projects are more complex and knowledge of hand and power tools is required before taking on such projects. Fees may be required for scholars choosing advanced projects.  
**WHEN:** One semester, 0.5 credit (TJHS)  
One year, 1.0 CTE credit (FWHS)  
**SCHOOL/CODE:**  
FWHS: IN205T, IN206T  
TJHS: IN205MT, IN206MT

### Construction Foundations

**WHO:** 9–12th grade scholars  
**WHAT:** In this beginning class, scholars will learn basic carpentry skill including framing by building a wall while installing electrical, drywall and ﬁshing it with mud. Scholars also will learn how to cut out steps, mix cement, layout a rafter along with other uses for technical industry tools. Scholars will also complete units in welding and tile work. This class provides foundational learning of the industry and exposure to the many
construction career pathways and can continue on with additional years in the Carpentry Specialist course.

**Carpentry Essentials**

**WHO:** 9–12th grade scholars

**WHAT:** Scholars will develop proficiency skills in the areas of carpentry and manufacturing, that support entry into local apprenticeship programs. This course also provides scholars with job-related skills including leadership, working conditions, attitudes, and safety standards. In this yearlong class, scholars will learn basic carpentry skill including framing by building a wall while installing electrical, drywall and finishing it with mud. Scholars will also learn how to cut out steps, mix cement, layout a rafter along with other uses for technical industry tools. Scholars will also complete units in welding and tile work. This class provides foundational learning of the industry and exposure to the many construction career pathways.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** TJHS: IN921MT, IN922MT

**Carpentry Specialist 1**

**WHO:** 9–12th grade scholars

**WHAT:** Scholars in this course will develop proficiency skills in the areas of carpentry and manufacturing, and will attain skills that support entry into local apprenticeship programs. This course also provides scholars with job-related skills including leadership, working conditions, attitudes, and safety standards. This advanced course is a continuation of Construction Foundations or Carpentry Essentials. This courses includes: Basic safety, OSHA and WISHA standards, industry work skills, group and individual problem solving, carpentry math, linear measurement, tools, and gauges, hand tools, and work ethics. Scholars will build construction management skills by designing buildings and figuring our estimates of cost and job timelines. Technical skills of welding, electrical systems, plumbing systems, framing and other carpentry skills are all taught in this class. Scholars will demonstrate leadership skills by being lead foreman over projects as they repeat the class over multiple years.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** TJHS: IN925T, IN926T

**Pre-Apprenticeship Program**

**WHO:** 11th and 12th grade scholars

**WHAT:** Participating scholars will gain trade skill experience in the areas of carpentry, electrical and laborers. This course includes real-world career focused instruction. Skills mastered and successful completion of the pre-apprenticeship program lead to industry certification, college credits, and preferred entry to a professional apprenticeship. Scholars in this program will enroll for 3 sections and their remaining course schedule will be made up of general education courses.

**WHEN:** One year, 1.0 CTE credit; 1.0 Third Year Math Credit, 1.0 Science Credit

**SCHOOL/CODE:** FWHS: IN939T, IN940T, IN941T, IN942T, IN943T, IN944T

**Automotive Fundamentals**

**WHO:** 9th and 10th grade scholars

**WHAT:** This is the first STEM class in the automotive technology sequence, and introduces scholars to safety, automotive tools and equipment, and basic automotive principles. The hands-on lab activities include automotive service and maintenance tasks, such as tire repair, belt and hose service, scan tool usage, fuel service, battery and electrical system testing, and complete vehicle inspections. This class also covers automotive history as well as future technologies including hybrids and fuel cell technology. STEM principles and standards are incorporated into all aspects of this course.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS: IN779T, IN780T

**Automotive Technology**

**WHO:** 10th and 11th grade scholars who have completed Automotive Fundamentals

**WHAT:** This STEM class of comprehensive coverage of the NATEF Automotive Brakes, Steering and Suspension content area. Scholars will study all types of automotive brake systems, including hybrid regenerative braking. Scholars will practice all types of brake system repair, including hydraulic system repair and diagnosis. Scholars will study all types of automotive suspension systems. Scholars will practice all types of automotive steering and suspension repair procedures and diagnosis. STEM principles and standards are incorporated into all aspects of this course.

**WHEN:** One year, 1.0 CTE credit

**SCHOOL/CODE:** DHS: IN778T, IN777T

**Automotive Advanced 1**

**WHO:** 11th and 12th grade scholars who have completed Automotive Technology

**WHAT:** This STEM class of comprehensive coverage of the ASE (Automotive Service Excellence) Education Foundation Automotive Engine Repair, Engine Performance, and Heating, Air Conditioning content areas, as well as continuing coverage of Electrical Systems. Scholars will have the opportunity to perform...
many different automotive repair tasks, and a large majority of the coursework will be in the Automotive Lab. This course can be taken more than once by qualifying scholars. STEM principles and standards are incorporated into all aspects of this course.

*Note: The purpose of ASE Education Foundation is to improve the quality of instruction based on ASE task lists and are designed to bring training programs to a level at which scholars are properly trained for entry level into the industry. Scholars may be able to earn Industry Certification for ASE Education Foundation.

**Introduction to Computer Science and Game Design**

**WHO:** 9–12th grade scholars

**WHAT:** This course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML, CSS, and data. Scholars engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires scholars as they build their own websites, apps, games, and physical computing devices.

**WHAT:** AP Computer Science Principles introduces scholars to the foundational concepts of computer science and challenges them to explore how computing and technology can make an impact in the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores foundational ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

**WHO:** 9–12th grade scholars

**WHAT:** IB Computer Science SL introduces scholars to the foundational concepts of computer science and challenges them to explore how computing and technology can make an impact in the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores foundational ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

**WHO:** 10–12th grade scholars who have completed IB Computer Science SL

**WHAT:** This course continues to build on the foundational concepts of computer science and challenges scholars to explore how computing and technology can make an impact in the world. It is a rigorous, engaging, and approachable course that delves deeper into advanced ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

**WHO:** 12th grade scholars who have completed Automotive Advanced 1

**WHAT:** This STEM course is designed to enhance automotive service tasks learned in prior courses with a strong focus on automotive service procedures. The service procedures covered in this course include ASE Education Foundation tasks from Engine Repair, Engine Performance, Brakes, Steering, Suspension, and Electrical. Scholars will also complete a safety training program and prepare career readiness documents. STEM principles and standards are incorporated into all aspects of this course. Scholars may be able to earn Industry Certification for NATEF, AYES Scholar.

**WHO:** 9–12th grade scholars

**WHAT:** completing Introduction to Computer Science or Computer Science Principles is recommended; completing Geometry is recommended

**WHAT:** This is for scholars who plan to pursue a career that relies on computer technology. Scholars will be learning Java, a widely used programming language that is current standard for computer science. A strong math background will help assure success. Topics include: program development cycle, program syntax, writing code techniques, variables, conditionals, iteration, methods, classes and recursion. Scholars will have the opportunity to write original programs in their area of interest such as GUI, game programming, or data management.

**WHAT:** AP Computer Science Principles

**WHO:** 9–12th grade scholars

**WHAT:** AP Computer Science Principles is recommended but not required

**WHAT:** IB Computer Science SL introduces scholars to the foundational concepts of computer science and challenges them to explore how computing and technology can make an impact in the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores foundational ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

**WHO:** 9–12th grade scholars

**WHAT:** IB Computer Science SL introduces scholars to the foundational concepts of computer science and challenges them to explore how computing and technology can make an impact in the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores foundational ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

**WHO:** 12th grade scholars who have completed Automotive Advanced 1

**WHAT:** This STEM course is designed to enhance automotive service tasks learned in prior courses with a strong focus on automotive service procedures. The service procedures covered in this course include ASE Education Foundation tasks from Engine Repair, Engine Performance, Brakes, Steering, Suspension, and Electrical. Scholars will also complete a safety training program and prepare career readiness documents. STEM principles and standards are incorporated into all aspects of this course. Scholars may be able to earn Industry Certification for NATEF, AYES Scholar.

**WHO:** 9–12th grade scholars

**WHAT:** AP Computer Science Principles

**WHO:** 10–12th grade scholars who have completed Automotive Advanced 1

**WHAT:** This course continues to build on the foundational concepts of computer science and challenges scholars to explore how computing and technology can make an impact in the world. It is a rigorous, engaging, and approachable course that delves deeper into advanced ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.

**WHO:** 10–12th grade scholars who have completed Automotive Advanced 1

**WHAT:** This course continues to build on the foundational concepts of computer science and challenges scholars to explore how computing and technology can make an impact in the world. It is a rigorous, engaging, and approachable course that delves deeper into advanced ideas of computing including the Internet, Big Data and Privacy, Programming, Computational Thinking, and Algorithms.
## Middle School

### Electives

- **Reading Intervention**  
  Varies by Year

- **Yearbook/Annual**  
  Varies by Year

- **Creative Writing**  
  Varies by Year

- **Journalism**  
  Varies by Year

### Each course one year

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<th>Credits</th>
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### Electives (High School)

- **Bridge to College**  | 12th Grade  
  DHS, TBHS, TJHS, FWHS

- **Literacy Seminar**  | 9–12th Grade  
  DHS, FWHS, TBHS, TJHS

- **Composition: Exposition and Composition: Literature**  
  12th Grade  
  FWHS, DHS, TBHS, TJHS

- **Speech/Debate**  | 11–12th Grade  
  DHS, FWHS, TBHS, TJHS

- **IB Theory of Knowledge I, II**  
  11–12th Grade  
  TJHS

- **Spoken Word Poetry**  
  TJHS

- **Film as Lit**  
  TBHS

- **Creative Writing**  | 11–12th Grade  
  TBHS, FWHS

- **Content Mastery**  
  DHS, FWHS, TBHS, TJHS

- **ELL Language Acquisition**  
  DHS, FWHS, TBHS, TJHS

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### Each course one credit

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Middle School

English Language Arts 6
WHO: 6th grade scholars
WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research, and inquiry. Sixth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.
WHEN: One year
SCHOOL/CODE: KLO, EVG: LA030-8
ILH, LAK, NAU, SAC, SEQ, WDM: LA030

Honors English Language Arts 6
(MYP-X, Cambridge, Pre-AP)
WHO: 6th grade scholars
WHAT: This course is an honors course that supports the frameworks of our advanced programs (MYP-X, Cambridge, or Pre-AP). It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Sixth grade Scholars explore a variety of literary

English Language Arts 7
WHO: 7th grade scholars
WHAT: This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Seventh grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.
WHEN: One year
SCHOOL/CODE: KLO, EVG: LA137-8
ILH, LAK, NAU, SAC, SEQ, WDM: LA137

Honors English Language Arts 7
(MYP-X, Cambridge, Pre-AP)
WHO: 7th grade scholars
WHAT: This course is an honors course that supports the frameworks of our advanced programs (MYP-X, Cambridge, or Pre-AP). It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Seventh grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.
WHEN: One year
SCHOOL/CODE: KLO, EVG: LA137-8
ILH, LAK, NAU, SAC, SEQ, WDM: LA137

Humanities 6
WHO: 6th grade scholars
WHAT: The purpose of this course is to provide students an interdisciplinary approach to learning ELA and SS with a focus on Ancient History. Students using diverse narratives, novel studies, and PBL will explore the social, historic, and cultural movements that have shaped civilizations today. Topics will include: how and why we study history, development of cities, early forms of government, mythologies, and innovation in culture and economy.
WHEN: One year
SCHOOL/CODE: TAF: LA270

Humanities 6
WHO: 6th grade scholars
WHAT: The purpose of this course is to provide students an interdisciplinary approach to learning ELA and SS with a focus on Ancient History. Students using diverse narratives, novel studies, and PBL will explore the social, historic, and cultural movements that have shaped civilizations today. Topics will include: how and why we study history, development of cities, early forms of government, mythologies, and innovation in culture and economy.
WHEN: One year
SCHOOL/CODE: TAF: LA270

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learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year  
**SCHOOL/CODE:**  
KLO: LA139-8  
LAK, SAC: LA408B  
FWPA: LA138R

### Humanities 7 PNW

**WHO:** 7th grade scholars  
**WHAT:** 7th grade scholars, What: The purpose of this course is to provide students an interdisciplinary approach to learning ELA and SS with a focus on WA State History. Students using diverse narratives, novel studies, and PBL will explore the social, historic, and cultural movements that have shaped WA State today. Topics will include: major resources and regions, government and policy, immigration and migration, and innovation in culture and economy.

**WHEN:** One year  
**SCHOOL/CODE:**  
TAF: LA271

### English Language Arts 8

**WHO:** 8th grade scholars  
**WHAT:** This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Eighth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year  
**SCHOOL/CODE:**  
KLO, EVG: LA259-8  
LAK, SAC, SEQ, WDM: LA257  
LAK: See Cambridge course

### Honors English Language Arts 8  
(MYP-X, Cambridge, Pre-AP)

**WHO:** 8th grade scholars  
**WHAT:** This course is an honors course that supports the frameworks of our advanced programs (MYP-X, Cambridge, or Pre-AP). It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. Eighth grade Scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year  
**SCHOOL/CODE:**  
KLO: LA259-8  
LAK, SAC: LA409B  
FWPA: LA258R

### Humanities 8

**WHO:** 8th grade scholars  
**WHAT:** The purpose of this course is to provide students an interdisciplinary approach to learning ELA and SS with a focus on early US History. Students using diverse narratives, novel studies, and PBL will explore the social, historic, and cultural movements that have shaped the United States today. Topics will include: founding documents, civics, colonialism and expansion, revolution and reform, and innovation in culture and economy.

**WHEN:** One year  
**SCHOOL/CODE:**  
TAF: LA272

### Creative Writing

**WHO:** 6–8th grade scholars, varies by school  
**WHAT:** This course is an elective course, which supports skills in writing by providing scholars with opportunities to discover, analyze, and apply the methods and forms used in various types of fiction, nonfiction, poetry, and dramatic writing. Creative writing not only provides scholars with an opportunity to express themselves, but also allows them to focus on word choice, diction, form, editing, idea generation, and other useful skills.

**WHEN:** Varies by school  
**SCHOOL/CODE:**  
LAK, SAC, ILH, SEQ, FWPA: LA600  
EVE KLO: LA600-8  
TAF: EX301

### Journalism

**WHO:** 6–8th grade scholars, varies by school  
**WHAT:** This elective course introduces journalism and the craft of writing, editing, photographing, filming, and documenting news. Scholars will practice skills involved in producing different types of print media including computer skills in touch-typing, word processing, desktop publishing, and photo management.

**WHEN:** Varies by school  
**SCHOOL/CODE:**  
LAK, SAC, ILH, SEQ, FWPA: LA512  
EV: KLO: LA512-8  
TAF: EX311
## Reading Intervention

**WHO:** 6–8th grade scholars who qualify for reading support  
**WHAT:** This elective course provides reading interventions for scholars who qualify for extra support in reading. Scholars practice skills and strategies to increase their word attack skills, fluency, vocabulary, and comprehension through independent and small group reading activities. Scholars set goals for their academic success and work with staff and peers to reach their goals. Scholar progress is tracked closely to determine once a goal has been met, which facilitates rapid reading growth.  
**WHEN:** Varies by school  
**SCHOOL/CODE:** ALL SCHOOLS: IV019

## Yearbook/Annual

**WHO:** 6–8th grade scholars, varies by school  
**WHAT:** This elective course supports skills in Language Arts by providing experiences in selected aspects of yearbook production. Scholars learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines, digital photography, desktop publishing and using appropriate technology tools for media production. Yearbook Production supports scholars’ development as writers, photographers, editors, independent users of technology, and as responsible contributing members of the Federal Way community.  
**WHEN:** Varies by school  
**SCHOOL/CODE:** FWH, DHS, TBHS: LA336, LA337  
TJHS: LA341M, LA342M

## 9th Grade English Language Arts

**WHO:** 9th grade scholars  
**WHAT:** This course provides rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** FWH, DHS, TBHS: LA336, LA337  
TJHS: LA341M, LA342M

## 9th Grade Pre-AP English

**WHO:** 9th grade scholars  
**WHAT:** Scholars are automatically enrolled in the rigorous Pre-Advance Placement (Pre-AP) course. It provides scholars with the skills and literary background to enter AP courses prepared for success. Special attention is paid to the skills assessed by the sophomore Smarter Balanced Assessment (SBA). Scholars will be reading fiction and nonfiction in a variety of genres in order to be proficient in these skills.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** FWH, DHS: LA401D, LA402D

## 9th Grade Pre-AICE English Language

**WHO:** 9th grade scholars  
**WHAT:** This course is designed around the area of reading to understand and collate explicit and implicit meanings, select, analyze and evaluate what is relevant to specific purpose, and understand how writers achieve effects. In writing scholars must articulate experience and express what is thought, felt and imagined, and order and present facts, ideas, and opinions. Scholars are assessed on their ability to understand and use a range of appropriate vocabulary, to use language and register appropriate to audience and context, and make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling. In the areas of speaking and listening scholars must understand order and be able to present facts, ideas, and opinions. They must communicate clearly and fluently using language and register appropriate to audience and context, listen to and respond appropriately to the contributions of others.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** FWH: LA345R, LA346R

## Humanities Language Arts 9

**WHO:** 9th grade scholars  
**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on ancient World Studies with standards in geography, history, economics, and civics. Ninth
grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHO:** 10th grade scholars  
**WHAT:** This course provides rigorous literacy teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TAF: LA340, LA341

## 9th Grade MYP English Accelerated

**WHO:** 9th grade scholars  
**WHAT:** This course will focus on the building blocks of literary analysis. Scholars will develop the reading, writing, and communication skills necessary to prepare them for 10th Grade MYP English Accelerated as well as the IB Diploma Program. Scholars will learn to read closely and critically, exercise their oral discussion skills, and engage in units built around the MYP framework of Inquiry. The IB’s Student-Centered philosophy, with its focus on inquiry, action and reflection, empowers students for a lifetime of learning, both independently and in collaboration with others.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TJHS: LA399MX, LA340MX

## 10th Grade English Language Arts

**WHO:** 10th grade scholars  
**WHAT:** This course provides rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS, FWPH: LA444R, LA445R

## 10th Grade Pre-AP English

**WHO:** 10th grade scholars  
**WHAT:** This course provides rigorous literacy teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TAF: LA342, LA343

## 10th Grade MYP English Accelerated

**WHO:** 10th grade scholars  
**WHAT:** This course prepares scholars for the IB Diploma Program through rigorous literary study of a variety of texts and genres. Scholars will continue to develop skills of literary analysis and oral communication necessary for success in the Diploma Program. Communication is stressed using a variety of techniques including writing, discussion seminars, presentations, and group work. The aim of MYP English 10 is to create lifelong learners who exhibit the traits of the IB learner profile.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TJHS: LA441MX, LA443MX

## 10th Grade Pre-AICE English Literature

**WHO:** 10th grade scholars  
**WHAT:** This course requires scholars to show detailed knowledge of the content of literary texts in the form of drama, poetry, and prose. They must understand the meanings of literary texts and their contexts, and show deeper awareness of ideas and attitudes. The course requires scholars to recognize the ways in which writers use language, structure, and form to create and shape meanings and effects. Specific skills scholars must demonstrate in drama, prose, and poetry for the class and exams include recall, summarization, paraphrasing, distinguishing viewpoint, exploring theme and motivation, analyzing plot and characterization, evaluation and interpretation, and integrating proper quotation and commentary.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** FWHS: LA405D, LA406D

## AP Seminar with English

**WHO:** 10th-12th grade scholars  
**WHAT:** AP Seminar is a course that emphasizes argumentation and college writing in order to explore a variety of subjects. Additionally, the course teaches research techniques as well as presentation skills leading to student led areas of inquiry. It is a per-requisite for the AP Capstone program and required prior to taking AP Research.

