

## Course Guide Table of Contents

## Introduction

Non-Discrimination Policy Statement ..... 2
Student Services
Counseling Services ..... 3
What's in the Counseling Center ..... 3
Connections Class ..... 3
Family Skyward Access ..... 4-7
State \& District Graduation Requirements Overview ..... 8
High School and Beyond Plan ..... 9
Community Service ..... 9
Dual Credit Pathways
College in the High School (CiHS) ..... 10
Running Start ..... 10
CTE Pathways ..... 10
Graduation Pathway Options ..... 11
Graduation Requirement Breakdown ..... 12
Seal of Biliteracy ..... 13
Grading Scale ..... 13
Physical Education Waiver ..... 13
Co-Curricular Activities ..... 14
WIAA Athletic Eligibility Rules ..... 14
Off Campus Learning
Running Start ..... 15-16
Skills Center ..... 17-20
Honors, Valedictorian, Salutatorian ..... 21
Student Fees, Fines, and Charges ..... 21
Booster Club Info ..... 22
Course Descriptions and Information ..... 23-39
Language Arts ..... 23-25
Mathematics ..... 26-28
Science ..... 29-30
Social Studies ..... 30-31
The Arts ..... 32-33
Fitness \& Health ..... 34
Family \& Consumer Science ..... 34-35
World Languages ..... 35-36
Career \& Technical Education (CTE) ..... 37-38
Electives/Special Programs ..... 38-39

## Welcome!

I am honored to begin my fourth year serving the students, staff, families, and the South Beach Community as the Ocosta School District Superintendent. This year begins my 15th year in our district. We have much to be proud of at Ocosta and I look forward to another year of serving the South Beach community.
The success of our students is reliant on the partnership that exists between the school and Ocosta families and our community. We are so fortunate to have a caring and dedicated staff who work hard to create a positive learning environment. Our staff believes that we build on every student's unique talents and strengths. At Ocosta we celebrate each student and the contributions they bring to school each day. We will continue to focus on the academic success and the social and emotional well-being of our students. We have high expectations for our students and want all our students to graduate from Ocosta with a plan for the future and the skills they need to pursue their goals.
I am truly grateful to be the superintendent of a district that our community can be proud to send their children to. I can be reached at 360-268-9125 ext. 1000 and by email at hsweet@ocosta.org.

Go Wildcats!
Heather Sweet
Ocosta School District Superintendent

## Non-Discrimination Policy Statement

The Ocosta School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. The following employee(s) have been designated to handle questions and complaints of alleged discrimination: Title IX/RCW 28.A640, Holly Samuelson (360-2689125, ext. 2001); Title IX Michael Cummings (360-268-9125, ext. 3001); Section 504, Nicholas French (360-268-9125, ext. 1005), and Compliance Coordinator for State Law, Heather Sweet (360-268-9125, ext. 1001) at 2580 S. Montesano St., Westport, WA 98595-9746.

## Student Services

## Counseling Services

Guidance services and counseling are available for every student at Ocosta. These services include help with academic, personal, and/or social concerns, guidance with college and career planning, as well as any questions a student feels they would like to discuss with a counselor. Students should feel free to come to the counseling office to request support at any time.

Behavior Health Resources are available at Ocosta Jr/Sr High School and any additional individual counseling that may be required will be referred out to local community services.

## (2)

## Skyward Family Access Guide

To make it easier to be involved in your child's education, you have access to Skyward. With this tool, you have the opportunity to view your child's schedule, assignments, current grades, sign up for conferences, and much more. To access Skyward, follow the steps below.

1. Visit the Ocosta School District website at www.ocosta.org.
2. Click on the Skyward Family Access button on the top of the homepage.

3. Enter your Login ID and password. If you do not have or remember your login info, or if you have any questions regarding Skyward, please contact our Registrar at registrar@ocosta.org or 360-238-9125 ext. 3003 for assistance.
**If you have other students in our district, you can view their information with the same login and password.


