Planning a Successful Course of Study

This curriculum guide represents the combined efforts of many people – teachers, students, counselors, administrators and office staff – to better inform you, the student, about Chimacum High School.

Careful reading of the various course descriptions will assist you in planning your educational program. Excellent opportunities for you are provided in school. We, along with your parents, highly encourage you to take advantage of your interests and abilities. Only you, through thoughtful and diligent study, can formulate your plan for the future.

The staff of Chimacum High School can give you advice and counsel. Between us, your years of education can provide the foundation for everyday living. They are perhaps the most important years and also can be the most rewarding ones.

On the next few pages you will find a worksheet for your Four-Year Plan, suggestions for selecting electives, and a sample four-year plan. At the end of each school year, you may request a copy of your academic history so that you will have an accurate record of your progress towards graduation.

When you select your courses for the next four years, think about your future goals. Are you planning to go to work after high school or will you continue your education at a business or technical school or a two or four-year college or university? The selection of a course of study is a cooperative venture which involves the student, parents, teachers and counselor.

Planning your high school program and your future career should go hand-in-hand. To make a realistic career choice, it is important that you find out as much about yourself as possible. In doing so, consider these questions:

1) What are my aptitudes?
2) What are my interests?
3) What are my strengths & weaknesses?

Your parents can assist you in identifying strengths and weaknesses, establishing future goals, planning your individual program and finding out how subjects relate to future plans.

Your teachers can assist you in determining what the next level course should be, explaining pre-requisites, how their subjects relate to various occupations, and describing the content of the courses they teach.

Your school counselor can help you in making realistic choices of courses based on such information as your test scores and records of your past achievement. Counselors also have information on various educational opportunities, college programs and careers. Using this information, you and the counselor can explore your individual strengths, weaknesses, aptitudes, and interests as you plan your program. Students and parents may contact the counselor for additional information regarding course selection or registration at 360.732.4090 extension 243.

Suggestions for Selection of Electives

As you choose your program, keep several objectives in mind. If you definitely know that you wish to prepare for a specific career, consider selecting courses which will give you the best preparation for that career. If you are planning to enter a four-year university you want to make sure that you take the academic courses required to enter that university (see four-year university requirements). A number of courses offer you an opportunity for enrichment and the exploration of interests. The careful selection of your elective courses may lead to an interesting and worthwhile vocation.

What Math Classes Should I Take?

All students are required to have 3 years of math. For most students, year-one will be Algebra I and year-two will be Geometry. What you take for your third year of math is dependent upon your plans after high school. If you plan to attend college, either a 4-year college or university or a 2-year college, you should take Algebra II. If you have other plans such as vocational training, military or plan to work full-time immediately after high school, you may choose a Vocational math class that meets your future needs.

After successful completion of Algebra 2, you may continue talking college prep Math classes. See the math section of this guide for current offerings.

Consult with your math teacher and with your High School & Beyond plan to make the best decision for your future. Your High School and Beyond Plan must reflect your math choice.
Academic Guidelines

Academic Expectations
It is expected that all students will remain on target to graduate. Make sure you choose classes which will enable you to complete the graduation requirements for your graduation year. As you select classes, keep in mind your future plans and goals and choose the classes that will best help you meet your goals. More detailed information on college entrance requirements can be found elsewhere in this guide.

Attendance
All students enrolled at Chimacum High School shall be punctual and regular in attendance. Chimacum High School adheres to the school attendance criteria set forth by the State of Washington. Those who violate State law may be prosecuted for truancy. The complete attendance policy may be found in the CHS Handbook.

Schedule Changes
Students are expected to carefully plan their academic program and to register for appropriate classes during regular registration. As school begins, all necessary schedule change requests must be submitted to the counseling office within the first five (5) days of the semester. Change requests should be submitted on a completed schedule change form and have a parent signature. Schedule changes after the 5th day will be permitted only for students who have extreme circumstances, with teacher permission.

Credit Acceptance
Students who transfer to Chimacum High School from other “accredited” high schools will receive credit for classes completed. Credits from state-approved schools will be evaluated by CHS counselors before credit can be granted toward CHS graduation requirements. Credit will not be granted for non-accredited or non-approved schools/programs.

Dropped Classes on Transcript policy
On rare occasion a student will need to drop a class after the 15th day of a semester. These drops must be approved by the parent and the Counselor or Principal. If a student has a passing grade when the class is dropped they will receive a “W” grade on the transcript and the dropped class is not calculated into the GPA. If they have a failing grade when they drop the class they will receive an “F” grade and the GPA will be impacted. Exceptions may be granted for extenuating circumstances with administrative and Counseling office approval.

Credit Deficiencies
Students who fall behind in credits toward graduation may make up these deficiencies through summer school, Apex online credit recovery classes, Washington Youth Academy, or an approved accredited correspondence program. A cost is associated with some options. It is the responsibility of the student to make up credits from failed classes. Contact your counselor to discuss options.

Repeated Courses
A student who repeats a course for the purpose of improving his/her grade may request to have only the improved grade applied towards the cumulative grade point calculation. The original class will still appear on the transcript with no credit awarded. The student must meet with the counselor prior to making this request as the loss of credit could impact graduation requirements.

Grade Placement
Grade placement for some privileges and programs is determined by the number of credits a student has earned at the beginning of each year— not by the time spent in high school.

0-5 credits earned ............... Freshman standing
6-11 credits earned ................. Sophomore standing
12-17 credits earned ............... Junior standing
18+ credits earned .............. Senior standing

Course Load
All students are expected to take a full course load. A full course load is necessary to participate in school sports and National Honor Society. Colleges, vocational schools and employers value students who have a wide range of experiences and a strong work ethic. Students who desire a reduced schedule must obtain parent and administrative approval.
Flexible Learning Programs

Focus Program
The Focus Program is an alternate route to graduation for Chimacum High School students. Courses in the Focus room are predominantly offered through the Apex online program or independent study. Students can enroll in semester or year-long courses or choose a credit recovery option to retrieve previously failed class credit. To enroll in the Focus Program, students should complete the application packet which is available in the counseling office or Focus room. Acceptance into the program is based on several factors such as grade level, individual need, and space availability. Once accepted, students and parents are expected to meet with the teacher and counselor to develop the learning plan. Contact the Focus teacher, school counselor, or administration for more information.

Apex Online & Independent Learning
Apex online courses utilize an interactive multimedia approach for learning. Students will complete their work independently with the support of the Focus teacher and are expected to make daily progress. Each course has multiple units with a variety of learning modalities, including journals, discussions, practice, review, quizzes, and tests. Courses are aligned to State standards. Courses are available in language arts, mathematics, science, social studies, health and fitness, technology, and electives, and many are available as honors or AP versions. Students who are interested in taking an online class should complete an application which is available in the main or counseling office. There is a $150 yearly (Sept – June) fee to enroll in the Apex program. Apex courses are also available in summer school on a fee-per-credit basis.

Pi Program
The Pi Program empowers families to participate in their children's education. Less constraining than more conventional school programs, Pi allows students greater opportunities for pursuing their personal interests. It allows these interests to be more effectively integrated into their lives.

A dynamic program, Pi gives dedicated students opportunities that are not available in the regular, on-campus program. There are numerous options: students may take classes in regular public school classrooms, classes that are done entirely at home, or Pi classes, which are done partly on campus and partly at home.

Students in the Pi Program document their learning by recording the time they spend on schoolwork, in addition to creating products and taking exams. Instead of doing all the work on campus, they do much of it at home. Family support is critical to success. Students can arrange their lives so that work is done at times convenient to them.

