

# Joel E. Ferris High School

## Course Offerings

**2019-2020**

**Joel E. Ferris High School**  
3020 East 37th  
Spokane, WA 99223

Public Office: 509-354-6000



Revised 12/17/18

## **Building a Path to Academic Success—a well-rounded education**

While there is no single academic path we expect all students to follow, we want to help you make choices that will lead you to a successful career. Your education is more than taking only academic courses of English, math, science, history and world languages. Taking elective courses such as fine arts, music, drama, CTE classes, etc. will provide you with a well-rounded education.

A good high school education should do more than prepare you for the next level of education or for later employment—it should prepare you to take advantage of future learning opportunities of all kinds. You should gain particular skills and information, as well as a broad perspective on the world and its possibilities. By taking the most academically demanding courses you can find and having a well-rounded education, you can improve both your chance of admission to college and your performance during the first years of college as well as preparing yourself for any pathway you choose to take.

### **Start with Your Imagination – Grow the Skills You Need**

You are entering a highly competitive workforce based on a global knowledge and information economy. To be career and college ready, you need to be able to integrate and apply 21st century skills, technical knowledge and skills and core academic knowledge. Our goal is that every Ferris High School student will graduate globally competitive for work and postsecondary education and prepared for life in the 21st century. No matter what your dream, you can pursue it through the numerous elective classes offered.

Each year, Ferris High School students graduate from high school with career goals, job skills and leadership skills knowing exactly where they will go next to further their education and training.

***Find your passion and become one of those students!***

*This book is a work in progress.*

*We are continually improving the information provided to you.*

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

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## PATHWAYS

In an effort to promote post-secondary success, Spokane School District implemented **SchoolLinks**, a widely adopted college/career-readiness platform. This program helps Ferris High School students connect personal skills to college and career goals and track progress towards those goals through individual plans of study. From the moment students enter high school, it is important that they realize they are preparing themselves to compete and succeed in a global economy. Students must understand the relevance of what they are learning today to what they will do tomorrow in the work world. Career pathways are tools to help them get where they want to go.

In the past, some high school students chose courses and work experiences in an unplanned, aimless manner, often resulting in limited career options and undeveloped potential. Career pathways provides students an opportunity to use their experiences in the classroom and the workplace to help determine what they might or might not want to do and to gain a better understanding of the kinds of experiences, skills and education and training they will need to be successful in the workplace. The idea that students can begin to develop an initial career direction which provides a purpose and context for learning can motivate students, increase their achievement and smooth the transition from school to work.

Pathways are grouped together because people in them share similar interests and strengths. The Spokane School District has adopted these five basic career pathways:

- Arts and Humanities
- Business and Industry
- Public Service
- STEM
- Multi-disciplinary

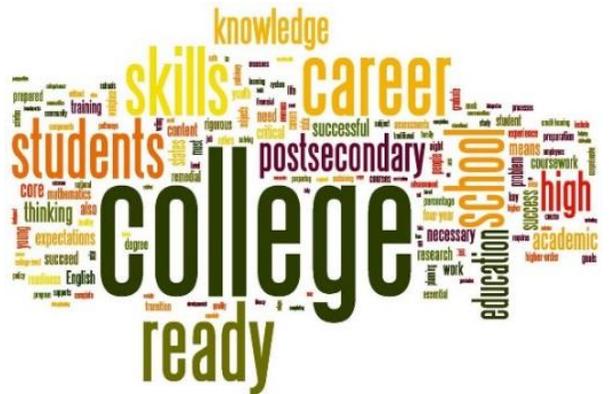
Along with an emphasis on a strong academic program, pathways give students the opportunity to explore specific career-related classes and activities. Career pathways help students focus on an area of interest. The chosen pathway provides the structure for all students to develop a career plan, regardless of their desired level of education. This focused plan helps students select school courses, activities and part-time employment. Students can see the relevance in their selected courses, making school more meaningful for them.

Through **SchoolLinks** students can access a series of career assessments that help them discover multiple career options, plan their career paths based on general areas of interest, and the level of education and training required to achieve their individual goals and objectives—allowing students to realize their goals, skills, knowledge, constraints and interests to help them make better academic decisions. **SchoolLinks** offers:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Online resource for students and families</li><li>• Encourages and supports post high school career and in-depth college/career searches</li></ul> | <ul style="list-style-type: none"><li>• Scholarship searches</li><li>• College/Career planning</li><li>• Military careers</li></ul> |
|--|---|

With the high cost of post-secondary education, it has become even more important to help students avoid wasting time and money at the post-secondary level. Experiences in the high school career pathway can help students decide whether they are well-suited for a particular choice. At Ferris, students select pathways to help plan for the future and realize the connection between high school, college or post-secondary training and careers. Since each career pathway includes a variety of options and choices, they are applicable for **all** students, whether they plan to go on to four-year colleges, community or technical schools or directly into apprenticeships or work. A personal pathway may point to a certain high school curriculum, a college or vocational school education or specialized job training.

Students can access **SchoolLinks** on the Ferris homepage by clicking the **SchoolLinks** icon on the right side of the page (user name = Student ID and password = student's 6 digit birthday).



## PATHWAY: Arts and Humanities

**Pathway Description:** careers related to cultural studies, English literature, fine arts, history, political science and world languages.

**Career Clusters: Arts, Audio/Video Technology and Communications**  
(check SchoolLinks for more information on clusters/careers/majors/plans of study)

| Sample Careers/Occupations     |                                | Ferris Courses to Consider        |                                     |
|--------------------------------|--------------------------------|-----------------------------------|-------------------------------------|
| Architect                      | Locomotive Engineer            | AP Comp Gov't/US Gov't            | English 9, 10, 11, 12               |
| Actor                          | Motorboat Operator             | AP English Lang (11)/Lit (12)     | Fabric and Fashion                  |
| Art Director                   | Multimedia Artist/Animator     | AP European History               | Filmmaking                          |
| Art/Drama/Music Teacher        | Music Director                 | AP Fabric and Fashion             | FIN TV/Video Production             |
| Audio/Video Technology         | Musician                       | AP Human Geography                | Fitness Classes— <b>ALL</b> courses |
| Broadcasting                   | Photographer                   | AP Psychology                     | Independent Business Project-IBP    |
| Camera Operator, TV/Video/Film | Printing Technology            | AP Seminar/Research Capstone      | Intro to Philosophy                 |
| Choreographer                  | Producer/Director              | AP Statistics                     | Leadership                          |
| Commercial/Industrial Designer | Proofreader                    | AP Studio Art: Drawing            | Mathematics— <b>ALL</b> courses     |
| Computer Programmer            | Public Relations Specialist    | AP Studio Art 2D-Photo            | Orchestra— <b>ALL</b> courses       |
| Dancer                         | Radio/TV Announcer             | AP Studio Art 3D: Art (sculpture) | Painting Intermediate/Advanced      |
| Data Entry                     | Radio/Cellular/Tower Installer | AP Studio Art 3D-Fabric/Fashion   | Photography (Digital)               |
| Designer                       | Reporters/Correspondent        | AP US History                     | Psychology                          |
| Desktop Publisher              | Set/Exhibit Designer           | AP World History                  | Stagecraft                          |
| Directors-stage/TV/radio/film  | Singer                         | Bands— <b>ALL</b> courses         | Theatre — <b>ALL</b> courses        |
| Editor                         | Sound Engineering Technician   | Ceramics                          | US History                          |
| Fashion Designer               | Stage Technician               | Choirs— <b>ALL</b> courses        | Web Design                          |
| Film/Video Editor              | Talent Director                | Civics / CWA                      | World History                       |
| Graphic Designer               | Technical Writer               | Creative Writing                  | World Languages— <b>ALL</b> courses |
| Historian                      | Telecommunication              | Debate                            | Writing on Film                     |
| Interior Design                | Visual Art                     | Drawing Intermediate/Advanced     | Yearbook                            |
| Journalism                     | Writers/Author                 | Drawing, Sculpting, Painting      |                                     |

## PATHWAY: Business and Industry

**Pathway Description:** careers in accounting, architecture, automotive technology, business, communications, construction, finance, graphic design, information technology, marketing, welding, etc.

**Career Clusters: Agriculture, Food and Natural Resources; Manufacturing; Finance; Transportation, Distribution and Logistics; Marketing; Business Management and Administration; Hospitality and Tourism; Architecture and Construction**  
(check SchoolLinks for additional information on clusters/careers/majors/plans of study)

| Sample Careers/Occupations     |                               | Ferris Courses to Consider        |  |
|--------------------------------|-------------------------------|-----------------------------------|--|
| Accounting                     | Landscaping/Groundskeeper     | Accounting                        | Film Making                            |
| Administrative Support         | Lodging Manager               | AP Computer Science               | FIN- TV/Video Production               |
| Agribusiness System            | Maintenance/Operation         | AP Environmental Science          | Fitness Classes – <b>ALL</b> courses   |
| Animal Science                 | Marketing Mang./Research      | AP Human Geography                | Foods & Nutrition / Intern'l Foods     |
| Architecture and Construction  | Manf Production Process       | AP Psychology / Psychology        | Independent Business Project-IBP       |
| Baker                          | Merchandising                 | AP Statistics                     | Leadership                             |
| Banking Service                | Mobile Equipment Maintenance  | AP Studio Art 2D/3D – <b>ALL</b>  | Marketing and Economics / Adv.         |
| Business Finance               | Natural Resources System      | AP US Government and Politics     | Marketing Management I/II              |
| Business Information Mang.     | Operations Management         | Applied Field Science             | Mnfg/Material Processing (Wds)         |
| Construction                   | Professional Sales            | Art Classes – <b>ALL</b> courses  | Mathematics – <b>ALL</b> courses       |
| Conservation Scientist         | Quality Assurance             | Child Development                 | Music— <b>ALL</b> Band/Orchestra/Choir |
| Design/Pre-Construction        | Recreation/Amusement          | Civics/ CWA                       | Photography (Digital)                  |
| Farmer/Rancher                 | Restaurant-Chef, Food Server  | Computer Science Principles       | Project Lead the Way: Biomedical       |
| Facility Equipment Maintenance | Sales and Service             | Culinary & Hospitality (Prostart) | Project Lead the Way: Engineering      |
| Finance                        | Securities and Investments    | Cyber Security in Computer Syst.  | Sports Medicine / Advanced             |
| Fish and Game Warden           | Transportation Operations     | Debate                            | Stagecraft                             |
| Food/Beverage Service          | Travel and Tourism            | Digital Game Programming          | Theatre – <b>ALL</b> courses           |
| Insurance                      | Tree Trimmer/Pruner           | Early Childhood Education         | Web Design                             |
| General Management             | Warehouse/Distribution Op     | English 9, 10, 11, 12             | Worksite Experience                    |
| Human Resources Management     | Water/Wastewater Treatment    | Environmental Chemistry           | World Languages— <b>ALL</b> courses    |
| International Business         | Zoologists/Wildlife Biologist | Fabric & Fashion / AP Fab&Fash    | Yearbook                               |

## PATHWAY: Public Service

**Pathway Description:** careers relating to education and training, health sciences and occupations, law enforcement and government services, human services and military.

**Career Clusters: Human Services; Law, Public Safety, Corrections and Security; Health Science; Education and Training; Government and Public Administration**  
(check SchoolLinks for additional information on clusters/careers/majors/plans of study)

| Sample Careers/Occupations         |                                 | Ferris Courses to Consider        |                                      |
|------------------------------------|---------------------------------|-----------------------------------|--------------------------------------|
| Administration                     | Hairstylist/Cosmetologist       | Advanced Marketing/Economics      | Digital Game Programming             |
| Administrative Support             | Healthcare Social Worker        | Anatomy and Physiology            | English 9, 10, 11, 12                |
| Athlete/Sports Competitor          | Interpreter and Translator      | AP Biology                        | Environmental Chemistry              |
| Barbers                            | Law Enforcement                 | AP Calculus AB/BC                 | FIN - TV/Video Production            |
| Biological Scientist               | Lawyer                          | AP Chemistry                      | Fitness Classes – <b>ALL</b> courses |
| Biotechnology Research             | Legal Services                  | AP Comp Gov't/US Gov't            | Foods & Nutrition/Intern'l Foods     |
| Childcare Worker                   | Mathematician                   | AP English Language               | Health                               |
| Chiropractor                       | Military                        | AP English Literature             | Independent Business Project-IBP     |
| Clergy                             | Music Director                  | AP Environmental Science          | Intro to Philosophy                  |
| Consumer Services                  | National Security               | AP Human Geography                | Leadership                           |
| Counseling and Mental Health       | Personal Care Services          | AP Psychology/Psychology          | Mathematics – <b>ALL</b> courses     |
| Correction Service                 | Pharmacist                      | AP Seminar/Research Capstone      | Photography (Digital)                |
| Dental Hygienist                   | Physician/Surgeon               | AP Statistics                     | Project Lead the Way: Biomedical     |
| Dentist                            | Radiologic Technician           | AP US History                     | Project Lead the Way: Engineering    |
| Diagnostic Services                | Revenue and Taxation            | AP World History                  | Science– <b>ALL</b> courses          |
| Early Childhood Development        | Security and Protective Service | Applied Field Science             | Sports Medicine / Advanced           |
| Emergency and Fire Management      | Singer                          | Child Development                 | Theatre – <b>ALL</b> courses         |
| Family and Community Services      | Social Service                  | Civics / CWA                      | US History                           |
| Firefighter                        | Surgeon                         | Culinary & Hospitality (Prostart) | World History                        |
| Fitness Trainer/Aerobics Instr     | Teaching                        | Cyber Security in Computer Sys.   | World Languages – <b>ALL</b> courses |
| Foreign Service/International Aide | Therapeutic Services            | Debate                            | Worksite Experience                  |
| Governance                         | Veterinarian/Vet Assistant      | Early Childhood Education         | Yearbook                             |

## PATHWAY: STEM (Science, Technology, Engineering, Math)

**Pathway Description:** careers directly related to science (including environmental science), technology (including computer science), engineering and advanced mathematics

**Career Clusters: Science, Technology, Engineering and Mathematics; Information Technology**  
(check SchoolLinks for additional information on clusters/careers/majors/plans of study)

| Sample Careers/Occupations      |                                  | Ferris Courses to Consider      |                                      |
|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|
| Aerospace Engineer              | Environmental Engineer           | Algebra 1                       | English 9, 10, 11, 12                |
| Archeologist                    | Family & General Practitioner    | Algebra 2                       | Environmental Chemistry              |
| Architectural/Engineering       | Fire Prevention/Protection Engr. | Anatomy and Physiology          | Filmmaking                           |
| Biological Scientist            | Graphic Designer                 | AP Biology                      | FIN - TV/Video Production            |
| Biomedical Engineer             | Health and Safety Engineer       | AP Calculus AB/BC               | Fitness Classes – all courses        |
| Chemical Engineer               | Industrial Engineer              | AP Chemistry                    | Geometry                             |
| Chemistry Teacher               | Information Security Analyst     | AP Computer Science             | Health                               |
| Chemist                         | Marine Engineer/Naval Arch.      | AP Environmental Science        | Independent Business Project         |
| Civil Engineer                  | Market Research Analyst          | AP Human Geography              | Intermediate Math                    |
| Computer Hardware Engineer      | Mathematician                    | AP Physics                      | Leadership                           |
| Computer Network Support        | Mechanical Engineer              | AP Psychology                   | Photography (Digital)                |
| Computer Operator               | Microbiologist                   | AP Statistics                   | Physics                              |
| Computer Programmer             | Multimedia Artist/Animator       | AP Studio Art 2D: Photography   | Pre-calculus                         |
| Computer Systems Analyst        | Network/Computer Sys. Admin.     | Applied Field Science           | Project Lead the Way: Biomedical     |
| Database Administrator          | Nuclear Engineer                 | Biology                         | Project Lead the Way: Engineering    |
| Dietitian/Nutritionist          | Physicist                        | Bridge to College Math          | Psychology                           |
| Drafter                         | Political Scientist              | Chemistry                       | Sports Medicine / Advanced           |
| Economist                       | Psychologist                     | Computer Science Principles     | Web Design                           |
| Education, Training, Library Wk | Sociologist                      | Cyber Security in Computer Sys. | Woods (Mfg/Material Processing)      |
| Electrical Engineer             | Software Developer               | Debate                          | World Languages – <b>ALL</b> courses |
| Engineering                     | Statistician                     | Digital Game Programming        | Yearbook                             |
| Engineering Teacher             | Zoologist/Wildlife Biologist     |                                 |                                      |

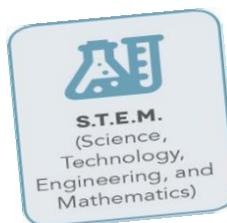
## PATHWAY: Multi-Disciplinary

**Pathway Description:** this pathway allows a student to select courses from the curriculum of each pathway area. This pathway may also include AVID, Honors/AP courses, Running Start, etc.