**WHEN:** 1 year, 1.0 ELA or Elective credit  
**SCHOOL/CODE:** TAF: LA350A, LA351A

## Humanities Language Arts 10

**WHO:** 10th grade scholars  
**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on modern World Studies with standards in geography, history, economics, and civics. Tenth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS: LA436, LA437

**WHO:** 10th grade scholars  
**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on modern World Studies with standards in geography, history, economics, and civics. Tenth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TAF: LA342, LA343

## 10th Grade MYP English Accelerated

**WHO:** 10th grade scholars  
**WHAT:** This course prepares scholars for the IB Diploma Program through rigorous literary study of a variety of texts and genres. Scholars will continue to develop skills of literary analysis and oral communication necessary for success in the Diploma Program. Communication is stressed using a variety of techniques including writing, discussion seminars, presentations, and group work. The aim of MYP English 10 is to create lifelong learners who exhibit the traits of the IB learner profile.

**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TJHS: LA441MX, LA443MX

## AP Seminar with English

**WHO:** 10th-12th grade scholars  
**WHAT:** AP Seminar is a course that emphasizes argumentation and college writing in order to explore a variety of subjects. Additionally, the course teaches research techniques as well as presentation skills leading to student led areas of inquiry. It is a per-requisite for the AP Capstone program and required prior to taking AP Research.

**WHEN:** 1 year, 1.0 ELA or Elective credit  
**SCHOOL/CODE:** TAF: LA350A, LA351A
English Language Arts

11th Grade English Language Arts

**WHO:** 11th grade scholars

**WHAT:** This course provides rigorous teaching and learning to increase skills in reading, writing, speaking and listening standards. Scholars become skilled at working collaboratively, at gathering information, evaluating sources and citing material accurately. Scholars will make and defend claims, arguments to show what they understand about what they have read and researched. In addition to shorter literary and informational texts scholars will analyze interpretations of the work of Tennessee Williams in A Street Car Named Desire. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- DHS, FWHS, TBHS: LA536, LA537

AP English Language and Composition

**WHO:** 11th grade scholars depending on school site

**WHAT:** This course includes a variety of genres and writing topics ranging from college preparation essays to common AP applications and more. Scholars will read and discuss literature written by a diverse society incorporating various analyses of poetry, short stories, and plays. Other course components include comparison and contrast between various texts and some oral presentations of researched materials or personal narratives written by individual scholars.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- DHS, TBHS: LA545A, LA546A

Cambridge English Language

**WHO:** 11th grade scholars

**WHAT:** In the area of language curriculum and assessment require scholars to read with understanding written material in a variety of forms, and to comment on its effectiveness. Scholars must demonstrate knowledge and understanding of features of English language. They are required to write clearly, accurately and effectively for a particular purpose or audience. In the area of literature, scholars respond to prose, poetry and drama from different cultures. They must understand the way in which writer’s choices of form, structure and language shape meanings. A demonstration of the ability to produce informed, independent opinions and judgments on literary texts is required. Scholars must communicate the knowledge, understanding and insight appropriate to literary study.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- DHS, FWHS, TBHS: LA536, LA537

IB Language and Literature HL Y1

**WHO:** 11th grade scholars

**WHAT:** This course will focus on language and its power. In this first year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective. (HL will study two additional texts and have varied assessments). All studies in IB Literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, and interpretations that address topics of personal, local, and global significance. These works may challenge learners intellectually, personally, and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various perspectives of reading. Approaching sensitive topics in studies in literature courses will be done through an intellectually critical lens, avoiding gratuitous excess and/or superficial treatment and bearing in mind the IB’s commitment to international-mindedness and intercultural respect.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- TJHS: LA539I, LA540I

Humanities Languages Arts 11

**WHO:** 11th grade scholars

**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on U.S. Studies with standards in geography, history, economics, and civics. Eleventh grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- FWHS: LA409C, LA410C

IB Literature HL Y1

**WHO:** 11th grade scholars

**WHAT:** The Higher Level Literature class is an option for IB's Language A requirement. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. Scholars are encouraged to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- TJHS: LA541I, LA542I
**IB Language and Literature SL Y1**

**WHO:** 11th grade scholars

**WHAT:** This course will focus on language and its power. In this first year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective. All studies in IB Literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, and interpretations that address topics of personal, local, and global significance. These works may challenge learners intellectually, personally, and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various perspectives of ered. Approaching sensitive topics in literature courses will be done through an intellectually critical lens, avoiding gratuitous excess and/or superficial treatment and bearing in mind the IB's commitment to international-mindedness and intercultural respect.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TJHS: Y1 (LA533I, LA534I), Y2 (LA633I, LA634I)

**IB DP English B Y1 & Y2**

**WHO:** 11th and 12th grade scholars (10th by teacher recommendation)

**WHAT:** This is two-part course, geared towards students learning English. Scholars will study literature, visual and auditory texts, writing, and speaking in preparation for the IB exams at a level appropriate for non-native English speakers. At the same time, they are acquiring the advanced academic vocabulary and grammar necessary for success in all 11th and 12th grade classes. Vocabulary is based of the IB themes of human ingenuity, sharing the planet, social organization, identities and experiences. Student will learn about current issues affecting our world today as well navigating real life and world situations. Students in this course are working towards taking the IB test in their fourth year of language acquisition. Students should be at a certain level of English profiency and should no longer be in sheltered English classes.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TJHS: LA543I/LA544I

**Cambridge English Literature**

**WHO:** 12th grade scholars

**WHAT:** The Language and Literature course has two aims: to encourage an appreciation of literature in English—prose, poetry and drama—of different types and from different cultures, and to develop the key skills required to read, analyze and communicate effectively in English. By studying a range of texts, learners understand more about writers' choices of structure and language, and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive and argumentative.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWHS: LA413C, LA414C

**Humanities Language Arts 12**

**WHO:** 12th grade scholars

**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on Contemporary World Problems with standards in geography, history, economics, and civics. Twelfth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for writing coherently using the writing process framework.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: LA636, LA637

**AP English Literature and Composition**

**WHO:** 12th grade scholars

**WHAT:** The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages scholars in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, scholars consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require scholars to analyze and interpret literary works.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS, TBHS: LA423A, LA424A
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<tr>
<th><strong>IB Literature HL Y2</strong></th>
<th><strong>IB Language and Literature SL Y2</strong></th>
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<tbody>
<tr>
<td><strong>WHO:</strong> 12th grade scholars</td>
<td><strong>WHO:</strong> 12th grade scholars</td>
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<tr>
<td><strong>WHAT:</strong> In this second year of the two-part course, scholars will engage in rigorous study of literature in a variety of genres, including fiction, non-fiction, poetry, and drama. Scholars will continue to develop textual analysis skills, develop powers of expression, develop lifelong appreciation of literature, and develop international-mindedness and critical thinking skills. They will also engage in writing and speaking opportunities to prepare for the IB exit exams administered in the senior year.</td>
<td><strong>WHAT:</strong> This course will focus on language and its power. In this second year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> One year, 1.0 credit</td>
<td><strong>WHEN:</strong> One year, 1.0 credit</td>
</tr>
<tr>
<td><strong>SCHOOL/CODE:</strong> TJHS: LA639I/LA640I</td>
<td><strong>SCHOOL/CODE:</strong> TJHS: LA643I/LA644I</td>
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<table>
<thead>
<tr>
<th><strong>IB Language and Literature HL Y2</strong></th>
<th><strong>UW English 111 Composition: Literature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO:</strong> 12th grade scholars</td>
<td><strong>WHO:</strong> 10-12th grade scholars</td>
</tr>
<tr>
<td><strong>WHAT:</strong> This course will focus on language and its power. In this second year of the two-part course, scholars will study literature, non-literary texts, writing, and speaking in preparation for the IB exams that will be taken during year two. The class will focus on both classical and modern texts with a global focus. This course is an intensive and detailed study of language and literature that prepares students for college ready English courses. The course will analyze texts through focus on key concepts such as: Identity, Culture, Creativity, Communication, Representation, Transformation, Perspective. (HL will study two additional texts and have varied assessments.)</td>
<td><strong>WHAT:</strong> This course is a partnership course with the University of Washington. This course focuses on the study and practice of good writing. Topics are derived from a variety of reading and discussing stories, poems, essays and plays.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> One year, 1.0 credit</td>
<td><strong>WHEN:</strong> One year, 1.0 credit</td>
</tr>
<tr>
<td><strong>SCHOOL/CODE:</strong> TJHS: LA643I/LA644I</td>
<td><strong>SCHOOL/CODE:</strong> DHS, FWHS, TBHS: LAC565, LAC566</td>
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<thead>
<tr>
<th><strong>UW English 131 Composition: Exposition</strong></th>
<th><strong>Senior IB Theory of Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO:</strong> 10-12th grade scholars</td>
<td><strong>WHO:</strong> 12th grade scholars</td>
</tr>
<tr>
<td><strong>WHAT:</strong> This course is a partnership course with the University of Washington. It focuses on the study and practice of good writing. Topics are derived from a variety of personal, academic, and public subjects. Students can earn college credit on successful completion of the course.</td>
<td><strong>WHAT:</strong> This course is a culminating class requirement in the IB program leading to the IB Diploma. The purpose of this class is to stimulate critical reflection on the knowledge and experience of scholars, and to encourage scholars to acquire a critical awareness of what they and others know, through analyzing concepts and arguments. Classwork mainly consists of discussion, debate, reading, essay writing and oral presentations. DP diploma scholars must take TOK first semester of senior year.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> One year, 1.0 credit</td>
<td><strong>WHEN:</strong> One year, 1.0 Elective credit</td>
</tr>
<tr>
<td><strong>SCHOOL/CODE:</strong> DHS/FWHS/TBHS: LAC570, LAC571</td>
<td><strong>SCHOOL/CODE:</strong> TJHS: LA679I, LA680I</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Creative Writing</strong></th>
<th><strong>Junior IB Theory of Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO:</strong> 9-12th grade scholars</td>
<td><strong>WHO:</strong> 11th grade scholars</td>
</tr>
<tr>
<td><strong>WHAT:</strong> In this course scholars will discover, analyze, and apply the methods and forms used in various types of fiction, non-fiction, poetry, and dramatic writing. Creative writing not only provides scholars with an opportunity to express themselves, but also allows them to focus on word choice, diction, form, editing, idea generation, and other useful skills.</td>
<td><strong>WHAT:</strong> This course is a class requirement in the IB program leading to the IB Diploma. The purpose of this class is to stimulate critical reflection on the knowledge and experience of scholars, and to encourage scholars to acquire a critical awareness of what they and others know, through analyzing concepts and arguments. Classwork mainly consists of discussion, debate, reading, essay writing and oral presentations.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> Per semester, 0.5 Elective credit</td>
<td><strong>WHEN:</strong> One year, 1.0 Elective credit</td>
</tr>
<tr>
<td><strong>SCHOOL/CODE:</strong> FWHS, TBHS: LA464, LA465</td>
<td><strong>SCHOOL/CODE:</strong> TJHS: LA679I, LA680I</td>
</tr>
</tbody>
</table>
Creative Writing 2

**WHO:** 10–12th grade scholars

**WHAT:** In this course scholars will discover, analyze, and apply the methods and forms used in various types of fiction, nonfiction, poetry, and dramatic writing. This class focuses on receiving critiques from peers. This class will also focus on mentor texts and how professionals craft their stories and poems.

**WHEN:** Per semester, 0.5 Elective credit

**SCHOOL/CODE:**
TBHS: LA466, LA467

Bridge to College ELA

**WHO:** 12th grade scholars

**WHAT:** This course prepares scholars for college level writing. It is designed and supported by the Office of the Superintendent of Public Instruction. There are 6 total units for the year, with two of those being novels. This class generally consists of various writing activities, annotating, and Socratic seminars. This course provides preparation for different writing tasks which are good practice for college. This class is more rigorous than a regular English class. 12th grade scholars who achieve a B or higher and get a 2+ on the SBA may skip the entry level English class at any Washington state community college.

**WHEN:** One year, 1.0 ELA credit

**SCHOOL/CODE:**
DHS, TBHS, FWHS, TJHS: LA630, LA631

Film as Literature

**WHO:** 11th and 12th grade scholars

**WHAT:** This course includes units on the art, language, history, and theories of film. It involves comparisons and contrasts between composition and filmmaking, literature and narrative film, reader response and viewer response, and literary film critique. There will be substantial writing as an important component of this course.

**WHEN:** One year, 1.0 ELA credit

**SCHOOL/CODE:**
TBHS: LA378, LA379

Speech/Debate Level 1

**WHO:** 9–12th grade scholars

**WHAT:** This course will teach four forms of debate, impromptu, and extemporaneous speaking. The types of debate are policy, public forum, Lincoln Douglas and Congressional. In this course, scholars will learn how to structure arguments, take notes, research and emotionally detach themselves from the arguments. This course is excellent for college-bound scholars, scholars who want to learn organizational skills and scholars who like to argue.

**WHEN:** Per semester, 0.5 ELA or Elective credit

**SCHOOL/CODE:**
TJHS: LA351M, LA352M
FWHS, TBHS: LA351, LA352

Speech/Debate Level 2

**WHO:** 9–12th grade scholars

**WHAT:** This course is for scholars interested in competing in individual events and debates at various contests. Lincoln Douglas debate is explored both philosophically and practically. Emphasis is upon assessing personal strengths and need for improvement as well as peer review of classmates’ performance. Possible areas besides debate include expository, oratory, impromptu, interpretation and extemporaneous speaking. The scholars work in the areas of choice.

**WHEN:** Per semester, 0.5 ELA or Elective credit

**SCHOOL/CODE:**
TJHS: LA462, LA463

Spoken Word Poetry

**WHO:** 11th and 12th grade scholars

**WHAT:** This course gives scholars the tools to talk about and write poetry. Scholars begin by observing poems across several generations and continents. Throughout the semester, they will learn to compose poems of their own. Every few weeks, a new topic and new challenge will be given. Scholars will explore different poems that tackle the topic, followed by research, then writing. At the end of the units scholars will perform their poems in a friendly slam competition. Some topics to be covered: perception, death and life, love, struggles, advice and more. Scholars will analyze the power of Spoken Word Poetry and experience the art of poetic performance.

**WHEN:** Per semester, 0.5 ELA or Elective credit

**SCHOOL/CODE:**
TJHS: LA462, LA463

AP Research

**WHO:** 12th grade scholars (based on enrollment, may not be offered every year)

**WHAT:** In this course, scholars design, plan, and conduct a year-long research based investigation to address a research question. Scholars further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Although the topic of each research study will vary, the course requires scholars to plan and conduct a study or investigation. AP Seminar is a prerequisite for enrollment in this course.

**WHEN:** Per semester, 0.5 Elective credit

**SCHOOL/CODE:**
DHS, TBHS: LA647A, LA648A
## Middle School

**Newcomer Middle School**

**WHO:** Scholars with ELL eligibility and department recommendation, scholars at an emerging English prof ciency level and new to the country (within the last year)

**WHAT:** This course will focus on English language acquisition, meeting for 2 periods. Scholars learn basic English language skills and vocabulary to be able to communicate and participate within their general education classes.

**WHEN:** One year

**SCHOOL/CODE:** ILH, KLO, LAK, SAC, SEQ, EVG, TAF: LL310

**Emerging ELL**

**WHO:** Scholars with ELL eligibility and department recommendation

**WHAT:** This course will focus on developing English language acquisition proficiency in reading, writing, listening, and speaking.

**WHEN:** One year, 1.0 Elective credit

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS TAF: LL731, LL732

**ELL Content Extension**

**WHO:** Scholars with ELL eligibility and department recommendation

**WHAT:** This course will focus support on developing academic prof ciency in scholars’ required content areas based on designated power standards and learning targets.

**WHEN:** One year, 1.0 Elective credit

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS TAF: LL611, LL612

**Progressing ELL**

**WHO:** Scholars with ELL eligibility and department recommendation

**WHAT:** This course will focus support on developing academic prof ciency in scholars’ required content areas based on designated power standards and learning targets.

**WHEN:** One year

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS, TAF: LL711, LL712

## High School

**Newcomer High School**

**WHO:** Scholars with ELL eligibility and department recommendation, scholars at an emerging English prof ciency level and new to the country (within the last year)

**WHAT:** This course will focus on English language acquisition, meeting 1 period per day for a full year, to equal 2 credits per year. Scholars learn basic English language skills and vocabulary to be able to communicate and participate within their general education classes.

**WHEN:** One year, 2.0 Elective credits

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS TAF: LL711, LL712

**Emerging ELL**

**WHO:** Scholars with ELL eligibility and department recommendation

**WHAT:** This course will focus on developing English language acquisition proficiency in reading, writing, listening, and speaking.

**WHEN:** One year, 1.0 Elective credit

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS TAF: LL731, LL732

**ELL Content Extension**

**WHO:** Scholars with ELL eligibility and department recommendation

**WHAT:** This course will focus support on developing academic prof ciency in scholars’ required content areas based on designated power standards and learning targets.

**WHEN:** One year, 1.0 Elective credit

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS TAF: LL611, LL612

**Progressing ELL**

**WHO:** Scholars with ELL eligibility and department recommendation

**WHAT:** This course will focus on English language arts skills through the lens of English language acquisition. This course makes provision for further development of English language skills in reading, writing, listening, and speaking.