OCOSTA SCHOOL DISTRICT NO 172

05.22.06.00.11

Login Area: Family/Student Access v

My Login ID (not case sensitive):

My Password (IS case sensitive and will be forced to changed when you log in for the first time):

Here you will find messages that have been sent to you regarding a specific class your child is in or a message that has been sent out by F the school or district.
My Account | Contact Us

My Account


District Links

SKYWAR ${ }^{*}$ Family Access $\quad$ My Account $\mid$ Contact Us $\mid$ Report History $\mid$ Exit



The following is a screen shot of the My Account tab next to the guardian's name in the upper right corner of the page. Here you can change your email address and sign up for email notifications for your child's attendance and grades, plus receive progress reports. Be sure to hit the SAVE after making any changes!


## How to Schedule a Conference:



To Change the time or to unschedule a conference:



## High School and Beyond Plan

- Guides you through the exploration of your interest and skills to discover potential career and educational options.
- This will help you plan the steps necessary to reach your postsecondary goals.
- Identify your career aspirations, interests, and educational goals.
- Create a way to reach your goals; this plan will be revised numerous times throughout your High School education so don't fret if you are undecided on a career!
- HSBP is worked on every year until graduation, beginning your Freshman year.
When do
- Most of the work on your plan will be done in your Connections class.


## Additional State and District Graduation Requirements

Community Service

- Freshman (class of 2027) will need 40 hours by graduation.
- Sophomores (class of 2026) will need 40 hours by graduation.
- Juniors (class of 2025) will need 30 hours by graduation.
- Seniors (class of 2024) need 20 hours by graduation.

Total Credits Needed

Dual<br>Credit

- College in the High School - CTE Pathways
- Running Start through Grays Harbor College


## Dual Credit Pathways

College in the High School (CiHS)
The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program.
Additionally, applicable information regarding students in the program includes the following:
A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh, or twelfth grades may participate in the high school in the college program.
B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the district, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

## Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or aboue) for part or all their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript. In order to enroll in the Running Start program, students need to do the following:
A. Check with their high school counselor and/or determine the options for demonstrating college level placement via assessments or courses taken. At a
minimum, college-level skills in reading and writing are required.
B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use O.2 FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.
C. Obtain a Running Start verification form from the college or their high school counselor. Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.
D. Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
E. Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

CTE Pathway Courses at Ocosta
-Yearbook/Photo. •Culinary Arts -Entrepreneurship •Robotics - Maritime -Metal/Wood Shop -Computer Programming - Computer Networks/Cybersecurity

2023 2024

## Graduation Pathway Options

Information taken from the Washington State Board of Education (https://www.sbe.wa.gov/our-work/graduation-pathway-options)

| Score on ELA - 2548 |
| :--- |
| Score on Math - 2595 |
| Smarter |
| Balanced |



## ASVAB

Must score at least 31

## Sequence

Yearbook Robotics Culinary Arts Computer Maritime Programming Entrepre- Wood Shop neurship Metal Shop Network/Cybersecurity

Score on Math--103
WA-AIM

$\square$
Score on ELA - 410
Score on Math - 430
SAT

Ways to Meet the Graduation Personal Pathway Requirement


Score on ELA - 14
Score on Math - 16
ACT




Combination Meet any combination of at least one ELA and one math option of SBAC, WA-AIM, SAT, ACT, or Dual Credit Course

## Graduation Requirements Breakdown

## State Requirements for the Class of 2024

Credits: 24
Non-Credits: High School and Beyond Plan \& Washington State History Graduation Pathway Option High School and Beyond Plan

How Do the 24-Credit Graduation Requirements Add Up?


To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:
A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by:

1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
2. Passing an International Baccalaureate exam with a score of 4 or higher;
3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/ competencybased credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

## Grading Scale

(taken from Board Procedure 2420P; page 1)
Each student's "grade point average" shall be the sum of the point values, of all the grades received for all courses attempted divided by the sum of the credits for all courses attempted.