**Career Clusters: Combination of four or more of the previous clusters, 4-year college entrance requirement, Running Start, 4 credits or more in AP selected from English, Math, Science, Social Studies, CTE or AVID**

(check SchoolLinks for additional information on clusters/careers/majors/plans of study)

| Sample Careers/Occupations       |                              | Ferris Courses to Consider        |                                       |
|----------------------------------|------------------------------|-----------------------------------|---------------------------------------|
| Agriculture                      | Manufacturing                | Accounting                        | Career and Technical – <b>ALL</b>     |
| Architecture                     | Marketing                    | AP Biology                        | Choirs – <b>ALL</b> courses           |
| Arts                             | Mathematics                  | AP Calculus AB/BC                 | Creative Writing                      |
| Audio/Video Technology           | Medical Professions          | AP Chemistry                      | Cyber Security in Computer Sys.       |
| Business Administration          | Natural Resources            | AP Comp Gov't /US Gov't           | Debate                                |
| Business Management              | Network Administrator        | AP Computer Science               | Digital Game Programming              |
| Communication                    | Nurse Anesthetist            | AP English Language/AP English    | English – <b>ALL</b> courses          |
| Computer Systems Analyst         | Occupational Therapist       | AP Environmental Science          | Family/Consumer Sciences – <b>ALL</b> |
| Construction                     | Physical Therapist Assistant | AP European History/AP World      | FIN - TV/Video Production             |
| Corrections and Security         | Political Scientist          | AP Fabric and Fashion             | Fitness – <b>ALL</b> courses          |
| Dentist                          | Psychologist                 | AP Human Geography                | Intro to Philosophy                   |
| Education and Training           | Public Administration        | AP Physics                        | Independent Business Project          |
| Engineering                      | Public Safety                | AP Psychology                     | Leadership                            |
| Finance                          | Science                      | AP Seminar / Research Capstone    | Mathematics – <b>ALL</b> courses      |
| Food Production/Service Industry | Software Developer           | AP Statistics                     | Mythology                             |
| Government                       | Speech-language Pathologist  | AP Studio Art 2D / 3D             | Project Lead the Way: Biomedical      |
| Health Science                   | Technology                   | AP Studio Art 3D-Photo            | Project Lead the Way: Engineering     |
| Hospitality                      | Tourism                      | AP Studio Art 3D-Fabric/Fashion   | Running Start Courses                 |
| Human Services                   | Transportation Distribution  | AP US History                     | Science – <b>ALL</b> courses          |
| Information Technology           | Transportation Logistics     | Art Classes – <b>ALL</b> courses  | Social Science – <b>ALL</b> courses   |
| Law                              | Urban & Regional Planner     | AVID 9, 10, 11, 12                | Theatre – <b>ALL</b> courses          |
|                                  |                              | Bands and Orchestras – <b>ALL</b> | World Languages – <b>ALL</b> courses  |
|                                  |                              | Business & Marketing – <b>ALL</b> | Yearbook                              |



## What Are Career Pathways And Why Are They Important?

Career Pathways act as a personal GPS system for individuals to find their way to gainful employment and a successful career. America's economy has shifted from an industrial model to an information-technology model. The shift created a significant increase in high-skilled occupations and a major decline in low skill jobs. Because today's workplace needs are more defined, today's job seeker cannot rely on a generalist approach to their future career. Individuals seeking gainful employment need to possess a high level of career knowledge, so they can make informed decisions when choosing a career direction.

[http://static.k12.wv.us/careerpathways/5\\_About\\_Career\\_Pathways.pdf](http://static.k12.wv.us/careerpathways/5_About_Career_Pathways.pdf)

*Career pathways are planned journeys to informed destinations.*

## Graduation Requirements for Ferris High School

|  | Class of 2016-2020  | Class of 2021 and Beyond  |
|--|---|---|
| <b>Mathematics</b> <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Approved Math Course</li> </ul>                             | <b>3.0 Credits</b><br>1.0<br>1.0<br>1.0   | <b>3.0 Credits</b><br>1.0<br>1.0<br>1.0   |
| <b>English</b> <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• English 12</li> </ul>                   | <b>4.0 Credits</b><br>1.0<br>1.0<br>1.0<br>1.0  | <b>4.0 Credits</b><br>1.0<br>1.0<br>1.0<br>1.0  |
| <b>Social Studies</b> <ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• Civics</li> <li>• Current World Affairs</li> </ul> | <b>3.0 Credits</b><br>1.0<br>1.0<br>0.5<br>0.5  | <b>3.0 Credits</b><br>1.0<br>1.0<br>0.5<br>0.5  |
| <b>Science</b>   | <b>3.0 Credits</b> 1.0 lab science  | <b>3.0 Credits</b> 2.0 lab science  |
| <b>The Art</b><br><u>OR</u><br><b>The Arts and Personal Pathway (PPR)</b>  | <b>1.0 Credit</b>   | <b>2.0 Credit</b><br>2.0 Arts<br>1.0 Arts and 1.0 PPR   |
| <b>Occupational/Career-Technical Education</b>   | <b>1.0 Credit</b>   | <b>1.0 Credit</b>   |
| <b>Fitness and Health</b> <ul style="list-style-type: none"> <li>• Health</li> <li>• Fitness</li> </ul>  | <b>2.0 Credits</b><br>0.5 Credit<br>1.5 Credit  | <b>2.0 Credits</b><br>0.5 Credit<br>1.5 Credit  |
| <b>World Languages</b> (2 years of same language)<br><u>OR</u><br><b>Personalized Pathway Requirement (PPR)</b>  |   | <b>2.0 Credits</b><br>2.0 World Language<br>2.0 PPR   |
| <b>Electives</b>   | <b>5.0 Credits</b>  | <b>4.0 Credits</b>  |
| <b>TOTAL REQUIRED CREDITS</b>  | <b>22.0</b>   | <b>24.0</b>   |
| <b>REQUIRED ASSESSMENTS</b>  | <input type="checkbox"/> Smarter Balanced ELA<br><input type="checkbox"/> Smarter Balanced Math<br><input type="checkbox"/> WCAS-WA Comprehensive Assessment of Science | <input type="checkbox"/> Smarter Balanced ELA<br><input type="checkbox"/> Smarter Balanced Math<br><input type="checkbox"/> WCAS - WA Comprehensive Assessment of Science |
| <b>High School and Beyond Plan</b>   | Senior Exit Interview   | Senior Exit Interview   |



**PPR =  
Personalized Pathway Requirement:**

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**.

**HSBP=  
High School and Beyond Plan Requirement:**

Students must develop a plan on how they will meet the high school graduation requirements and what they will do following high school. Students present their HSBP during their Senior Exit Interview in May. Components of their HSBP are completed in **SchoolLinks**. Students can access **SchoolLinks** on the Ferris homepage by clicking on the **SchoolLinks** tab.  
(user name = Student ID and password= 6-digit birthday)

# Timeline for Getting College-Ready

From College Success Foundation

## FRESHMAN YEAR

- Visit your school's career center and learn how you can explore college choices and which programs are available to start planning early for college. Explore colleges, majors and careers through **SchoolLinks**.
- Keep your parents/guardians informed about what you are learning in school and your academic goals.
- Begin talking about college costs and saving for college with your parents/guardians, if you have not done so already.
- Review your college-going plan with your counselor. Revise if needed. Make sure you are taking courses that will meet college admission requirements.
- Start your year off right: Talk with your school counselor about your options and your plans. Be sure to ask about test dates for the PSAT, ACT and SAT.
- Stay focused on and organized in your classes, homework and daily tasks. Plan ahead and keep track of assignments by using a student planner or daily agenda. Turn in assignments early or on time.
- Study by reviewing classroom materials, creating flashcards, rewriting notes and quizzing your friends to help master the content. Create study groups.

- Take advantage of available resources such as homework help sessions, study hall or open library hours.
- Learn how to appropriately ask for help from adults.
- Join clubs and get involved. Participate in athletics, community service and volunteer.

## SOPHOMORE YEAR

- Review your college-going plan with your counselor. Make sure you are taking courses that will meet college admission requirements.
- Stay focused on and organized in your classes.
- Begin researching different colleges through **SchoolLinks** to create a list of schools.
- Ask about how to prepare to State tests, end of course exams, PSAT and SAT. Khan Academy is a great resource to help with academics and the SAT.
- Participate in student organizations, athletics, community service and volunteer events.
- Get job skills in high school over the summer.
- Many colleges and scholarships factor in your GPA when considering you for admissions, make sure to earn the best GPA you can.

## JUNIOR YEAR

### Fall Semester Timeline

- Start your year off right: Talk with your school counselor about your options and your plans. Be sure to ask about test dates for the PSAT, ACT and SAT.
- Sign up for courses with your eyes on the prize: college and money to pay for it! A tougher course load may pay off with scholarships and may get you a better chance to get admitted to your choice school.
- Start investigating private and public sources for financial aid. Take note of scholarship deadlines and plan accordingly. Sign up for activities to boost your college applications.
- Find out about schools you are interested in attending. Treat your school selection process like a research paper: make a file, gather information about schools, financial aid, and campus life to put in it.
- Go to college fairs and open houses and learn as much as you can from the Internet about schools. Begin planning college visits—fall, winter, and spring break may be good times because you can observe a campus when classes are going on.
- Take the PSAT. You'll get results online in December.
- Sign up for ACT or SAT prep courses. Khan Academy is a great resource for the SAT.
- Do your top college picks require essays or recommendations? Begin planning your essays and choosing whom you'd like to ask for a recommendation.

- Begin the application process for service academies (West Point, Annapolis, etc.)
- Decide if you should take AP exams in May.

### Spring Semester Timeline

- Meet with your school counselor again to develop your senior schedule.
- Organize your Individual Graduation Plan.
- Think about lining up a summer job or internship.
- Plan campus visits for spring break.
- Get ready for AP exams in May.
- Take the SAT.

## SENIOR YEAR

### Fall Semester Timeline

- Many colleges accept the Common Application. Apply.
- Sign up for the SAT or ACT if you didn't take it as a junior, or if you aren't satisfied with your score.
- Start the financial aid application process.
- See your counselor or college/career specialist for help finding financial aid and scholarships.
- If you need it, get help completing the FAFSA (Free Application for Federal Student Aid). Watch the mail for your Student Aid Report (SAR) ~ it should arrive four weeks after the FAFSA is filed.
- Visit with your school counselor to make sure you are on track to graduate and fulfill college admission requirements. Consider taking courses at a local university or community college.

- Keep working hard all year; second semester grades can affect scholarship eligibility.
- Ask for personal references from teachers, school counselors, or employers early in the year or at least two weeks before application deadline.
- Attend a college fair.
- Begin your college essay(s).
- Apply for admission at the colleges you've chosen.
- Avoid common college application mistakes.
- Find out if you qualify for scholarships at each college where you have applied.

### **Spring Semester Timeline**

- In January ask the Student Office to send your first semester transcripts to schools where you applied. In June, they will need to send final transcripts to the college you will attend.
- Visit colleges that have invited you to enroll.
- Decide which college to attend and notify the school of your decision.
- Keep track of and observe deadlines for sending in all required fees and paperwork.
- Notify schools you will not attend of your decision.

- Continue to look for scholarship opportunities.
- Keep track of important housing, registration, financial aid and scholarship deadlines.
- Compare financial aid packages from different schools.
- Notify your college about any outside scholarships you received.
- Get ready for AP exams in May.

### **June to August:**

- Make sure your final transcript is sent to the school you will be attending.
- Getting a summer job can help pay some of your college expenses.
- Make a list of what you will need to take with you for your dorm room.
- If you haven't met your roommate, call, write, or e-mail to get acquainted in advance.
- Make sure housing documentation is quickly accessible when you move into the dorm.
- Learn how to get around at your new school. Review a campus map.
- Wait until after your first-class meeting to buy your books and supplies.

## **Minimum College Admission Standards**

### **For Students Entering College/University in the summer or fall after high school graduation College Academic Distribution Requirement (CADR) Coursework**

Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including the senior year.

Students who take college-level coursework and complete 5 quarter credits, will have earned the equivalent of one CADR credit.

**Please see your counselor for specific CADR course requirements and information for additional requirements for specific colleges.**

**English – 4 credits** – including 3 credits of college preparatory composition or literature.

**Mathematics – 3 credits.** Algebra I, geometry, and Algebra II (intermediate algebra)

**Senior Year Math-Based Quantitative Course:** During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses or by completing a math-based quantitative course like statistics or by completing an algebra-based science course taken during the senior year

that would satisfy this requirement and part of the science requirement below. *Note: The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math.*

**Science – 2 credits** of laboratory science are required for admission. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).

**World Languages – 2 credits** must be earned in the same World Language, Native American language, or American Sign Language. Note: Any World Language course taken in middle school may satisfy one - two credits of the requirement (needs to be included on the high school transcript-get a form from your counselor.)

**Social Science – 3 credits** of history or other social science

**Arts – 1 credit** of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above.

# Alphabetical Listing of Courses Offered at Ferris High School

## Accounting

**Pre-Requisites:** none

**Grades:** 9-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary

This course introduces you to the profession of accounting. Learn accounting principles and theory, financial accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures,

statement creation and analysis, professional standards and ethics, and specific applications for running a business.