**WHEN:** One year, 1.0 ELA credit

**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS TAF: LA332, LA333
## HEALTH & PHYSICAL EDUCATION

### COURSE SEQUENCE GRADES 6–12

#### MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>6th Grade FULL YEAR</th>
<th>7th Grade FULL YEAR</th>
<th>8th Grade FULL YEAR</th>
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</thead>
<tbody>
<tr>
<td>Health/PE at KLO, SAC, LAK, ILH, EVG</td>
<td>Health/PE at KLO, SAC, LAK, ILH, EVG</td>
<td>Health/PE at KLO, SAC, LAK, ILH, EVG</td>
</tr>
<tr>
<td>Girls Only Health/PE at KLO</td>
<td>Girls Only Health/PE at KLO</td>
<td>Girls Only Health/PE at KLO</td>
</tr>
<tr>
<td>Health/Conditioning PE at LAK</td>
<td>Health/Conditioning PE at LAK</td>
<td>Health/Conditioning PE at LAK</td>
</tr>
</tbody>
</table>

**Middle School Electives**  
do not include Health

<table>
<thead>
<tr>
<th>6th Grade Semester PE</th>
<th>6th Grade Semester PE</th>
<th>7th Grade Semester PE</th>
<th>7th Grade Semester PE</th>
<th>8th Grade Semester PE</th>
<th>8th Grade Semester PE</th>
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<tbody>
<tr>
<td>PE 9 weeks</td>
<td>TAF@ Saghalie</td>
<td>PE 9 weeks</td>
<td>TAF@ Saghalie</td>
<td>PE 9 weeks</td>
<td>TAF@ Saghalie</td>
</tr>
</tbody>
</table>

- Team Sports: Semester at KLO  
- Expo Fitness: Semester at ILH  
- Conditioning: Semester at SEQ

#### HIGH SCHOOL

**9th Grade**  
Federal Way High School  
Thomas Jefferson High School  
Todd Beamer High School  
Decatur High School

**10th Grade**  
High School Electives  
One semester, 0.5 credit

- 9th Grade PE  
- Adapted PE  
- Advanced Physical Fitness  
- Air Force JROTC Drill and Ceremonies  
- Lifetime Sports  
- Mind & Body  
- Team Sports 2: Basketball  
- Team Sports 3: Soccer  
- Walking Fitness  
- Weight Training: Co-Ed  
- Weight Training: Female Only

- Adapted PE  
- Dance  
- Drill & Dance Team  
- Mind & Body  
- Team Sports 1: General  
- Team Sports 2: Basketball  
- Team Sports 3: Soccer  
- Team Sports 4: Volleyball  
- Walking Fitness  
- Weight Training

- 9th Grade PE  
- Adapted PE  
- Advanced Physical Fitness  
- Dance (Full Year)  
- Lifetime Sports (Full Year)  
- Mind & Body  
- Physical Conditioning  
- Team Sports 1: General  
- Team Sports 2: Basketball  
- Team Sports 3: Soccer  
- Walking Fitness

Shaded box indicates required course at that school

* Can include 10–12th grade scholars  
**Can include 11–12th grade scholars
Health & Physical Education

**MIDDLE SCHOOL**

**Phys Ed**

**WHO:** 6–8th grade scholars (5th at ILH)

**WHAT:** Scholars participate in a variety of team, individual and lifetime sports. The importance of good sportsmanship, leadership and skill building are an emphasis along with improving personal physical fitness and nutrition.

**WHEN:** One year

**SCHOOL/CODE:**

KLO, EVG: (6TH) PE010-8, (7TH) PE011-8, (8TH) PE012-8

ILH, LAK, SAC, SEQ, TAF: (6TH) PE010, (7TH) PE011, (8TH) PE012

**Female Only PE**

**WHO:** 6–8th scholars

**WHAT:** Female scholars participate in a variety of team, individual and lifetime sports. The importance of good sportsmanship, leadership and skill building are an emphasis along with improving personal physical fitness and nutrition. This course is more flexible to meet the needs of the girls in it and may include other units such as power walking and personal safety.

**WHEN:** One year

**SCHOOL/CODE:**

KLO: PE063

**Conditioning PE**

**WHO:** 7th and 8th grade scholars

**WHAT:** This course is for scholars who have a desire to push themselves physically. Participants range from the elite athletes to kids who want to get in shape for the first time. This course includes weight lifting, aerobic activities, overall fitness improvement and nutrition.

**WHEN:** One year

**SCHOOL/CODE:**

KLO: PE062-8

ILH, LAK, SEQ: PE062

**Team Sports**

**WHO:** 6th grade scholars (SAC), 7th and 8th grade scholars (KLO)

**WHAT:** The course will focus on advanced skills and strategies of popular team sports such as softball, basketball, volleyball, flag football, team handball, and ultimate Frisbee. Competition and skill levels will be greater than that of a regular PE class. This course is taken in addition to the required PE course and does not include Health.

**WHEN:** One year

**SCHOOL/CODE:**

SAC, SEQ, TAF: PE067

KLO, EVG: PE067-8

**Health**

**WHO:** 6-8th grade scholars (5th at ILH)

**WHAT:** Scholars will be introduced to a variety of health units used to teach healthy behaviors/attitudes. Topics include Sexual Health, Drug Use/Abuse, Disease, Personal Safety, Dimensions of Health, Bullying/ Harassment, Body Systems, and Nutrition.

**WHEN:** One year

**SCHOOL/CODE:**

KLO, EVG: HL006-8

ILH, LAK, SAC, SEQ, TAF: HL006

**Adapted PE**

**WHO:** 6-8th grade scholars

**WHAT:** This course is for scholars with physical and/or cognitive delays who are served through the district’s Student Support Services. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Scholars without disabilities may take the class as a peer tutor.

**WHEN:** One year

**SCHOOL/CODE:**

ILH, KLO, TAF, EVG: (6TH) PE160S, (7TH) PE170S, (8TH) PE180S

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Health & Physical Education

Adapted Leisure/Rec Sports

WHO: 6–8th grade scholars
WHAT: This course is designed for scholars enrolled in a Functional Core program to provide opportunities to develop lifelong leisure and recreation skills within a variety of environments. Instruction and practice will be provided in developing knowledge of games, creative activities, physical exercise and an introduction to utilizing community centers and facilities. Scholars without disabilities may take the class as a peer tutor.

WHEN: One year, one semester

SCHOOL/CODE: ILH, KLO, TAF, EVG: (6TH) PE161S, (7TH) PE171S, (8TH) PE181S

High School

9th Grade Phys Ed

WHO: 9th grade scholars
WHAT: Introduction to High School PE with a focus on fitness, nutrition, and lifetime activities. After completing this class, scholars should have a basic knowledge of the PE concepts and be able to competently choose an elective PE course of interest to them.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: TAF, TBHS, DHS, FWHS: PE303, PE304

Lifetime Sports

WHO: 10–12th grade scholars
WHAT: Scholars will participate in a variety of activities such as volleyball, basketball, flag football, ultimate Frisbee, racquet sports, soccer, and other activities determined by school facilities. Scholars will learn about basic cardiovascular conditioning, aerobic endurance, and proper nutrition.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: FWHS, TBHS, DHS: PE331, PE332

Advanced Physical Fitness

WHO: 10–12th grade scholars
WHAT: This class is structured for highly motivated scholars who are focused on improving their athletic abilities

WHEN: One semester, 0.5 credit

SCHOOL/CODE: FWHS, TBHS: PE307, PE308

Mind & Body

WHO: 10–12th grade scholars
WHAT: This course is designed for scholars interested in yoga, Pilates, and Zumba. The course will build strength with a strong emphasis on cardio by including lower and upper body concentrations all involving core and balance.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: DHS, FWHS, TBHS, TJHS: PE336, PE337

Walking Fitness

WHO: 10–12th grade scholars
WHAT: This course will teach scholars how to set up a fitness walking plan, assess fitness levels, and include daily outdoor walking. Nutritional and body composition information will also be covered.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: DHS, FWHS, TBHS, TJHS: PE344, PE345

Weight Training

WHO: 10–12th grade scholars
WHAT: Scholars will work on programs of strength, development, improvement of agility, quickness, and flexibility. Correct techniques of lifting will be stressed.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: DHS, FWHS, TJHS (9–12): PE348, PE349

Weight Training (Female)

WHO: 10–12th grade scholars
WHAT: A physical exam is recommended before taking this course. Scholars will work on programs of strength, development, improvement of agility, quickness, and flexibility. Correct techniques of lifting will be stressed.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: FWHS, TBHS, DHS: PE313, PE314

Physical Conditioning

WHO: 10–12th grade scholars (TJHS 9–12th)
WHAT: This course focuses on individual improvement of cardiovascular fitness and strength. Various activities include but are not limited to running, strength training, yoga, interval training, resistance training and circuit training along with nutrition.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: TAF, FWHS (Female Only), TBHS, TJHS: PE354, PE355 CO-ED

Team Sports 1 (General)

WHO: 10–12th grade scholars (TJHS 9–12th)
WHAT: The following team sports are ofered to those scholars who want an introduction of a particular activity: soccer, basketball, volleyball, and flag football. Scholars will study rules, fundamentals, scoring procedures and of ciating of these activities along with providing a higher skill level in the performance of a particular sport. Other team sports may be included depending on scholar interest and building facilities.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: TJHS, TBHS, DHS, FWHS: PE346
Team Sports 2 (Basketball)
WHO: 10–12th grade scholars (TJHS 9–12th)
WHAT: This course will emphasize basketball. Scholars will study rules, fundamentals, scoring procedures and game strategies. Fitness and running will be included.
WHEN: One semester, 0.5 credit
SCHOOL/CODE: TBHS, FWHS, TJHS, DHS: PE347

Team Sports 3 (Soccer)
WHO: 10–12th grade scholars (TJHS 9–12th)
WHAT: This course will emphasize soccer. Scholars will study rules, fundamentals, scoring procedures and game strategies. Fitness and running will be included.
WHEN: One semester, 0.5 credit
SCHOOL/CODE: TBHS, FWHS, TJHS: PE356

Team Sports 4 (Volleyball)
WHO: 10–12th grade scholars (TJHS 9–12th)
WHAT: This course will emphasize volleyball. Scholars will study rules, fundamentals, scoring procedures and game strategies. Fitness and running will be included.
WHEN: One semester, 0.5 credit
SCHOOL/CODE: TJHS, FWHS: PE357

Drill & Dance Team
WHO: 9–12th grade scholars
WHAT: This is an advanced course in dance choreography/performance. The study of basic dance technique and terminology will lead to the creation and performance of dances for school functions and competition. There will be auditions.
WHEN: One year, 1.0 credit
SCHOOL/CODE: TJHS: (DANCE) PE317, PE318, (DRILL) PE323, PE324

Gymnastics
WHO: 10–12th grade scholars
WHAT: Scholars will be introduced to tumbling, balance beam, vaulting, and uneven bars, and parallel bars. Topics covered will include care of equipment, safety, and spotting. The course will stress basic skills on the apparatus. Beginning to advanced skill levels are welcome. Scholars will be working to their own ability level.
WHEN: One semester, 0.5 credit
SCHOOL/CODE: FWHS: PE325, PE326

Racquet Sports
WHO: 9–12th grade scholars
WHAT: Scholars will participate in the racquet sports of badminton, pickle ball, tennis, and table tennis. They will be introduced to and tested on beginning through advanced skill techniques, strategies, and rules of play, etiquette and care of equipment. Scholars will participate in various forms of tournament play within their activity involvement.
WHEN: One semester, 0.5 credit
SCHOOL/CODE: TJHS, FWHS: PE338, PE339

Adaptive Physical Education
WHO: 9–12th grade scholars
WHAT: This course is for scholars with physical and/or cognitive delays who are served through the district’s Student Support Services. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Scholars without disabilities may take the class as a peer tutor.
WHEN: One semester, 0.5 credit, one year, 1.0 credit
SCHOOL/CODE: TBHS, FWHS, DHS: PE358S, PE359S

Leisure/Rec Sports
WHO: 9–12th grade scholars
WHAT: This course is designed for scholars enrolled in a Functional Core program to provide opportunities to develop lifelong leisure and recreation skills within a variety of environments. Instruction and practice will be provided in developing knowledge of games, creative activities, physical exercise and an introduction to utilizing community centers and facilities. Scholars without disabilities may take the class as a peer tutor.
WHEN: One semester, 0.5 credit, one year, 1.0 credit
SCHOOL/CODE: DHS, TBHS, TJHS, FWHS, TAF: PE362S, PE363S

High School Health
WHO: 9–12th grade scholars
WHAT: Scholars will acquire knowledge in Wellness, Safety, Substance Abuse, Social/Emotional Health, Sexual Health & Nutrition.
WHEN: One semester, 0.5 credit
SCHOOL/CODE: FWHS, DHS: (9TH), TBHS (10TH), TAF: HL707

Scholars who need Health credit may be added to Health courses. See Health & Physical Education Course Sequence on page 57. Additional courses eligible for Health credit appear in the CTE section.
MATH

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

Each course one credit*

Math 6

Math 7

Math 8

Math 7 / 8

Algebra 1*

Math 7 / 8

HIGH SCHOOL

Each course one credit

Algebra 1

Geometry

Geometry

Algebra 2

Algebra 2

Pre-Calculus

Statistics

Bridge to College Math

10–12th Grade

10–12th Grade

12th Grade

Note: Scholars may take Algebra 2 and Geometry at the same time at TBHS, FWHS, TJHS, and DHS.
Math

MIDDLE SCHOOL

Math 6
WHO: 6th grade scholars
WHAT: This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.
WHEN: One year
SCHOOL/CODE: KLO, EVG: MA306-8
FWPA, ILH, LAK, NAU, SAC, SEQ, TAF, WDM: MA306

Math 7
WHO: 7th grade scholars
WHAT: This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.
WHEN: One year
SCHOOL/CODE: KLO, EVG: MA307-8
ILH, LAK, NAU, SAC, SEQ, TAF, WDM: MA307

Math 7/8
WHO: 7th grade scholars
WHAT: This course contains all Math 7 content woven with selected Math 8, content demanding a faster pace for instruction and learning. It will focus on the four critical areas: 1) developing understanding of and applying proportional relationships; 2) understanding rational and irrational numbers; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.
WHEN: One year
SCHOOL/CODE: KLO, EVG: MA308-8
FWPA, ILH, LAK, NAU, SAC, SEQ, TAF: MA309

Math 8
WHO: 8th grade scholars
WHAT: This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. MYP schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.
WHEN: One year
SCHOOL/CODE: KLO, EVG: MA309-8
FWPA, ILH, LAK, NAU, SAC, SEQ, TAF: MA309
**Algebra 1**

**WHO:** 8th grade scholars who have completed Math 7/8, 9–12th grade scholars  

**WHAT:** Scholars recognize and identify the key characteristics of linear, exponential, and quadratic functions. Scholars analyze patterns of data and consider whether a model is a good fit. Scholars explore the specific city of the equation representation of linear functions, considering how to solve equation and inequalities. They consider a second linear function and solve systems. Scholars use the structure of linear, exponential, and quadratic functions to solve for unknown values. Review is built into every unit of study. Scholars who are enrolled in Algebra 1 at Middle School will receive selected Math 8 content woven into the curriculum. This is a credit bearing course for all grades.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWPA, ILH, LAK, SAC, SEQ, TAF, DHS, FWHS, TBHS: MA732, MA733  
TJHS: MA732M, MA733M

**Algebra 2**

**WHO:** 9–12th grade scholars  

**WHAT:** Scholars will explore patterns modeled by functions and review the structure of quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometry functions. Scholars will interpret and build functions using key characteristics and transformations. Scholars focus on interpreting functions that arise in applications and analyzing them using different representations. Scholars will earn a B or better within the course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical College.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWPA, TAF, DHS, FWHS, TBHS: MA872, MA873  
TJHS: MA872M, MA873M

**Bridge to College Math**

**WHO:** 12th grade scholars  

**WHAT:** Scholars in this course are grounded in essential career and college readiness expectations as ref ected in the Washington State K–12 Learning Standards for Mathematics to ensure that scholars passing the course are fully prepared for college-level coursework. Scholars who earn a “B” or better within the course will receive selected Math 8 content woven into the curriculum. This is a credit bearing course for all grades.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWPA, TAF, DHS, FWHS, TBHS: MA884, MA885

**AP Calculus AB**

**WHO:** 11th and 12th grade scholars  

**WHAT:** Scholars will study limits, derivatives, techniques of integration and application of differentiation and integration. IB, AP, and College in the high school courses will add additional components for their program. Scholars will prepare for the level AB AP Calculus examination administered by the College Entrance Examination Board.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
DHS, FWHS, TBHS, TJHS: MA917A, MA918A  
TJHS: MA948I, MA949I  
*CONTACT TFL: MAC917, MAC918

**AP Calculus BC**

**WHO:** 11th and 12th grade scholars  

**WHAT:** Scholars will extend and review the theory and concepts of limits, differentiation and its applications, integration and its applications, functions, series, conic sections, probability and statistics, parametric equations, vector calculus, and power series. Scholars will prepare for the level BC AP examination administered by the College Entrance Examination Board.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS, TBHS, DHS, TJHS: MA921A, MA922A

**AICE Calculus/Mechanics 1**

**WHO:** 11th grade scholars who have completed PreAICE Math 10 or Pre-Calculus  

**WHAT:** Scholars will understand standard deviation and variance and how to apply those concepts with normal distributions. Scholars will be asked to draw connections between all aspects of the statistical process, including design, analysis, and conclusions. This course prepares scholars for Cambridge AS-level exams in Pure Mathematics 1, and Cambridge A-level exams in Pure Mathematics 2 & 3 as well as AS-level Probability and Statistics.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS: MA970C, MA971C

**AICE Calculus/Mechanics 2**

**WHO:** 12th grade scholars who have completed AICE Calculus/ Mechanics 1  

**WHAT:** Scholars will learn all the topics associated with functions, graphs, and limits, derivatives, and integrals. The curriculum includes trigonometry and mechanics in increasing levels of difficulty. This course prepares scholars for Cambridge AS-level exam in Pure Mathematics 1, and Cambridge A-level exams in Pure Mathematics 2 & 3 as well as A-level Mechanics.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS: MA972C, MA973C

**Geometry**

**WHO:** 9–12th grade scholars  

**WHAT:** Scholars will develop a logical system of thought. Geometry focuses on plane and coordinate geometry. This course develops geometric concepts using formal proofs and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures, and graphing. Scholars in middle school who are ready for Geometry can take the course through IA with approval from their principal. This is a credit bearing course for all grades.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWPA, TJHS: MA832M, MA833M

**AICE Calculus/Mechanics 1**

**WHO:** 11th grade scholars who have completed PreAICE Math 10 or Pre-Calculus  

**WHAT:** Scholars will understand standard deviation and variance and how to apply those concepts with normal distributions. Scholars will be asked to draw connections between all aspects of the statistical process, including design, analysis, and conclusions. This course prepares scholars for Cambridge AS-level exams in Pure Mathematics 1, and Cambridge A-level exams in Pure Mathematics 2 & 3 as well as AS-level Probability and Statistics.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS: MA970C, MA971C

**AICE Calculus/Mechanics 2**

**WHO:** 12th grade scholars who have completed AICE Calculus/ Mechanics 1  

**WHAT:** Scholars will learn all the topics associated with functions, graphs, and limits, derivatives, and integrals. The curriculum includes trigonometry and mechanics in increasing levels of difficulty. This course prepares scholars for Cambridge AS-level exam in Pure Mathematics 1, and Cambridge A-level exams in Pure Mathematics 2 & 3 as well as A-level Mechanics.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS: MA972C, MA973C

**Geometry**

**WHO:** 9–12th grade scholars  

**WHAT:** Scholars will develop a logical system of thought. Geometry focuses on plane and coordinate geometry. This course develops geometric concepts using formal proofs and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures, and graphing. Scholars in middle school who are ready for Geometry can take the course through IA with approval from their principal. This is a credit bearing course for all grades.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWPA, TJHS: MA832M, MA833M

**AICE Calculus/Mechanics 1**

**WHO:** 11th grade scholars who have completed PreAICE Math 10 or Pre-Calculus  

**WHAT:** Scholars will understand standard deviation and variance and how to apply those concepts with normal distributions. Scholars will be asked to draw connections between all aspects of the statistical process, including design, analysis, and conclusions. This course prepares scholars for Cambridge AS-level exams in Pure Mathematics 1, and Cambridge A-level exams in Pure Mathematics 2 & 3 as well as AS-level Probability and Statistics.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS: MA970C, MA971C

**AICE Calculus/Mechanics 2**

**WHO:** 12th grade scholars who have completed AICE Calculus/ Mechanics 1  

**WHAT:** Scholars will learn all the topics associated with functions, graphs, and limits, derivatives, and integrals. The curriculum includes trigonometry and mechanics in increasing levels of difficulty. This course prepares scholars for Cambridge AS-level exam in Pure Mathematics 1, and Cambridge A-level exams in Pure Mathematics 2 & 3 as well as A-level Mechanics.  