Dual Credit Programs – Earn College Credit in High School

College in the High School
Students can earn high school and college credit for courses offered at the high school. When they complete the class per the college’s requirements, they earn credit for the equivalent college course. Fees for the credits may apply, but some fees are covered with a grant. Please speak with the instructor for more information.

Running Start
The Running Start Program is an opportunity for juniors and seniors to take college classes while in high school and count those classes towards high school requirements. To be eligible for this program, a student must be a junior or senior and meet the college's entrance requirements for running start. Students accepted into the program must meet with their Chimacum High School counselor once per college quarter. Senior Running Start students must verify a passing grade in their spring quarter classes prior to graduation. Running start students are required to complete all CHS graduation requirements to participate in the graduation ceremony.

Advanced Placement (AP) Classes
AP classes are a cooperative educational endeavor of secondary schools, colleges, and the College Board. Students taking AP classes should be self-motivated, intellectually curious, analytical, engaged and willing to put in extra time, effort, and work. AP classes focus on higher-level thinking activities requiring strong communication skills. Excellent attendance is required in order to keep up. AP students are mature, exhibit impeccable behavior and always show respect to the teacher and to fellow students. In early May, students have the opportunity to take the national AP examinations. In order to receive college credit and/or placement, students generally must earn at least 3 out of a maximum possible score of 5 on the exam. However, each college or university establishes its own criteria for acceptance of AP credits. There is a fee for all of the AP exams, fee waivers/reductions available to students who qualify.

West Sound Technical Skills Center
West Sound Technical Skills Center can be part of your high school experience. With an emphasis on hands on learning, West Sound Tech proudly offers industry specific preparatory programs for advanced career and technical training to high school students who are attending one of our consortium districts. All instructors are industry professional with years of experience in the fields they are teaching. The instructors’ extensive connections with industry provide students with mentors, internships, job shadow opportunities, field trips, clinical rotations and other real work experiences. There is a strong emphasis on employability skills which include professionalism and leadership. WST in located in Bremerton. Transportation is provided from CHS to WST and back for the AM session only.

Student who participate in the WST program will arrive back at CHS around 11:30 each day. They will have time for three
For Students athletes wanting to play NCAA Sports

NCAA Clearinghouse

In order for athletes to practice, play or receive a scholarship at an NCAA Division I or II college, high school seniors must register with and be certified by the NCAA Clearinghouse. Registration must be done online at [www.ncaa.org](http://www.ncaa.org). To be eligible, students must complete 16 core course requirements with a certain grade standard and must also achieve a minimum score on either the ACT or SAT reasoning tests. More detailed information about these requirements is available at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Courses taken in one of the following ways may or may not be counted toward “core”:

- Pass/fail courses
- Independent study courses
- Online courses
- Correspondence courses

Students being recruited by an NCAA Division I or II college should register with the Clearinghouse at the conclusion of their junior year.

Credits/Courses taken in 7th and 8th grade

Washington State History requirement

Pacific Northwest History is offered in 7th or 8th grade. After successful completion, it automatically meets the high school graduation requirement for Washington State History and will show up on the transcript as “met requirement”. No grade or credit is recorded.

Jump Start

If taken in 7th or 8th grade, World Languages, Algebra I and Geometry can be added to the high school transcript. For student in grad years 2021-2023, the request must be made by the student and parent in writing. **Once a class is put on the transcript it cannot be removed and will affect the student’s cumulative GPA.** The request form is available in the counseling office. For students in grad year 2024 and on, the course and grade will automatically be added to the student’s transcript. Parents can request to remove the course. This must be done in writing, by end of student’s 11th grader year.
Testing Programs

College Placement/Entrance Tests

Scholastic Aptitude Test (SAT)
This is a college entrance/placement test required by many colleges and universities west of the Mississippi. There are some exceptions to this which can be determined by looking at each college’s or university’s requirements. Many scholarship groups require the results of the SAT. There are a number of dates for administration of the test. We recommend that juniors consider taking the test in May or June. This gives an opportunity to have results early in the senior year so decisions about re-taking it or applying for scholarship programs can be made. Register online at www.collegeboard.com. The test dates and registration deadlines are available online or in the Counseling and Career Center. There is a fee to take this test. CHS school code is 480195.

American College Test (ACT)
This is the other major national college entrance / placement exam. It is used primarily by colleges and universities east of the Mississippi. It is very similar to the SAT in format. The test dates and registration deadlines for the ACT are made available in the counseling and career center. Be sure to pick up a registration package in the Counseling and Career Center or register online at www.act.org. (Washington State schools accept either SAT or ACT test results). There is a fee to take this test. The Chimacum school code number for this test is 480195.

Accuplacer
This placement test is required prior to enrollment by many community colleges and technical colleges. It is used to determine a student’s readiness to take college level coursework and measure a student’s skills in math, reading and writing for placement purposes. This test is offered at the community college testing centers. Call the college testing center to arrange a time. There is a fee to take the Accuplacer. Qualifying Smarter Balanced scores can sometimes be used in place of the Accuplacer. See each college admissions policy for details.

Other Tests Offered

Armed Services Vocational Aptitude Battery (ASVAB)
This is a multiple aptitude test offered free of charge by the Department of Defense. In general, aptitude tests measure “developed abilities” and are intended to predict what a person could accomplish with training or further education. We offer the test at Chimacum High School once a year, usually in December.

Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)
This test is available to sophomores and juniors. It is a shortened version of the Scholastic Aptitude Test (SAT). It serves two purposes: 1) It is a practice test for college entrance tests; and 2) For juniors, it also serves as a test through which National Merit semifinalists are selected. These semifinalists are eligible to apply to become finalists for a number of scholarships. This test is offered at CHS on a Wednesday in mid-October. There is a small fee to take this test. It is free to 11th grade students who qualify for free/reduced school meals.

SBA Used in Lieu of College Placement Exams
An agreement has been made by Washington public baccalaureate, community and technical colleges in regards to the Smarter Balance Assessment (SBA). A score of 3 or 4 on the 10th/11th grade SBA will qualify a student for placement in entry college-level math and English classes.

State Graduation Requirement Tests/Pathways
Students must pass the required State tests in English Language Arts (reading and writing), Math (and Science for grad year 2021 and beyond), OR meet one of the other state approved graduation pathways. More information about state testing requirements can be found at http://www.k12.wa.us/assessment/StateTesting/default.aspx
And about pathways at https://www.k12.wa.us/student-success/graduation/multiple-pathways-graduation-house-bill-1599 Smarter Balanced test scores can also be used for some college course placement. If you have a qualifying score, you may be able to skip some college entrance tests, saving both time and money.
College/University Entrance Requirements

- **4 years of English**: It is strongly recommended to take AP/College in the High School English at CHS.
- **3 years of college-prep math** through Algebra II or higher.
- **Senior year quantitative course requirement**: Washington State four-year public universities require that students take math or a math-based science class in their 12th grade year. There are some exceptions, see the CADR guide for details [http://www.wsac.wa.gov/sites/default/files/2015.CADRs.Appendix.pdf](http://www.wsac.wa.gov/sites/default/files/2015.CADRs.Appendix.pdf)
- **3 Years of Social Studies**
- **At least 1 year of Fine Arts**
- **At least 2 years of the same world language.**
- **3 years of lab science**: Washington State public four-year universities require that one year be Algebra-based Biology, Chemistry or Physics. Western Washington University requires one year of Chemistry or Physics.
- These are the minimum requirements; some institutions may require additional or specific courses. It is the student’s/parent’s responsibility to contact the individual colleges for specific freshmen entrance requirements at out-of-state colleges or universities.