## Advanced Business and Marketing-A/B (DECA)

**Pre-Requisites:** Business and Marketing A/B

**Grades:** 10-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary

Continue with the final leg of the marketing and DECA journey. This class will focus on what it takes to be a business owner. This course explores four main components: operations, business law, product/service management and the development of the business plan. DECA, an association of over 180,000 marketing

**College credit can be earned.**

students, focuses on business, leadership and community service. Students have the opportunity to participate in leadership trainings and DECA competitions. DECA partners with many national corporations which offer employment and scholarship opportunities.

## Advanced Conditioning

**Pre-Requisites:** Successful completion of Intro to Fitness and Lifetime Fitness or equivalents

**Grades:** 10-12, may be repeated

**Note: 0-Hour class students must provide their own transportation**

**Graduation Requirement Credit:** Elective

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This is an elective-only class designed for those students who have completed **ALL** fitness and health requirement courses and want to continue working towards their

fitness goals in the weight room. Students will be expected to demonstrate, evaluate, use and build on skills and knowledge developed in prior fitness classes.

## Algebra 1

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets  NCAA

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Algebra will weave together a variety of concepts, procedures and processes in mathematics. Students will develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others and communicate their ideas clearly as they work through

these mathematical concepts and algebraic procedures. Topics for this course include a study of linear, quadratic and exponential functions as well as statistics. Use of the graphing calculator is an integral part of this course.

## Algebra II and Algebra II Honors

**Pre-Requisites:** Geometry

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets  NCAA

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**Algebra II:** Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and

solving exponential equations using the properties of logarithms. The practice standards; problems solving, communication and connections apply throughout this course. Through the content and practice standards, students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Use of the graphing

calculator is an integral part. The Smarter Balanced Assessment taken during the junior year tests mathematics content through this course and is a graduation requirement.

**Algebra II Honors:** This math course option follows the Algebra 2 curriculum but will go into greater depth in the

development of the course concepts. This Honors course is a challenging option designed for students who have demonstrated high levels of academic achievement in mathematics. The Honors distinction is an option available to all students enrolled in Algebra II.

### **Anatomy and Physiology**

**Pre-Requisites:** Biology or PLTW Biomed Year 1

**Grade:** 10-12

**Graduation Requirement Credit:** Science

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Multi-disciplinary, Public Service, STEM

This course involves an in-depth study of the structure and function of the human body. Students learn how anatomy and physiology are interrelated and how the body maintains internal balance. Various human body systems are studied in depth at both the microscopic and

macroscopic levels. This course involves hands-on investigations, including dissections. This course should be of high interest to students who are considering health science careers or who simply want a deeper understanding of the biology of the human body.

### **AP Biology**

**Pre-Requisites:** Biology or PLTW Biomed Year 1, Pre-course summer assignment

**Grade:** 10-12

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Multi-disciplinary, Public Service, STEM

This Advanced Placement (AP) Biology course is approved and certified by the College Board. It is intended to be the equivalent of a college-level general biology course. AP Biology follows the program syllabus outlined by the College Board, in which students study concepts in the following 4 Big Ideas: evolution and diversity of life, biological systems, biological information and interactions

between biological systems. Students participate in laboratory investigations as a part of their course experience and will have the opportunity to develop scientific reasoning abilities and skills. This course prepares students to successfully complete the AP exam in biology. A score of 3, 4 or 5 on the AP exam is accepted by many cooperating colleges for college credit.

### **AP Calculus AB and AP Calculus BC**

**Pre-Requisites:** Pre-calculus Pre-course summer assignment for AP Calculus BC

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**AP Calculus AB:** AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students are taught to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to

help solve problems, experiment, interpret results, and support conclusions.

**AP Calculus BC:** Explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series.

### **AP Chemistry**

**Pre-Requisites:** Chemistry

**Grade:** 11-12

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Multi-disciplinary, Public Service, STEM

Advanced Placement (AP) Chemistry is approved and certified by the College Board. It is intended to be the

equivalent of a college level general chemistry course. AP Chemistry follows the program syllabus outlined by the

College Board, in which students explore a range of advanced topics related to inorganic and organic chemistry. Students participate in laboratory investigations that develop their inquiry skills and laboratory techniques and will have an opportunity to

enhance their mathematical abilities by working with quantitative data. This course provides a critical foundation for students interested in medicine, pharmacy, physical therapy, veterinarian sciences, chemistry, biology, engineering and other STEM related disciplines.

### **AP Comparative Government and Politics and AP US Government and Politics**

**Pre-Requisites:** None

**Grades:** 12 One semester each

**Graduation Requirement Credit:** Comparative Government = CWA; US Government = Civics and WA State

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

**AP Comparative Government:** This course is designed for students wishing to learn more advanced concepts about governments around the world. Students are introduced to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Content will include the study of China, Great Britain, Iran, Mexico, Nigeria and Russia and how politics, institutions and behaviors shape these nations. Course work is equivalent to a college

introductory course. Students who pass the AP test will receive college credit from most universities.

**AP US Government:** This course gives students an analytical perspective on government and politics in the US. It includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires knowledge and understanding of the various institutions, groups, beliefs, and ideas that constitute US government and politics.

### **AP Computer Science**

**Pre-Requisites:** Algebra 1

**Grades:** 9-12

**Graduation Requirement Credit:** CTE, Science

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Business and Industry, Multi-disciplinary, STEM

AP Computer Science provides instruction in the use of the JAVA programming language to design, write and

analyze programs and subprograms in preparation for the AP Computer Science exam.

### **AP English Language and Composition**

**Pre-Requisites:** Pre-course summer assignment

**Grades:** 11

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

The Advanced Placement English Language and Composition will engage students in becoming skilled readers of primarily nonfiction prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading will make

students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students may elect to take the College Board AP Exam in Language and Composition in May.

### **AP English Literature and Composition**

**Pre-Requisites:** Pre-course summer assignment

**Grades:** 12

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

This course, comparable to an introductory college literature course, teaches careful reading and critical analysis of imaginative literature from various cultures and time periods. Composition assignments include

paragraphs, timed essays, formal essays (personal, expository, and argumentative), and a literary analysis research paper. Students may elect to take the College Board AP Exam in Literature and Composition in May.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **AP Environmental Science (APES)**

**Pre-Requisites:** Biology or PLTW Biomed Year 1

**Grade:** 11-12

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets (☑) NCAA

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

This AP Environmental Science (APES) course is approved and certified by the College Board. It is intended to be the equivalent of a college level environmental science course. APES follows the program syllabus outlined by the College Board. Students use scientific principles, concepts and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these

problems, and to examine alternative solutions for resolving and/ or preventing them. The following themes provide foundation for the course's structure: 1. Science is a process. 2. Energy conversions underlie all ecological processes. 3. The Earth itself is one interconnected system. 4. Humans alter natural systems. 5. Environmental problems have a cultural and social context. 6. Human survival depends on developing practices that will achieve sustainable systems.

### **AP European History**

**Pre-Requisites:** None

**Grades:** 9-10

**Graduation Requirement Credit:** World History

**College Entrance Requirement (CADR):** Meets (☑) NCAA

**Pathway Options:** Arts and Humanities, Multi-disciplinary

This course covers major trends and events from approximately 1450 (High Renaissance) to the present. Major themes are the political, diplomatic, intellectual, cultural, social and economic history of this era. Course

work is equivalent to a college introductory course. If successfully completed, this course will fulfill the World History social studies requirement.

### **AP Human Geography**

**Pre-Requisites:** None

**Grades:** 9-11

**Graduation Requirement Credit:** Contemporary World Affairs

**College Entrance Requirement (CADR):** Meets (☑) NCAA

The purpose of AP Human Geography course is to introduce students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its

environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students may elect to take the Advanced Placement exam. Students who pass the Advanced Placement test will receive college credit from most universities.

### **AP Physics 1**

**Pre-Requisites:** Successful completion of Algebra and Geometry

**Grade:** 10-12

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets (☑) NCAA

**Pathway Options:** Multi-disciplinary, STEM

This Advanced Placement Physics course is approved and certified by the College Board. It is intended to be the equivalent of a college level general physics course. AP Physics 1 follows the program syllabus outlined by the College Board, in which students explore Newtonian mechanics (including rotational dynamics and angular

momentum); work, energy, and power; and mechanical waves and sound, and introductory electric circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional science boundaries and provide a broad way of thinking about the physical world.

### **AP Psychology**

**Pre-Requisites:** None

**Grades:** 11-12

**Graduation Requirement Credit:** Elective, after successful completion of 3 years of science may take in lieu of science

**College Entrance Requirement (CADR):** Meets (☑) NCAA

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This course introduces students to the systemic and scientific study of behavior and mental processes. Primarily, the course will explore the psychological facts, principles and phenomena associated with each of the

major subfields of psychology (consciousness, learning, personality, cognition, etc.) The objective is to take and pass the AP Exam for psychology and all aspects of the course will reflect this fact.

### **AP Seminar Capstone (junior year) AP Research Capstone (senior year)**

**Pre-Requisites:** None

**Grades:** 11 and 12

**Graduation Requirement Credit:** Junior Year (Seminar): Civics and CWA / Senior Year (Research): elective

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

The Capstone Credential will give students new ways to stand out on college applications and builds a stronger foundation in independent research, presentation, collaborative teamwork, with the knowledge and skills essential for success in college and beyond. In the first year of this two-year program, students develop critical thinking skills and make connections between AP subjects while exploring issues of global relevance which includes a written exam, team project, and presentation. Students must be concurrently enrolled in AP Language and Composition which is considered the “anchor” course connecting themes and topics presented in the Seminar

course. In the second year, students complete a year-long mentored research project that culminates in a 20-page research paper that builds on AP and/or Seminar subjects. The program combines the in-depth subject-matter study offered through AP courses and exams with the interdisciplinary global seminar curricula and assessment of research projects and presentations offered by University of Cambridge International Examinations. To earn the AP Capstone Credential: 1. earn a passing score on the Seminar Course; 2. earn a passing score on the Research Project; 3. earn scores of 3 or higher on a minimum of 3 AP Exams.

### **AP Statistics**

**Pre-Requisites:** Algebra 2

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets (☑) NCAA

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP

Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

### **AP Studio Art 2D Design: Art**

**Pre-Requisites:** Drawing, Sculpting & Painting or Painting

**Grades:** 10-12, may be repeated

**Graduation Requirement Credit:** Art

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

AP Studio Art 2D is for students interested in completing the AP Studio Art 2D Portfolio to submit to the College Board to receive college credit. Students are challenged

to develop their own work while meeting the requirements for the portfolio as stated by the College Board. The class explores a variety of mediums, subject matters and style.

### **AP Studio Art 2D Design: Photography (Digital)**

**Pre-Requisites:** Digital Photography or teacher permission

**Grades:** 10-12, may be repeated

**Graduation Requirement Credit:** Art, CTE

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, STEM

Advanced Placement Photography (Studio Art 2D Design) is for art students who are interested in completing the AP Digital Photography Portfolio to submit to the College Board to receive college credit. Students

are challenged to develop their own work while meeting the requirements for the portfolio as stated by the College Board. This class explores a variety of mediums, subject matters and styles of digital photography.

### **AP Studio Art 3D Design: Art (Sculpture)**

**Pre-Requisites:** Sculpture

**Grades:** 11-12, may be repeated

**Graduation Requirement Credit:** Art

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Advanced Placement Studio Art 3D is for art students who are interested in completing the AP Studio Art 3D Portfolio to submit to the College Board to receive college credit. Students are challenged to develop their

own work while meeting the requirements for the portfolio as stated by the College Board. The class explores a variety of mediums, subject matters and style.

### **AP Studio Art 3D: Fabric and Fashion**

**Pre-Requisites:** Fabric and Fashion

**Grades:** 10-12

**Graduation Requirement Credit:** Art, CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

AP Fabric and Fashion 3D is for art students who are interested in completing the AP Fabric and Fashion Studio Art 3D Portfolio to submit to the College Board to receive college credit. Students are challenged to develop their own work while meeting the requirements for the portfolio as stated by the College Board. This class explores a variety of mediums, subject matters and styles

of the textile and apparel industry by analyzing textiles, exploring fashion trends and examining the past influences on fashion. Students looking for a career in the designing, manufacturing or retail sales of apparel and interior design will find this an exciting class that will introduce them to the many options available in the textile and apparel industries.

### **AP Studio Art: Drawing**

**Pre-Requisites:** Drawing, Sculpting & Painting or Painting

**Grades:** 10-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

AP Drawing is for art students who are interested in completing the AP Drawing Portfolio to submit to the College Board to receive college credit. Students are challenged to develop their own work while meeting the

requirements for the portfolio as stated by the College Board. This class explores a variety of mediums, subject matters and styles.

### **AP US History**

**Pre-Requisites:** None

**Grades:** 11

**Graduation Requirement Credit:** US History

**College Entrance Requirement (CADR):** Meets  NCAA

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

The Advanced Placement US History program is a comprehensive college-level course that is organized chronologically. The assigned readings are from several books used in American universities. The teaching and study techniques have been chosen to prepare the

student to do excellent work in college. The examinations and papers are similar to those the student will encounter in college work. Students may elect to take the Advanced Placement exam.

### **AP World History**

**Pre-Requisites:** None

**Grades:** 9-10

**Graduation Requirement Credit:** World History

**College Entrance Requirement (CADR):** Meets  NCAA

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

AP World History offers students a broad view of events, ideas and movements that have led to the contemporary world. This course has a brief review of ancient human

history, but largely covers the history of major civilizations from 1450 to the present.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

**AP World Language – German, French, Japanese, Spanish**

**Pre-Requisites:** Successful completion of 3<sup>rd</sup> year German, French, Japanese; successful completion of 4<sup>th</sup> year Spanish

**Grade:** 9-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

(Please see the description for this course under the World Language section.)

**Applied Field Science (formerly Outdoor Living)**

**Pre-Requisites:** None

**Grade:** 11-12

**Graduation Requirement Credit:** Science

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Business and Industry, Public Service, Multi-disciplinary, STEM

This course provides a practical and relevant approach to understanding several fundamental science concepts and principles. Students engage in classroom experiences that investigate a wide variety of science applications in the local and regional environment. Some of the topic areas studied in the course include: safety in the outdoors (including first aid); water as a resource; food resources

and nutrition; plant and animal characteristics; animal behavior including hunting and fishing; understanding weather; ecological principles; backpacking; orientation and maps; and geology and landforms. Students participate in several activities in which they will develop knowledge of science and practical skills that will direct applications in their lives.

**AVID (Advancement Via Individual Determination)**

**Pre-Requisites:** Application and approval is required

**Grades:** 9-12, may be repeated up to 8 semesters

**Graduation Requirement Credit:** Elective

**Pathway Options:** Multi-disciplinary

AVID is a program that prepares students for college eligibility and success. The AVID class addresses key elements in college preparation including academic survival skills, college entry skills, tutorials, motivational

activities and career and college exploration. Students who participate in the AVID program will take courses that meet 4-year college entry requirements while learning time management, note taking and essay writing.

**Band-Intermediate (Concert)**

**Pre-Requisites:** None

**Grade:** 9-12, may be repeated Possible fees for use of school instruments and uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Students who play brass, woodwind and percussion instruments should enroll in this class. Fundamentals of all band instruments will be introduced and explored. This is a great class to sharpen performance skills to audition for the select, more advanced ensembles. Various styles

of band music will be performed. Students in this class will also have the opportunity to be part of the school marching and pep bands. Opportunities to perform include (but are not limited to) festivals, contests, sporting activities and concerts.