**WHEN:** One year, 1.0 Math credit  

**SCHOOL/CODE:**  
FWHS: MA972C, MA973C
<table>
<thead>
<tr>
<th><strong>Math</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>PreAICE Math 9</strong></td>
</tr>
<tr>
<td><strong>WHO:</strong> 9th grade scholars who completed Geometry or Algebra 1 with an A or B (or with teacher recommendation)</td>
</tr>
<tr>
<td><strong>WHAT:</strong> Scholars in this course utilize and expand the skills taught in first year algebra and geometry. This course focuses on the study of expressions, equations, and functions. Scholars will study geometry concepts including transformational geometry, lines, planes, angles, triangles, and congruence</td>
</tr>
<tr>
<td><strong>WHEN:</strong> One year, 1.0 Math credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> FWHS: MA966B, MA967B</td>
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<tr>
<td><strong>PreAICE Math 10</strong></td>
</tr>
<tr>
<td><strong>WHO:</strong> 10th grade scholars who have completed PreAICE 9 or Algebra 2</td>
</tr>
<tr>
<td><strong>WHAT:</strong> Scholars in this course utilize and expand the skills taught in algebra, geometry, and PreAICE 9. This course focuses on the study of functions and their graphs. Polynomial, rational, exponential, logarithmic, and trigonometric functions are the focus during this class. Additional topics include vectors, matrices, determinants, probability, statistics, and analytic geometry.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> One year, 1.0 Math credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> FWHS: MA966B, MA969B</td>
</tr>
<tr>
<td><strong>Pre-Calculus (College in the High School)</strong></td>
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<tr>
<td><strong>WHO:</strong> 10–12th grade scholars who have completed Algebra 2</td>
</tr>
<tr>
<td><strong>WHAT:</strong> This course meets the requirements for Math 120 for University of Washington High School. Scholars in this course will cover the following functions: polynomial, exponential, logarithmic, radical, rational, and trigonometric. This course is a non-traditional pre-calculus course based on word-problems and applications; the focus is functions that model changes in order to prepare scholars for Calculus.</td>
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<tr>
<td><strong>WHEN:</strong> One year, 1.0 Math credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> TBHS: MAC908, MAC909</td>
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<tr>
<td><strong>Statistics</strong></td>
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<tr>
<td><strong>WHO:</strong> 10–12th grade scholars</td>
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<tr>
<td><strong>WHAT:</strong> Scholars explore the characteristics of normal distributions. They consider methods of collecting data and then explore specific techniques to select representative samples. Scholars use problem solving techniques in dealing with real world data and models. Scholars study concepts and tools for collecting, analyzing, and drawing conclusions from data. They explore data, sampling and experimentation, anticipating patterns, and statistical inference.</td>
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<tr>
<td><strong>WHEN:</strong> One year, 1.0 Math credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> FWPA, TAF: MA928, MA929</td>
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<tr>
<td><strong>AP Statistics</strong></td>
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<tr>
<td><strong>WHO:</strong> 10–12th grade scholars</td>
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<tr>
<td><strong>WHAT:</strong> Scholars explore the characteristics of normal distributions. They consider methods of collecting data and then explore specific techniques to select representative samples. Scholars use problem solving techniques in dealing with real world data and models. Scholars study concepts and tools for collecting, analyzing, and drawing conclusions from data. They explore data, sampling and experimentation, anticipating patterns, and statistical inference. AP courses will prepare for the AP examination administered by the College Entrance Examination Board.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> One year, 1.0 Math credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> TAF, DHS, TJHS, TBHS, FWHS: MA928A, MA929A</td>
</tr>
<tr>
<td><strong>Algebra 1 Extension</strong></td>
</tr>
<tr>
<td><strong>WHO:</strong> 9th grade scholars co-enrolled in Algebra 1</td>
</tr>
<tr>
<td><strong>WHAT:</strong> Scholars connect prior knowledge of the concept of a function. They will define, identify, and compare functions using multiple representations. Scholars determine, construct, and analyze lines of best fit for scatter plots. Scholars will connect their prior knowledge of proportional relationships to model linear relationships using graphs and equations and discuss the advantages of each form of a linear equation. Students analyze and solve pairs of simultaneous linear equations. Scholars will explore solving linear equations and literal equations. Scholars will develop and apply the properties of Powers to rewrite expressions and make connections to exponential functions.</td>
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<tr>
<td><strong>WHEN:</strong> One year, 1.0 Elective credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> DHS, TBHS: MA638, MA639</td>
</tr>
<tr>
<td><strong>Algebra STEM, Geometry STEM, and Advanced Math STEM Labs</strong></td>
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<tr>
<td><strong>WHO:</strong> 8–12th grade scholars</td>
</tr>
<tr>
<td><strong>WHAT:</strong> Scholars will apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL in math and science in grades 8–12. The major component of this course will be the application of STEM thinking through real-world projects and presentations.</td>
</tr>
<tr>
<td><strong>WHEN:</strong> Semester, 0.5 Elective credit</td>
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<tr>
<td><strong>SCHOOL/CODE:</strong> TAF (ALGEBRA STEM): MA650, MA651, (GEOMETRY STEM): MA652, MA653, (ADVANCED MATH STEM LAB): MA654, MA655</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL

Music
INSTRUMENTAL MUSIC
• Orchestra 1–3
• Band 1–3
• Jazz Band

CHORAL MUSIC
• Choir 1–3
• General Music

Visual Arts & Drama
• Pottery
• Visual Arts Beginning
• Visual Arts Advanced
• Drama

HIGHSCHOOL

General Music
• Music Appreciation
• AP Music Theory
• IB Music

Instrumental Music
• Orchestra
• Orchestra Advanced
• Concert Band 1–2
• Wind Ensemble
• Jazz Ensemble
• Drumline MYP
• Piano
• Guitar
• Guitar Advanced MYP
• Mariachi MYP
• Percussion

Choral Music
• Choir
• Concert Choir
• Chamber Choir
• Jazz / Vocal Ensemble

Drama
• Drama 1–2
• Musical Theater
Orchestra 1

**WHO:** 6th grade scholars or scholars new to instrumental music

**WHAT:** Scholars will learn basic music theory, history, tone production, string technique, and ear training. Scholars will study home-practice strategies and participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:**
ILH, LAK, SAC, SEQ: MU015
KLO, EVG: MU015-8

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Orchestra 2

**WHO:** Scholars who have completed Orchestra 1 or the equivalent

**WHAT:** Scholars will continue to establish themselves on their string instruments and learn more complex keys and rhythms through the introduction of more difficult music. Scholars will read and perform age-appropriate music independently and will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:**
ILH, LAK, SAC, SEQ: MU016
KLO, EVG: MU016-8

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Orchestra 3

**WHO:** Scholars who have completed Orchestra 2 or the equivalent

**WHAT:** Scholars will increase their ability to apply the fundamentals of music as they progress on their string instrument. Scholars will learn vibrato, advanced rhythms, and bowings. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:**
ILH, LAK, SAC, SEQ: MU017
KLO, EVG: MU017-8

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Band 1

**WHO:** 6th grade scholars or scholars new to instrumental music

**WHAT:** Scholars will learn the basics of reading music and the foundations of their chosen instrument. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:**
ILH, LAK, SAC, SEQ: MU025
KLO, EVG: MU025-8

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Band 2

**WHO:** Scholars who have completed Band 1 or the equivalent

**WHAT:** Scholars will continue to establish themselves on their instruments through the study of more complex musical concepts while working to further establish a strong fundamental foundation. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:**
ILH, LAK, SAC, SEQ: MU026
KLO, EVG: MU026-8

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Band 3

**WHO:** Scholars who have completed Band 2 or the equivalent

**WHAT:** Scholars will begin playing a harder repertoire and continue to develop their musical skills in this class. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:**
ILH, LAK, SAC, SEQ: MU027
KLO, EVG: MU027-8
**Jazz Band**

**WHO:** Scholars who have completed an instrumental music course

**WHAT:** Scholars will learn jazz style music including swing, rock, and Latin music. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:** ILH, LAK: MU028

EVG: MU028-8

---

**Choir 1**

**WHO:** Primarily 6th grade scholars, although this course can be multi-graded

**WHAT:** Scholars will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:** ILH, LAK, SAC, SEQ: MU035

KLO, EVG: MU035-8

---

**Choir 2**

**WHO:** Primarily 7th grade scholars, although this course can be multi-graded

**WHAT:** Scholars will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Scholars will continue their musical growth as ensemble singers with opportunities for small group and solo singing. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:** ILH, LAK, NAU, SAC, SEQ: MU036

KLO, EVG: MU036-8

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**Choir 3**

**WHO:** Primarily 8th grade scholars, although this course can be multi-graded

**WHAT:** Scholars will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Scholars will become more independent as singers and participate in solo and small ensemble singing. Scholars will participate in concerts.

**WHEN:** One year

**SCHOOL/CODE:** ILH, LAK, SAC, SEQ: MU037

KLO, EVG: MU037-8

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**General Music**

**WHO:** 6–8th grade scholars

**WHAT:** Scholars will receive an overview of the elements of music: rhythm, melody, harmony, expression, form, timbre, and style. Scholars will play a variety of instruments and compose and learn about different aspects of music through a variety of activities and games.

**WHEN:** One year

**SCHOOL/CODE:** ILH, LAK, NAU, SAC, SEQ, WDM: MU050

KLO, EVG: MU050-8

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**Visual Arts & Drama**

**Pottery**

**WHO:** 6–8th grade scholars

**WHAT:** Scholars will be introduced to a wide variety of historical and contemporary ceramic artworks. We will embrace creativity and the imagination through various techniques used in the creation of ceramic artworks.

**WHEN:** One semester

**SCHOOL/CODE:** ILH, LAK, SAC, SEQ: MU029

KLO, EVG: MU029-8

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**Visual Arts Beginning**

**WHO:** 6–8th grade scholars

**WHAT:** This course provides rigorous teaching and learning to increase skills in drawing, perspective, shading, painting, mixed media, and other craft projects. Scholars will explore various materials to create compelling and dynamic art projects, and gain skills in use of materials and knowledge of color theory, positive and negative space, and composition.

**WHEN:** One semester or one year

**SCHOOL/CODE:** ILH, LAK, SAC, SEQ, TAF: FA001

KLO, EVG: FA001-8

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**Visual Arts Advanced**

**WHO:** 7th and 8th grade scholars who have completed Visual Arts Beginning

**WHAT:** Scholars will be introduced to a wide variety of historical and contemporary artworks. In this class, we will embrace creativity and the imagination through various techniques used in the creation of artworks.

**WHEN:** One semester or one year

**SCHOOL/CODE:** ILH, LAK, SAC, SEQ, TAF: FA003

KLO, EVG: FA003-8

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**Drama**

**WHO:** 6–8th grade scholars, varies by school

**WHAT:** This elective course is designed to introduce scholars to theater terms, various parts of drama production, and improve performance skills. Scholars read, refine, and memorize scripts, play theater games to improve acting, and practice professionalism through practice and audience skills. Scholars also learn about behind-the-scenes work including sets and props. By the end of the course, scholars will have performed in several productions. Previous experience is helpful but not required, as long as scholars are willing to cooperate with others and take risks.

**WHEN:** Varies by school

**SCHOOL/CODE:** FWPA: EX341

ILH, TAF: FA100

KLO, EVG: FA100-8

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# Fine Arts

## High School

### General Music

#### Music Appreciation

**WHO:** 9–12th grade scholars  
**WHAT:** Scholars will learn the fundamentals of reading and playing music, music history, and global perspectives on music.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** FWHS, TAF, TBHS, DHS: MU910, MU911

#### AP Music Theory

**WHO:** Scholars who have completed a previous music course and are able to read music treble and bass clef  
**WHAT:** This course meets the requirements for AP. Scholars will learn to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Scholars will develop aural, sight-singing, written, compositional, and analytical skills through a series of listening, performance, written, creative, and analytical exercises.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS: MU915A, MU916A

### Instrumental Music

#### Orchestra

**WHO:** 9–12th grade scholars  
**WHAT:** Scholars will study and perform standard and contemporary orchestral literature and participate in solo and small ensemble performances. Scholars will work to improve tone production, sight-reading, ensemble performance and technical skill on their instrument. Scholars will participate in concerts.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS, FWHS, TBHS: MU752, MU753  
**TJHS:** MU752M, MU753M

#### Orchestra Advanced

**WHO:** Scholars who have experience playing a string instrument  
**WHAT:** The Advanced Orchestra studies and performs standard and contemporary literature for small orchestra. Students will be challenged with higher-level sight-reading, tone production and ensemble skills, including playing undirected. Students are required to do individual practice and to participate in all rehearsal and performances, as well as prepare full-orchestra selections.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS, FWHS, TBHS, TJHS: MU754, MU755

#### Concert Band 1

**WHO:** 9–12th grade scholars with at least one year of playing experience  
**WHAT:** Scholars will focus on the continuation of musicianship, technique, and music theory through the study of level-appropriate literature. Scholars will participate in pep band, assemblies, and concerts.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS, FWHS, TBHS: MU752, MU753  
**TJHS:** MU752M, MU753M

#### Concert Band 2

**WHO:** Scholars who have completed Concert Band 1 or equivalent  
**WHAT:** This course meets the requirements for MYP. Scholars will focus deepen their study of musicianship, technique, and music theory through the study of level-appropriate literature. Scholars will participate in pep band, assemblies, and concerts.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TJHS: MU734M, MU735M  
**DHS, FWHS, TBHS:** MU734, MU735
Wind Ensemble

WHO: Scholars who complete a successful audition
WHAT: Scholars will work towards mastering the concepts and skills in rich tone quality, group and individual intonation, expressing appropriate style for various time periods, advanced articulations, and fluid technique. Precision in music reading and sight reading is required. Scholars will participate in band tours and concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE: DHS, FWHS, TJHS, TBHS: MU738, MU739

Jazz Ensemble

WHO: Scholars who complete a successful audition and are enrolled in another instrumental music course
WHAT: Scholars will explore traditional and contemporary jazz literature, jazz improvisation, music theory, and jazz history. Scholars will participate in concerts.

WHEN: One year, 1.0 credit

SCHOOL/CODE: DHS, FWHS, TBHS: MU744, MU745

Drumline MYP

WHO: 9–12th grade scholars
WHAT: This course meets the requirements for MYP. Scholars will learn how to perform on marching drums (snare, tenor, bass, and cymbals) and learn how to read music, perform with a group, and perform as a soloist on different instruments. Scholars will perform at assemblies and pep band events.

WHEN: One year, 1.0 credit

SCHOOL/CODE: TJHS: MU896M, MU897M

Piano

WHO: 9–12th grade scholars
WHAT: Scholars will gain an introduction to basic piano. Scholars will develop keyboarding skills and gain a fundamental knowledge of theory and harmony.

WHEN: Semester, 0.5 credit

SCHOOL/CODE: FHWS, TBHS: MU902, MU903

TJHS: MU902M, MU903M

Guitar

WHO: 9–12th grade scholars
WHAT: Scholars will gain skills in guitar playing technique and music literacy. The fundamentals of music reading, chord construction, and various playing styles and techniques are covered. Scholars will gain a fundamental knowledge of theory and harmony.

WHEN: Semester, 0.5 credit, can be repeated

SCHOOL/CODE: DHS, FWHS, TBHS: MU904, MU905

TJHS: MU904M, MU905M

Guitar Advanced MYP

WHO: Scholars who have completed Guitar course or equivalent
WHAT: This course meets the requirements for MYP. Scholars will increase technical skill and music-reading ability while exploring varied musical styles on the guitar. Composition and songwriting will be explored, as well as solo and ensemble playing.

WHEN: Semester, 0.5 credit, can be repeated

SCHOOL/CODE: TJHS: MU906M, MU907M

Mariachi MYP

WHO: 9–12th grade scholars
WHAT: Mariachi gives students an opportunity to explore the rich musical traditions of Mexico. This ensemble is comprised of the following instruments: vocalists, violins, flutes, trumpets, guitarróns, vihuelas and guitars. Other instruments may also be incorporated in the group. All students will have many opportunities to perform through the school year. Performances may take place during the school day, after school, or weekends. No previous music experience is required.

WHEN: One semester, 0.5 credit

SCHOOL/CODE: TJHS: MU746M

Percussion

WHO: 9–12th grade scholars
WHAT: Scholars will learn how to perform on marching drums (snare, tenor, bass, and cymbals) and learn how to read music, perform with a group, and perform as a soloist on different instruments. Scholars will perform at assemblies and pep band events.