The numerical value of grades are:

1. $A=4.0$
2. $A-=3.7$
3. $B+=3.3$
4. $B=3.0$
5. $B-=2.7$
6. $\mathrm{C}+=2.3$
7. $C=2.0$
8. $C-=1.7$
9. $D+=1.3$
10. $D=1.0$
11. $F=0.0$

The minimal passing grade is $D=1.0$. Pass/fail, credit/no credit, and satisfactory/unsatisfactory may also be used. These non-numerical marks/ grades shall be clearly identified and excluded from the calculation of grade point average.

The minimal passing grade is $D=1.0$. Pass/fail, credit/no credit, and satisfactory/ unsatisfactory marks may also be used. These non-numerical marks/grades shall be clearly identified and excluded from the calculation of grade point average.

## Physical Education Waiver (taken from Board Procedure 2410P; page 3)

Students may have Physical Education credit waived by participating in two complete sport seasons of directed athletics. "Directed athletics" shall be interpreted to include community-based organized athletics. A student may waive a maximum of one physical education credit by successfully completing two full athletic seasons.

A student who participates in more than two sport seasons may request that the additional sports be listed on their transcripts, however, no additional credits will be waived. Students must request a credit waiver in advance and the completion must be documented by a certificated staff member (certified coach, certified athletic director, counselor, or principal; not a family member). The purpose in allowing a student to waive a credit by participating in directed athletics is to provide him/her with the opportunity to take additional electives.

PE Waivers can be found in the Counseling Center

## Co-Curricular Activities

All students are encouraged to participate in at least one sport, club, or activity of their choice. Students participating in athletic activities must meet the following: possess medical insurance, pass a physician's physical exam, have purchased an ASB card, have no fines, and have all athletic/school registration paperwork turned in. High School Students must also meet the WIAA requirements to be eligible (there may be different requirements for JR High Students). ASB officers must meet these requirements except for insurance and physical. If lack of funds limits participation by a student in a sport or activity, alternative arrangements may be discussed. Ocosta offers a variety of activities for both Junior High and High School.

## WIAA Eligibility Rules

## To Participate in High School Athletics, You Must:

1. Be less than 20 years old at the beginning of any sport season.
2. Be enrolled and in regular attendance within the first 15 school days of the current semester or 10 school days of the current trimester in order to participate in the current semester/trimester.
3. Maintain passing grades in a minimum of one less than the maximum number of classes provided in the school's class schedule for full time students (e.g., Three (3) classes in a four (4) period schedule or 4 classes in a five (5) period schedule).
4. Have athletic injury insurance approved by your school (if required).
5. Have passed a physical examination from a medical authority licensed to perform a physical examination. Physical exams are good for 24 months from the date of the exam. The medical authorities licensed and approved by law to give physicals include M.D.; Doctor of Osteopathy, D.O.; Certified Registered Nurse (A.R.N.P.) and Physician's Assistant (P.A.); Naturopathic Physicians (N.D.).

To Participate in Interscholastic Athletics, You:
6. Cannot be eligible for more than four (4) consecutive years after beginning the ninth (9th) grade.
7. Cannot accept, from any source, awards of intrinsic value except letters awarded by your school or medals or trophies given in high school contests.
8. Cannot accept any merchandise totaling more than $\$ 500.00$ in retail value in one calendar year. Cannot accept a cash award. Cannot play on any professional team in any sport, nor sign a professional athletic contract nor enter a competition under an assumed name.

## Your Eligibility May Be Subject to Special Rules:

9. If you want to participate in non-school athletic activities.
10. If your family does not live in the school district in which you attend.
11. If you have transferred from one school to another within the last school year.

## Running Start (https://www.ghc.edu/academics/runningstart)

The Running Start program is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/ university credit.
Running Start is a great way to make attending college affordable because tuition is free! The only costs that a student is responsible for are books, fees, and any classroom supplies.