Community & Technical College Entrance Requirements

- High School graduation or 18 years of age. It is recommended that you take a rigorous high school schedule if you plan to attend community college. This can help you do well on the placement tests and avoid costly remedial classes at the college.

**Direct Transfer Agreement** The majority of Washington four-year public institutions have an agreement with the state community colleges regarding admission and transfer of credits. Consult individual admissions offices for details. Running Start students will apply as an “undergraduate freshman”. Transcripts are evaluated upon admission. UW still requires a comprehensive review. Consult with the admissions offices of the colleges/universities to which you plan to apply.

**Admission Requirements for Independent (Private) and Out-of-State Colleges** Admission requirements for independent and out-of-state colleges vary. Students who are considering these options should consult with their counselor, research the admission requirements by reviewing the college’s website, and communicate directly with the college admissions office. Many private colleges will use the Common Application for admissions. Their website is [www.commonapp.org](http://www.commonapp.org).

**Importance of Completing More Than the Minimum College-Prep Curriculum** Completing the minimum college-prep core curriculum, even with high grades, is no guarantee that an applicant will be accepted by a four-year college. Additional criteria are often considered. If there is some question in the college admissions office as to whether an applicant should be accepted, other factors may be considered such as:

- Academic courses completed beyond the minimum requirement
- Challenging senior-year curriculum
- Honors or Advanced Placement courses
- College or university courses taken while in high school
- Academic awards
- Extra-curricular school or community activities
- Grade trend: Improvement in grades
- Personal challenges or adversity
- First generation college degree

Remember, senior year counts and colleges do look at senior year classes and grades. Plan your senior year carefully and continue to put forth your best efforts. More information is available at [www.wsac.wa.gov](http://www.wsac.wa.gov).
## Sample Four-Year Program

### 9th Grade
<table>
<thead>
<tr>
<th>1</th>
<th>Physical Science</th>
<th>Physical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>3</td>
<td>English 9</td>
<td>English 9</td>
</tr>
<tr>
<td>4</td>
<td>Physical Ed (PE)</td>
<td>Health</td>
</tr>
<tr>
<td>5</td>
<td>Elective or World Language*</td>
<td>Elective or World Language*</td>
</tr>
<tr>
<td>6</td>
<td>Elective – Arts, CTE</td>
<td>Elective-Arts, CTE</td>
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</tbody>
</table>

### 10th Grade
<table>
<thead>
<tr>
<th>1</th>
<th>Social Studies</th>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>3</td>
<td>English 10</td>
<td>English 10</td>
</tr>
<tr>
<td>4</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>5</td>
<td>Elective or World Language*</td>
<td>Elective or World Language*</td>
</tr>
<tr>
<td>6</td>
<td>Elective – PE, Art, CTE</td>
<td>Elective – PE, Arts, CTE</td>
</tr>
</tbody>
</table>

### 11th Grade
<table>
<thead>
<tr>
<th>1</th>
<th>Social Studies</th>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>English 11</td>
<td>English 11</td>
</tr>
<tr>
<td>3</td>
<td>Algebra II/Math</td>
<td>Algebra II/Math</td>
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<tr>
<td>4</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>5</td>
<td>Elective or needed graduation requirement</td>
<td>Elective or needed graduation requirement</td>
</tr>
<tr>
<td>6</td>
<td>Elective or needed graduation requirement</td>
<td>Elective or needed graduation requirement</td>
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### 12th Grade
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<th>Social Studies</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>2</td>
<td>English 12</td>
<td>English 12</td>
</tr>
<tr>
<td>3</td>
<td>Math or Science*</td>
<td>Math or Science*</td>
</tr>
<tr>
<td>4</td>
<td>Elective or needed graduation requirement</td>
<td>Elective or needed graduation requirement</td>
</tr>
<tr>
<td>5</td>
<td>Elective or needed graduation requirement</td>
<td>Elective or needed graduation requirement</td>
</tr>
<tr>
<td>6</td>
<td>Elective or needed graduation requirement</td>
<td>Elective or needed graduation requirement</td>
</tr>
</tbody>
</table>

* *suggested for college prep*

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This is a SAMPLE Four Year Plan. Your classes may be somewhat different depending on what math you were taking in Middle School, and your Personal Pathway choices. Make sure to schedule your graduation requirements: Health, P.E., Art & World Language (or Personal Pathway) and CTE

See the Grad Requirements page to decide what you need.
### Course and Credit Requirements for Grad Year 2021-2024

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Required</th>
</tr>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3</td>
</tr>
<tr>
<td>1 yr. Algebra I</td>
<td></td>
</tr>
<tr>
<td>1 yr. Geometry</td>
<td></td>
</tr>
<tr>
<td>1 yr. Algebra II or PPR 3rd yr. Math</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3</td>
</tr>
<tr>
<td>Washington State History</td>
<td>1 yr. World History</td>
</tr>
<tr>
<td>required and to be competed in Middle School</td>
<td>1 yr. U. S. History</td>
</tr>
<tr>
<td></td>
<td>1 yr. CWP/Civics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>.5</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>1 Arts and 1 PPR</td>
<td></td>
</tr>
<tr>
<td><strong>CTE – Career Tech Ed</strong></td>
<td>1.0</td>
</tr>
<tr>
<td>Includes Portfolio Production</td>
<td></td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>2</td>
</tr>
<tr>
<td>Two years of same language</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td>PPR</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

**PPR = Personalized Pathway Requirements**: Three locally determined courses that lead to a specific post-high school career outcome chosen by the student, based on the student’s interest and High school and Beyond Plan.

These are current State of Washington Requirements and are subject to change if the legislature votes to make changes.
### Possible Course Offerings

(Some courses may not be offered due to lack of enrollment or teaching assignments.)

#### English/Language Arts
- English 9
- English 10
- English 11
- English 12
- AP English Literature +
- AP English Language and Composition +
- Resource English
- Journalistic Writing/Yearbook

#### Mathematics

*Please read “What Math Classes Should I Take?” on page 1*
- Algebra I
- Geometry
- Algebra II
- Bridges to College Math
- Pre-Calculus +
- Calculus +
- Resource Math
- Math Literacy

#### World Language
- Spanish I, II, III
- French I, II, III

#### Science
- Physical Science
- Biology
- Integrated Science
- Chemistry +
- Environmental Science +
- Physics +
- Marine Biology +

#### Social Studies
- Washington State History
- World History +
- US History +
- Contemporary World Problems & Civics (+maybe)

#### Health & Fitness
- Strength & Fitness
- Dance
- Lifetime Fitness
- Health
- Band S1*

#### Visual & Performing Art
- Concert Band S1* & S2
- Concert Choir
- Art 1: Drawing & Painting
- Art 2: Sculpture & Ceramics
- Advanced Art
- Photography*
- Graphic Design*
- Intro to Digital Arts and Animation*
- Animation for Game Design*

#### Career & Technical Education
- Horticulture
- Nutrition/Foods
- Intro to Computer Science TEALS
- Intro to Digital Arts and Animation*
- Photography*
- Graphic Design*
- Animation for Game Design*
- Beginning Woodworking
- Advanced Woodworking
- Work-Based Learning
- Portfolio Productions

#### Other Classes
- Teacher Assistant
- Leadership
- Resource Credit
- Apex online courses in all areas
- West Sound Tech programs*
- Running Start classes in all areas