WHEN: One year, 1.0 credit

SCHOOL/CODE: DHS, FWHS, TBHS: MU896, MU897
CHORAL MUSIC

Choir
WHO: 9–12th grade scholars
WHAT: Scholars will gain valuable skills and knowledge in music literacy, proper vocal technique, sight singing, artistic expression, and a general understanding of theory and music history. Scholars will participate in concerts.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
DHS, FWHS, TBHS, TJHS: MU800, MU801

Concert Choir
WHO: Scholars who complete a successful audition
WHAT: Scholars will focus on excellent ensemble singing and individual vocal development. This choir is for serious vocalists with advanced music skills and vocal maturity. Scholars will participate in concerts and competitions.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
DHS, FWHS, TBHS: MU802, MU803
TJHS: MU802M, MU803M

Jazz / Vocal Ensemble
WHO: Scholars who complete a successful audition
WHAT: Scholars will focus intensely on vocal and musical skills such as vocal production, blend and balance, sight-reading, ear training, expansion of range, dynamic nuances, and 4–12 part music. Scholars will participate in concerts.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
DHS, FWHS, TJHS, TBHS: MU806, MU807

Drama

Drama 1
WHO: 9–12th grade scholars
WHAT: Scholars will learn the basics of theater, voice, movement, and production design. Scholars will read scripts for meaning, understanding, and evaluation. Scholars will rehearse to create and present several structured theatrical scenes individually, with partners, and in groups. Scholars will also study the historical and cultural impact of drama and examine the role that drama plays in society.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
DHS, FWHS, FWPA, TBHS: FA301, FA302
TJHS: FA301M, FA302M

Visual Arts and Technical Theater are included in the CTE section. Additional courses eligible for Fine Arts credit appear in the CTE section.
## Middle School

### Electives

**Mad Science**  
LAK, EVG, TAF  

**Content Mastery**  
All

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### High School

**Electives**  
*One year, 1.0 credit*

- **AP Biology or IB Biology 1, 2**  
  or AICE Biology 1, 2  
  11-12th Grade

- **AP Chemistry or IB Chemistry 1 or AICE Chemistry 1, 2**  
  11-12th Grade

- **AP Physics 1 or IB Physics or AICE Physics**  
  11-12th Grade

- **AP Environmental Science or IB Environmental Systems and Societies**  
  11-12th Grade

- **Meteorology**  
  TBHS, TAF

- **IB Sports Exercise & Health Science**  
  11-12th Grade

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### Core Courses

#### Life Science 6
- ILH, KLO, LAK, NAU, SAC, SEQ, TAF, EVG, WDM

#### Honors Life Science 6
- LAK, SAC: Cambridge, KLO: MYP-X, FWPA: Pre-AP

#### Earth Science 7
- ILH, KLO, LAK, NAU, SAC, SEQ, TAF, EVG, WDM

#### Honors Earth Science 7
- LAK, SAC: Cambridge, KLO: MYP-X, FWPA: Pre-AP

#### Physical Science 8
- ILH, KLO, LAK, NAU, SAC, SEQ, TAF, EVG, WDM

#### Honors Physical Science 8
- LAK, SAC: Cambridge, KLO: MYP-X, FWPA: Pre-AP
### SCHOLARS SHOULD CHOOSE ONE OF THE THREE PATHWAYS

Describe below to meet their graduation requirements for science.

### COLLEGE & CAREER PREPARATION PATHWAY

This pathway follows a traditional sequence of biology, chemistry, and physics with Earth and space science embedded into all three courses. This pathway is open to any interested scholar and is recommended for scholars who are undecided about their career goals or are pursuing a career outside of the sciences.

#### 9th Grade
- **NGSS Biology**

#### 10th Grade
- **NGSS Chemistry in the Earth System**

#### 11th Grade
- **NGSS Physics in the Universe**

#### 12th Grade
- **AP/DP/AICE Science or Science Elective**

### HEALTH SCIENCES PATHWAY

This pathway follows the Project Lead the Way Biomedical Sciences course sequence, plus Environmental Science. The curriculum is problem-based and focuses on issues related to human health. This pathway is open to any interested scholar and is recommended for scholars who are interested in a health sciences career, enjoy problem-based learning, or want to learn about how the human body works.

#### 9th Grade
- **PLTW Principles of Biomedical Science**

#### 10th Grade
- **PLTW Human Body Systems**

#### 11th Grade
- **PLTW Physics of Medical Interventions AND Environmental Science**

#### 12th Grade
- **PLTW Biomedical Innovations**

### ACCELERATED SCIENCE PATHWAY

This pathway is different for each high school based on their specific advanced program (AP, IB, or Cambridge). The learning is accelerated to prepare scholars to take science courses in their advanced program. This pathway is open to any interested scholar and is recommended for scholars who are interested in a career in the sciences, are pursuing an advanced program diploma (IB Diploma, Cambridge AICE Diploma, or AP International Diploma), or want to be challenged in science.

#### 9th Grade
- **Accelerated Biology**

#### 10th Grade
- **Accelerated Physical Science**

#### 11th Grade
- **DP Science Course**

#### 12th Grade
- **DP Science Course**

### Key Points:

- All three pathways are rigorous and prepare scholars for college and careers.
- All three pathways are open to all scholars.
- All three pathways will fulfill science graduation requirements and provide scholars with instruction on all high school Washington State Science Learning Standards.
- Scholars can change their pathway in tenth grade. Scholars should plan on completing three courses in sequence.
Science

MIDDLE SCHOOL

Life Science 6

WHO: 6th grade scholars
WHAT: Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of cells, body systems, and organisms, matter and energy flow through ecosystems, how traits are passed from parents to offspring, and the unity and diversity of life on Earth.
WHEN: One year

Honors Life Science 6

WHO: 6th grade scholars in honors programs
WHAT: This honors course supports the frameworks of our advanced programs. Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of cells, body systems, and organisms, matter and energy flow through ecosystems, how traits are passed from parents to offspring, and the unity and diversity of life on Earth.
WHEN: One year

Earth Science 7

WHO: 7th grade scholars
WHAT: Scholars will explain phenomena and solve problems in Earth and space sciences. Areas of study will include motion and scale in the solar system, Earth’s history, processes that change Earth’s surface, weather and climate, and human impacts on Earth systems.
WHEN: One year

Honors Earth Science 7

WHO: 7th grade scholars in honors programs
WHAT: This honors course supports the frameworks of our advanced programs. Scholars will explain phenomena and solve problems in Earth and space sciences. Areas of study will include motion and scale in the solar system, Earth’s history, processes that change Earth’s surface, weather and climate, and human impacts on Earth systems.
WHEN: One year
SCHOOL/CODE: NAU, TAF, WDM: SC133-8 FWPA, ILH, LAK, SAC, SEQ: SC133 KLO, EVG: SC133R

Physical Science 8

WHO: 8th grade scholars
WHAT: Scholars will explain phenomena and solve problems in the physical sciences. Areas of study will include chemical reactions, the relationship between temperature, state, and particle motion, using forces to analyze motion and collisions, electrical, magnetic, and gravitational forces, thermal energy transfer between objects, and the structure and function of waves.
WHEN: One year
SCHOOL/CODE: NAU, TAF, WDM: SC142E FWPA, ILH, LAK, SAC, SEQ: SC142 KLO, EVG: SC142-8
This honors course supports the 6–8th grade scholars.

One year, 1.0 Lab Science credit

11th grade scholars

Scholars will explain phenomena and solve problems in the physical sciences. Areas of study include chemical reactions, the relationship between temperature, state, and particle motion, using forces to analyze motion and collisions, electrical, magnetic, and gravitational forces, thermal energy transfer between objects, and the structure and function of waves.

When: One year

School/Code:
KLO: SC143-8
LAK, SAC: SC143B
FWPA: SC143R

Mad Science

Who: 6–8th grade scholars

What: Scholars will complete hands-on activities which reinforce science concepts. Scholars learn about a variety of topics that focus on science and engineering practices. Topics included in the course are airplane, parachute, and rocket design, along with toy science.

When: One year

School/Code:
LAK, SAC, TAF: SC148B
EVG: SC148M

High School

NGSS Biology 1 & 2

Who: 9th grade scholars

What: Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of DNA, matter and energy in photosynthesis and cellular respiration, mathematical analysis of populations and ecosystems, sources of variation in a population, biological evolution, and human impacts on biodiversity.

When: One year, 1.0 Lab Science credit

School/Code:
TJHS: SC224MX, SC225MX
FWHS: SC245, SC246

Pre-AICE Biology 1 & 2

Who: 9th grade scholars

What: This course is an honors course that meets the requirements of pre-AICE. Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of DNA, matter and energy in photosynthesis and cellular respiration, mathematical analysis of populations and ecosystems, sources of variation in a population, biological evolution, and human impacts on biodiversity.

When: One year, 1.0 Lab Science credit

School/Code:
FWHS: SC453B, SC454B

Accelerated Biology 1 & 2

Who: 9th grade scholars

What: This course is an honors course that prepares scholars for the rigor of DP science courses. Scholars will explain phenomena and solve problems in the life sciences. Areas of study will include the structure and function of DNA, matter and energy in photosynthesis and cellular respiration, mathematical analysis of populations and ecosystems, sources of variation in a population, biological evolution, and human impacts on biodiversity.

When: One year, 1.0 Lab Science credit

School/Code:
TJHS: SC245M, SC246M

Accelerated Physical Science 1 & 2

Who: 10th grade scholars

What: This course is an honors course that prepares scholars for the rigor of DP science courses. Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study include nuclear processes, relationships among mass, force, acceleration, and momentum, mathematical analysis of gravitational and electrostatic forces, energy conversions, electromagnetic radiation, star life cycles, and the Big Bang theory, motion of objects in the solar system, Earth's history, and the impact of humans on Earth's systems.

When: One year, 1.0 Lab Science credit

School/Code:
TJHS: SC245MX, SC246MX

NGSS Physics in the Universe 1 & 2

Who: 11th grade scholars

What: Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study will include nuclear processes, relationships among mass, force, acceleration, and momentum, mathematical analysis of gravitational and electrostatic forces, energy conversions, electromagnetic radiation, star life cycles, and the Big Bang theory, motion of objects in the solar system, Earth's history, and the impact of humans on Earth's systems.

When: One year, 1.0 Lab Science credit

School/Code:
TJHS: SC303M, SC304M
DHS, FWHS, FWPA, TAF, TBHS: SC303, SC304

Pre-AICE Physics 1 & 2

Who: 11th grade scholars

What: This course is an honors course that meets the requirements of pre-AICE. Scholars will explain phenomena and solve problems in the physical, Earth, and space sciences. Areas of study will include nuclear processes, relationships among mass, force, acceleration, and momentum, mathematical analysis of...
gravitational and electrostatic forces, energy conversions, electromagnetic radiation, star life cycles, and the Big Bang theory, motion of objects in the solar system, Earth’s history, and the impact of humans on Earth’s systems.

**WHO:** 10–12th grade scholars
**WHAT:** Students can examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken, use data acquisitions software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.
**WHEN:** One year, 1.0 Lab Science credit
**SCHOOL/ CODE:** DHS, FWHS, TBHS: SC282T, SC283T

### Biomedical Innovation

**WHO:** 12th grade scholars, Physics of Medical Interventions is a prerequisite
**WHAT:** In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry.
**WHEN:** One year, 1.0 CTE or Science credit
**SCHOOL/ CODE:** DHS, FWHS, TBHS: SC284T, SC285T

### Principles of Biomedical Science

**WHO:** 9–12th grade scholars
**WHAT:** In this introductory course of the PLTW Biomedical Science program, scholars explore concepts of biology and medicine to determine factors that lead to the death of a fictional person. While investigating the case, scholars examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce scholars to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. *Taking this course and NGSS Environmental Science will satisfy the NGSS Biology requirement.*
**WHEN:** One year, 1.0 CTE or Lab Science (*Biology*) credit
**SCHOOL/ CODE:** DHS, FWHS, TBHS, TAF: SC280T, SC281T

### Physics of Medical Interventions

**WHO:** 11th and 12th grade scholars, Principles of Biomedical Science or Human Body Systems is a prerequisite
**WHAT:** Students follow the life of a fictional family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of inventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.
**WHEN:** One year, 1.0 CTE or Lab Science credit
**SCHOOL/ CODE:** DHS, FWHS, TBHS: SC284T, SC285T

### AP Biology 1 & 2

**WHO:** 9–12th grade scholars
**WHAT:** This course is designed to be the equivalent of a yearlong college biology course. Scholars will focus their study around big ideas including evolution drives the diversity and unity of life, biological systems use free energy and molecular building blocks for life functions, living systems store, retrieve, transmit, and respond to information, and biological systems interact in complex ways.
**WHEN:** One year, 1.0 Lab Science credit
**SCHOOL/ CODE:** DHS, FWHS, TBHS: SC226A, SC227A

### IB DP Biology 1-1 & 1-2, IB DP Biology 2-1 & 2-2

**WHO:** 11th and 12th grade scholars who have completed a biology and chemistry/physical science course
**WHAT:** This course is designed to be the equivalent of a yearlong college biology course. Scholars will study topics including cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, nucleic acids, metabolism, plant biology, genetics and evolution, and animal physiology.
**WHEN:** Two years, 2.0 Lab Science credits
**SCHOOL/ CODE:** TJHSE: SC232I, SC233I, SC234I, SC235I
AICE Biology 1-1 & 1-2, AICE Biology 2-1 & 2-2

WHO: 11th and 12th grade scholars who have completed Pre-AICE Biology and Pre-AICE Chemistry

WHAT: This course is designed to be the equivalent of a yearlong college biology course. Scholars will study topics including biological molecules, cells, DNA and mitosis, transport and gas exchange, disease and protection against disease, the diversity of life, genetics and evolution, molecular biology and gene technology, respiration, mammalian physiology, and plant physiology.

WHEN: Two years, 2.0 Lab Science credits


AP Chemistry 1 & 2

WHO: 10–12th grade scholars who have taken or will be co-enrolled in Algebra 2

WHAT: This course is designed to be the equivalent of a yearlong college chemistry course. Scholars will study topics including atomic structure, periodicity, solution chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, and organic chemistry.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE: DHS, TBHS: SC262A, SC263A

IB DP Chemistry 1-1 & 1-2

WHO: 11th and 12th grade scholars who have completed a chemistry or physical science course

WHAT: This course is designed to be the equivalent of a semester-long college chemistry course. Scholars will study topics including atomic structure, periodicity, solution chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, and organic chemistry.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE: TJHS: SC269I, SC270I

AICE Chemistry 1-1 & 1-2, AICE Chemistry 2-1 & 2-2

WHO: 11th and 12th grade scholars who have completed Pre-AICE Chemistry

WHAT: This course is designed to be the equivalent of a year-long college chemistry course. Scholars will study topics including organic chemistry, inorganic chemistry, plastics, kinetics, electrochemistry, and thermodynamics, biochemistry, methods of chemical analysis, electrochemistry and materials design.

WHEN: Two years, 2.0 Lab Science credit

SCHOOL/CODE: FWHS: SC455C, SC456C, SC478C, SC479C

AP Physics 1-1 & 1-2

WHO: 11th and 12th grade scholars who have completed geometry and are co-enrolled in Algebra 2 or have completed Algebra 2

WHAT: This course is designed to be the equivalent of a semester-long algebra-based college physics course. Scholars will study topics including kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE: DHS, TBHS: SC305A, SC306A

IB DP Physics

WHO: 11th and 12th grade scholars who have completed two years of Lab Science

WHAT: This course is designed to be the equivalent of a semester-long college physics course. Scholars will study topics including measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear, and particle physics, and energy production.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE: TJHS: SC311I, SC312I

AICE Physics

WHO: 11th and 12th grade scholars who have completed Pre-AICE Physics

WHAT: This course is designed to be the equivalent of a semester-long college physics course. Scholars will study topics including kinematics, force and collisions, work, energy, and power, thermodynamics, electricity, waves, fields, and nuclear physics.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE: FWHS: SC476C, SC477C

Environmental Science

WHO: 10–12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

WHAT: Scholars will study local, national, and global environmental issues using geologic, ecologic, and political data. Topics will include a history of environmental ideas and policy, environmental law, and current environmental issues. Scholars will explore the relationship between humans and the environment, and explore careers in environmental studies.

WHEN: One year, 1.0 Lab Science credit

SCHOOL/CODE: FWHS, TBHS: SC722, SC723
### AP Environmental Science

**WHO:** 11th and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

**WHAT:** This course is designed to be equivalent of a semester-long college introductory environmental science course. Scholars will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, including topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**WHEN:** One year, 1.0 Lab Science credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SC726A, SC727A

### IB DP Environmental Systems & Societies

**WHO:** 11th and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

**WHAT:** Scholars will explore topics including systems and models, ecosystems, human population, carrying capacity, and resource use, conservation and biodiversity, pollution management, global warming, and environmental value systems.

**WHEN:** One year, 1.0 Lab Science credit

**SCHOOL/CODE:** TJHS: SC718I, SC719I

### Anatomy and Physiology

**WHO:** 11th and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

**WHAT:** Scholars will study the structure and function of human body systems including integument, skeletal, muscular, nervous, endocrine, circulatory, immune, respiratory, digestive, urinary, and reproductive systems.

**WHEN:** One year, 1.0 Lab Science credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SC716, SC717

### Astronomy

**WHO:** 11th and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

**WHAT:** Scholars will explore and gain a better appreciation for the vast cosmic universe that is continuously expanding. Scholars will use science practices to explore topics such as laws of gravity and motion, spectrum and basic spectroscopy, and structural descriptions of objects in our solar system and the larger universe.

**WHEN:** One year, 1.0 Science credit

**SCHOOL/CODE:** DHS, TAF: SC735, SC736

### Meteorology

**WHO:** 11th and 12th grade scholars who have completed NGSS Biology, NGSS Chemistry in the Earth System, and NGSS Physics in the Universe (or taken concurrently)

**WHAT:** Scholars will study the atmosphere and the physical processes that lead to weather and climate. Some of the topics that will be covered include: temperature, precipitation, clouds, winds, thunderstorms, hurricanes, weather forecasting and climate. Scholars will also follow and make observations of current weather events.