## Who Qualifies for Running Start

- High School Juniors and Seniors under the age of 21.
- Students who pass the College Placement Test at college level in two areas including Reading ex: Reading and Sentence Skills or Reading and Math. Smarter Balanced scores at level 3 or 4 in ELA (or ELA and math) may be used for college placement. Please talk to the Running Start Coordinator to discuss this option.
- Home schooled students must enroll at a high school to participate in Running Start, they do not have to attend, but may if they want a diploma from the high school.
- New juniors are eligible for 6 consecutive quarters (Fall quarter start) summers are not included.
- New seniors are eligible for 3 consecutive quarters. (Fall quarter start).
- Students who start mid-year are eligible for the remaining quarters only.
- Students who have a GED are still eligible.


## Pros and Cons

Before deciding whether you would be a good candidate for Running Start, identify the pros and cons of Running Start and use these to determine if you are a good fit for the program.

Pros

- Tuition is free (some restrictions apply): Save thousands of dollars in college tuition even by partial participation in Running Start. Up to 15 colleges credits can be taken per quarter.
- Experience College: The opportunity to experience post-secondary education while in high school is useful in making the transition from high school to college and further academic plans.
- 1 College Class $=1$ year of High School: One three-month college class ( 5 credits) equals 1 year or 1 credit of high school classes.
- More Course Options: Course selection options are more varied.
- Career exploration: Students have an opportunity to take classes that apply to their chosen degree/career.


## Cons

- Maturity: Students need their own internal guidance. College requires more work in less time and with less support from teachers. Some students who are academically ready may find the independence and the speed of college classes overwhelming; they may benefit by remaining in high school classes.
- Socialization: The college environment may be an issue for some students. High schools provide social experiences and social networks for teenagers. The college provides adult social experiences.
- GHC operates on the quarter system: Most high schools operate on a semester system. Holidays and vacation periods may be different. Students are expected to attend classes at the college even though their high school is not in session.
- Some Costs: While most tuition is paid for books and fees are not. There is a waiver for low-income students for half the price of books and all fees, eligibility must be determined.


## Running Start Costs

Running Start is a great program due to its limited cost to the student. Students can earn college credit while attending high school without paying the full cost that a normal college student would pay.
Free

- Student e-mail
- Student ID Card
- GHC Parking Permit
- Bus Passes
- Tuition for up to 15 credits per quarter (Excludes summer quarter and classes below 100 level)


## Possible Costs

-CPT Testing: \$15 entire test, \$5 dollars retests for each section

- Books: https://www.bookstore.ghc.edu/
- Fees: Average of $\$ 100$ for a 5-credit class (2021-2022 academic year)
- Transportation: Free bus passes are available
- Classroom supplies


## Fee Waiver and Book Scholarship

If you are eligible for free or reduced lunch at your high school, you may be eligible for a fee waiver and a fifty percent off book scholarship. Bring in the eligibility documentation from your high school to see if you qualify. If you receive free and reduced lunches, have guardians on Basic Food Assistance, and are enrolled in an eligible academic program you may qualify for additional assistance to cover the cost of your books, fees, and wrap around assistance including transportation and emergency assistance. For additional information or to apply for this assistance, please visit our Basic Food Education \& Training Program page.
Course fees vary depending on the class. For the 2019-2020 academic year fees are approximately $\$ 80$ per 5 credit class.

## How to Apply for Running Start

Consulting your high school counselor is an important part of understanding your participation in Running Start.

1. Apply for admission to Grays Harbor College.
2. Determine Placement

A student can use one or more of the following for placement:

- HS transcript showing a grade of "B" or better in English (all HS years prior to entering RS) and a "B" or better in Algebra II or Advanced Algebra;
- Accuplacer college placement testing administered by GHC. Two tests available: English/reading and math. Call 360-538-4099 for details or visit https://www.ghc.edu/admissions/placement
- Math skills test (ask for a copy to be emailed to you). Score of $70 \%$ or higher qualifies for college level math;
- Smarter Balanced scores of Level 3 or 4 in ELA and math qualify a student for college placement.