*Dual requirement class – counts in multiple grad requirement areas

+College in High School credit available
# Chimacum High School

## Course Curriculum Guide 2020-2021

### ENGLISH & LANGUAGE ARTS

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| ENG121/122  | ENGLISH 9                    | 1.0     | YR   
| ENG221/222  | ENGLISH 10                   | 1.0     | YR   
| ENG431/432  | ENGLISH 11                   | 1.0     | YR   
| ENG421/422  | AP ENGLISH LITERATURE        |         |      
| ENG401/402  | AP ENGLISH LANG COMP         |         |      
| ENG341/342  | ENGLISH 12                   | 1.0     | YR   
| ENG711/712  | JOURNALISTIC WRITING         | 1.0     | YR   

### SOCIAL STUDIES

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| SOC121      | WASHINGTON STATE HISTORY     | 0.5     | SEM  
| SOC221/222  | WORLD HISTORY & GEOGRAPHY    | 1.0     | YR   
| SOC331/312  | US HISTORY                   | 1.0     | YR   
| SOC411/412  | CURRENT WORLD PROBLEMS/ CIVICS | 1.0 | YR 

### WORLD LANGUAGE

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| LAN131/132  | SPANISH I                    | 1.0     | YR   
| LAN251/252  | SPANISH II                   | 1.0     | YR   
| LAN341/342  | SPANISH III                  | 1.0     | YR   
| LAN111/112  | FRENCH I                     | 1.0     | YR   
| LAN141/142  | FRENCH II                    | 1.0     | YR   
| LAN331/332  | FRENCH III                   | 1.0     | YR   

### MATHMATICS

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| MAT141/142  | ALGEBRA I                    | 1.0     | YR   
| MAT221/222  | GEOMETRY                     | 1.0     | YR   
| MAT321/322  | ALGEBRA II                   | 1.0     | YR   
| MAT161/162  | BRIDGES TO COLLEGE          | 1.0     | YR   
| MAT411/412  | PRE-CAL/TRIG                 | 2.0     | YR   
| MAT511/512  | CALCULUS                     | 2.0     | YR   
| MAT515/515  | MATH LITERACY                | 1.0     | YR   

### SCIENCE

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| SCI111/112  | PHYSICAL SCIENCE             | 1.0     | YR   
| SCI211/212  | BIOLOGY                      | 1.0     | YR   
| SCI411/412  | CHEMISTRY                    | 1.0     | YR   
| SCI511/512  | ENVIRO SCIENCE               | 1.0     | YR   
| SCI351/352  | PHYSICS                      | 1.0     | YR   
| SCI611/612  | INTEGRATED SCIENCE           | 1.0     | YR   
| SCI131/132  | MARINE BIOLOGY               | 1.0     | YR   

### VISUAL & PERFORMING ARTS

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| MUS331/C    | BAND                         | 1.0     | YR   
| MUS441/42   | CHOIR                        | 1.0     | YR   
| ART121      | ART - DRAWING/ PAINTING      | 0.5     | SEM  
| ART122      | ART - SCULPTING              | 0.5     | SEM  
| ART221/222  | ADVANCED ART                 | 1.0     | YR   
| ART125/CC   | PHOTOGRAPHY                  | 0.5     | SEM  
| ART126/CC   | GRAPHIC DESIGN               | 0.5     | SEM  
| ART123/CC   | INTO TO DIGITAL ARTS AND ANIMATION | 0.5 | SEM 
| ART124/CC   | ANIMATION FOR GAME DESIGN    |         |      

### HEALTH & FITNESS (PE)

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| PHE224      | STRENGTH & FITNESS           | 0.5     | SEM  
| PHE234      | DANCE                        | 0.5     | SEM  
| PHE001/001  | LIFETIME FITNESS             | 0.5     | SEM  
| PHE601      | HEALTH                       | 0.5     | SEM  

### CAREER / TECHNICAL EDUCATION

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| ENV211/212  | HORTICULTURE                 | 0.5     | SEM  
| CTGR20/201  | NUTRITION/ FOODS             | 0.5     | SEM  
| COM111/112  | INTRO TO COMPUTER SCIENCE    | 1.0     | YR   
| ART123/CC   | INTO TO DIGITAL ARTS AND ANIMATION | 0.5 | SEM 
| ART124/CC   | ANIMATION FOR GAME DESIGN    |         |      
| ART125/CC   | PHOTOGRAPHY                  | 0.5     | SEM  
| ART126/CC   | GRAPHIC DESIGN               | 0.5     | SEM  
| IND101/102  | WOOD WORKING                 | 1.0     | YR   
| IND211/212  | ADVANCED WOODS               | 1.0     | YR   
| OCC414      | PORTFOLIO PRODUCTION         | 0.5     | SEM  

### OTHER ELECTIVES/PROGRAMS

| Course Code | Course Title                  | Credits | Year
|-------------|------------------------------|---------|------
| AID111      | TEACHER ASSISTANT            | 0.5     | SEM  
| SOC512      | LEADERSHIP                   | 0.5     | SEM  

See Counselor

APEX ONLINE COURSES

WEST SOUND TECH

RUNNING START

**CC= Cross Credit Course**
English/Language Arts

English 9
Grade Level: 9
Course Length/Credit: Year/1.0 credit
English 9 provides instruction for meeting the Common Core Standards in reading and writing. This course will provide instruction and practice that builds on what students have learned in middle school about reading and writing, as well as to continue to develop skills and fluency for use in life. Students will investigate various literary forms and genres – short stories, poetry, drama, and novels – studying literature from a range of authors, including classic and contemporary works. In addition, students will develop or continue a habit of reading assigned texts and texts of choice. Students will also learn and practice the techniques of public speaking in a variety of project presentations. In English 9, students may self-select for the honors track, to earn honors credit on their high school transcript.

At the conclusion of the course, students should be able to:
- Write a proficient argumentative essay, using textual support
- Write a proficient expository essay, using textual support
- Write a proficient narrative piece, using effective technique, well-chosen details, and well-structured event sequences
- Analyze works of fiction to identify theme, plot, setting, conflict, characterization, point of view, irony, symbolism, and other literary devices
- Identify basic elements of non-fiction
- Read and interpret poetry, especially as its topic relates to prose
- Use critical thinking to respond verbally and in writing to texts and all other media

English 10
Grade Level: 10
Course Length/Credit: Year/1.0 credit
English 10 has been developed to provide instruction for meeting the Common Core Standards in reading and writing. With that end in mind, the course will provide instruction and practice that builds on what students have already learned about reading and writing, as well as to continue to develop skill and fluency for use in life. Students will investigate various literary forms and genres – short stories, poetry, drama, and novels – studying literature from a range of authors, including Shakespeare, Harper Lee, and William Golding. In addition, students will develop or continue a habit of reading assigned texts and texts of choice. English 10 also includes the process of writing a research paper and completing an autobiographical project. In English 10, students may self-select for the honors track, to earn honors credit on their high school transcript.

At the conclusion of this course, students should be able to:
- Write a proficient argumentative essay, using textual support
- Write a proficient expository essay, using textual support
- Locate and assess appropriate documents for research; use resources to write a correctly formatted research paper
- Analyze works of fiction to identify theme, plot, setting, conflict, characterization, point of view, irony, symbolism, and other literary devices
- Identify basic elements of non-fiction
- Read and interpret poetry, especially as its topic relates to prose
- Use critical thinking to respond verbally and in writing to texts and all other media

Continued on next column
English 12
Grade Level: 12
Course Length/Credit: Year/1.0 credit
English 12 provides instruction for meeting Common Core Standards in reading and writing. This course will develop students’ college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards’ additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others’ opinions, and construct their own opinions based on evidence. At the conclusion of this course, students should be able to:

- Use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts.
- Responding to these texts in discussion and writing.
- The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition.