**WHEN:** One year, 1.0 Science credit

**SCHOOL/CODE:** TBHS, TAF: SC895, SC896

### Bio STEM Lab 1-1 & 1-2

**WHO:** 9th grade scholars

**WHAT:** This course provides opportunities for students to apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL aligned with core concepts in biology. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TAF: SC350, SC351

### Chem STEM Lab 1-1 & 1-2

**WHO:** 10th grade scholars

**WHAT:** This course provides opportunities for students to apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL aligned with core concepts in chemistry. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TAF: SC352, SC353

### Physics STEM Lab 1-1 & 1-2

**WHO:** 11th grade scholars

**WHAT:** This course provides opportunities for students to apply STEM habits of mind and thinking through the principles of engineering and a focus on PBL aligned with core concepts in physics. The major component of this course will be the application of STEM thinking through real-world projects and presentations.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TAF: SC354, SC355

### Genetics

**WHO:** 10th grade scholars

**WHAT:** This course is designed to expand on scholars’ experiences in NGSS Biology. This course will demonstrate the importance of genetics in the modern world, deepen understanding of human biology, provide experiences in applying the core understandings of the effect of genetic technology in recent history, examine bioethics in the personal and community context, and examine applications of genetics in the medical/clinical service industry.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWPA: SC190, SC191

Additional courses eligible for Science credit appear in the CTE section.
SOCIAL STUDIES

COURSE SEQUENCE GRADES 6–12

MIDDLE SCHOOL

Each course one year

Electives

| Service Learning | Varies by School |
| Content Mastery | 6th, 7th, 8th Grade |
| This course supports scholars receiving SPED services and offered where needed |

| 6th Grade Social Studies | ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM |
| 6th Grade Honors Social Studies | FWPA: Pre-AP |

| 7th Grade Social Studies | ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM |
| 7th Grade Honors Social Studies | FWPA: Pre-AP |
| This course may be titled PNW, World History, or Pacific Region. Meets the Washington State History graduation requirement |

| 8th Grade U.S. History | ILH, KLO, LAK, NAU, SAC, SEQ, EVG, WDM |
| 8th Grade Honors U.S. History | FWPA: Pre-AP |

| 6th, 7th, 8th Grade Humanities | TAF |

HIGH SCHOOL

Each course one credit

Electives

| One semester, 0.5 credit |
| Air Force JROTC: Global Awareness | 9–12th Grade | TBHS |
| Content Mastery | 9–12th Grade |
| DHS, FWHS, TBHS, TJHS |
| AP Psychology | 11–12th Grade |
| DHS |
| IB Global Politics | 11–12th Grade |
| TJHS |
| Sociology | 11–12th Grade |
| TBHS, DHS |
| Street Law | 12th Grade |
| TBHS |
| IB Anthropology | 12th Grade |
| TJHS |
| IB Psychology | 12th Grade |
| TJHS |
| Humanities | 9th & 10th Grade |
| FWPA |
| 9–12th Grade | TAF |

| 9th Grade World History 1 / Human Geography | DHS, FWHS, TBHS, TJHS |
| 9th Grade Honors World History 1 / Human Geography | DHS & TBHS: AP, FWPA: Pre-AP, FWHS: Pre-Cambridge, TJHS: MYP-X |

| 10th Grade World History 2 | DHS, FWHS, TBHS, TJHS |
| 10th Grade Honors World History 2 | DHS & TBHS: AP, FWPA: Pre-AP, FWHS: Pre-Cambridge, TJHS: MYP-X |

| 11th Grade U.S. History | DHS, FWHS, TBHS, TJHS |
| 11th Grade Honors U.S. History | DHS & TBHS: AP, FWPA: Pre-AP, FWHS: Pre-Cambridge, TJHS: IB |

| 12th Grade Current World Problems or Ethnic Studies/Civics | DHS, FWHS, TBHS, TJHS |
| 12th Grade Honors Current World Problems or Ethnic Studies/Civics | DHS & TBHS: AP, FWHS: Cambridge, TJHS: IB |

| Humanities | 9th & 10th Grade |
| FWPA |
| 9–12th Grade | TAF |
Social Studies

**MIDDLE SCHOOL**

**6th Social Studies (World History 6)**

**WHO:** 6th grade scholars

**WHAT:** This course provides scholars the skills to meet State and district expectations in 6th grade social studies. The content focus is ancient civilizations during the time period of 8000 BCE–600 CE with standards in economics, civics, history and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

**WHEN:** One year

**SCHOOL/CODE:**
- KLO, EVG: SS220-8
- ILH, LAK, NAU, SAC, SEQ, WDM: SS220

**Honors 6th Social Studies (Pre-AP)**

**WHO:** 6th grade scholars in honors programs (Pre-AP)

**WHAT:** This honors course supports the frameworks of our advanced programs (Pre-AP). It provides scholars the skills to meet State and district expectations in 6th grade social studies. The content focus is ancient civilizations during the time period of 8000 BCE–600 CE with standards in economics, civics, history and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.

**WHEN:** One year

**SCHOOL/CODE:**
- EVG: SSS220-8

**7th Social Studies Washington State History**

**WHO:** 7th grade scholars

**WHAT:** This course provides scholars the skills to meet State and district expectations in 7th grade social studies. The content focus is World History from 600–1450 CE and Washington State History from 1450–present with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.

**WHEN:** One year

**SCHOOL/CODE:**
- EVG, KLO: SS289-8
- ILH, LAK, NAU, SAC, SEQ, WDM: SS289

**6th Grade SLA/Humanities**

**WHO:** 6th grade scholars

**WHAT:** This is an integrated approach to Spanish Language Arts and Social Studies with all instruction delivered in Spanish. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry and cultural competency. The social studies content focus is ancient civilizations during the time-period of 8000 BCE–600 CE with standards in economics, civics, history and world geography. Sixth grade scholars explore a variety of authentic Spanish literary texts with thematic connections to the social studies content, as well as informational text regarding ancient civilizations during this time period.

**WHEN:** One year

**SCHOOL/CODE:**
- EVG, KLO: SS289-8
- ILH, LAK, NAU, SAC, SEQ, WDM: SS289
Social Studies

**Honors 7th Social Studies (Pre-AP)**

**WHO:** 7th grade scholars  
**WHAT:** This honors course supports the frameworks of our advanced programs (Pre-AP). It provides scholars the skills to meet State and district expectations in 7th grade social studies. The content focus is World History from 600–1450 CE and Washington State History from 1450–present with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.  
**WHEN:** One year  
**SCHOOL/ CODE:** FWPA: SS288R

**7th Grade SLA/Humanities**

**WHO:** 7th grade scholars  
**WHAT:** This is an integrated approach to Spanish Language Arts and Social Studies with all instruction delivered in Spanish. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry and cultural competency. The social studies content focus is Washington State History with standards in economics, civics, history and world geography. Sixth grade scholars explore a variety of authentic Spanish literary texts with thematic connections to the social studies content, as well as informational text regarding ancient civilizations during this time period.  
**WHEN:** One year  
**SCHOOL/CODE:** FWPA: SS288R  
**DUAL LANGUAGE**

**8th U.S. History**

**WHO:** 8th grade scholars  
**WHAT:** This course provides scholars the skills to meet State and district expectations in 8th grade U.S. History. The content focus is U.S. History from 1776–1900 with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.  
**WHEN:** One year  
**SCHOOL/CODE:** KLO, EVG: SS276-8  
**ILH, LAK, NAU, SAC, SEQ, WDM:** SS276  
**DUAL LANGUAGE**

**Honors 8th U.S. History (Pre-AP)**

**WHO:** 8th grade scholars  
**WHAT:** This honors course supports the frameworks of our advanced programs (Pre-AP). It provides scholars the skills to meet State and district expectations in 8th grade U.S. History. The content focus is U.S. History from 1776–1900 with standards in economics, civics, history, and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian.  
**WHEN:** One year  
**SCHOOL/CODE:** KLO, EVG: SS277R  
**DUAL LANGUAGE**

**8th Grade SLA/Humanities**

**WHO:** 8th grade scholars  
**WHAT:** This is an integrated approach to Spanish Language Arts and Social Studies with all instruction delivered in Spanish. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry and cultural competency. The social studies content is U.S. History with standards in economics, civics, history and world geography. Sixth grade scholars explore a variety of authentic Spanish literary texts with thematic connections to the social studies content, as well as informational text regarding ancient civilizations during this time period.  
**WHEN:** One year  
**SCHOOL/CODE:** EVG: SS276-8

**Service Learning**

**WHO:** 6–8th grade scholars  
**WHAT:** This course is a teaching and learning strategy that integrates meaningful community service with instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service learning, young people use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing members through the service they perform.  
**WHEN:** Varies by school  
**SCHOOL/CODE:** KLO, EVG: SS216-8, SS217-8  
**ILH, LAK, SAC, SEQ, TAF:** SS216, SS217

Social Studies
**High School**

**World History 1**

**WHO:** 9th grade scholars

**WHAT:** This course covers pre-history until 1450. Topics covered include: River Civilizations and the beginnings of farming and urbanization, Founding and Development of Imperial China, Greco-Roman history, Imperial Persia, Imperial Egypt, Origins and Development of Indian civilizations. Scholars will explore major religions and their influence on Culture, Early Civilizations in sub-Saharan Africa, Indian Ocean Trade Networks and their Impact on European Civilizations, The Americas on the eve of European Colonial expansion. Themes covered include the interaction of civilizations and developments, including environmental, cultural, economic and social developments within and between societies.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWHS, TBHS: SS330, SS331

**AP Human Geography**

**WHO:** 9th grade scholars

**WHAT:** Human Geography will introduce scholars to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Scholars employ 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. Scholars will develop skills that allow them to: use and think about maps and spatial data; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS: SS473, SS474

**Human Geography and Cultural History**

**WHO:** 9th grade scholars

**WHAT:** This course will introduce scholars to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Scholars employ 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. Scholars will develop skills that allow them to: use and think about maps and spatial data; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWPA: SS336R, SS337R

**Humanities 9**

**WHO:** 9th grade scholars

**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project-based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on ancient World Studies with standards in geography, history, economics, and civics. Ninth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and process for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year, 1.0 Social Studies credit

**SCHOOL/CODE:** TAF: SS340, SS341

**World History 9 MYP**

**WHO:** 9th grade scholars

**WHAT:** This course employs the curriculum tools and instructional philosophy of the IB’s Middle Years Program. It also provides scholars with the skills to meet state and district expectations in MYP World History 9th grade. Scholars will use primary and secondary resources to study different regions of the world and concepts such as trade, interaction of societies, conflict, diversity, geography, history, culture, and the environment. Scholars will use essential questions and inquiry to work on skills such as mapping, researching, essay/research paper writing skills, oral presentations, and note-taking and reading strategies.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TJHS: SS494M, SS495M

**9th Pre-Cambridge History/Thinking Skills**

**WHO:** 9th grade scholars

**WHAT:** This course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects and in many higher education. It should engage scholars in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWHS: SS616D, SS617D

**Pre-AP World History 1**

**WHO:** 9th grade scholars

**WHAT:** In this introductory World History Class, scholars are taught how to investigate and study the major concepts in World History. Ninth Grade Social Studies standards are taught through college level reading texts. Common Core Reading Standards are also integrated, as scholars learn to read and analyze high-level non-fiction texts. Scholars also learn how to study and take challenging assessments, which emphasize higher level thinking skills. Scholars are also given the skills to write college level essays.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS, TJHS: SS494M, SS495M
World History 9 X
WHO: 9th grade scholars
WHAT: This course employs the curriculum tools and instructional philosophy of the IB’s Middle Years Program. This course provides scholars with the skills to meet state and district expectations in MYP World History 9th and enter into the DP history program if desired. It is a survey of world civilizations, emphasizing the Middle East, Asia, Eastern and Western Europe and Africa. Political, economic, philosophical and cultural systems will be compared and geography skills will be emphasized. The purpose of this course to take a collective look, interpret information, develop educated opinions, and gain knowledge of events throughout world history.
WHEN: One year, 1.0 credit
SCHOOL/CODE: TJHS: SS509MX, SS510MX

World History 2
WHO: 10th grade scholars
WHAT: This course encompasses key historical themes, events, social dynamics, cultures, political issues, geographic elements, and economic functions from the diaspora and settlement of the first peoples through the end of the 20th Century. It introduces the themes of balance between unity and diversity, conflict, the shaping of governments, the struggle for equality and opportunity, and the influence of socio-economic and geo-political factors. Throughout this course, you will also be guided in examining indigenous cultures, economic systems, forms of governments, early/modern empires, issues of human rights, revolutions, international trade, world wars, the development of nation states, the emergence of social hierarchies, civil wars and rebellions, human slavery, inter-governmental diplomacy, civic engagement, industrialization/modernization, and current events.
WHEN: One year, 1.0 credit
SCHOOL/CODE: DHS, FWHS, TBHS: SS350, SS351

AP World History Modern
WHO: 10th grade scholars
WHAT: In addition to the concepts covered in World History, scholars also learn about the methods and tools geographers use in their science and practice. Scholar will develop skills that allow them to use and think about maps and spatial data; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. AP World History is a rigorous college level course.
WHEN: One year, 1.0 credit
SCHOOL/CODE: DHS, SS649A, SS650A

AP European History
WHO: 10th and 12th grade scholars
WHAT: The AP European History course focuses on developing understanding of European history from approximately 1450 to the present. The course investigates the content for significant events, individuals, developments, and processes in four historical periods starting from 1450 to the present, and develops and uses the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that are explored throughout the course in order to make connections among historical developments in different times and places around the world. The course connects to World History through comparison of Europe to the World and in skills of Comparison, Contextualization, Synthesis, Causation, Patterns of Continuity, Change Over Time, Periodization and Argumentation. Advanced European History is a rigorous college level course.
WHEN: One year, 1.0 credit
SCHOOL/CODE: DHS: SS466A, SS467A

Pre-AP World History 2
WHO: 10th grade scholars
WHAT: The college level skills that were taught in the 9th grade are built upon in the 10th grade course. In addition, an in-depth survey of the major events in World History are covered, with an emphasis on linking current events to history. In addition to meeting the standards through assessments and class readings, all scholars complete a series of class presentations, where every scholar is required to demonstrate the standards through various project-based assignments.
WHEN: One year, 1.0 credit
SCHOOL/CODE: FWPA: SS352R, SS353R

10th Pre-Cambridge World History
WHO: 10th grade scholars
WHAT: This course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage scholars in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.
WHEN: One year, 1.0 credit
SCHOOL/CODE: FWHS: SS620D, SS621D

Social Studies

www.fwps.org
**Humanities 10—World History**

**WHO:** 10th grade scholars

**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project-based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research, and inquiry. The social studies content focuses on modern World Studies with standards in geography, history, economics, and civics. Tenth grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TAF: SS342, SS343

**World History 10 MYP**

**WHO:** 10th grade scholars

**WHAT:** This course employs the curriculum tools and instructional philosophy of the IB’s Middle Years Program. It also provides scholars with the skills to meet state and district expectations in MYP World History 10th grade. Scholars will use primary and secondary resources to study different regions of the world and concepts such as trade, interaction of societies, conflict, diversity, geography, history, culture, and the environment. Scholars will use essential questions and inquiry to work on skills such as mapping, researching, essay/research paper writing skills, oral presentations, and note-taking and reading strategies.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TJHS: SS513MX, SS514MX

**World History 10 X**

**WHO:** 10th grade scholars

**WHAT:** This course employs the curriculum tools and instructional philosophy of the IB’s Middle Years Program. It provides scholars with the skills to meet state and district expectations in MYP World History 10th-extended. The purpose of this course to develop strong writing, speaking, reading, and critical thinking skills through a study of major world historical themes. Through the development of these skills, scholars will be ready to advance to IBBP history the following year. Many course assessments follow IB rubrics and IB-style questions. Content-wise, the goal is to study how regions and different groups of people interact and trade ideas from ancient times to the present. As part of our study, we will often work with two or more interpretations of historical events and themes in order to critically evaluate the past.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SS653, SS654

**Ethnic Studies: US History 11**

**WHO:** 11th grade scholars

**WHAT:** This course provides scholars with the skills to meet State and local standards in U.S. History. Scholars will survey American History from 1877 to Modern American. U.S. History addresses historical values and the people and events that have shaped the country. In addition, the scholar has the opportunity to develop attributes, understandings and values that will promote a democratic way of life. Major units covered will include American Revolution, Constitutional Period, Civil War and Reconstruction, Rise of Industrialism, Imperialism, Depression and New Deal, World War II, Cold War and Modern America. This course includes content to fulfill the Washington State History requirement for graduation.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS, FWHS, TBHS: SS655A, SS656A

**AP U.S. History**

**WHO:** 11th grade scholars

**WHAT:** Scholars may take the junior level AP U.S. history and the AP Language courses together on an alternating day schedule or they can opt to take one of the AP courses combined with a regular course in the alternating subject area. Taking the courses combined is the most rigorous and demanding option. The AP U.S. history program has been designed for the academically able pupil with a special interest in this area. Major areas covered with include: America Revolution, Constitutional Period, Federalist Era, Civil War and Reconstruction, The Western Rise of Industrialism, Imperialism, World War I, The Depression, World War II, Cold War and Modern America. There will be class discussions, lectures, assigned reading and research projects. Scholars who elect to take this course should be willing to devote a substantial amount of time to prepare, as this is a college-level course. This course includes content to fulfill the Washington State History requirement for graduation.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** DHS, TBHS: SS659A, SS700
Social Studies

Cambridge Economics

**WHO:** 11th and 12th grade scholars

**WHAT:** The college level course covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development. This course contains content to meet the Civics graduation requirement.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWHS: SS635C, SS636C

Cambridge U.S. History 1

**WHO:** 11th grade scholars

**WHAT:** Cambridge International AS Level History constitutes the first half of the Cambridge International A Level course in History and therefore provides a suitable foundation for the study of History at Cambridge International A Level and for related courses in higher education. It is also suitable for scholars intending to pursue careers or further study in Arts, Humanities and Social Science related areas, or as part of a course of general education. This course includes content to fulfill the Washington State History requirement for graduation.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWHS: SS657C, SS658C

Cambridge Global Perspectives and Research

**WHO:** 11th grade scholars, required for Cambridge Diploma

**WHAT:** Cambridge International A Level Global Perspectives and Research encourages the development of independent enquiry and an understanding and use of appropriate research methods and methodology. Following this course necessitates that learners become fully engaged in a research process of their own and provides further development and practice of the higher-order thinking skills of analysis, evaluation and synthesis. It encourages learners to work proactively, independently and in a confident way.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** FWHS: SS647C, SS648C

Humanities 11—U.S. History

**WHO:** 11th grade scholars

**WHAT:** This course is an integrated approach to Language Arts and Social Studies through a project based lens. It provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. The social studies content focuses on U.S. Studies with standards in geography, history, economics, and civics. Eleventh grade scholars explore a variety of literary and information texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex texts and processes for composing narrative, explanatory, and argumentative writing. This course includes content to fulfill the Washington State History requirement for graduation.