3. Discuss placement with the Running Start Coordinator and receive registration paperwork.
4. Meet with your high school counselor to inquire what high school credits are needed for graduation and discuss classes that may be equivalents at GHC.
5. To register for classes, make an appointment with the Running Start Coordinator by calling 360.538.4248
6. Gather signatures from your high school and guardian on the Verification Form and bring it back to GHC for final signatures. The Verification Form is your tuition payment.
7. Pay Fees and pick up books before classes begin.
8. Complete New Student Orientation online and attend Running Start Orientation at GHC (fall only).

# Twin Harbors Branch <br> Skills Center 

## https://www.asd5.org/thsc

Twin Harbors, a Branch of New Market Skills Center and founded in 2010, is a consortium of 12 high schools in 11 districts providing career and technical education (formerly vocational) to high school students interested in employment after high school and/or preparation for entering college or apprenticeship.

- Twin Harbors services juniors and seniors during the school year with opportunities for all high school students during summer programs.
- Twin Harbors prepares students to enter the workforce through industry standard certifications.
- Twin Harbors prepares students for college; either 2-year or 4-year.
- Twin Harbors program curriculum is aligned with all state GLE's and EALR's.
- Twin Harbors services students who are under 21 without a high school diploma; is okay to have a GED.

Participating School Districts in Twin Harbors Consortium:
Aberdeen, Hoquiam, Lake Quinault, Montesano, North Beach, Ocosta, Raymond, South Bend, Taholah, Willapa Valley, Wishkah Valley

Professional Medical Careers (PMC)
Student training Site
3003 Cherry Street
Hoquiam, WA 98550

- What do students gain from Twin Harbors? Students who receive training at Twin Harbors can expect to:
- Develop basic skills, work maturity skills, and entry level occupation competencies at no cost to the student.
- Earn up to 3 high school credits in a full-year program.
- Learn from teachers/partners who come from business and industry.
- Receive information on career and post-secondary opportunities.
- Participate in internships and Work Based Learning.
- Participate in leadership activities/programs.
- Make the transition from school to work and/or post-secondary education.
- Receive advanced placement or college credit through the Tech Prep programs.

Twin Harbors provides career and technical education to high school students interested in employment after high school and/or preparation for entering college or apprenticeship options.

## Automotive Technology

Students will study design, theory and operation of gasoline engines, power trains, brakes, and fuel injection systems with Hands-on experience.

Our Advanced Automotive Program will give you the tools to successfully progress through a post-secondary program or go straight to work in the Automotive Parts or Repair Industry. We are NATEF Certified in 6 ASE areas: Engine Repair, Suspension \& Steering, Brakes, Electrical, Heating \& Air Conditioning, Engine Performance. Our facility is a well tooled, 4,500 square foot, state of the art 10 bay shop with 5 twin-post hoists and a 4-wheel alignment machine/rack. Our program will give as close as you can get to real world experience in an educational program. Students will not only learn to diagnose and repair real world customer vehicles but to broaden their skills will also assume the roles of service writer (scheduling, estimating parts and labor prices) and parts person. This is a well-rounded, rigorous program to prepare you for the future.

Students will earn college credits through Grays Harbor College upon successful completion of the course.

## Criminal Justice

The Criminal Justice program exposes students to a variety of career opportunities in law enforcement, the legal system, and related fields. Students will learn about ethics, the constitution, criminal law, police science, health and safety, investigations, rights, and responsibilities. Completion of this course will provide students with a foundation of knowledge and skills to pursue postsecondary options in preparation for a career.

## Electrical Engineering and Refrigeration Careers

Want to be exposed to a profession where you can possibly earn a six-figure salary? The Electrical Engineering and Refrigeration Program offered at Twin Harbors gives you the opportunity to work in a real industrial, commercial, and residential setting while working with the latest equipment and tools. This intense course balances hands-on labs with real world experience and written instruction with thermal dynamics, Ohm's Law, HVAC, refrigeration, residential and industrial electrical, plus much more. Tied in closely with SkillsUSA, this class has had no fewer than twelve state champions and nine national participants (including a student who placed $6^{\text {th }}$ in the nation, residential wiring 2010). Other alumni from this class have gone on to work as linemen, journeyman electricians, HVAC/R technicians, engineers, and other highly skilled professionals.
Come check us out for a chance to change your future.
Students will earn college credits through Bates Technical College upon successful completion of the course.