Journalistic Writing/Yearbook
Grade Level: 11-12
Course Length/Credit: Year/1.0 credit
Prerequisite: Teacher approval and minimum B in most recent English class

This class will design, produce and merchandise the Tahl-Kie-Chee, the CHS yearbook. Due to the nature of the class, students must have the instructor’s approval to sign up, and once admitted, must stay for the whole year. Yearbook is a team effort, and if a deadline is not met, it could delay the entire book. Skills in using YearTechOnline, graphic design, interviewing, copywriting, and basic photography are all taught in this course. While this course is considered an English credit for CHS graduation requirements, it is recommended that college bound students take this class as an elective as not all colleges consider Yearbook to meet their entrance requirements for English.

High School Resource English
Grade Level: 9-12

Resource English is a multi-layered course. Students will read novels, complete individual-level short stories, practice grammar skills, write essays, and work on listening comprehension skills. All students will receive accommodations and/or modifications based on their IEP’s. Interest and motivation to read and write will be encouraged.
Prerequisite: Student must have an IEP.

AP English Language and Composition / EVCC Composition 101
Grade Level: 11-12
Course Length/Credit: Year/1.0 credit
Prerequisite: English 9 & 10
AP English Language will be taught in alternate years with its partner class, AP English Literature. In both classes, students may enroll for college credit through Everett Community College. Students will study language as a persuasive tool and examine the integral relationships of writer, context, audience, and argument. The course focuses primarily on nonfiction works. Techniques of diction, syntax, imagery, and tone are studied in order to better understand the nature of argumentation. Students should be able to read complex texts with understanding and write in a manner that explores ideas, reconsiders strategies, and emphasizes revision of drafts. Students will write formally and informally through revised essays, journals, collaborative writing, and in-class responses as well as produce expository and argumentative compositions that introduce complex ideas developed through cogent and sustained reasoning. At the end of this rigorous college-prep course, students will be able to take the AP English Language exam, the AP exam taken by the largest number of students across the United States. This is a one-year course.

AP English Literature / EVCC Literature 111
Grade Level: 11-12
Course Length/Credit: Year/1.0 credit
Prerequisite: English 9 & 10
AP English Literature will be taught in alternate years with its partner class, AP Language and Composition. In both classes, students may enroll for college credit through Everett Community College. This is a rigorous, college-level class designed to prepare students for success in college as well for the AP test in English literature (those who pass the test may get college credit). Students will read and discuss a wide variety of complex, thought-provoking literary works from the AP list. Through the study of poetry, novels, and plays from a variety of eras, they will learn to read closely for detail and will analyze the authors’ use of literary techniques to develop meaning. Students will write in a variety of forms, including a personal college application essay, passage analysis essays, open ended essays, and independent novel project. Activities include class lecture and discussion, study questions, group presentations, vocabulary study, in-class and out-of-class essays, graded “Goldfish Bowl” discussions, and a final original project based on a personal interpretation of selected works. AP Literature is taught as a one-year course.
**World Language**

**Spanish I**

Grade Level: 8-12  
Course Length/Credit: Year/1.0 credit  
Prerequisite: 2.0 or higher in Middle School English/Humanities, or passing grade in 9th grade English.  

This class will develop basic Spanish language skills in all four areas of communication: oral comprehension, speaking, writing and reading. Emphasis in the first year will be on listening and speaking by means of a highly interactive classroom environment. Students will be introduced to Spanish-speaking societies and will develop an understanding of, and appreciation for culture in the Americas and Spain. Students will have the opportunity to explore culture through music, movies, dance, cooking, the arts, and traditional practices and celebrations.

**Spanish II**

Grade Level: 9-12  
Course Length/Credit: Year/1.0 credit  
Prerequisite: 2.0 or higher in Spanish I, or permission of instructor/placement test.

This class is designed to further develop the basic skills of listening, speaking, reading, and writing learned in Spanish I. In addition to increasing their ability to understand spoken Spanish, students will improve reading comprehension by reading short texts and one novel. Partner dialogues, group conversations and class discussions will serve to increase students’ speaking competency in Spanish, while writing tasks will allow students to improve the quality and complexity of their writing. Understanding and appreciation of Spanish-speaking cultures will be explored more in-depth, as students continue their exploration of Spain and the Americas through celebrations and projects in music, dance, films, television, visual arts and foods.

**Spanish III**

Grade Level: 10-12  
Course Length/Credit: Year/1.0 credit  
Prerequisite: C+ or higher in Spanish II, or permission of instructor/placement test.

This class is designed to further develop the skills of listening, speaking, and writing learned in Spanish 2, and to deepen the students’ understanding and expression of more complex ideas. Focus is on acquiring language structures typical of the 3rd year of study including more complex vocabulary and various past and future tenses. Students will build literacy skills with short novels, stories, poems, nonfiction and films. Students will be coached as they take leadership roles with classroom conversation, cooking, celebrations, music, and outdoor learning activities. Cultural topics will explore the relationship between the United States and Latin America, poverty, the environment, migration, and globalization.

**French I**

Grade Level: 8-12  
Course Length/Credit: Year/1.0 credit  

French I is an introduction to the language and culture of French-speaking countries. Lessons in French I engage beginning language learners in activities that encompass all three communicative modes (interpersonal, interpretive, and presentational) and provide practice in the skill areas of listening, speaking, reading, and writing. During this course you will learn to obtain, understand, exchange and present basic information. You will be able to ask and answer questions about various topics such as self, family, friends, school activities, leisure activities, meals and weather.

**French II**

Grade Level: 9-12  
Course Length/Credit: Year/1.0 credit  
Prerequisite: C+ or better in French I.

French II is a continuation of learning the language and culture of French-speaking countries, building on the foundation you’ve set in French I. Lessons in French II engage language learners in activities that encompass all three communicative modes (interpersonal, interpretive, and presentational) and provide practice in the skill areas of listening, speaking, reading, and writing. During this course you will learn to obtain, understand, exchange and present information. You will be able to ask and answer questions about various topics such as self, family, school activities, fashion, shopping, leisure activities, meals, and restaurants. In addition, you will be able to use the past and future tense. You will connect with other content areas to obtain new and unique perspectives, make basic linguistic and cultural comparisons between your own language and French, and participate in a variety of cultural activities.

**French III**

Grade Level: 10-12  
Course Length/Credit: Year/1.0 credit  
Prerequisite: French II

French III is an advanced French class for students who have completed French I and French II with at least a B. In this class, students will learn the use of reflexive verbs, the imperfect tense, and the future tense. The work of the group requires the ability to study the textbook without the teacher at times and to complete many assignments independently. These students read short French novels and are able to write short essays in French about them.
Health & Fitness

**Strength & Fitness**
Grade Level: 9-12  
Course Length/Credit: Semester/.5 credit  
Designed for students who are interested in developing muscles, maintaining muscular conditioning, and increasing coordination, confidence, and self-image. Alternating days of weight lifting and conditioning may include but are not limited to circuit/interval training, plyometrics, running, jump rope, performance and written tests. Students will be instructed in life-long physical activities. Students will look at and analyze their daily diets.

**Dance**
Grade Level: 9-12  
Course Length/Credit: Semester/.5 credit  
This class is designed to teach the basic ballroom dances. These dances include: traditional waltzes, fox trot, swing, various line dances, and contra dancing. Students will learn a brief history of all dances taught in class. Students will be quizzed on material covered in class. Research papers and/or projects will be part of the dance curriculum.

**Lifetime Fitness**
Grade Level: 9-12  
Course Length/Credit: Semester/.5 credit  
This co-ed class will provide instruction to students on how to attain a high level of fitness as it applies to participation in various physical education activities and overall lifetime fitness. This course is designed for continued improvement of physical fitness. This class is offered to students who are interested in learning more about how to maintain a healthy active lifestyle beyond weight training and traditional physical education activities. Activity concepts to be taught throughout the course include: strength training, dance and Zumba, cardiovascular endurance and conditioning, racquet activities, and nutrition education.