**WHEN:** One year, 1.0 Social Studies credit

**SCHOOL/CODE:** TAF: SS659, SS660

IB Diploma Program History of the Americas 1 & 2

**WHO:** 11th grade scholars

**WHAT:** This course is the first half of the IB history program leading to the IB History HL certificate. The program has been designed for the academically able pupil with a special interest in this area. This is a survey course of both United States and Latin American History. The IB Organization recommends that schools select three units for in depth study. We will focus on the period from the 1880 to 1945, covering the Mexican Revolution, World War II and the Americas, political developments in Latin America (1945–1980) and the move to global war (1931–1941). The course is academically rigorous focusing on the region’s historical experience as well as political, cultural, economic, and social events and themes that have had an impact on the Americas. Scholars will continue to develop and apply the historical skills of interpretation and analysis. A course of study that develops an understanding of the discipline of history, its rules and values, as well as passing on historical knowledge, allows scholars to understand how and why there are different accounts of the past and the criteria upon which they may be judged. There will be class discussions, lectures, assigned reading, and research projects. Scholars who elect to take this course should be willing to devote a substantial amount of time to preparation. Those taking both IB junior and IB senior history will have the opportunity to take the corresponding IB Exam given in the senior year.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:** TJHS: SS436I, SS437I
**IB Diploma Program**

**Twentieth Century World History 1 & 2**

**WHO:** 12th grade scholars

**WHAT:** In this IB History program, scholars will study World History from 1875 to 1990. Areas of study may include the causes, practices, and effects of war; nationalist and independence movements; the Cold War; and the state and its relationship with religion and minorities. Scholars are expected to read, write, and research at the college level as well as take the IB History exam in May. College credit may be available to those taking the IB assessments. Everyone taking an IB class is expected to take either the IB or AP Exam. There are fees for these exams. Please see your counselor or the IB coordinator for assistance with payment of these fees if you have a financial need. This course includes content to fulfill the Washington State History and Civics requirements for graduation.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**

TJHS: SS432I, SS433I

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**Current World Problems**

**WHO:** 12th grade scholars

**WHAT:** This course is designed to develop an understanding and appreciation of our political system as well as current events in preparation for citizenship and civic responsibility. Scholars will identify and analyze major news items, both foreign and domestic.

**WHEN:** One semester, 0.5 credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS, TJHS: SS506

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**Civics**

**WHO:** 12th grade scholars

**WHAT:** This course provides scholars the skills to meet State and Local standards in civics. It is designed to develop an understanding and appreciation of our political system as well as current events in preparation for citizenship and civic responsibility. Topics include the purpose and origin of the U.S. government, the Constitution, citizens’ rights and responsibilities, and electoral procedures.

**WHEN:** One semester, 0.5 credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS, TJHS: SS484

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**IB Diploma Program Global Politics**

**WHO:** 11th and 12th grade scholars

**WHAT:** The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences. The study of global politics enables scholars to critically engage with different and new perspectives and approaches to comprehend the changing world and to become aware of their role in it as active global citizens. The global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. At the end of the course, all scholars will be prepared to take the IB standard level Global Politics exam.

**WHEN:** One year, 1.0 Elective credit

**SCHOOL/CODE:**

TJHS: SS470I, SS471I

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**AP U.S. Government and Politics**

**WHO:** 12th grade scholars

**WHAT:** This is a yearlong course focused on United States Government and Politics. The course includes the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It is designed to help students develop an understanding and appreciation for how the American political system works, how it influences the lives of every American, and how their participation in the system is important to its survival. This course contains embedded civics content to meet the 0.5 civics requirement.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**

TBHS: SS468A, SS469A

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**AP Micro Economics**

**WHO:** 11th and 12th grade scholars

**WHAT:** This course offers students the opportunity to understand the principles of economics as it applies to the functions of individual decision makers, both consumers and producers. Students will study the nature and function of the product markets, the factor markets and the role of government in promoting efficiency and equity in the economy. Students will be required to demonstrate the ability to analyze economic situations and apply microeconomic principles in their evaluations. All students are encouraged to take the Advanced Placement examination for possible college credit and to receive the AP course credit.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**

DHS: SS795A, SS796A

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**Current World Problems**

**WHO:** 12th grade scholars

**WHAT:** This course is designed to develop an understanding and appreciation of our political system as well as current events in preparation for citizenship and civic responsibility. Scholars will identify and analyze major news items, both foreign and domestic.

**WHEN:** One semester, 0.5 credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS, TJHS: SS506

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**Civics**

**WHO:** 12th grade scholars

**WHAT:** This course provides scholars the skills to meet State and Local standards in civics. It is designed to develop an understanding and appreciation of our political system as well as current events in preparation for citizenship and civic responsibility. Topics include the purpose and origin of the U.S. government, the Constitution, citizens’ rights and responsibilities, and electoral procedures.

**WHEN:** One semester, 0.5 credit

**SCHOOL/CODE:**

DHS, FWHS, TBHS, TJHS: SS484

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**AP Comparative Government and Politics**

**WHO:** 12th grade scholars

**WHAT:** This is a yearlong college level course focused on current issues and comparison of governments across the world. The six countries of Great Britain, China, Russia, Mexico, Nigeria, and Iran, along with the United States are the focus of study. College level reading skills and higher-level thinking will be demonstrated. Through this course, scholars will be able to understand what makes other societies run. Comparative politics enable us to learn about quite diverse political institutions and processes in cultures and societies with which we are less familiar. It teaches the tools that citizens, as well as scholars, need to make sense of an increasingly complex and differentiated global environment. College credit may be available to those taking the AP Examinations. This course contains embedded civics content to meet the 0.5 civics requirement.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**

DHS: SS478A, SS479A
Social Studies

AP Psychology
WHO: 11th and 12th grade scholars
WHAT: AP Psychology is a college course, and the challenging and fascinating study of human behavior. Discover what psychologists have learned about why people do what they do. At the same time, make some discoveries about your own life and behavior. This course provides scholars with the skills to meet state and local standards in psychology. Special attention is paid to the major schools and theories of psychology, methods of psychological inquiry, and basic concepts in psychology. Scholars will evaluate and analyze key psychological concepts and content through oral and written communication. The sociology portion will focus on a scientific study of human interaction learning to formulate generalizations concerning human behavior through scientific investigation, observation and theorization. It is also a study of human behavior and social interaction of groups and cultures of people.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
DHS, TBHS, FWHS: SS518A, SS519A

Cambridge U.S. Studies 2
WHO: 12th grade scholars
WHAT: This course provides scholars with the opportunity to develop an interest in the past and an appreciation of human endeavor, and acquire an understanding and a sound knowledge of selected periods or themes. They will gain an awareness of historical concepts such as change and continuity, cause and effect. Scholars will learn to appreciate the nature and diversity of historical sources and methods used by historians, and grasp a variety of approaches to aspects and periods of history and differing interpretations of particular historical issues. All scholars will develop the ability to think independently and make informed judgments of issues, and cultivate empathy with people living in diverse places and at different times. This course contains content which meets Washington State graduation requirements for Civics.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
FWHS: SS645C, SS646C

IB Diploma Program Psychology 1 & 2
WHO: 11th and 12th grade scholars
WHAT: Psychology is the systematic study of the human condition through a variety of approaches including the experimental method, observation, clinical interviews, and questionnaires. The IB Psychology course will examine psychology through three major perspectives developed over the last one hundred years: Biological, Cognitive and Sociocultural. Subtopics of psychology that are addressed include motivations underlying human behavior, social interaction, development, and memory & emotion. The scholars will be engaged in a variety of practical activities including observations, experiments and interviews. Coursework will include reading and writing, as well as conducting and reporting on a replication of a simple experimental study. At the end of the course, all scholars will be prepared to take the IB standard level Psychology.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
DHS, TBHS, FWHS: SS518A, SS519A

IB Diploma Social and Cultural Anthropology SL
WHO: 12th grade scholars
WHAT: This course is the comparative study of culture and human societies. In this course, scholars will have an opportunity to observe and analyze a variety of cultures both through fascinating literature, as well as through live observation. Anthropology’s unique use of scientific process to study culture allows scholars to discuss issues of social change, family, money and systems of exchange, beliefs, ethnicity, power structure and globalization. At the end of the course, all scholars will be prepared to take the IB standard level Social and Cultural Anthropology exam.
WHEN: One year, 1.0 credit
SCHOOL/CODE:
TJHS: SS527I, SS528I

Street Law
WHO: 12th grade scholars
WHAT: This is a course in practical law. It is a participatory class in which attendance and active class participation does matter. Scholars learn about the legal system, criminal and juvenile law, torts, consumer and housing law, family law and individual rights and liberties. This course involves many community professionals as guest speakers. Co-taught by visiting local judge. This course does not qualify for Civics credit per new 2019 legislation.
WHEN: One year, 1.0 Elective credit
SCHOOL/CODE:
TBHS: SS765, SS766

Ethnic Studies
WHO: 12th grade scholars
WHAT: The purpose of the course is the interdisciplinary study of race, ethnicity, and indigeneity within and beyond the United States. Students will investigate issues of intersectional identities, structural racism, and the struggles and contributions of people of color. Topics will include: social movements, master and counter narratives, critical consciousness, economics, and governmental policies.
WHEN: One semester, 0.5 credit
SCHOOL/CODE:
DHS, FWHS, TBHS, TAF: SS701
## Middle School

### Academics
- **ENGLISH LANGUAGE ARTS**
  - English Language Arts A
  - English Language Arts B
  - English Language Arts C

- **MATHEMATICS**
  - Mathematics Level A
  - Mathematics Level B
  - Mathematics Level C

### Functional Academics
- English Language Arts A
- Mathematics Level A
- Personal Management
- Post High School Success

### Life, Leisure, and Self-Management Skills
- Personal Management
- Post High School Readiness
- Leisure and Recreation
- Adapted PE

### School and Social Success
- Content Mastery
- Social Skills

## High School

### Academics
- **ENGLISH LANGUAGE ARTS**
  - English Language Arts 20
  - English Language Arts 30
  - English Language Arts 40
  - English Language Arts 50

- **MATHEMATICS**
  - Mathematics 20
  - Mathematics 30
  - Mathematics 40

### Functional Academics
- English Language Arts 20
- Mathematics Level 20
- Personal Management
- Post High School Success

### Life, Leisure, and Self-Management Skills
- High School Personal Management
- Post High School Readiness
- High School Leisure and Recreation
- Physical Education

### School and Social Success
- Content Mastery
- Social Skills
Special Education Services

Courses listed here are available to scholars who meet state eligibility criteria for special education services and are being served on an Individualized Education Program (IEP). This continuum includes scholar specific specially designed instruction, related services and supports, accommodations and modifications in general education, special education and/or community environments. Special education personnel determine the specific courses available at each site based on an analysis of the scholar population. Therefore, not every aspect of the continuum may be available at each school. Classes will be assigned based on the individual needs of the scholar through the IEP process. Because of the individualized nature of the IEP process and the unique needs of scholars, the IEP team may determine a course be taken multiple times a day and/or repeated multiple semesters for credit. Common core standards alignment information and grade level functioning information is to provide guidance for the IEP team in determining course placement.

Scholars receiving special education services who are enrolled in general education courses may require accommodations and/or modifications to access the curriculum. These accommodations and/or modifications must be listed in the scholar’s IEP. Accommodations are changes to the conditions by which an assignment/task is complete or performed without any change in the content of the assignment/task. Modifications alter the content of the assignment/task by reducing the depth, breadth and/or complexity of the assignment or task. Scholars who require significant modifications to the general education curriculum would necessitate a “Modified” designation be added to the scholar’s course grade. The modifications and appropriate designations are determined by the IEP team and documented in the scholar’s IEP.

MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS

English Language Arts Level A

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have reading and writing skills at a basic or functional reading level.

WHAT: Intensive explicit reading and writing instruction. Reading instruction is focused on basic reading skills including phonics, decoding, fluency, vocabulary, comprehension and functional reading and writing skills as appropriate. Writing Instruction is focused on production of clear and coherent words and sentences, vocabulary and conventions. This course is differentiated for scholars’ individual needs with focus on the priority common core standards for Kindergarten through 2nd grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL MIDDLE SCHOOLS: LA176S
**English Language Arts Level B**

**WHO:** Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at a minimum of a 2nd grade level.

**WHAT:** Intensive explicit foundational reading and writing instruction. Reading instruction is focused on foundational reading skills including work attack, fluency, vocabulary and comprehension skills. Writing instruction is focused on production of clear and coherent text in sentences and paragraphs for a variety of purposes, vocabulary, and conventions. This course is differentiated for scholars’ individual needs with focus on the priority common core standards for 2nd through 4th grade.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: LA177S

**English Language Arts Level C**

**WHO:** Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at a minimum of a 2nd grade level.

**WHAT:** Intensive explicit reading and writing instruction in foundational reading skills including work attack, fluency, vocabulary and comprehension skills. Writing skills including conventions of writing, vocabulary and producing multiple paragraphs, clear and coherent writing for a variety of purposes. This course is differentiated for scholars’ individual needs with focus ranging from 4th through 6th grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: LA177S

**MATHEMATICS**

**Mathematics Level A**

**WHO:** Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a basic or functional level.

**WHAT:** Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including multiplication and division, fractions, arrays and area and two-dimensional shapes. This course is differentiated for scholars’ individual needs with focus ranging from Kindergarten through 2nd grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: MA176S

**Mathematics Level B**

**WHO:** Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 2nd grade level.

**WHAT:** Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including conceptual understanding and use of ratio and rate, division of fractions, system of rational numbers including negatives, equations and statistical thinking. This course is differentiated for scholars’ individual needs with focus ranging from 2nd through 4th grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: MA177S

**Mathematics Level C**

**WHO:** Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 4th grade level.

**WHAT:** Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including proportional relationships, operations with rational numbers, expressions, linear equations, scale drawings, informal geometric constructions, solving problems involving area, surface area and volume and drawing inferences based on samples. This course is differentiated for scholars’ individual needs with focus ranging from 4th to 6th grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: MA178S

**STRA TeS F O R S C H O O L & S O C I A L S U C C E S S**

**Content Mastery 6th, 7th, 8th**

**WHO:** Scholars with IEPs can take this course if the IEP team has determined that additional specially-designed instruction in adaptive skills, social-emotional skills, and/or core content is needed. Scholars must have IEP goals that address increased independence and academic success in core content courses, including but not limited to the skills listed below.

**WHAT:** Explicit instruction in learning strategies, compensation strategies, organizational skills, study skills, self-management skills and self-advocacy skills. This course is differentiated for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: MA176S

**Social Skills**

**WHO:** Scholars with IEPs who qualify for specially designed instruction in social/emotional skills.

**WHAT:** Explicit instruction in social, emotional and behavioral skills. These skills include self-regulation, conflict resolution, conversational skills and social communication. This course is differentiated for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL MIDDLE SCHOOLS: CO612S
Special Education Services

LIFE, LEISURE & SELF-MANAGEMENT SKILLS

Personal Management

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive and/or self-help skills.

WHAT: Explicit instruction in adaptive and self-help skills. The focus of this course is on critical skills necessary for independent living and functioning in a variety of community environments, basic self-care skills necessary to maintain health and personal hygiene and application of functional academic skills needed for independent living. This course is differentiated for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL MIDDLE SCHOOLS: CO613S

High School Readiness

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive, self-help skills, and/or social skills whose goals focus on specific work skills and functioning in classroom, campus work and community settings.

WHAT: Explicit instruction and transition activities focused transition from school to post-secondary, community, and employment settings. Critical skills include dependability, integrity, adaptability, independence, initiative, communication, collaboration skills, safety and personal hygiene. This course is differentiated for scholars’ individual needs and scholars are assessed based on progress towards IEP and transition goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL MIDDLE SCHOOLS: C0712S

Adapted Physical Education 6th, 7th, 8th

WHO: Scholars with IEPs who qualify for adapted Physical Education either as a direct service or as a supplementary service.

WHAT: Explicit instruction in basic physical education concepts. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity including individual sports and recreational activities, team sports and aerobic sports. This course is differentiated for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL MIDDLE SCHOOLS: PE160S, PE170S, PE180S

Leisure and Recreation 6th, 7th, 8th

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive/self help skills.

WHAT: This course is designed to provide scholars opportunities to develop lifelong leisure and recreation skills within a variety of environments. The course includes explicit instruction and practice in developing knowledge of games, creative activities, and physical exercise and may include information to scholars and families regarding opportunities for recreation and leisure in the community. This course is differentiated for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL MIDDLE SCHOOLS: PE161S, PE171S, PE181S

ENGLISH LANGUAGE ARTS

English Language Arts 20

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who have reading and writing skills at a basic or functional reading level.

WHAT: Intensive explicit reading and writing instruction. Reading instruction is focused on basic reading skills including phonics, decoding, fluency, vocabulary, comprehension and functional reading and writing skills as appropriate. Writing instruction is focused on production of clear and coherent words and sentences, vocabulary and conventions and functional writing as appropriate. This course is differentiated for scholars’ individual needs with focus on the priority common core standards for 2nd grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL HIGH SCHOOLS: LA801S, LA802S

English Language Arts 30

WHO: Scholars with IEPs who qualify for specially designed instruction in reading and writing who are readers who have independent reading and writing skills at a minimum of a 2nd grade level.

WHAT: Intensive explicit foundational reading and writing instruction. Reading instruction is focused on foundational reading skills including work attack, fluency, vocabulary and comprehension skills. Writing instruction is focused on production of clear and coherent text in sentences and paragraphs for a variety of purposes, vocabulary, and conventions. This course is differentiated for scholars’ individual needs with focus on the priority common core standards for 4th grade.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE: ALL HIGH SCHOOLS: LA803S, LA804S
### English Language Arts 40

**WHO:** Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at a minimum of a 4th grade level.

**WHAT:** Intensive explicit reading and writing instruction in foundational reading skills including phonics, work attack, fluency and comprehension skills. Writing skills including conventions of writing, vocabulary and producing multiple paragraph, clear and coherent writing for a variety of purposes. This course is differentiated for scholars' individual needs with focus ranging from 5th to 6th grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL HIGH SCHOOLS: LA805S, LA806S

### English Language Arts 50

**WHO:** Scholars with IEPs who qualify for specially designed instruction in reading and writing who have independent reading and writing skills at a minimum of a 6th grade level.

**WHAT:** Intensive explicit reading and writing instruction in remedial reading skills including work attack, fluency and comprehension skills. Writing skills including command of conventions of writing, vocabulary and producing multiple paragraph, clear and coherent writing for a large variety of purposes, using details, drawing inferences and research skills. This course is differentiated for scholars' individual needs with focus on 8th priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL HIGH SCHOOLS: LA807S, LA808S

### Mathematics 20

**WHO:** Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a basic or functional level.

**WHAT:** Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including multiplication and division, fractions, arrays, area, decimals, place value and volume. This course is differentiated for scholars' individual needs with focus ranging from 2nd through 4th grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL HIGH SCHOOLS: MA420S, MA421S

### Mathematics 30

**WHO:** Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 3rd grade level.

**WHAT:** Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including conceptual understanding and use of ratio and rate, division of fractions, system of rational numbers including negatives, equations, functions, statistical thinking and analyzing two and three dimensional space and figures. This course is differentiated for scholars' individual needs with focus ranging from 3rd through 6th grade priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL HIGH SCHOOLS: MA430S, MA431S

### Mathematics 40

**WHO:** Scholars with IEPs who qualify for specially designed instruction in math and have math skills at a minimum of a 6th grade level.