**Band-Jazz Band-Intermediate and Advanced**

**Pre-Requisites:** None. Audition is required for Advanced.

**Grade:** 9-12, may be repeated Possible fees for use of school instruments and uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Opportunities to perform include (but are not limited to) festivals, contests and concerts.

**Intermediate:** Students who would like to explore instrumental jazz music should take this class. All aspects of the fundamentals of proper jazz techniques will be introduced. Instruments included in a jazz ensemble are saxophone, trumpet, trombone, piano, guitar, bass guitar and percussion. Participation requires a commitment to performing both in class and outside of the school day.

**Advanced:** This is a select jazz ensemble for the serious instrumental musician who desires advanced training in jazz concepts and performance. Instruments included in a jazz ensemble are saxophone, trumpet, trombone, piano, guitar, bass guitar and percussion. An active performing schedule including school concerts & special community events is a major aspect of this ensemble.

### **Band-Percussion Ensemble and Advanced Percussion Ensemble**

**Pre-Requisites:** Previous percussion experience is required as well as teacher permission.

**Grade:** 9-12, may be repeated Possible fees for use of school instruments and uniform cleaning that may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets  
**Pathway**

**Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

**Percussion Ensemble:** This class is for the experienced percussionist who is interested in exploring many different phases of the world of percussion. Members will comprise all (or part) of the percussion sections of the intermediate (Drumline) and advanced bands, marching band and pep band. They also perform percussion ensemble music and solo literature.

**Advanced Percussion Ensemble** is for the experienced percussionist who is interested in performing diverse concert percussion literature within the large ensemble genre. In addition to a full percussion ensemble compliment, the members of the ensemble are also the percussion sections for the Concert and Wind Ensemble. Members are selected via audition and need to contact the instructor to set an audition time.

### **Band-Wind Ensemble-Advanced**

**Pre-Requisites:** Special permission of the instructor is required.

**Grade:** 9-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

This select band consists of students who have a strong instrumental music background. Students will get a chance to sharpen their skills through challenging music and performances. All styles of band music will be performed. Students in this class will also have the

opportunity to be part of the school marching and pep bands. Participation requires a commitment to performing both in class and outside of the school day. Opportunities to perform include (but are not limited to) festivals, contests, sporting activities and concerts.

### **Biology**

**Pre-Requisites:** None

**Grade:** 9-10

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets ( NCAA)

**Pathway Options:** Multi-disciplinary, Public Service, STEM

Biology is the study of living systems and interactions between living and non-living systems. Biology is an introductory lab science course designed for ninth grade students. Using the Next Generation Science Standards as a guide, students explore essential questions underlying topics in cellular biology, heredity, evolution and ecosystems. Questions guiding exploration include: *How do organisms live and grow? How and why do organisms interact with their environment, and what are the effects of these interactions? How are characteristics*

*of one generation passed to the next? How can individuals of the same species have different characteristics? What evidence shows that different species are related?* In addition to acquiring content knowledge specific to biology, students also deepen their understanding of science and engineering practices through hands-on inquiry that involves asking questions, designing and carrying out investigations, and exploring and applying core science concepts that span across and unify all disciplines of science.

### **Bridge to College English**

**Pre-Requisites:** None

**Grades:** 12

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets ( NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Public Service, Multi-disciplinary, STEM

This course focuses on the English Language Arts key readiness standards from Washington State's K-12 Learning Standards for English Language Arts (the Common Core State Standards, CCSS-ELA). The course

is designed to prepare students for entrance into post-secondary credit-bearing courses. The course addresses lessons in critical reading, academic writing, speaking and listening, research and inquiry, and language use.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **Business and Marketing A/B (DECA)**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary

This is a great course if you are interested in any area of business and marketing. Students obtain career and professional development and are exposed to a wide variety of marketing topics such as business ownership, promotion, sales, economics, communication and leadership. Students are introduced to the world of

**College credit can be earned.**

business, marketing, economics, and social responsibility, focusing on communication and interpersonal skills essential for success in the business world. Students will also participate in DECA, the student leadership organization. This class is a must for every student who is considering a career in the business world.

### **Business Education Worksite Experience (Worksite Learning) (DECA)**

**Pre-Requisites:** Qualifying course in Business and Marketing

**Grades:** 11-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary

This is a great way for you to put what you have learned in the business classroom to use by working an actual job site. If you are currently enrolled or have previously taken a business education course and work in a business,

management or administrative related occupation, you may qualify to earn one credit for every 360 hours you work. You will work with your employer and a teacher to create a valuable learning experience in the real world.

### **Ceramics**

**Pre-Requisites:** Drawing, Sculpting and Painting or demonstrate understanding of the visual arts elements and principles is recommended

**Grades:** 10-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Do you like working with your hands? Have you always wanted to learn how to throw a pot on the wheel? Ceramics explores hand building and wheel throwing

techniques. Students make both functional and sculptural forms to keep or give as gifts. This class will create portfolio pieces to be considered for AP submission.

### **Chemistry**

**Pre-Requisites:** Geometry and/or currently enrolled in Algebra II

**Grade:** 10-12

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets ( NCAA)

**Pathway Options:** Multi-disciplinary, Public Service, STEM

Chemistry is the study of the properties of matter and its interactions. This introductory lab science course is designed for students after their freshman year. Using the Next Generation Science Standards as a guide, students explore essential questions underlying topics including the structure and properties of matter and chemical reactions. Questions guiding exploration include: "How can one explain the structure, properties and interactions

of matter?" And "How is energy in chemical reactions transferred and conserved?" In addition to acquiring content knowledge specific to chemistry, students also deepen their understanding of science and engineering practices through hands-on inquiry that involves asking questions, designing and carrying out investigations, and exploring and applying core science concepts that span across and unify all disciplines of science.

### **Child Development**

**Pre-Requisites:** None

**Grades:** 10-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service

- Explore parenting skills
- Learn about prenatal care, birth ages and stages
- Take home baby simulator

- Career exploration
- Industry standard certification (STARS)
- Make a difference in children's lives!

### **Choir (Lunch Bunch)**

**Pre-Requisites:** Special permission is required, and participation requires membership in an additional choir class

**Grade:** 10-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Part-time Symphonic Choir or "Lunch Bunch" is available for students who want to enrich their choir experience by

performing with the Symphonic Choir. Lunch Bunch has the same performance schedule as the Symphonic Choir.

### **Choir-Advanced (Symphonic)**

**Pre-Requisites:** Audition is required

**Grade:** 10-12, may be repeated

Possible fees for uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Students will continue to focus on tone quality and intonation in the ensemble and in small groups. Team work, cooperation and gaining self-confidence through performing will be emphasized as well as individual and group vocal techniques. Sight, part and solo singing;

vocal pedagogy; and performance are included. Choral literature of various forms and genres will be performed. Performances include (but are not limited to) four major concerts, festivals, contests and tour.

### **Choir: Advanced Small Vocal Ensemble (Canterbury Belles)**

**Pre-Requisites:** Audition is required, and participation requires membership in Symphonic Choir

**Grade:** 10-12, may be repeated

Possible fees for uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanity, Business and Industry, Multi-disciplinary

These students will continue to sharpen their vocal technique through more demanding music. Strong emphasis is placed on musical interpretation, expression, presentation and the ability to work independently as well

as within the ensemble. The Canterbury Belles have an active performance schedule in the community as well as four major concerts, festivals, contests, tours and retreat.

### **Choir-Intermediate (Treble)**

**Pre-Requisites:** None

**Grades:** 9-12

Possible fees for uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Open to female students who are interested in improving their vocal and musicianship skills. Emphasis is given in rehearsal and concert etiquette and the responsibilities associated with membership in a performing group. Students will learn basic music theory and music reading

skills. The class will focus on tone quality and intonation within the ensemble as well as vocal technique and musical interpretation. Performances include (but are not limited to) four major concerts, festivals and contests.

### **Choir: Intermediate Vocal Ensemble (Saxon Knights) – meets 0 period before school**

**Pre-Requisites:** Audition required; participation requires membership in Symphonic Choir or instrumental large ensemble

**Grade:** 9-12, may be repeated

Possible fees for uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**Zero Hour class students must provide their own transportation.**

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Saxon Knights meet three mornings a week. Special attention will be placed on creating a strong male sound through vocal production and technique. Music varies in

genre from popular to classical music. Performances include (but are not limited to) four major concerts, festivals, contests and a tour.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **Choir: Jazz Choir-Advanced (Camerata)**

**Pre-Requisites:** Audition is required; participation requires membership in Symphonic Choir

**Grade:** 10-12, may be repeated

Possible fees for uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

This choir is designed for students who desire advance training in vocal jazz. Students will learn jazz concepts such as vocal improvisation, while they continue to develop their vocal technique. They will also learn how to

use PA equipment. Camerata has an active performance schedule in the community as well as four major concerts, festivals, contests, tour and a retreat.

### **Choir: Vocal Ensemble (Show Choir) – meets 0 period before school**

**Pre-Requisites:** Audition required; participation requires membership in Symphonic Choir or instrumental large ensemble

**Grade:** 9-12, may be repeated

Possible fees for uniform cleaning may be charged.

**Graduation Requirement Credit:** Art

**Zero Hour class students must provide their own transportation.**

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanity, Business and Industry, Multi-disciplinary

This class meets three mornings a week. Students will develop musical show choir skills including choreography and dance. They continue to learn a variety of singing

styles, with a focus on more popular and audience-oriented selections. Performances include (but are not limited to) four major concerts, festivals and contests.

### **Civics and Contemporary World Affairs (CWA)**

**Pre-Requisites:** None

**Grades:** 12 One semester each

**Graduation Requirement Credit:** Civics = Civics/WA State; CWA = CWA

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service

**Civics:** Students will gain an understanding of the following concepts: Constitutional and Economic Underpinnings of American Government, Political Parties, Beliefs, and Behaviors, Interest Groups and Mass Media, Institutions of Government, Public Policy, Civil Rights and Liberties. Through study of these topics, students will gain a vital understanding of the American system of

governance and apply their understanding to an analysis of current issues. **CWA:** This course will examine the key issues facing our world today. Students will bring together the understanding and skills they have developed over the years in social studies to dig deeper into the problems of the environment, the proliferation of weapons, pandemics, terrorism, international conflict, and more.

### **Computer Science Principles**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, STEM

Computer Science Principles begins with learning about what is involved in sending digital information from one place to another and ends with students developing new apps. Additional topics include the internet and how its development has affected both society and computation.

In between students learn about algorithms, web executed applications, structured data and technology and modern innovation. Students have the option of taking the AP Exam in the spring.

### **Connect 9 and Connect 11 (formerly PBL)**

**Pre-Requisites:** Recommendation, Application and Interview

**Grades:** 9 and 11

**Graduation Requirement Credit:** 9<sup>th</sup>: English and Health/Fitness; 11<sup>th</sup>: English and Science

**College Entrance Requirement (CADR):**

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary. Public Service

Connect is offered in a two-hour block with teachers who facilitate and monitor learning through a project-based format. The overall class is designed to educate students to monitor their own well-being and academic growth. Mental wellness and daily mindfulness are practiced.

**Connect 9:** The purpose of this two-hour block class is to connect English and health/fitness content in meaningful and authentic ways. **Connect 11:** The purpose of this two-hour block class is to connect English and science content in meaningful and authentic ways.

### **Culinary and Hospitality (Prostart)**

**Pre-Requisites:** Foods and Nutrition recommended

**Grades:** 10-12, may be repeated up to 6 semesters

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service

Prostart is a year-long program, you may earn college credit from selected schools after successful completion of the national exam. Students may earn college credit after successful completion of the 2<sup>nd</sup> year and passing national exam.

- Develop culinary, hospitality & tourism skills
- Event planning, preparation and service
- Field trips and industry guest speakers
- Culinary and Management Competition
- Learn management/financial side of food service operation
- Option of operating Saxon Grounds

### **Culinary and Hospitality (Prostart) Internship—Espresso Stand**

**Pre-Requisites:** Culinary and Hospitality (Prostart) and special permission of instructor

**Grades:** 10-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service

This class provides the opportunity to practice the operations of a business. Students become lab assistants and learn to be a barista. Duties of the workplace are

simulated as students operate the espresso stand, practice communication skills and learn valuable on-the-job training.

### **Cyber Security in Computer Systems**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

Be part of this elite team charged with protecting business and personal information, as well as safeguarding national security! The Cyber Security program focuses on the principles and techniques used to identify, search,

seize and analyze digital media as well as to conduct cyber-investigations against criminal and terrorist activity using sound handling and examination procedures.

### **Debate (meets 0 period—before school)**

**Pre-Requisites:** None

**Note: 0-Hour class students must provide their own transportation**

**Grade:** 9-12, may be repeated up to 8 semesters

**Graduation Requirement Credit:** Elective

Participation in competition is required.

**Pathway Options:** Arts and Humanity, Business and Industry, Multi-disciplinary, Public Service, STEM

This course is designed for any students interested in perfecting their speaking styles, fine tuning their critical thinking skills and mastering research techniques for use in many other areas. Students will have the opportunity to participate in the following forensic events: original

oratory, extemporaneous, impromptu and expository speaking, humorous, dramatic and reading interpretation. Debate style will focus on “one-on-one”, Lincoln/Douglas format. Much of the work will be done independently, outside of school and/or class time.

### **Digital Game Programming**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

This class gives a structure for students to examine the digital gaming industry. Students will analyze existing games, develop a game idea/high level concept, create a character/avatar, develop a storyboard and flowchart, and create a level design and graphical user interface.

Students will also develop a project management infrastructure for game development. Students finishing this class will leave with a base knowledge of the game development industry and will have synthesized what it takes to create a successful game.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **Drawing—Intermediate and Advanced**

**Pre-Requisites:** None

**Grades:** 9-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

**Intermediate:** Do you like to draw? This class will explore a variety of media and techniques to create drawing that ranges from abstract to realistic. Both color and black and white media will be used. This class will continue to create portfolio pieces to be considered for AP submission.

**Advanced:** Grades 10-12 Students apply the elements and principles of visual art by demonstrating a variety of

drawing media and techniques to create artwork. Subject matter varies from still life to the human form to nature and abstract design. The study of art history, cultures and artists provide vocabulary skills and a foundation for students to discuss and evaluate their own work in a supportive atmosphere. Students will create portfolio pieces to be considered for AP submission.

### **Drawing, Sculpting and Painting**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Explore your creativity and discover hidden talents. This exploratory course focuses on developing the skills & vocabulary used by designers/artists to develop ideas and produce drawings, paintings, and sculpture. The emphasis is on the fundamentals that help build a strong

creative background that so many companies and employers are dependent upon. This class will begin a portfolio to be considered for culminating project. A wide variety of styles, techniques, artists and eras will challenge students in their definition of art.

### **Early Childhood Education (Preschool)**

**Pre-Requisites:** Child Development preferred

**Grades:** 11-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service

Two years of Early Childhood Education are available. The first-year students work in Early Childhood Education (preschool) and the second-year students are an Early Childhood Education Assistant.