## Medical Assistant

The Medical Assistant program will prepare students to earn the Medical Assistant Certification. Twin Harbors has partnered with Grays Harbor College to bring this program to high school seniors who can earn an Associate degree and their MA certification just one year out of high school!

## Professional Medical Careers

The Professional Medical Careers (PMC) program introduces students to the rewarding medical field to learn the knowledge and skills applicable to many medical occupations. This program will be offered in partnership with Grays Harbor Community Hospital and its medical professional staff. Students explore medical careers in their areas of interest, as well as in targeted demand areas for future job openings. Students completing all course work, and participating in clinical internship experiences as designated, will be eligible to become Washington State Nursing Assistant Certified (NAC). Own transportation required for clinicals. Students will earn college credits through Grays Harbor College upon successful completion of the course.

## Summer Programs

Offering hands-on learning to students entering 9th through 12th grades. Our summer program offers a chance to learn from industry trained professionals in state-of- the-art facilities.

## Potential Courses Offered:



Automotive Technology - Explore the heating and air conditioning aspects of automotive service and maintenance. Students will learn safety foundation skills and have the opportunity to earn a nationally recognized certification through NATEF.

Broadcasting - Here is a chance at radio fame! Learn the magic of radio in a hands-on, fun way. Students will have the opportunity to create PSA's, underwriting spots, jingles, sweepers and station ID's . . . and of course, live on-air jock talk time.


Construction Basics - Students will get an introductory look into woodworking and construction. The class will cover hand/power tool safety, construction math and give students the chance to build personal and group projects.


Culinary Arts - Students will have the opportunity to learn basic food sanitation and safety, cooking techniques, and food preparation along with presentation. Nutritional information will be highlighted.

DigiPen Animation - Students will expand their own creative process exploring ways to turn original ideas into 3d models for animating using 3ds Max. Students will learn the production pipeline and use industry software to bring their ideas to life.


## Electrical Engineering



Electrical Engineering (HVAC, Electrical Wiring) - Students will focus on electrical wiring and safety practices involved in working with electricity. This is a great foundation for the school year program.


Health
Care Careers


Health Care Careers - Explore the world of health care in 13 days! Students will learn the fundamentals of working in the health care field including some medical terminology and career opportunities.


Photography and Graphic Arts - Learn how to use a quality camera (provided in the class) and software designed to enhance photos. Students will go from novice to mini artist in this short course combining photography and graphic arts. (Fine Arts Credit Available)

Video Production - Learn how to be the director of your own videos. Use powerful nonlinear video editing software with special effects capabilities to bring ideas to the small screen. (Fine Arts Credit Available)

Transportation is the responsibility of the student.

## Honors

Honors To qualify for Honors, the following criteria must be met:
Enrolled in Ocosta School District and/or Running Start for a minimum of 10 semester credits during their junior and senior years.
Minimum classes passed:

- English - ELA 9, 10, CiHS ELA 11/12, and/or college level English classes
- Math - three credits from Algebra, Geometry, Algebra II, Pre-Calculus I, Pre-Calculus II/Trigonometry, or Calculus.
- Science - one of the three science credits must be Physics or Chemistry.
- Foreign Language - two credits in the same foreign language or sign language.
- In addition to the requirements above, students must also successfully complete any two credits in the following courses: Physics, Chemistry, Pre-Calculus I, PreCalculus II/Trigonometry, Calculus, or college courses that have been preapproved in writing by the high school administration.
- OR Earned an Associate of Arts (AA) degree.

High Honors (gold cord) is awarded to graduating students who have a cumulative GPA of 3.5 or higher through the first term of the senior year and have taken advanced placement courses.
Honors (silver cord) is awarded to graduating students who have a cumulative GPA of 3.2 or higher through the first term of the senior year and have taken advanced placement courses.