**WHAT:** Intensive explicit math instruction in computation fluency, calculation and problem solving. Critical areas of focus including writing and solving expressions, arithmetic with polynomials and rational fractions, creating equations and reasoning with equations and inequalities. This course is differentiated for scholars' individual needs with focus on Algebra 1 priority common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL HIGH SCHOOLS: MA440S, MA441S

### Personal Finance Skills

**WHO:** 11th and 12th grade scholars with IEPs who qualify for specially designed instruction in math and are not moving on to Algebra 1.

**WHAT:** Intensive explicit math instruction in personal finance and business math. Critical areas of focus include money management, finance responsibility, number relations, operations, patterns, functions and problem-solving applications. This course is differentiated for scholars' individual needs with focus ranging from 9th to 12th grade common core standards.

**WHEN:** Determined through the IEP process. Courses can be taken multiple times for credit.

**SCHOOL/CODE:**
ALL HIGH SCHOOLS: MA451S, MA450S
Special Education Services

SKILLS FOR SCHOOL & SOCIAL SUCCESS

Content Mastery

WHO: Scholars with IEPs can take this course if the IEP team has determined that additional specially-designed instruction in adaptive skills, social-emotional skills, and/or core content is needed. Scholars must have IEP goals that address increased independence and academic success in core content courses, including but not limited to the skills listed below.

WHAT: Explicit instruction in learning strategies, compensation strategies, organizational skills, study skills, self-management skills and self-advocacy skills. This course is determined for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
- **ALL HIGH SCHOOLS**: CN001S, CN002S

Social Skills

WHO: Scholars with IEPs who qualify for specially designed instruction in social, emotional, or behavior skills.

WHAT: Explicit instruction in social, emotional and behavioral skills. These skills may include self-regulation, conflict resolution, conversational skills, social communication, coping skills and problem-solving strategies. This course is determined for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
- **ALL HIGH SCHOOLS**: CO802S, CO801S

LIFE, LEISURE & SELF-MANAGEMENT SKILLS

High School Personal Management

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive and/or self-help skills.

WHAT: Explicit instruction in adaptive and self-help skills. The focus of this course is on critical skills necessary for independent living and functioning in a variety of community environments, basic self-care skills necessary to maintain health and personal hygiene and application of functional academic skills needed for independent living. This course is determined for scholars’ individual needs and scholars are assessed based on progress towards IEP and/or post-secondary goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
- **ALL HIGH SCHOOLS**: C0901S, C0902S

College & Career Readiness

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive, self-help skills, and/or social skills whose goals focus on specific work skills and functioning in classroom, campus work and community settings.

WHAT: Explicit instruction and transition activities focused transition from school to post-secondary, community, and employment settings. Critical skills include dependability, integrity, adaptability, independence, initiative, communication, collaboration skills, safety and personal hygiene. This course may include visits to various employment sites, job shadowing, job sampling and placement in short-term supervised work settings. This course is determined for scholars’ individual needs and scholars are assessed based on progress towards IEP and transition goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
- **ALL HIGH SCHOOLS**: C0804S, C0803S

Physical Education

WHO: Scholars with IEPs who qualify for adapted physical education either as a direct service or as a supplementary service.

WHAT: Explicit instruction in basic physical education concepts. Scholars will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity including individual sports and recreational activities, team sports and aerobic sports. This course is determined for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
- **ALL HIGH SCHOOLS**: PE358S, PE359S

High School Leisure and Recreation

WHO: Scholars with IEPs who qualify for specially designed instruction in adaptive/self help skills.

WHAT: This course is designed to provide scholars opportunities to develop lifelong leisure and recreation skills within a variety of environments. The course includes explicit instruction and practice in developing knowledge of games, creative activities, and physical exercise and may include information to scholars and families regarding opportunities for recreation and leisure in the community. This course is determined for scholars’ individual needs and scholars are assessed based on progress towards IEP goals.

WHEN: Determined through the IEP process. Courses can be taken multiple times for credit.

SCHOOL/CODE:
- **ALL HIGH SCHOOLS**: PE362S, PE363S
Currently only Spanish is offered at the Middle School level.

**Middle School**

- **Expo** 6–8 week course
  - MS Level 1A
  - MS Level 1B

**High School**

- **Electives**
  - Each course one credit
  - High School Level 2
  - High School Level 3
  - High School Level 1

Current languages offered at High School level:
- Spanish
- Heritage Spanish
- French
- ASL
- Japanese
- Korean
- Chinese

Some World Languages are identified as MYP, Pre-AICE, AICE, or AP depending on the location and level of the language offered. Further information can be found in the catalog descriptions of classes.

Not all languages are offered at all locations.
World Language

**MIDDLE SCHOOL**

**Spanish World Language EXPO**

**WHO:** All middle school scholars  
**WHAT:** This course will introduce oral expression, pronunciation, and basic grammar functions.  
**WHEN:** 6–10 week course  
**SCHOOL/CODE:** TAF: EX521

**Chinese World Language EXPO**

**WHO:** All middle school scholars  
**WHAT:** This course will introduce oral expression, pronunciation, and basic grammar functions.  
**WHEN:** 6–10 week course  
**SCHOOL/CODE:** TAF: EX501

**Korean World Language EXPO**

**WHO:** All middle school scholars  
**WHAT:** This course will introduce oral expression, pronunciation, and basic grammar functions.  
**WHEN:** 6–10 week course  
**SCHOOL/CODE:** TAF: EX531

**Spanish World Language Level 1**

**WHO:** 8th grade scholars  
**WHAT:** This course will introduce the Korean language, including reading, writing, speaking, and listening. Scholars will also learn Korean culture such as art, music, foods and customs. Scholars will develop their critical thinking skills while comparing and contrasting cultures.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TAF: FK301, FK302

**Spanish Appreciation**

**WHO:** 6th grade scholars  
**WHAT:** This course is designed for 6th grade scholars. Scholars will be introduced to the vocabulary and structure of the language as well as the cultures of the Spanish speaking world.  
**WHEN:** One year  
**SCHOOL/CODE:** NON-MYP: FS305NC, FS306NC  
EVG: FS305-8NC, FS306-8NC

**Spanish World Language Level 1A**

**WHO:** All middle school scholars  
**WHAT:** This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course.  
**WHEN:** One year, 0.5 credit  
**SCHOOL/CODE:** ILH, LAK, SAC: FS828, FS829  
KLO, EVG: FS828-8, FS829-8

**Spanish World Language Level 1B**

**WHO:** Scholars who have completed Spanish World Language Level 1A  
**WHAT:** This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course.  
**WHEN:** One year, 0.5 credit  
**SCHOOL/CODE:** ILH, LAK, SAC: FS830, FS831  
KLO, EVG: FS830-8, FS831-8
Heritage Spanish Level 1

WHO: Scholars with Spanish as a native or heritage language

WHAT: This course will allow scholars to study Spanish formally in an academic setting. Emphasizing language and cultural heritage while acquiring Spanish literacy skills.

WHEN: One year, 0.5 credit

SCHOOL/CODE: KLO, EVG: FS811-8NC, FS812-8NC

American Sign Language Interpreting 1

WHO: 9–11th grade scholars

WHAT: In this course, scholars will gain skills to progress toward a career in ASL Sign Language Interpreting. Scholars will learn about the world of deaf and hard of hearing. They will exit the course knowing basic levels of vocabulary, grammatical structure, and conversational skills. Scholars will also gain an awareness of the deaf culture and history, and be introduced to short conversational dialogues in ASL.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE: DHS, FWHS, TBHS: FL701T, FL702T

American Sign Language Interpreting 2

WHO: 10–12th grade scholars

WHAT: Building on skills learned in ASL, SLI 1st Year, scholars will gain more in-depth knowledge and skills. Increased interaction in the deaf community is emphasized.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE: DHS, FWHS, TBHS: FL703T, FL704T

American Sign Language Interpreting 3

WHO: 11th and 12th grade scholars

WHAT: Scholars continuing in the 3rd year program of ASL, SLI learn advanced grammar, vocabulary and usage. Cultural aspects of deaf culture are included, and scholars continue to improve expressive signing skills through interaction with those in the deaf community.

WHEN: One year, 1.0 credit

SCHOOL/CODE: FWHS, TBHS: FL705T, FL706T

American Sign Language Interpreting 4

WHO: 12th grade scholars

WHAT: 4th year scholars continue their study of advanced level grammar, vocabulary and usage. This course also allows scholars to pursue advanced level interpreting skills in preparation for a career as a sign language interpreter. Job shadow and internship opportunities are available for scholars to interact on an advanced level in the deaf community. See instructor for information on college credit availability.

WHEN: One year, 1.0 CTE or World Language credit

SCHOOL/CODE: FWHS, TBHS: FL707T, FL708T

Chinese World Language Level 1

WHO: 9–12th grade scholars

WHAT: This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course.

WHEN: One year, 1.0 credit

SCHOOL/CODE: TAF: FC301, FC302

Chinese World Language Level 2

WHO: Scholars who have completed Chinese World Language Level 1

WHAT: This course will include a brief review of first year vocabulary, grammar, and usage. The course will extend the study of the world language, solidify the foundation of grammatical structures, and provide cultural enrichment.

WHEN: One year, 1.0 credit

SCHOOL/CODE: TAF: FC401, FC402
World Languages

Chinese World Language Level 3

**WHO:** Scholars who have completed Chinese World Language Level 2

**WHAT:** This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
FWHS: FF401, FF402
DHS, TBHS: FF711B, FF712B
TJHS: FF401M, FF402M, FF401X, FF402X

French World Language Level 3

**WHO:** Scholars who have completed French World Language Level 2

**WHAT:** This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages.

**IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas. Pre-AICE courses will utilize standards at a mid-intermediate level.**

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
FWHS: FF709B, FF710B
TJHS: FF607I, FF608I

Chinese World Language Level 4

**WHO:** Scholars who have completed Chinese World Language Level 3

**WHAT:** This course will develop scholars’ power of expression in both oral and written communication, using authentic texts. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
TAF: FC601, FC602

French World Language Level 1

**WHO:** 9–12th grade scholars

**WHAT:** This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
DHS, TBHS: FF301, FF302
FWHS: FF709B, FF710B
TJHS: FF301M, FF302M

French World Language Level 2

**WHO:** Scholars who have completed French World Language Level 1

**WHAT:** This course will include a brief review of first year vocabulary, grammar, and usage. The course will extend the study of the world language, solidify the foundation of grammatical structures, and provide cultural enrichment. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
FWHS: FF711C, FF716C
TBHS, FWHS: FF601, FF602
TJHS: FF610I, FF611I

AP French Language and Culture

**WHO:** Scholars who have completed French World Language Level 2. Scholars need a foundation of completing 3 years of French before accessing the AP French course.

**WHAT:** This course is designed as an immersion experience in which scholars acquire proficiencies that expand their cognitive, analytical and communicative skills and prepare for the AP French exam. It uses the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience requiring the use of French exclusively.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
DHS: FF604A, FF605A

Japanese World Language Level 1

**WHO:** 9–12th grade scholars

**WHAT:** This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
TJHS: FJ301M, FJ302M, FJ301, FJ302
### World Languages

**Japanese World Language Level 2**  
**WHO:** Scholars who have completed Japanese World Language Level 1  
**WHAT:** This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** TJHS: FJ401M, FJ402M, FJ401, FJ402

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**Spanish World Language Level 1**  
**WHO:** 9–12th grade scholars  
**WHAT:** This course will emphasize comprehension, oral expression, and acceptable pronunciation. In addition, study of basic grammar and vocabulary is also an integral part of the course. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS, TBHS, FWPA: FS301, FS302  
FWHS: FS719B, FS720B  
TJHS: FS301M, FS302M

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**Spanish World Language Level 2**  
**WHO:** Scholars who have completed Spanish World Language Level 1  
**WHAT:** This course will include a brief review of first year vocabulary, grammar, and usage. The course will extend the study of the world language, solidify the foundation of grammatical structures, and provide cultural enrichment. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:**  
DHS, TBHS, FWPA: FS401, FS402  
FWHS: FS721B, FS722B  
TJHS: FS401M, FS402M, FS405MX, FS406MX

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**Spanish World Language Level 3**  
**WHO:** Scholars who have completed Spanish World Language Level 2  
**WHAT:** This course will cover advanced material with a major emphasis on the reading and writing of the language. Scholars will also work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DHS, TBHS, FWPA, FWHS: FS501, FS502  
FWHS: FS725C, FS726C  
TJHS: FS514I, FS515I

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**Spanish World Language Level 4**  
**WHO:** Scholars who have completed Spanish World Language Level 3  
**WHAT:** This course will develop scholars' power of expression in both oral and written communication, using authentic texts. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:**  
DHS, TBHS, FWPA, FWHS: FS601, FS602  
FWHS: FS756I

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**Spanish World Language Level 5**  
**WHO:** Scholars who have completed Spanish World Language Level 4  
**WHAT:** This course is designed for those scholars who desire an extra year of preparation prior to taking the IB or AP language exam. Scholars will continue to work on communication, cultural and community understanding, through comparisons and connections across languages using authentic texts.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:**  
DHS: FS616, FS617  
TJHS: FS616I, FS617I

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**Heritage Spanish Level 1**  
**WHO:** Scholars with Spanish as a native or heritage language  
**WHAT:** This course will allow scholars to study Spanish formally in an academic setting. Emphasizing language and cultural heritage while acquiring Spanish literacy skills. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:**  
DHS, FWHS: FS618, FS619  
TJHS: FS618M, FS619M
World Languages

Heritage Spanish Level 2

**WHO:** Scholars who have completed Heritage Spanish Level 1 or have instructor permission

**WHAT:** This course will extend scholars’ Spanish language and literacy proficiency through focused reading and writing using authentic texts and experience that expand to outside content areas allowing scholars to demonstrate proficiency in their native/heritage language. MYP schools will implement the curriculum framework which comprises of key subject in addition to the critical areas.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- DHS, FWHS: FS620, FS621
- TJHS: FS622M, FS623M

Heritage Spanish Level 3

**WHO:** Scholars who have completed Heritage Spanish Level 2 or have instructor permission

**WHAT:** This course will extend scholars’ Spanish language and literacy proficiency through focused reading and writing using authentic texts and experiences that connect to outside content areas allowing scholars to demonstrate proficiency in their heritage language. IB schools will implement the curriculum framework which comprises of key subjects in addition to the critical areas.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- TJHS: FS624I, FS625I

AP Spanish Language and Culture

**WHO:** Scholars who have completed Heritage Spanish Level 1 or have instructor permission

**WHAT:** The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- DHS, TBHS: FS603A, FS604A

Korean World Language Level 1

**WHO:** No prerequisites

**WHAT:** This course will introduce the Korean language, including reading, writing, speaking, and listening. Scholars will also learn Korean culture such as art, music, foods and customs. Scholars will develop their critical thinking skills while comparing and contrasting cultures.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- TAF: FK301, FK302

Korean World Language Level 2

**WHO:** Scholars who have completed Korean World Language Level 1

**WHAT:** This course will extend scholars’ Korean language and literacy proficiency. Content will include narrative writing, presentational speaking, development of listening and communication, and reading comprehension.

**WHEN:** One year, 1.0 credit

**SCHOOL/CODE:**
- TAF: FK303, FK304
### MIDDLE SCHOOL

**MS Leadership**

**WHO:** All middle school scholars  
**WHAT:** An introductory class designed to provide the essential skills for successful experiences for a servant leader. Course work will involve learning about leadership styles, goal setting, team building, motivation, communication, conflict resolution, managing change and other topics that will help students become effective leaders. This class is great for anyone who wants to learn more about themselves and how they can better serve their peers, school, family and community.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** ILH, LAK, NAU, SAC, SEQ, WDM: LD709  
**KLO, EVG:** LD709-8

### HIGH SCHOOL

**Approaches to Learning 10 MYP**

**WHO:** 10th grade scholars  
**WHAT:** The MYP personal project is a student-centered practical exploration in which students consolidate their learning throughout the MYP program. This semester-long project is designed as a semi-independent learning experience. The personal project formally assesses students’ ATL skills for self-management, research, communication, creative and creative thinking, and collaboration. The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning. This project fulfills the Washington State project graduation requirement.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DEC, FWHS, TAF, TBHS, TJHS, TRU: LD301, LD302

**Leadership**

**WHO:** 9–12th grade scholars  
**WHAT:** An introductory class designed to provide the essential skills for successful experiences for a servant leader. Course work will involve learning about leadership styles, goal setting, team building, motivation, communication, conflict resolution, managing change and other topics that will help students become effective leaders. This class is great for anyone who wants to learn more about themselves and how they can better serve their peers, school, family and community. This course is a prerequisite for Advanced Leadership. This class is an elective credit but does not meet the requirement as an elective social studies credit or senior social studies credit.  
**WHEN:** One year, 1.0 credit  
**SCHOOL/CODE:** DEC, FWHS, TAF, TBHS, TJHS, TRU: LD501, LD502

**Credit Recovery**

**WHO:** 9–12th grade scholars  
**WHAT:** Credit recovery class is an option for scholars in grades 9–12 who have failed Algebra 1 or 2, Geometry, English Language Arts 9, 10, 11, or 12, World History 1 or 2, U.S. History, Senior Social Studies, Biology, Chemistry, Physics, or Health. (Not all IB/AICE courses can be recovered through this method.) Scholars are enrolled in an in-person course where their mentor supports them in taking a customized online course as they earn credit for the specific standards failed. Regular attendance is required as well as the ability to work independently reading and learning from videos with the support of an online teacher and a class mentor. Registration is limited with the approval of the school counselor and scholars can earn up 0.50–1.0 credits per course.  
**WHEN:** Semester, 0.5 credits or one year, 1.0 credit  
**SCHOOL/CODE:** DEC, FWHS, TBHS, TJHS: FE996, FE997
For the most up-to-date course catalog visit www.fwps.org/CourseCatalog

We would like to thank the members of our Course Catalog Committee, including counselors, teachers, administrators and central office staff, for contributing their time, expertise and support toward the creation of a comprehensive course catalog for scholars and families in Federal Way Public Schools.

Each year this committee reconvenes to make updates, and feedback is very important to improving the quality of this tool. Please send your feedback to coursecatalog@fwps.org.