**Health**
Grade Level: 9-12  
Course Length/Credit: Semester/.5 credit  
This class is designed to prepare students for life-long decision-making, problem solving, critical thinking, and management skills related to health and wellness issues impacting families. Areas covered are: nutrition, stress, chemical use and abuse, human sexuality, and emergency first aid.
Mathematics

Algebra 1
Grade Level: 9-12
Course Length/Credit: Year/1.0 credit
This class provides knowledge of the key concepts used in high school and college mathematics. All other math courses will depend upon the skills learned in this course. The course is designed around a core of solving problems from a variety of function types - linear, quadratic, and exponential – building on the skills developed in middle school. By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency in writing, interpreting, and translating between various forms of linear equations and nonlinear equations and inequalities, and use them to solve problems. The students will develop algebraic thinking and symbolic reasoning skills, explore function concepts and underlying mathematical processes, and analyze relationships between equations and functions. The concepts of statistical analysis introduced in elementary school and middle school will be expanded upon, with a focus on comparing data sets, making inferences, and predicting the effects of linear transformations on summary statistics. A graphing calculator (such as TI-84) is highly recommended, and a scientific calculator is required.

Geometry
Grade Level: 9-12
Course Length/Credit: Year/1.0 credit
Prerequisite: 2.0 in Algebra I & Geometry or teacher recommendation
This course studies classic geometry. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Algebra I and middle school skills such as solving equations are assumed and will be reviewed slightly and used extensively to further understanding of geometric properties. Students will build upon their knowledge of congruence and use familiar tools such as congruent triangles to develop formal reasoning, mathematical proofs and problem solving skills. Students will build upon their knowledge of right triangles, Pythagorean Theorem, and basic trigonometry to develop trigonometric functions. They will also use the laws of Cosines and Sines to solve problems involving non-right triangles. Building on their work with the Pythagorean Theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. Students will apply formulas to two- and three-dimensional figures to develop an understanding of the relationships between them. A graphing calculator (such as TI-84) is highly recommended, and a scientific calculator is required.

Algebra 2
Grade Level: 9-12
Course Length/Credit: Year/1.0 credit
Prerequisite: 2.0 in Algebra I & Geometry or teacher recommendation
This course studies classic geometry. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Algebra I and middle school skills such as solving equations are assumed and will be reviewed slightly and used extensively to further understanding of geometric properties. Students will build upon their knowledge of congruence and use familiar tools such as congruent triangles to develop formal reasoning, mathematical proofs and problem solving skills. Students will build upon their knowledge of right triangles, Pythagorean Theorem, and basic trigonometry to develop trigonometric functions. They will also use the laws of Cosines and Sines to solve problems involving non-right triangles. Building on their work with the Pythagorean Theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. Students will apply formulas to two- and three-dimensional figures to develop an understanding of the relationships between them. A graphing calculator (such as TI-84) is highly recommended, and a scientific calculator is required.
CWU Pre-Calculus
Grade Level: 10-12
Course Length/Credit: Year/2.0 credit
Prerequisite: Pre-Calculus

This course can be taken for Central Washington University credit as well as CHS credit.

Pre-calculus is a program of mathematical studies focusing on the development of the student’s ability to understand and apply the study of functions and advanced mathematics concepts to solve problems. The course will include an in-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Other topics studied are conic sections and polar curves. Emphasis is placed on active participation through modeling, technology lab activities, group activities, and communication in mathematics.

Students are expected to use technology, including graphing calculators, computers, and data-gathering equipment throughout the course. A graphing calculator (such as TI-84) is required.

CWU Calculus
Grade Level: 10-12
Course Length/Credit: Year/2.0 credit
Prerequisite: Pre-Calculus

CWU or AP calculus consists of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of high learning. AP Calculus AB represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP Exam or other criteria. Appropriate credit and placement are granted by each institution in accordance with local policies.

As a college level class, this course will have high expectations in terms of homework completion and in-class participation. Topics include:
- Functions, Graphs, and Limits (a review of Pre-Calculus)
  - Analysis of graphs
  - Limits of functions (including one-sided limits)
  - Asymptotic and unbounded behavior
  - Continuity as a property of functions
- Derivatives
  - Concept of the derivative
  - Derivative at a point
  - Continuity as a property of functions
  - Second derivatives
  - Applications of derivatives
  - Computation of derivatives

Integrals
- Interpretations and properties of definite integrals
- Applications of integrals
- Fundamental Theorem of Calculus
- Techniques of antiderivatives
- Applications of antiderivatives
- Numerical approximations to definite integrals

These topics will be covered in the first one and a half semesters, prior to Spring Break. For the next month we will be engaged in focused review for the AP Exam in early May. After the Exam, we will have one or two rigorous culminating projects which will account for the bulk of the grade in Spring Semester.

Bridge to College Mathematics - #WA0003
Grade Level: 11-12
Course Length/Credit: Year/1.0 credit
Prerequisite: Algebra 2 or non-STEM Pathway designated in High School and Beyond Plan, or below 2.5 on SBAC Math test.

The course curriculum emphasizes modeling with mathematics and the Standards for Mathematical Practice found within Washington K-12 Mathematics Learning Standards (the Common Core State Standards, CCSS-M). Topics include building and interpreting functions (linear, quadratic & exponential), writing, solving and reasoning with equations and inequalities, and summarizing, representing, and interpreting data. The course is designed to focus on building conceptual understanding, reasoning and mathematical skills and provides students engaging mathematics that builds flexible thinking and a growth mindset. For seniors who took Algebra 2 and who are successful in this Bridges course (B or better), the Bridge to College Mathematics course offers direct placement into a college-level non-STEM math course when entering any WA community college directly after high school.

Math Literacy
Grade Level: 9-12
Course Length/Credit: Semester/.5 credit

This is a math support class for students who need added instruction in Algebra I.

Resource Math
Grade Level: 9-12

Students will study Algebra, Geometry and/or Consumer Math depending on their needs. Algebra and Geometry will follow the same curriculum as the general education math classes at an accommodated/modified level.

Prerequisite: Student must have an IEP.
Science

Physical Science
Grade Level: 9
Course Length/Credit: Year/1.0 credit
This class is an overview of topics in physics, chemistry, Earth science, and space science. It is an interesting, fast moving course with lots of hands on activities. Successfully completing this course counts as a prerequisite to Physics and Chemistry.

Integrated Science
Grade Level: 9-12
Course Length/Credit: Year/1.0 credit
Integrated Science explores the major disciplines such as Physics, Chemistry, Biology, Earth Science and Astronomy. Listed are some of the major topics students will explore: Newton’s Laws of Motion, momentum and energy, electricity and magnetism, atoms and the periodic table, chemical reactions, the cell, genetics, ecology, plate tectonics, rocks and minerals, weather, the solar system and the universe.

Biology
Grade Level: 10-12
Course Length/Credit: Year/1.0 credit
Biology is the study of life. The three main areas of study in this class are cell processes, evolution, and populations and ecosystems, with a focus on scientific inquiry. Laboratory work will include investigations relating to genetics, the evidence for evolution, cells, and organism systems.

Chemistry
Grade Level: 11-12
Course Length/Credit: Year/1.0 credit
Prerequisite: 2.5 in Physical Science and Algebra I, and current or past enrollment in Algebra II
Chemistry is the study of matter and how it interacts. We will be studying the language of chemistry, specific chemical interactions, and how they apply to the world we live in. We will experience chemistry through lab work and demonstrations, and then analyze chemistry through questions and calculations. A strong foundation in basic algebra is necessary for success in this course. College in HS credit available.