. Plan activities for children .Teach preschool  
. Explore career opportunities . Earn college credit  
ECE-one of the fastest growing employment opportunities.

**English Language Development (ELD)** courses are designed to align to the *National Geographic/CENGAGE Learning curriculum* (used in ELD English 1, 2, 3, and 4) and should develop students' level of English skills from their current language proficiency level (determined by the ELPA) to higher levels of language proficiency. These courses foster students' acquisition of the four language skills of reading, writing, listening and speaking in English.

### **ELD English Newcomer**

**Pre-Requisites:** Level 1 on WELPA/ELPA

**Grade:** 9-12

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

ELD English Newcomer is an intensive beginning class offered at the ELD Newcomer Center for high school aged students who are Non-English speakers and are just starting their education in the United States. This class

utilizes the Inside the USA Newcomer curriculum and is meant for students at the earliest levels of English language proficiency: preproduction and early production.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

## **ELD English 1, 2, 3, 4**

### **Pre-Requisites:**

- English 1: Below 80%-Edge Phonics and Decoding Assessment OR Lexile levels 10-485 on EDGE Placement Test
- English 2: Lexile levels 520-735 on EDGE Placement Test
- English 3: Lexile levels 770-875 on EDGE Placement Test
- English 4: Lexile levels 915-1065 on EDGE Placement Test

**Grade:** 9-12

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**English 1** aligns with ELA and ELP standards and is designed for students in the early production/beginning speech emergent stages of second language acquisition. This class utilizes the Fundamentals curriculum listed above. Students in ELD English 1 will take ELD 1 concurrently.

**English 2** aligns with ELA and ELP standards and is designed for students in the speech emergent stage of second language acquisition, utilizing the Level A. Students in ELD English 2 will take ELD 2 concurrently.

**English 3** aligns with ELA and ELP standards and is designed for students in the advanced speech emergent/beginning intermediate fluency stage of second language acquisition. This class utilizes the Level B, Volume 1 curriculum.

**English 4** aligns with ELA and ELP standards and is designed for students in the intermediate fluency stage of second language acquisition. This class utilizes the Level B, Volume 2 curriculum.

## **ELD 1 and ELD 2**

**Pre-Requisites:** Enrolled concurrently in ELD English 1 or ELD English 2

**Grade:** 9-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

ELD 1 and ELD 2 area 2<sup>nd</sup> language development courses that accompanies ELD English 1 or 2 and uses EDGE curriculum.

## **ELD World History and ELD US History**

**Pre-Requisites:** Meets language proficiency level indicated in description

**Grade:** 9-12

**Graduation Requirement Credit:** World History or US History

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service

**ELD World History:** ELD Community Studies aligns with Language Proficiency Level 1 [Beginner/Advanced Beginner] and ELD Standards for Proficiency Level 1. The Language Development focus is reading academic text. The content focus of ELD World History and World Geography. Gateway to Social Studies is the

supplemental text used. **ELD US History:** ELD US History aligns with Language Proficiency Level 2 [Intermediate] and ELD Standards for Proficiency Level 2. The Language Development focus is reading academic text and focuses on US History and government.

## **ELD Basic Math Newcomer and ELD Math**

**Pre-Requisites:** Meets language proficiency level indicated in description

**Grade:** 9-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**ELD Basic Math Newcomer-**for students enrolled in the ELD Newcomer Center, who need to learn the vocabulary of Math and to learn basic arithmetic/math skills. **ELD Math** - for students whose language proficiency and math skills require additional development before the students

can be successful in a general education Algebra 1 course. This course is taught by a Math teacher who is supported by a Bilingual Specialist and collaborates with the ELD teachers to help develop the students' math language skills while developing math skills.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **English 9 and English 9 Honors**

**Pre-Requisites:** None (English 9), pre-course summer assignment (English 9 Honors)

**Grades:** 9

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**English 9:** Investigate the thematic concept of coming of age. Students will read Harper Lee's novel *To Kill a Mockingbird*; informational articles about college; short stories by Poe and Collier; historical articles about segregation; poetry by Wordsworth, Neruda, and Cardiff; and Shakespeare's *Romeo and Juliet*. From the reading, students will gather evidence from texts and incorporate it in written and oral responses, including a presentation using multiple forms of media. Students encounter more varied and complex writing in this grade as they write in a variety of modes including argumentative, informational,

and narrative writing. Film texts are a large part of the activities. Students study a film director's style and analyze how style is evident in the transformation of print texts to films. Students also study *Romeo and Juliet* analyzing how key scenes are represented in multiple film versions as well as the print text.

**English 9 Honors:** This course offers students an extension of the core curriculum of English 9. Enrichment activities and assignments are provided throughout the course. The completion of this course prepares students to take advanced placement classes later in high school.

### **English 10 and English 10 Honors**

**Pre-Requisites:** None (English 10), pre-course summer assignment (English 10 Honors)

**Grades:** 10

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**English 10:** Students explore the thematic concept of culture. Texts include Chinua Achebe's *Things Fall Apart*, Sophocles' *Antigone*, Susan B. Anthony's "On Women's Right to Vote," and the Nobel Prize acceptance speeches of Aleksandr Solzhenitsyn and Elie Wiesel. Students are challenged to use evidence from these texts in both written and oral responses. Students will study the extent to which one's culture influences one's worldview and incorporate textual evidence in a written argument. Research plays a role as students investigate the Ibo

culture represented in *Things Fall Apart* and present their findings in a collaborative presentation with digital media. Film texts play a role when students analyze the degree of objectivity and subjectivity present in documentary films while gathering evidence about environmental issues.

**English 10 Honors:** offers students an extension of the core curriculum of English 10. Enrichment activities and assignments are provided throughout the course. The completion of this course prepares students to take more demanding, advanced placement classes.

### **English 11**

**Pre-Requisites:** None

**Grades:** 11

**Graduation Requirement Credit:** English

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Students will explore the concept of the American Dream. Students will read foundational U.S. documents such as Lincoln's Second Inaugural Address and The Declaration of Independence, essays by Thoreau and Emerson, poetry by Hughes and Whitman, Arthur Miller's drama *The Crucible* and Zora Neale Hurston's *Their Eyes Were Watching God*. These texts will help students gather

evidence to incorporate in an informative essay defining what it means to be an American and a synthesis essay that argues whether or not America still provides access to the American Dream. Students will compare both print and film versions of *The Crucible* and study various features of news outlets while working collaboratively to create their own news outlet.

### **English 12: Creative Writing**

**Pre-Requisites:** None

**Grades:** 11-12 (11<sup>th</sup> grade is an elective, 12<sup>th</sup> grade may be English or an elective)

**Graduation Requirement Credit:** English 12, elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service

This course is designed for students who plan to continue their post-secondary education at the university/collegiate level and value the intellectual pursuit of the liberal arts.

Study will include world literature of various historical periods and application of reading, writing, oral communication and critical thinking skills.

### **English 12: Mythology**

**Pre-Requisites:** None

**Grades:** 11-12 (11<sup>th</sup> grade is an elective, 12<sup>th</sup> grade may be English or an elective)

**Graduation Requirement Credit:** English 12, elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Students explore myths from various cultures around the world, including, but not limited to the classical mythology from Greece and Rome. Students will examine portrayals of creation, gods/goddesses, heroes and monsters. Students will benefit by becoming literate in mythological allusions and inferences in the modern world. Students who are career and college ready have the capacity to be

independent, flexible, technologically savvy and open-minded. Because the study of mythology offers a link between the culture of the mythmaker and the present culture, students are constantly being asked to understand not only what but why, to build content but also to make connections and draw conclusions.

### **English 12: Writing on Film**

**Pre-Requisites:** None

**Grades:** 11-12 (11<sup>th</sup> grade is an elective, 12<sup>th</sup> grade may be English or an elective)

**Graduation Requirement Credit:** English 12, elective

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Writing on Film is a substantial, engaging and comprehensive course. Students learn to read film, gain experience annotating informational text, analyze differences and similarities between film and literature, develop a sophisticated appreciation and application of visual symbolism, understand more fully the development of story and plot, and comprehend the intersection between societal norms with creative expression. Students read two novels, participate in Literary and

Socratic Circles and practice deeper thinking, listening and speaking skills. Writing skills are exercised and polished including writing a pitch for an imaginary Hollywood studio. Through two short film projects and using digital media, students learn how to tell a story succinctly, visually and authentically. Through the study and practice of 21st century skills students experience Writing on Film as a doorway into the ever-expanding media business.

### **Environmental Chemistry**

**Pre-Requisites:** Biology or PLTW Biomed Year 1 and teacher recommendation

**Grade:** 10

**Graduation Requirement Credit:** Science

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Business and Industry, Public Service, Multi-disciplinary, STEM

This course extends the study of science into areas dealing with the environment. Students spend a brief period reviewing chemistry concepts learned in prior grades. Following this, they will participate in learning experiences involving the chemistry of water, food, the

human body, air, natural resources (including petroleum), and radioactive substances. The course includes students' participation in laboratory investigations and involves them in developing a deeper understanding of the chemical basis underlying the natural world.

### **Fabric & Fashion**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** Art, CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Explore a variety of mediums, subject matters and styles of textile and apparel industry by analyzing textiles, exploring fashion trends and examining the past influences on fashion. Discover options available in textile and apparel industry.  
Learn basic sewing techniques  
Create a sewing project  
Learn principles of color and design

Second semester: Expand sewing techniques  
Design & create clothing projects  
Understand fabrics & finishes

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **FACSE Worksite Experience**

**Pre-Requisites:** Qualifying course in CTE and instructor permission

**Grades:** 11-12 (may be 10 if age 16), may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service

This class is a great way for you to use the skills that you have learned in any family and consumer science classroom (foods, child development, fashion). You may

qualify to earn a .25 credit for every 90 hours you work in your instructor-approved employment.

### **Filmmaking**

**Pre-Requisites:** None

**College credit can also be earned.**

**Grades:** 9-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Art and Humanities, Business and Industry, Multi-disciplinary, STEM

*Do you like movies?*

*Do you want to know more about movie making?*

*Do you want to work on a variety of film projects and produce films for the Ferris community?*

Learn how to tell stories visually. Use digital video cameras and professional editing software (Adobe Premiere) to create movies. Students participate in video

scavenger hunts, produce film “portraits” and create dramatic scenes, music videos, scriptwriting and more. Discover careers in movie making and media. In this hands-on class you will develop your skills in: organization, collaboration, communication, self-expression, time management and trouble-shooting—skills needed in any career field.

### **Fitness and Foods**

**Pre-Requisites:** Successful completion of Intro to Fitness

**Grade:** 10-12

**Graduation Requirement Credit:** CTE, Fitness (meets Lifetime Fitness Year 2 credit requirement)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

This class expands on the concepts and skills in Intro to Fitness. Refine activity specific skills, apply principles and create strategies to improve performance. Take a leadership role and apply best practices for creating a safe physical activity environment. Create, implement, monitor, self-assess and modify a personal fitness and nutrition plan. You have the chance to become

nutritionally and physically fit! Opportunities are provided to evaluate attitudes and behaviors related to your wellness. Learn health management skills through foods, nutrition, a variety of activities and exercise, positive self-image and stress management. Food labs focus on healthy food preparation methods. Heart rate monitors and fitness center monitor progress towards fitness goals.

### **Foods and Nutrition / International Foods**

**Pre-Requisites:** None; Foods and Nutrition required for International Foods

**Grades:** 9-12 1 semester (1<sup>st</sup> semester class / International Foods is the 2<sup>nd</sup> semester class)

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service

**Foods and Nutrition:** Students learn the basics of food preparation, distinguishing what makes a good recipe, the nutritional value of foods and proper basic cooking methods and techniques. Food safety and storage, meal-planning and shopping techniques are explored. Weekly foods labs focus on specific curricular areas of interest.

**International Foods** takes the information you learned in Foods and Nutrition a step further. The food selection and preparation are more advanced than in first semester, a larger variety of foods are explored, and we share our sampling of foods from around the world. Both food and culture around the world are a dual focus of this class.

### **Geometry**

**Pre-Requisites:** Algebra 1

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets (☒) NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Students will explore the basic concepts and methods of Euclidean Geometry while deepening their understanding about plane and solid geometry. Course topics include reasoning and proof, line and angle relationships, two-

and three-dimensional figures, coordinate plane geometry, geometric transformations, surface area and volume. Core processes include reasoning, problem solving and communication.

### **Guitar Lab**

**Pre-Requisites:** None

**Grade:** 9-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

This course is for the beginning or intermediate guitar player who would like to learn music fundamentals while exploring skills required to play the guitar. **Limited** school

instruments are available, so students will be asked to provide their own guitars (unless other arrangements have been made with the instructor).

### **Health**

**Pre-Requisites:** None

**Grade:** 9; one semester

**Graduation Requirement Credit:** Health

**Pathway Options:** Public Service, Multi-disciplinary, STEM

This class focuses on a variety of health concepts and skills to help plan for personal lifelong health goals. The skills to enhance health that you develop, demonstrate and apply include: analyzing influences on health behaviors; accessing valid information, products and services; using interpersonal communication; using

decision-making; using goal-setting; practicing health-enhancing behaviors; and advocating for personal, family and community health. These skills will be woven into core ideas such as wellness, diseases, nutrition, safety, stress/social emotional health, substance use and abuse and sexual health.

### **IEP: Career and Academic Preparation 9/10 and Career and Academic Preparation 11/12 (CAP)**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 9-10

**Graduation Requirement Credit:** Elective/IEP Driven

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**CAP 9/10:** offers students individualized teacher directed specially designed instruction in their content eligible areas. Students complete course work, define transition goals as part of their IEP specific to areas of interest and move towards postsecondary pursuits. Students develop independent learning skills as they respond to opportunities for self-evaluation and navigation of high school responsibilities and expectations. Students learn life skills such as attendance, punctuality, organization, responsibilities, attitude and behavior management and effort and develop time management and effort, goal setting, self-monitoring, communication, note taking, test taking, textbook usage, understanding needed

accommodations, and increase self-advocacy skills. **CAP 11/12:** designs timely individualized intensive academic intervention, systemic monitoring, credit retrieval opportunities through teacher support and/or on-line opportunities. Students develop organizational skills, time management, increase self-advocacy skills, and understanding needed accommodations. Students direct their transition course of study; complete informal and formal vocational assessments, interpret the results and become conversant with understanding self, student rights and responsibilities. Students build knowledge and skills to coordinate their movement towards post-secondary career and academic opportunities.

### **IEP: Career Choices**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class; qualifying class in CTE

**Grade:** 10-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Students will understand and be able to use the skills, work habits, and attitudes necessary to succeed in the world of work by taking this course. Applied economics,

job search and retention, business math, human relations, problem-solving and communications are among the components of this class.

### **IEP: Career Focus**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class; qualified class in CTE

**Grade:** 11-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Career Focus is a community-based, learning and training opportunity for 11th and 12th grade students. Students receive direct instruction from a business mentor as well as the teacher/coordinator in addition to work-site experience. Individualized training plans are collaboratively developed to allow students to explore

their interests, gain work-related skills, as well as apply classroom learning in a hands-on setting. Each student is assessed individually, based on real performance and visible benchmarks of performance, and work placed readiness. Individual IEP goals and objectives are addressed.