Environmental Science
Grade Level: 10-12
Course Length/Credit: Year/1.0 credit
Prerequisite: none
Environmental Science draws from virtually every branch of science and many areas of humanities. Students will do lab and field work, as well as explore current environmental and ecological issues such as agriculture practices, pollution, traditional and renewable energy sources, population dynamics, endangered species and habitat preservation, environmental policies and politics. 5 college credits can be earned through Everett Community College by successfully completing the College in the High School session. This class can also be taken for high school credit only.

Physics
Grade Level: 10-12
Course Length/Credit: Year/1.0 credit
Prerequisite: 2.5 in Physical Science and Algebra I, and current or past enrollment in Algebra II
Physics emphasizes conceptual and mathematical modeling of the physical world and practical problem-solving techniques. Students will study Newton’s Laws of Motion, mechanics, momentum, energy, universal gravitation along with many other topics. College in the High School credit available.

Marine Biology
Grade Level: 11-12
Course Length/Credit: Year/1.0 credit
Prerequisite: completion of Biology
Marine biology is the study of marine life and the ecosystems they inhabit. This class will also serve as an introduction to the identification, interactions, and life histories of marine organisms found in Puget Sound. 5 college credits can be earned through Everett Community College by successfully completing the College in the High School session. This class can also be taken for high school credit only.
Social Studies

World History & Geography
Grade Level: 10-12
Course Length/Credit: Year/1.0 credit
This course explores the human past from prehistory through ancient and medieval societies to modern and contemporary civilizations. Major topics include:
- How humans adapt to & cause environmental change
- Emergence of diverse prehistoric & ancient societies
- Ancient river valley civilizations evolving into empires
- Spread of Axial Age universalist religions & philosophies
- Rise of Islam; medieval empires rise, fall, & clash
- Crusades, Renaissance, Reformation, Age of Discovery
- European overseas conquests, capitalism, nationalism
- Revolutions: Scientific, democratic, industrial
- World Wars, totalitarianism, Cold War, Pax Americana
- Trends in liberty, equality, & social justice

Students will complete at least one Content Based Assessment (CBA) as required by Washington State law.

Offered concurrently with Advanced Placement World History and these College in the High School courses through Everett Community College:
- Semester 1: HIST 100 Ancient & Medieval Worlds
- Semester 2: HIST 103D World Civilization

United States History
Grade Level: 10-12
Course Length/Credit: Year/1.0 credit
This course explores the human past in North America from prehistory through the present. Major topics include:
- Development of pre-Columbian societies
- European conquest & settlement
- Revolution, Constitution, Federalist Era
- Jeffersonian & Jacksonian Eras
- Civil War, Reconstruction, Industrial Age, imperialism
- Jim Crow, Populists, Progressives, & World War I
- Roaring ’20s, Great Depression, New Deal
- World War II, Cold War, & Pax Americana
- Civil Rights Movement, Great Society, Vietnam
- Watergate, stagflation, ERA, Reagan Revolution
- War on Terror, Great Recession, political polarization

Students will complete at least one Content Based Assessment (CBA) as required by Washington State law.

Offered concurrently with Advanced Placement US History & Politics and these College in the High School courses through Everett Community College:
- Civics: POLS & 202 American Government
- CWP: POLS 205 State & Local Politics

Washington State History is usually taken in 7th or 8th grade. It is offered at CHS only as an independent study class.

Civics & Current World Problems
Grade Level: 10-12
Course Length/Credit: 2 Semesters/0.5 credit each
This integrated course explores the rights and responsibilities of citizenship at the state, national, and international levels. Major topics include:
- The US & Washington State Constitutions
- Local, state, & national elections & policies
- United Nations Charter, international law, human rights
- Alternative political & economic systems
- Contemporary wars, crises, positive developments

Throughout the year, students will follow local, state, national, and international news, relying primarily on reputable print and online publications, considering a wide variety of perspectives.

Students will participate in several major simulations, including:
1. US Congress
2. Washington State Legislature

In the course of these simulations, students will research issues and write realistic bills/resolutions, supported by persuasive and well-documented supporting speeches. Then, students will engage in respectful, reasoned debate, supporting assertions by citing credible sources.

Students will complete at least one Content Based Assessment (CBA) as required by Washington State law.

Offered concurrently with Advanced Placement American Government & Politics and these College in the High School courses through Everett Community College:
- Civics: POLS & 202 American Government
- CWP: POLS 205 State & Local Politics
Visual and Performing Arts

Concert Band
Grade Level: 9-12
Course Length/Credit: Year/1.0 credit
This is a performance based music ensemble open to students with one or more years of instrumental music experience. Students participate in several concerts, athletic events, trips, parades, and other performances throughout the year. Members are expected to attend all scheduled rehearsals, performances, and other events both during and outside of school. Members are expected to maintain a level of work ethic appropriate to maintain the band's long standing level of excellence. Students who do not currently play an instrument are encouraged to join with permission of the instructor.

Concert Choir
Grade Level: 9-12
Course Length/Credit: Year/1.0 credit
This is a performance based ensemble open to all students interested in vocal music. Students participate in several concerts, trips, and other performances throughout the year. Members are expected to attend all scheduled rehearsals, performances, and other events both during and outside of school. Members are expected to maintain a level of work ethic appropriate to creating an ensemble of excellence.

Art 1: Drawing/Painting
Grade Level: 9-12
Course Length/Credit: Semester/.5 credit
Introductory course emphasizing principles and elements of the visual arts as seen in drawing. Development of observational drawing skills in the use of linear perspective, line, shape, value, space, proportion, and scale. The primary medium used is pencil and charcoal. Faculty guided exercises including the role of drawing as a tool in other visual disciplines, style, history, and vocabulary.

Art 2: Sculpture/Ceramics
Grade Level: 9-12
Course Length/Credit: Semester/.5 credit
In this one-semester course, students will create artwork focusing on the four ceramic hand building techniques. Projects will incorporate decoration, glazing and the aesthetics of the elements and principles of design. A brief introduction to the potter’s wheel and throwing techniques may be explored.

Advanced Art
Grade Level: 10-12
Course Length/Credit: Semester/.5 credit
Prerequisite: Art 1-3 or teacher approval
This class is for the advanced student who is seeking intense visual arts experience in a variety of media. The course is designed to prepare students to submit portfolios to the College Board’s Advanced Placement Art Portfolio in studio art. Students enrolled in AP Studio Art are NOT required to submit a portfolio. The portfolio will consist of five matted pieces of their best quality work and twenty four images of work showing a breadth of media and a concentration of one area of study. AP portfolios are intensive and students will be expected to work on their artwork beyond class time. Passing the AP Exam may give the student university credit. College Board charges approximately $90.00 for the AP Exam; however, it can be subject to change on short notice.

Also Visual/Performing Arts...

Photography
Graphic Design
Intro to Digital Arts and Animation
Animation for Game Design

See CTE section for description.
**Career and Technical Ed (CTE)**

**Portfolio Productions**
Grade Level: 9-12  
Course Length/Credit: Semester/.5 credit  
Units to be covered will include self-management, negotiation to solve problems, communication with co-workers, communicating with customers, and communicating in teams. Students will also use WOIS software to explore careers and educational choices. This is an exploratory class where students will start on their Portfolio of “best works” and learn business communication skills. They will have the opportunity to create a digital portfolio. Students will also explore the use of a variety of computer software products such as Microsoft Word and Excel, learn about web page design and internet safety.