**IEP: Computer Application Modified**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 10-12, may be repeated

**Graduation Requirement Credit:** CTE

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This course is designed for students to identify personal education skills, maintain academic and personal growth data, collect authentic documentation, organize work, and demonstrate an understanding of their IEP and lead

conferences. Students increase ability to advocate for self, improve communication skills, and build confidence and ownership of their education and their life long journey towards self-advocacy.

**IEP: English Targeted 9, 10, 11 and 12**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 9,10, 11 or 12

**Graduation Requirement Credit:** English The curriculum content is aligned with district approved curriculum.

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**English Targeted 9:** provides intensive reading and writing intervention for students who have a reading goal and requires specially designed instruction.

**English Targeted 10:** provides intensive reading and writing intervention.

**English Targeted 11:** provides intensive reading and writing intervention. Students read, write and complete research projects focused on their transition to adulthood.

Students have a reading goal and require specially designed instruction.

**English Targeted 12:** provides intensive reading and writing intervention. Students read, write and complete research projects focused on their transition to adulthood. This course results in a culminating project presentation.

**Students have a reading goal and require specially designed instruction.**

**IEP: Literacy Practical Level 1 and Level 2**

**Pre-Requisites:** For high school center or included students who have IEP goals in area(s) covered in this class

**Grade:** 9-12, may be repeated

**Graduation Requirement Credit:** English or Social Studies

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**IEP: Literacy Practical Level 1** This course is for students with very limited decoding ability; limited expressive and/or receptive language skills. Students will build functional reading comprehension and vocabulary skills while completing readings and assignments from various reading curricula. Students will recognize and use community safety signs to encourage their independence and flexibility while in the community and vocational settings. Entry Levels: Emerging reading skills Curriculum Content/Outcomes: Functional reading and writing, sight words, supports assistive communication.

**IEP: Literacy Practical Level 2** This course is for students who have very little decoding ability. Students will develop functional writing and keyboarding skills that promote the use of written communication to enhance daily living situations and relationships, and successful integration into the workplace. IEP goals and objectives are addressed. Entry Levels: Emerging reading skills Curriculum Content/Outcomes: Reading connected text, functional writing skills and sight words.

IEP goals and objectives are addressed in both levels.

**IEP: Mathematics Practical Level 1 and Mathematics Practical Level 2**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 9-12, may be repeated

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

**Entry Levels Level 1:** Emerging Numeracy Skills Curriculum Content/Outcomes: Students will learn math skills necessary for independent living. This includes a focus on using money, sorting patterns, basic computational math skills, time management skills, using a calculator, and problem solving. The specific skill areas are determined by the needs of the individual student.

**Level 2:** Students will learn math skills necessary for independent living. This includes a focus on using money, sorting patterns, basic computational math skills, time management skills, using a calculator, and problem solving. The specific skill areas are determined by the needs of the individual student. IEP goals and objectives are addressed in both levels.

**IEP: Personal Choices and Organizational Strategies**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 9-12

**Graduation Requirement Credit:** Elective

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

High school programs implement intensive behavior modification and therapeutic interventions in order to provide students with the skills necessary to return to the general education classroom as soon as possible. Programs provide core academic individualized education, may utilize a token economy, a level system,

social skill instruction, behavior management and group therapy to provide comprehensive service delivery systems. In certain programs, students may be placed in general education only after they have completed several levels of program intervention or have met certain behavioral expectations.

**IEP: Practical Health and Fitness**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 9-12, may be repeated

Student's IEP goals will be addressed through instruction in adaptive skills.

**Graduation Requirement Credit:** PE or Health

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This course provides instruction in physical health and activity. Students are exposed to stretching exercises, calisthenics and cardiovascular activities. Students participate in games, individual sports, and team sports

based upon their individual needs and abilities. Students may also participate in a bicycle program using adaptive equipment geared to their physical needs.

**IEP: Office Job Training (OJT)**

**Pre-Requisites:** Student has IEP goals in area(s) covered in this class

**Grade:** 9-10, may be repeated

IEP goals and objectives are addressed.

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This course of study is designed to provide an opportunity for students to experience in building field job experiences.

Students will improve and/or develop behaviors in a variety of situations.

**IEP: Science Modified and IEP: Social Studies Modified**

**Pre-Requisites:** Only students with qualifying condition

**Grade:** 9-12, may be repeated

Student's IEP goals will be addressed through instruction in adaptive skills.

**Graduation Requirement Credit:** Science or Social Studies

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service

**Science:** This course of study is designed to provide students with information needed to understand science concepts. Reading and writing instruction is embedded in science curriculum.

**Social Studies:** This course of study is designed to provide students with information needed to be a responsible citizen. Reading and writing instruction is embedded in social studies curriculum.

**Independent Business Project (IBP)**

**Pre-Requisites:** Qualifying course in business and instructor permission

**Grades:** 9-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

IBP is designed to provide self-directed students the opportunity to plan and complete an in-depth project in a business area of their interest. The teacher will approve,

monitor and evaluate the project. Students also have the opportunity to participate in DECA, the student leadership organization. Must receive instructor's permission.

**Intermediate Math**

**Pre-Requisites:** Geometry

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Does not meet

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This course is an option for students following Geometry that will allow for further development of concepts, procedures and processes established through the

previous courses. This course is designed to help solidify student's mathematical understanding in preparation for Algebra 2.

### **Intro to Fitness**

**Pre-Requisites:** None

**Grade:** 9; one semester

**Note:** Zero Hour class students must provide their own transportation.

**Graduation Requirement Credit:** Fitness

**Pathway Options:** Arts and Humanities, Business and Industry, Public Service, Multi-disciplinary, STEM

This is the first in a series of three required semesters of fitness. Students participate in a variety of activities (sports, games, fitness) to demonstrate competency in activity specific skills; apply knowledge of concepts, principles, strategies and tactics related to movement and performance; demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical

activities and fitness; exhibit responsible personal and social behavior; and recognize the value of physical activity. You will look at your individual health behaviors and analyze your current fitness levels, demonstrate your ability to set and adjust individual goals and create and implement a personal health and fitness plan.

### **Intro to Philosophy**

**Pre-Requisites:** None

**Grades:** 11-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Does not meet ( NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service

This course will give an introduction to western philosophy and the questions historically examined by the students of philosophy. Units include: What is philosophy? Definition and nature of knowledge, Logic/Argumentation, Ethics, Freedom and human autonomy, The notion of the

self or individual, Beyond physical life, The existence and nature of governing forces, Meaning and purpose in life, Individual research and conclusions. Each unit will be analyzed in terms of the teachings of the great philosophers and personal philosophies.

### **Leadership**

**Pre-Requisites:** None

**Grades:** 11-12, may be repeated up to 8 credits

**Graduation Requirement Credit:** Elective

**Pathway Options:** Arts and Humanity, Business and Industry, Public Service, Multi-disciplinary, STEM

Students study the basic qualities of leadership and its role both in school and in the community. They learn to run ASB meetings, plan school activities and set the tone for school spirit and the school's place in the community.

Guest speakers, field trips and other experiences help students explore the challenges and opportunities that come with leadership while carrying on the school's *Tradition of Excellence*.

### **Lifetime Fitness / Lifetime Fitness—Advanced**

**Pre-Requisites:** Successful completion of Intro to Fitness

**Grade:** 9-12

**Note:** Zero Hour class students must provide their own transportation.

**Graduation Requirement Credit:** Fitness

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

In this course, you will expand on the concepts and skills from Intro to Fitness and refine activity specific skills, apply principles and create strategies to improve performance. You will take a leadership role and apply best practices for creating a safe physical activity environment. You will create, implement, monitor, self-assess and modify a personal fitness and nutrition plan.

Heart rate monitors and fitness center monitor progress towards fitness goals.

**Lifetime Fitness—Advanced:** Want to be active during the school day? This course is designed for students who want to continue to be active after completing **ALL** the required fitness classes and want to build on the skills and concepts from Lifetime Fitness.

### **Lifetime Fitness—Aerobics**

**Pre-Requisites:** Successful completion of Intro to Fitness

**Grade:** 9-12

Heart rate monitors will be used to monitor progress

**Graduation Requirement Credit:** Fitness

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Aerobics is great for those interested in staying fit and exploring alternative methods to maintain fitness and health. Aerobics blends the traditional elements of lifetime fitness, expanding on the skills and concepts from Intro to Fitness, but with a fun mix of activities such as aerobic

walking, yoga, Pilates and strength training, exposing you to many great ways to improve and maintain fitness in your life. You will assess your personal fitness levels, set goals and analyze personal habits. You should leave this class with a great fitness plan and a love for healthy living.

### **Lifetime Fitness- Weights**

**Pre-Requisites:** Successful completion of Intro to Fitness

**Grade:** 9-12

**Note:** Zero Hour class students must provide their own transportation.

**Graduation Requirement Credit:** Fitness

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

This course meets the Lifetime Fitness credit requirement. You will refine activity specific skills, apply principles and create strategies to improve performance. Take a leadership role and apply best practices for creating a safe physical activity environment. Create,

implement, monitor, self-assess and modify a personal fitness and nutrition plan. The weight room and heart rate monitors will be used to monitor progress towards fitness goals. You should leave this class with a great fitness plan and a love for healthy living.

### **Orchestra-Advanced**

**Pre-Requisites:** Audition or instructor permission is required.

**Grade:** 9-12, may be repeated Possible fees for use of school instruments and uniform cleaning that may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Advanced: This select orchestra consists of strings students who have a strong instrumental music background (other orchestral instruments will sometimes be added by the instructor.) Students will get a chance to sharpen their skills through challenging music and

performances. All styles of orchestra music will be performed. Participation requires a commitment to performing both in class and outside of the school day. Opportunities to perform include (but are not limited to) festivals, contests, tours and concerns. Intermediate:

### **Orchestra-Chamber**

**Pre-Requisites:** Audition is required. Participation requires commitment to performing both in & outside of the school day.

**Grade:** 9-12, may be repeated Possible fees for use of school instruments and uniform cleaning that may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

This select orchestra consists of strings students who have a strong instrumental music background (other orchestral instruments will sometimes be added by the instructor). Students will get a chance to sharpen their skills through

challenging music and performances. All styles of orchestra music will be performed. Opportunities to perform include (but are not limited to) festivals, contests and concerts.

### **Orchestra-Intermediate**

**Pre-Requisites:** None

**Grade:** 9-12, may be repeated Possible fees for use of school instruments and uniform cleaning that may be charged.

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Students who play string instruments should enroll in this class (other orchestral instruments will sometimes be added by the instructor). Fundamentals of orchestra techniques will be introduced and explored. This is a great class to sharpen performance skills in order to audition for

the select, more advanced ensemble. Various styles of orchestra music will be performed. Opportunities to perform include (but are not limited to) festivals, contests, sporting activities and concerts.

### **Painting-Intermediate**

**Pre-Requisites:** None

**Grades:** 9-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary

Do you want to discover your talent? This class will introduce you to famous and unknown painters as you reveal your ability to play with color. Both acrylic and

watercolor will be used in traditional and non-traditional methods. This class will continue to create portfolio pieces to be considered for AP submission.

## **Photography (Digital)**

**Pre-Requisites:** None

**Grades:** 9-12, may be repeated

College credit available with our articulation agreement

**Graduation Requirement Credit:** Art, CTE

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

- *Have fun taking pictures of your friends while learning basic photography skills...create wonderful portraits.*
- *Learn the latest software techniques and skills to modify and enhance your pictures...create works of art.*
- *Learn basic art elements, principles of design and photography composition to improve all your pictures...learn more advanced techniques.*
- *Create a portfolio of your favorite pictures...increase your employability.*
- *Enhance your pictures through lighting in our own studio.*

You will take pictures and complete projects in our own studio. You will learn the fundamentals of digital cameras. Projects are centered around picture taking, lighting, lenses, scanning images and work in black and white and in color, with a greater emphasis on real world applications. You will also become an expert in Adobe Photoshop. Students will build a portfolio and will learn to do many things that relate to crafting digital imaging. All printing and processing of images will be done at computers and printers with Adobe Photoshop.

## **Physics**

**Pre-Requisites:** Successful completion of Algebra 1

**Grade:** 10-12

**Graduation Requirement Credit:** Science This course is considered an algebra-based science.

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Business and Industry, Public Service, Multi-disciplinary, STEM

This introductory course builds on the physics concepts learned by students in prior grades and extends their understanding of these ideas through scientific inquiry. Course content focuses on concepts related to matter, energy, forces and motion. Emphasis is placed on developing understanding of scientific principles. Students will learn through laboratory investigations that engage them actively in solving problems and applying their

knowledge to new situations. Students find physics interesting because it relates to common everyday experiences such as an accelerating car. Students are also intrigued by less familiar topics like an orbiting satellite or the way energy is transmitted by waves. This course will enable students to understand phenomena such as these in much the same way that early scientists discovered the underlying principles behind such phenomena.

## **Pre-calculus and Pre-calculus Honors**

**Pre-Requisites:** Algebra 2

**Grades:** 9-12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Public Service, Multi-disciplinary, STEM

**Pre-calculus:** The course is designed for students who are preparing for mathematics or a mathematics-related career. Included are an integrated development of advanced algebra, trigonometry, analytic geometry, and an introduction to calculus. This course is a prerequisite to calculus. Use of the graphing calculator is an integral part of this course.

**Pre-calculus Honors:** This math course option follows the Pre-calculus curriculum but will go into greater depth in the development of the course concepts. This Honors course is a challenging option designed for students who have demonstrated high levels of academic achievement in mathematics. The Honors distinction is an option available to all students enrolled in Pre-calculus.

## **Project Lead the Way (PLTW) Biomedical Science**

### **PLTW Biomed: Principles of Biomedical Science Year 1**

**Pre-Requisites:** None

**Grades:** 9-10

**Graduation Requirement Credit:** CTE, Science

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and

explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

### **PLTW Biomed: Human Body Systems Year 2**

**Pre-Requisites:** Principles of Biomedical Science

**Grades:** 10-12

**Graduation Requirement Credit:** CTE, Anatomy and Physiology

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on MANIKEN skeletal

models; 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.

### **PLTW Biomed: Medical Interventions Year 3**

**Pre-Requisites:** Human Body Systems

**Grades:** 11-12

**Graduation Requirement Credit:** CTE and Science

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

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 cases, students learn about a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices & diagnostics.

### **PLTW Biomed: Biomedical Innovation Year 4**

**Pre-Requisites:** Principles of Biomedical Science, Human Body Systems, Medical Interventions

**Grades:** 12

**Graduation Requirement Credit:** CTE and Science

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

In this final course of the sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to

clinical medicine and physiology. They have the opportunity to work on an independent research project with a mentor or advisor from a university, medical facility or research institution.

## **Project Lead the Way (PLTW) Engineering**

### **PLTW Engineering: Introduction to Engineering Design Year 1**

**Pre-Requisites:** None

**Grades:** 9-10

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in

teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

### **PLTW Engineering: Principles of Engineering Physics Year 2**

**Pre-Requisites:** None

**Grades:** 10-12

**Graduation Requirement Credit:** CTE, Physics

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials and

automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation.

### **PLTW Engineering: Civil Engineering and Architecture / Aerospace Engineering Year 3 or Year 4**

**Pre-Requisites:** None

**Grades:** 11-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

**Civil:** Students learn important aspects of building and site design and development. They apply math, science

and standard engineering practices to design both residential and commercial projects and document their

work using 3-D architecture design software.

**Aerospace:** This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and

rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

### **Psychology**

**Pre-Requisites:** None

**Grades:** 11-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Students will be introduced to basic areas in psychology; the study of human behavior. Areas covered included: personality, sleep and dreaming, major theorists and theories, mental health and disorders, learning and

intelligence, research methods, criminal psychology, social psychology, sensation and perception as well as current issues in the psychology field.

### **Quantitative Math/Math 107 (formerly Bridge to College Math)**

**Pre-Requisites:** Algebra 2

**Grades:** 12

**Graduation Requirement Credit:** Math

**College Entrance Requirement (CADR):** Meets for all 2 year colleges and most 4 year universities (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Quantitative Math focuses on the key College Readiness standards from the Common Core. The course will utilize the computer-based Aleks assessment and learning module to support students in identifying and strengthening areas of growth. The second semester, Math 107, is a College in the High School course offered in conjunction with Eastern Washington University. The

course explores sets, basic logic, truth tables, elementary probability and statistics, geometry and the connections between mathematics and art, exponential functions, logarithms and geometric series. The spirit of the course is one of reasoning and problem solving. This is a terminal course intended for students not taking any other mathematics courses for their program of study.

### **Sports Medicine and Sports Medicine Advanced**

**Pre-Requisites:** None

**Grades:** 9-12, may be repeated      **Advanced Sports Medicine:** Grades 10-12

**Graduation Requirement Credit:** CTE, Science

**Pathway Options:** Business and Industry, Multi-disciplinary, Public Service, STEM

**Sports Medicine:** This course is designed to teach students components of exercise science/sports medicine including exploration of therapeutic careers, medical terminology, anatomy, physiology, first aid, injury prevention, the healing process, rehabilitation techniques, therapeutic modalities and sports nutrition.

**Advanced:** This course is designed for students who wish to build upon their knowledge and skills learned in Sports Medicine. Components of exercise science/sports medicine include exploration of therapeutic careers, medical terminology, anatomy, physiology, first aid, injury prevention, the healing process, rehabilitation techniques, therapeutic modalities and sport nutrition.

### **Stagecraft (meets 7<sup>th</sup> period-after school)**

**Pre-Requisites:** None

**Grades:** 9-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanity, Business and Industry, Multi-disciplinary

This technical, hands-on class takes students into the backstage world of theatre. Students learn how to operate the auditorium sound and light boards for outside events including plays, concerts, recitals and meetings. Some paid events are available to stagecraft students. Students

will also learn how to operate power tools and construct sets, props, set pieces and more. Other units include design in lighting, sound, special effects, props, set, art, costuming, makeup, publicity and hospitality.

**Not every course listed in this book will be offered every year, depending on the availability of teachers and the number of students who are interested in taking the class.**

### **Store Operations and Management (DECA Store)**

**Pre-Requisites:** Business and Marketing A/B and teacher permission

**Grades:** 10-12

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary

This class serves as an educational lab where students operate and manage the student enterprise, the DECA Store. Students work together to develop communication, team-building and leadership skills. Students can actually

work in the DECA Store handling money, ordering merchandise, maintaining inventory, and creating promotional campaigns. Students will also participate in DECA, the student leadership organization.

### **Theatre-Beginning, Intermediate, Advanced**

**Pre-Requisites:** None; Intermediate or Advanced: Beginning Theatre or demonstration of the beginning theatre standards

**Grade:** 9-12, may be repeated

**Graduation Requirement Credit:** Art

**College Entrance Requirement (CADR):** Meets

**Pathway Options:** Arts and Humanity, Business and Industry, Multi-disciplinary, Public Service

**Beginning:** This beginning course is designed to develop acting skills and gain a general knowledge of the theater world. Special emphasis is directed toward concentration and development of characterizations. Theatre is a group activity class in which all students take an active part.

**Intermediate:** takes a deeper look into the fundamental skills and techniques used in the theater. Special emphasis is directed toward development of more advanced characterizations, basic set design, costuming and make-up.

**Advanced:** takes a deeper look into all areas of the theater. First semester will involve study in the areas of make-up, set design, set construction, costumes, properties, acting, types of theater and directing. Second semester will involve the practical application of the material learned during the first semester. Participation requires a commitment to performing both in class and outside of the school day.

### **TV/Video Production**

**Pre-Requisites:** Filmmaking and instructor's permission

**Grades:** 10-12, may be repeated, College credit available

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanity, Business and Industry, Multi-disciplinary, Public Service, STEM

*Help shape the environment at Ferris.*

*Do you want to produce the news?*

*Are you interested in electronic journalism as a career?*

*Inform and entertain through visual story telling ...Join us at*

*the Ferris Movie Studio—where we make movies that matter!*

*You will learn the fun of creating television shorts for the*

school news show. Responsibilities include: producing, directing, editing, sound mixing, camera operations and news anchoring. We "broadcast" three days a week to nearly 1,800 audience members. Through producing special community projects, you can augment your college applications/ portfolios.

### **United States History**

**Pre-Requisites:** None

**Grades:** 11

**Graduation Requirement Credit:** US History

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Multi-disciplinary, Public Service

Students taking United States History study a combination of U.S. history and government, 1890 to the present. Students consider multiple accounts of events and issues in order to understand the politics, economics, geography, and history of this country from a variety of

perspectives. In addition, students examine the state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States.

### **Web Design**

**Pre-Requisites:** None

**Grades:** 9-12

**Graduation Requirement Credit:** Art, CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, STEM

*Would you like to design your own website?*

*Do you want to learn how to produce your own web graphics?*

*Do you want to work on the redesign of commercial websites?*

This independent project-based class teaches

professional web design and management. You will learn the full process of designing, developing and managing the creation of websites with the software programs: Fireworks, Dreamweaver, Flash and Photoshop while you

work on either designing websites.

You will learn to design:

◆Logo ◆Banners ◆Web Pages ◆Animations

### **Woods (Manufacturing/Material Processing Woods and Composites Technology) and Woods-Advanced**

**Pre-Requisites:** None

**Grades:** 9-12

Students are responsible for the cost of the materials for their projects.

**Graduation Requirement Credit:** CTE

**Pathway Options:** Business and Industry, Multi-disciplinary, STEM

Wood is often considered the “master” building material. The first thing you made and viewed with pride was probably constructed with wood. This course will introduce you to the machines used to make woodworking easier. Students will learn safety for protection, methods of construction to assist in engineering the maximum strength and utility of wood projects for the minimum expenditure of time and money. This course is designed to give students the understanding of manufacturing

principles and the role of processing materials.

**Woods-Advanced:** Grades 10-12 Using skills you developed from the first wood working classes, you gain an understanding for building fine woodworking projects. With an emphasis on carpentry and cabinetry. Students will design, estimate costs and fabricate projects of their choice while learning more advanced techniques, uses of materials and application of basic and advanced skills.

### **Worksite Experience**

See page 19 or 27.

### **World History**

**Pre-Requisites:** None

**Grades:** 10

**Graduation Requirement Credit:** World History

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service

The World History course will ask students to engage in the civics, geography, history, and economy of a variety of cultures through a variety of time frames, often through a

project-based format. Special attention will be given to helping students work with their informational reading and writing skills throughout the year.

### **World Language- Year 1**

### **French, German, Japanese, Spanish**

**Pre-Requisites:** None

**Grade:** 9-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

The first year is a highly communicative introduction to the language. As a student, you will learn to understand and converse in real life situations using authentic expressions. You will be able to order food, shop, find your way around a foreign city and make new friends. You

will read short stories and articles, learn to pronounce the language, and write everything from postcards to paragraphs. As you immerse yourself in the culture and customs of the language, you will begin to develop an appreciation of its music, art, foods and folklore.

### **World Language- Year 2**

### **French, German, Japanese, Spanish**

**Pre-Requisites:** Successful completion of a 1<sup>st</sup> year World Language

**Grade:** 9-12

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Second year study enables students to expand vocabulary and delve further into grammar study. As you increase your ability to understand, you will be speaking with more confidence and complexity. In addition, you will read short selections and stories at more advanced levels. Classwork

will be conducted in the language as much as possible to provide practice in expression and comprehension. Your cultural awareness expands through a multimedia, hands-on approach.

### **World Language- Year 3 Honors French, German, Japanese, Spanish**

**Pre-Requisites:** Successful completion of a 2<sup>nd</sup> year World Language, Pre-course summer assignment

**Grade:** 9-12

**Note:** some universities require three years of a world language for admission.

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

Let the fiesta begin! The third year of language is when all the pieces of language come together. You will read great literature, watch and comprehend foreign films, surf the net, and be able to truly connect with native speakers. Third year language study offers students the opportunity to go beyond the basics and attain a higher level of fluency and competency in all language skills. Activities may

include creative, self-directed projects and presentations. Students will be encouraged to communicate predominately in the language. Students will read authentic pieces of literature, watch and comprehend foreign films, learn sophisticated vocabulary, grammar, syntax and speak and learn totally in the target language.

### **World Language- Year 4 Honors/AP Option French, German, Japanese, Spanish**

**Pre-Requisites:** Successful completion of a 3<sup>rd</sup> year World Language, Pre-course summer assignment

**Grade:** 9-12

**Year 4 prepares students to take the AP Exam in the spring.**

**Graduation Requirement Credit:** Elective Classes are conducted entirely in the target language, with rare exception.

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

You are now ready to let the language work for you. Fourth-year courses enable students to attain a high degree of proficiency in speaking, reading, writing and understanding the language. Practice in listening, conversation skills and reading original articles or literature is emphasized along with deeper understanding of history

and traditions. The text studies many places/areas of these world languages world, looking at each regions' culture, geography and history. Students work through authentic news articles that come from that part of the world as well as poetry and prose that originates from the area being studied.

### **World Language- Year 5 Spanish (AP Option)**

**Pre-Requisites:** Successful completion of a 4<sup>th</sup> year Spanish

**Grade:** 9-12

Spanish Year 5 prepares students to take the AP Exam in the spring.

**Graduation Requirement Credit:** Elective

**College Entrance Requirement (CADR):** Meets (☑ NCAA)

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

The target language is the exclusive language of communication where students are immersed in an environment enriched by authentic materials (literature, online journals, newspaper articles, podcasts music and film), guest speakers from our own community and active student-teacher/student-student communication. Students prepare to use the target language as effective communicators in real-life setting via variety of opportunities to achieve proficiency in each of the ACTFL's (American Council on the Teaching of Foreign Language) three modes of communication. Focus will be on the 5 themes

of every AP language course: Beauty/Esthetics, Contemporary Life, Families/Communities, Global Challenges, Personal/Public Identities and Science/Technology. Students engage in discussions, reflective writing and prepare presentations where they will make cultural comparisons regarding the products, practices and perspectives of countries where their language is spoken and those of their own communities. Literature, arts, and media give students exposure to practices and perspectives of many other countries around the world.

### **Yearbook Photography/Journalism/Art**

**Pre-Requisites:** Application and Instructor Permission

**Grades:** 9-12, may be repeated

**Graduation Requirement Credit:** CTE

**Pathway Options:** Arts and Humanities, Business and Industry, Multi-disciplinary, Public Service, STEM

- ✓ *Do you like to take pictures or to report on school events/activities?*
- ✓ *Are you interested in a career in photo/journalism?*
- ✓ *Do you want to be part of the yearbook team?*
- ✓ *Much of the work must be done independently outside of school and/or class time.*

Yearbook allows you to make friends and be a part of a team of photographers, journalists and artists that take pride in the publication of **the Exeter**. You will learn the

fundamentals of Adobe Photoshop, and Adobe In-Design which are industry software standards. You will have projects centered on picture taking, getting the story, and designing spreads for the yearbook. Students are hand-picked and must be willing to put in extra hours. They must be creative, show graphic art abilities. They must be dedicated and responsible about making deadlines. Making extra effort to get the story and write beyond the obvious is something we strive for on every page.

**EXAMPLES of CORE class sequence to take each year of high school**  
(read the pre-requisites for classes)

| <i>**teacher recommendation only</i> |  |  |  |  |
|--------------------------------------|--|--|--|--|
|                                      | 9 <sup>th</sup> Grade  | 10 <sup>th</sup> Grade   | 11 <sup>th</sup> Grade   | 12 <sup>th</sup> Grade   |
| <b>English</b>                       | English 9<br>English 9 Honors                                  | English 10<br>English 10 Honors  | English 11<br>AP English Language  | Bridge to College English<br>English 12: Creative Writing<br>English 12: Mythology<br>English 12 Writing on Film<br>AP English Literature            |
| <b>Math</b>                          | Algebra 1  | Geometry   | Algebra 2<br>Intermediate Math**   | Quantitative Math/Math 107<br>AP Statistics<br>Pre-Calculus<br>Algebra 2   |
|                                      | Geometry   | Algebra 2  | Pre-Calculus (Honors)  | AP Calculus AB/BC<br>AP Statistics   |
|                                      | Algebra 2  | Pre-Calculus (Honors)  | AP Calculus AB/BC<br>AP Statistics   | AP Calculus AB/BC<br>AP Statistics   |
| <b>History</b>                       | None   | World History<br>AP European History<br>AP World History<br>AP Human Geog (CWA)  | <b>OPTIONS:</b><br>US History<br>AP US History<br>AP Seminar Capstone<br>(Civics/CWA)<br>AP Human Geo (CWA)  | <b>OPTIONS:</b><br>Civics/CWA<br><br>AP US Govt'/AP Comp Gov't<br><br>AP Research Capstone <b>AND</b><br>US Hist (if not taken in 11 <sup>th</sup> ) |
|                                      | AP European History<br>AP World History<br>AP Human Geog (CWA) | (take another AP courses)  |  |  |
| <b>Science</b>                       | Biology  | Chemistry<br>Environmental Chemistry**<br>Anatomy and Physiology<br>AP Biology<br>Physics<br>AP Physics<br>Sports Medicine | <b>OPTIONS:</b> available for 11 <sup>th</sup><br><br>AP Biology<br>AP Chemistry<br>AP Environmental Science<br>AP Physics<br>Sports Medicine-Advanced | <u>and/or 12<sup>th</sup></u><br><br>Anatomy and Physiology<br>Chemistry<br>Applied Field Science<br>Physics   |
|                                      | PLTW Biomedical 1  | PLTW Biomed 2 + additional science recommended   | PLTW Biomed 3 + additional science recommended   | PLTW Biomed 4 + additional science recommended   |
|                                      | PLTW Engineering 1 (not a science credit)                      | PLTW Engineering 2 Physics   | PLTW Engineering year 3 or year 4 (not a science credit)   | PLTW Engineering year 3 or year 4 (not a science credit)   |

## SPECIAL PROGRAMS

**For the following programs, please see your counselor for information about admission requirements.**

**iCAN:** The iCAN (Individual Credit Advancement Now) program provides online credit recovery opportunities using special web-based coursework developed by SVL. iCAN classes help students meet their on-time graduation goals. Classes are available during the school day and after school.