**Woodworking-Year One**
Grade Level: 9-12  
Course Length/Credit: Year/1.0 credit  
Do you like to make things? Come learn about the wonderful world of woodworking! In this class you’ll learn how to safely use hand and power tools through building a series of projects such as a stylish Mortice and Tenon Step Stool and an Elegant Frame and Panel Cabinet. By the end of this class you’ll know how to safely use all the standard wood-shop tools such as the bandsaw, table saw, planer, and router. You’ll get to use hand tools like a plane and chisel and learn how to keep them sharp! Everyone is welcome, and no experience is required.

**Woodworking-Advanced**
Grade Level: 10-12  
Course Length/Credit: Year/1.0 credit  
Prerequisite: Woodworking-Year One  
Students in Advanced Woodworking get the opportunity to design and build their own projects in our state of the art wood shop! Students in the past have made electric guitars, snowboards, skateboards, chicken coops, kayaks, and furniture for their rooms. The sky is the limit! This class is great for students that have taken the intro class and want to keep making things! Even if you aren’t planning on a career in woodworking, the skills you learn here will serve you well in diverse fields, from surgery to architecture and being able to safely and confidently use tools will be a skill you will appreciate for the rest of your lives!

**Computer Science: Introduction to Computer Science**
*Digital Arts’ in Framework*  
Grade Level: 9-12  
Course length/Credits: 1.0 Credits  
CIP 110701, V141000  
Could result in AP credit  
A course designed to introduce students to coding by deconstructing parts of a basic programming language, such as JavaScript or Python. Focuses on computer theory, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Students will create a variety of projects through code application, including simple games, web pages, and app interfaces. 
Participation/Competition in Skills USA optional.

**Intro to Digital Arts and Animation**
Grade Level: 9-12  
Course Length/Credit: .5 Credits, Fall  
CIP 500102, V100100  
Could result in Adobe Photoshop Certification  
A course designed to introduce students to coding by deconstructing parts of a basic programming language, such as JavaScript or Python. Focuses on computer theory, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Students will create a variety of projects through code application, including simple games, web pages, and app interfaces. 
Participation/Competition in Skills USA optional.

**Animation for Game Design**
*Video Game Design/Digital Computer Animation for Game Design*  
Grade Level: 9-12  
Course Length/Credit: .5 Credits, Spring  
CIP 110803, V100100  
Could result in Autodesk Maya Certification  
A course that focuses on the software, hardware, and mathematical tools used to represent, display, and manipulate two and three-dimensional objects on a video screen. Course includes creating basic game objects with animations, and could result in simple game or level builds for advanced students. Students will create graphics and skins in 2-D software, 3-D modeling using Mudbox and Maya, and learn 3-D printing basics. Students will create a variety of game objects that utilize simple movement. 
Participation/Competition in Skills USA optional.

**Photography**
Grade Level: 9-12  
Course Length/Credit: .5 Credits; Fine Arts or CTE; Fall  
CIP 500406, V100100  
Could result in Adobe Photoshop Certification  
Prepares students to use artistic techniques to effectively communicate ideas and information to business and consumer audiences, and recording events and people, via still photography. Includes instruction in specialized camera and equipment operation; use of online and desktop photo editing software including: Adobe Photoshop, Lightroom, and Pixlr-X. Students will create an online photography portfolio and participate in public photography exhibitions. 
Participation/Competition in Skills USA optional.
**Graphic Design**

Grade Level: 9-12  
Course Length/Credit: .5 Credits; Fine Arts or CTE; Spring  
CIP 500402, V100100  

*Could result in Adobe Illustrator Certification*

Prepares individuals to apply artistic and computer techniques to the commercial art and advertising art fields. Includes instruction in computer-assisted art and design, typography and branding, logo creation, vector drawing, concept sketching, technical drawing, color theory, and visual communication skills. Students will complete a variety of print products and do design outreach in the community.  

*Participation/Competition in Skills USA optional.*

**Nutrition/Foods**

Grade Level: 9-12  
Course Length/Credit: Semester/.5 credit  

Foods is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel classwork. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment, maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

**Environmental Horticulture**

Grade Level: 9-12  
Course Length/Credit: Year/1.0 credit or semester/.5  

The Environmental Horticulture program will provide students with knowledge and skills leading to employment and/or further education in the area of Environmental Horticulture and Natural Resources including gardening, landscaping, nursery work, floriculture, aquaculture, forestry, environmental science, water resources management, parks, conservation, pollution control, wildlife, recreation and land management.

**Work-Based Learning**

Grade Level: 11-12  
Course Length/Credit: Semester/.5 credit  

Prerequisite: qualifying CTE class to be taken previously or concurrently  

Student must be working in a pathway that would follow the qualifying CTE class. This class is to help students explore and/or prepare for a career by linking academic learning to real jobs and real careers. This class will use a variety of instructional strategies that link learning experiences in the classroom and in the workplace. Students will be dropped from the program for nonparticipation. Student must meet with the instructor, turn in all contractual forms, attend work, and turn in monthly work calendars and employer evaluations.

**West Sound Tech Skills Center**

Grade Level: 11-12  
Course Length/Credit: Year/3 credits  

WST offers industry specific preparatory programs for advanced career and technical training to high school students. Current programs include: 3D Animation & Game Design, Automotive Technology, Collision Repair Tech, Construction Careers, Cosmetology, Criminal Justice, Culinary Arts, Design Technology, Esthetics, Fire Science, HVAC Technician, Maritime Technologies, Professional Medical Careers, and Welding. Information on each program and enrollment information can be found at:

https://www.bremertonschools.org/wstsc

Other Classes

Leadership

Grade Level: 9 - 12
Course Length/Credit: Semester/.5 credit

Leadership is for those interested in learning leadership skills, improving their school and community, and representing student interests. This course will assist in acquiring excellent leadership abilities through the organization and coordination of proposed activities. The objective is to develop responsibility, initiative, creativity, leadership and school pride; to allow students the opportunity to participate in and plan activities; to better understand the importance of good leadership; to understand how to look for the good in all students; to appreciate and implement legally required ASB policies. Student leadership works in conjunction with the Executive ASB officers to facilitate and run all Homecoming activities. Students must apply for admission to the class.

Teacher Assistant

Grade Level: 11 - 12
Course Length/Credit: Semester/.5 credit

TAs assist teachers and office staff in a variety of duties throughout the school. TAs must be responsible, reliable and have good attendance. Students who are not on track to graduate will not be assigned a TA position. TA positions are granted only by administrator approval.

Resource Credit

Grade Level: 9 - 12
Course Length/Credit: Semester/.5 credit

Students work on study skills, IEP goals, and receive support in academic class work. In addition, they work on transition skills to successfully navigate to the next grade level or life beyond high school. Prerequisite: Student must have an IEP.

Other Graduation Requirements

Community Service

Grade Level: 9 - 12
55 Hours total for graduation
9th Grade – 5 Hours
10th Grade – 10 Hours
11th Grade – 20 Hours
12th Grade – 20 Hours

HS & Beyond Plan

Grade Level: 8 - 12
• Revised annually
• Senior Year Plan must be turned in to the Counseling Office

State Tests/Pathways

Student must pass all required Washington State exams for their Graduation year, or meet the alternate requirements or pathways.

Chimacum School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator
Section 504/ADA Coordinator
Holly Patton
Holly_patton@csd49.org
360.302.5886

Compliance Coordinator for 28A.640 and 28A.642 RCW
Stephanie McCleary
Stephanie_mccleary@csd49.org
360.302.5894

Chimacum School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact Rick Thompson at (360)302.5896.