**NEWTECH Skill Center:** NEWTECH is a high quality, tuition free, technical and professional training center. The Skill Center is designed to help students get a head start on their career goals by providing focused training in specific professional areas. Programs are designed in three period blocks allowing extended time to learn theory and get real world, hands-on experiences. Ferris students may attend the first three periods at NEWTECH and have 4<sup>th</sup>-6<sup>th</sup> periods at Ferris **or** have periods (0) 1-3 at Ferris and attend the last three periods at the Skill Center. In addition, students typically also need to take another required class through SVL or CBE in order to meet graduation requirements. Transportation is provided during the school year. Grades: 11-12 (Summer classes available for all grades.)

**Running Start:** Running Start allows eligible students to enroll in college level (100 or higher) courses or programs at the Community Colleges of Spokane or Eastern Washington University. Both high school and university/college credits may be obtained for successfully completed courses. The course and grade received become a permanent part of the student's high school and college transcript. Transportation, fees, books are not provided. Grades: 11-12

**SVL:** The Spokane Virtual Learning (SVL) program is a web-based educational project that provides instructor-led online courses to students. SVL presents students with an interactive learning experience, not a textbook online.

**Examples of elective classes to take each year of high school....**

|   | 9 <sup>th</sup> Grade   | 10 <sup>th</sup> Grade   | 11 <sup>th</sup> Grade   | 12 <sup>th</sup> Grade   |
|---|---|--|--|--|
| <b>Business</b>   | Computer Sci. Principles<br>Business and Marketing<br>Accounting                              | Business and Marketing<br>Adv. Business-Marketing  | Store Operation & Mgmt<br>Ind Business Project<br>Worksite Experience  | Adv. Business-Marketing<br>AP Stats<br>Worksite Experience   |
| <b>Computers</b>  | Computer Sci. Principles<br>Digital Game Program.   | Computer Sci. Principles<br>Cyber Security   | AP Computer Science<br>Web Design  | Web Design<br>AP Computer Science  |
| <b>Culinary</b>   | Fds&Nutr/ Internat'l Fds  | ProStart 1   | ProStart 2   | ProStart Intern  |
| <b>Digital Photo</b>  | Digital Photography<br>Yearbook   | Digital Photography<br>Yearbook  | Digital Photography<br>AP Studio 2D: Photo<br>Yearbook   | Digital Photography<br>AP Studio 2D: Photo<br>Yearbook   |
| <b>Education</b>  | Child Development   | Early Childhood Education  | Early Childhood Educ<br>Psychology   | Early Childhood Educ<br>AP Psychology  |
| <b>Fabric and Fashion</b>   | Fabric and Fashion  | AP Studio Art 3D: Fabric and Fashion   | AP Studio 3D: Fabric/Fash<br>Digital Photography   | AP Studio 3D: Fabric/Fash<br>AP Digital Photography  |
| <b>Filmmaking</b>   | Filmmaking  | Filmmaking   | TV Broadcast (FIN)<br>Writing on Film  | TV Broadcast (FIN)<br>Eng 12: Wrtg on Film   |
| <b>Fine Arts #1 (art)</b>   | Drawing/Sculpt/Painting<br>Drawing  | Ceramics<br>Painting   | Drawing or Painting<br>AP Studio 2D  | AP Studio 3D<br>Ceramics   |
| <b>Fine Arts #2 (instrumental)</b>  | Band-Intermediate<br>Orchestra-Intermediate<br>Jazz Band<br>Percussion Ensemble<br>Guitar Lab | Band-Wind Ensemble<br>Orchestra-Advanced<br>Jazz Band<br>Percussion (Adv)<br>Guitar Lab  | Band-Wind Ensemble<br>Orchestra-Advanced<br>Jazz Band<br>Percussion (Adv)<br>Guitar Lab  | Band-Wind Ensemble<br>Orchestra-Advanced<br>Jazz Band<br>Percussion (Adv)<br>Guitar Lab  |
| <b>Fine Arts #3 (choir/vocal)</b>   | Intermediate<br>Jazz Choir  | Symphonic<br>Adv Sm Vocal Ens (Belles)<br>Jazz Choir (Camerata)<br>Choir (Lunch Bunch)<br>Int Vocal Ens (Knights)<br>Vocal Ensemble (Show) | Symphonic<br>Adv Sm Vocal Ens (Belles)<br>Jazz Choir (Camerata)<br>Choir (Lunch Bunch)<br>Int Vocal Ens (Knights)<br>Vocal Ensemble (Show) | Symphonic<br>Adv Sm Vocal Ens (Belles)<br>Jazz Choir (Camerata)<br>Choir (Lunch Bunch)<br>Int Vocal Ens (Knights)<br>Vocal Ensemble (Show) |
| <b>Leadership</b>   | Debate<br>AVID 9  | Debate<br>AVID 10  | Leadership<br>Debate<br>AVID 11  | Leadership<br>Debate<br>AVID 12  |
| <b>PLTW-Biomed</b>  | Principles of Biomed  | Human Body Systems   | Medical Interventions  | Biomedical Innovation  |
| <b>PLTW-Pre-engineering</b>   | Intro to Engineering<br>Design  | Principles of Engineering  | Civil EngineerArchitecture<br>Aerospace Engineering  | Aerospace Engineering<br>Civil EngineerArchitecture  |
| <b>Theatre</b>  | Theatre-Beginning<br>Stagecraft   | Theatre -Intermediate<br>Stagecraft  | Theatre -Advanced<br>Stagecraft  | Theatre -Advanced<br>Stagecraft  |
| <b>Woods (mnfg)</b>   | Woods   | Advanced Woods   | Advanced Woods   | Advanced Woods   |
| <b>World Languages</b><br>(Spanish in 8 <sup>th</sup> gd-<br>5 <sup>th</sup> year possible) | French 1<br>German 1<br>Japanese 1<br>Spanish 1   | French 2<br>German 2<br>Japanese 2<br>Spanish 2  | French 3 Hrs<br>German 3 Hrs<br>Japanese 3 Hrs<br>Spanish 3 Hrs  | French 4 Hrs/AP option<br>German 4 Hrs/AP option<br>Japanese Hrs/AP option<br>Spanish Hrs/AP option  |
| <b>“Sampler” Elective (any combination)</b>   | Woods<br>Computer Sci. Principles<br>Various Bands/Choirs<br>Theatre                          | Foods/Nutrition<br>Child Development<br>Various Bands/Choirs<br>Drawing/Sculpt/Painting  | Fabric and Fashion<br>Filmmaking<br>Ceramics<br>Various Bands/Choirs   | Photo<br>Drawing<br>Various Bands/Choirs<br>Yearbook <b>(etc.)</b>   |

| Fine Arts Choices (2 credits required)                     |                              | Career & Technical (CTE) Choices (1 credit required) |                            |
|--|------------------------------|--|----------------------------|
| AP Digital Photo   | Drawing, Painting, Sculpting | Accounting   | Foods and Fitness          |
| AP Fabric and Fashion                                      | Fabric and Fashion           | AP Computer Science                                  | Manf/Material Proc (wds)   |
| Bands  | Guitar Lab                   | Business/Marketing 1-4                               | PLTW Biomed 1-4 years      |
| Ceramics   | Orchestra                    | Child Development                                    | PLTW Engineering 1-4 years |
| Choirs   | Percussion                   | Computer Science Principles                          | ProStart                   |
| Digital Photo  | Theatre                      | Cyber Security-Computer Sys                          | Sports Med (Adv)           |
| Drawing  | Web Design                   | Digital Photo (AP)                                   | Stage Craft                |
|  |                              | Digital Game Programming                             | TV/Video Production (FIN)  |
|  |                              | Early Childhood                                      | Web Design                 |
| <b>2020 Graduation Year: 1 credit of Fine Arts</b>         |                              | Fabric and Fashion (AP)                              | Worksite Learning          |
| <b>2021 Graduation Year and on: 2 credits of Fine Arts</b> |                              | Filmmaking   | Yearbook                   |
|  |                              | Foods and Nutrition                                  |                            |

## Ferris High School Pathways

**Elective Options for Various Pathways (must have at least 3 classes to be considered a pathway)**

**See your counselor for clarification.**

| Arts and Humanities | Business and Industry | Public Service | STEM Pathways | Multi-disciplinary ** | Elective Options                              |
|---------------------|-----------------------|----------------|---------------|-----------------------|---|
| X                   |                       |                | X             |                       | Accounting                                    |
| X                   |                       |                | X             |                       | Advanced Business & Marketing                 |
| X                   |                       |                | X             |                       | Advanced Conditioning                         |
|                     | X                     | X              | X             |                       | Anatomy and Physiology                        |
|                     |                       | X              | X             |                       | AP Biology                                    |
|                     |                       | X              | X             |                       | AP Calculus AB                                |
|                     |                       | X              | X             |                       | AP Calculus BC                                |
|                     |                       | X              | X             |                       | AP Chemistry                                  |
| X                   |                       |                | X             |                       | AP Comparative Gov't and Politics             |
| X                   | X                     | X              | X             |                       | AP Computer Science                           |
| X                   |                       |                | X             |                       | AP English Language and Comp                  |
| X                   |                       |                | X             |                       | AP English Literature and Comp                |
|                     |                       | X              | X             |                       | AP Environmental Science                      |
| X                   |                       |                | X             |                       | AP European History                           |
| X                   | X                     | X              | X             | X                     | AP Human Geography                            |
|                     |                       |                | X             | X                     | AP Physics (Algebra Based)                    |
| X                   | X                     | X              | X             | X                     | AP Psychology                                 |
| X                   |                       | X              | X             | X                     | AP Research Capstone                          |
| X                   |                       | X              | X             | X                     | AP Seminar Capstone                           |
| X                   | X                     |                | X             | X                     | AP Statistics                                 |
| X                   | X                     |                | X             |                       | AP Studio Art 2D Design - Art                 |
| X                   | X                     | X              | X             | X                     | AP Studio Art 2D Design - Digital Photography |
| X                   | X                     |                | X             | X                     | AP Studio Art 3D Design - Art (Sculpture)     |
| X                   | X                     |                | X             | X                     | AP Studio Art 3D Design - Fabric and Fashion  |
| X                   | X                     |                | X             |                       | AP Studio Art: Drawing                        |
| X                   |                       |                | X             |                       | AP US Gov't and Politics                      |
| X                   |                       |                | X             |                       | AP US History                                 |
| X                   |                       |                | X             |                       | AP World History                              |
| X                   | X                     | X              | X             | X                     | AP World Language                             |
|                     |                       |                | X             |                       | AVID 9, 10, 11, 12                            |
| X                   | X                     |                | X             |                       | Band - ALL bands                              |
|                     | X                     |                | X             |                       | Business and Marketing A/B DECA               |
|                     | X                     | X              | X             |                       | Business Education Worksite Experience        |
| X                   | X                     |                | X             |                       | Ceramics                                      |
| X                   | X                     | X              | X             |                       | Certified Computer Application Specialist     |
| X                   | X                     |                | X             |                       | Child Development                             |
| X                   | X                     |                | X             |                       | Choir - ALL choirs                            |
| X                   |                       | X              | X             |                       | Computer Science Principles                   |
| X                   | X                     | X              | X             |                       | Cyber Security in Computer Systems            |
| X                   | X                     |                | X             |                       | Culinary and Hospitality ProStart Yr 1, Yr 2  |
| X                   | X                     |                | X             |                       | Culinary and Hospitality ProStart Intern      |

| Arts and Humanities | Business and Industry | Public Service | STEM Pathways | Multi-disciplinary ** | Elective Options                            |
|---------------------|-----------------------|----------------|---------------|-----------------------|---|
| X                   | X                     | X              |               | X                     | Debate                                      |
|                     | X                     | X              | X             | X                     | Digital Game Programming                    |
| X                   | X                     |                |               | X                     | Drawing - Intermediate, Advanced            |
| X                   | X                     |                |               | X                     | Drawing, Sculpting, and Painting            |
|                     | X                     | X              |               | X                     | Early Childhood Education (Preschool)       |
| X                   |                       |                |               | X                     | English 12 - Writing on Film                |
| X                   | X                     |                |               | X                     | Fabric and Fashion                          |
|                     | X                     | X              |               | X                     | FACSE Worksite Experience                   |
| X                   | X                     |                | X             | X                     | Filmmaking                                  |
| X                   | X                     |                | X             | X                     | Fitness and Foods                           |
|                     | X                     | X              |               | X                     | Foods and Nutrition / International Foods   |
| X                   | X                     | X              | X             | X                     | French Year 1, 2, 3 Hrs, 4 Hrs, AP          |
| X                   | X                     | X              | X             | X                     | German 1, 2, 3 Hrs, 4 Hrs, AP               |
| X                   | X                     |                |               | X                     | Guitar Lab                                  |
|                     | X                     |                |               | X                     | Independent Business Project (IBP)          |
| X                   |                       |                |               | X                     | Intro to Fitness                            |
| X                   | X                     | X              | X             | X                     | Japanese Year 1, 2, 3 Hrs, 4 Hrs            |
|                     | X                     | X              |               | X                     | Leadership                                  |
| X                   |                       |                |               | X                     | Lifetime Fitness                            |
| X                   |                       |                |               | X                     | Lifetime Fitness--Aerobics                  |
| X                   |                       |                |               | X                     | Lifetime Fitness--Weights                   |
| X                   | X                     |                |               | X                     | Orchestra - Intermediate, Chamber, Advanced |
|                     |                       |                | X             | X                     | Outdoor Living                              |
| X                   | X                     |                |               | X                     | Painting - Intermediate, Advanced           |
| X                   | X                     | X              | X             | X                     | Photography - Beginning, Advanced (Digital) |
|                     |                       |                | X             | X                     | Physics - Year 1                            |
|                     | X                     | X              | X             | X                     | PLTW Biomedical - Year 1, 2, 3, 4           |
|                     | X                     | X              | X             | X                     | PLTW Pre-engineering - Year 1, 2, 3, 4      |
|                     |                       |                | X             | X                     | Pre-Calculus                                |
| X                   | X                     | X              |               | X                     | Psychology                                  |
| X                   | X                     | X              | X             | X                     | Skill Center AM / Skill Center PM           |
| X                   | X                     | X              | X             | X                     | Spanish 1, 2, 3 Hrs, 4 Hrs, AP              |
|                     | X                     | X              | X             | X                     | Sports Medicine, Adv Sports Medicine        |
| X                   | X                     |                |               | X                     | Stagecraft                                  |
|                     | X                     |                |               | X                     | Store Operations and Management             |
| X                   | X                     | X              |               | X                     | Theatre- Beginning, Intermediate, Advanced  |
| X                   | X                     | X              |               | X                     | TV/Video Production                         |
| X                   | X                     |                | X             | X                     | Web Design                                  |
|                     | X                     |                | X             | X                     | Woods-Beginning, Advanced (Manf/Materials)  |
| X                   | X                     | X              |               | X                     | Yearbook                                    |

X X X X X **ALL core: English, History classes**

X X X X X **ALL core: Math and Science classes**

Personalized Pathway Requirement: 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 HSBP.  
THREE classes must be taken for this requirement to be satisfied.