## Valedictorian and Salutatorian

The student selected as valedictorian must meet the requirements for high honors and have earned the highest cumulative high school GPA calculated through the third quarter of their senior year (9-12). The student selected as salutatorian must meet the requirements for high honors and earn the second highest cumulative high school GPA calculated through the third quarter of their senior year (9-12). To be considered for valedictorian and salutatorian, the students must have attended Ocosta School District throughout their junior and senior years.

Fines or damage charges may be levied for lost textbooks, library books, or equipment. In the event the student does not make proper restitution, the student's diploma may be withheld. If a student is unable to pay the fine or charge, the student may make restitution through community service.

A charge for lost or damaged materials or equipment may be appealed to the superintendent or designee. The superintendent's or designee's decision may be appealed to the board. Care will be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are \$100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension (Policy 3300). When damages exceed \$100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension (Policy 3300).

## Booster Club Info

## Ocosta Booster Club purpose:

Support extra-curricular events of a cultural, social, recreational, academic, or athletic nature for the students of Ocosta Jr/Sr. High School.

## OBC Objectives:

- Provide supplemental financial support for various activities, programs, state competitions, team and individual camps, uniforms, sports equipment, tournaments, medals and ribbons, summer leagues, rooter buses, and more.
- Encourage athletic and academic endeavors of students.
- Create an active, involved membership.
- Promote school spirit and sportsmanship.


## Member Benefits:

It is a great way for parents, teachers, and community members to become part of an important organization whose main focus is directed to our Jr/Sr high school students, teachers, and our school.

- Become part of a dedicated group who work to provide students with the ability to participate in fundamental academic and athletic programs. It's the opportunity to help students experience lifelong lessons in good sportsmanship, teamwork, and self-discipline.
$>\mathrm{OBC}$ is a great place where parents can continue to be involved with their child and their school even after the grade school years. The main focus of OBC is $7^{\text {th }}$ through $12^{\text {th }}$ grade.
> It's a great feeling to work together with other members and know you are helping to make every child's junior and senior high school experience the best it can be.
> Your involvement can make all the difference. Membership is a large part of our success. All membership funds raised by the booster club are used for the support and benefit of the students.


## Membership Costs

Family - \$25/year
Business - $\$ 50 /$ year
Lifetime - \$400/one time
In Memory Of - \$400/one time
In Honor Of - \$400/one time

Meetings are the $1^{\text {st }}$ Tuesday of each month. Check out the Ocosta Booster Club Facebook page for important news and upcoming events.

## What does Booster Support:

- In the past years, booster has supported all Ocosta Extracurricular Activities including wrestling, track, cross country, cheer, basketball, knowledge bowl, math team, baseball, volleyball, fast pitch, ASB, Youth Fast Pitch.
- These funds were used for items such as equipment, travel expenses, tournament fees, trophies, banquets, and more.


## Scholarships

OBC granted 6 scholarships for a total of $\$ 6,500$.

# 2023-2024 OHS Course Descriptions 

## Language Arts

## English Language Arts 7

Full Year
Prerequisite: None
The LA 7 program prioritizes the development of reading and writing skills in preparation for the Smarter Balanced Assessment exam. The course will cover both literature and informational texts to develop reading comprehension and analytical skills. These texts will include novels, news articles, poetry, plays, and short stories. With each text, there will also be a focus on concept vocabulary and writing conventions.

## Reading 7

## 7

Full Year
Prerequisite: None
The reading program develops skills and strategies for reading fluency and comprehension. The course goal is to help students become proficient readers of grade-level material, which will benefit them across content areas. In this course, students will work with different types of texts from all subject areas - including areas of personal interest.

## JH English Language Learners

Full Year
Learning to read and write English to the beginner's level.

## English Language Arts 8

## 7, 8

Prerequisite: None

Full Year
Prerequisite: None
The LA 8 program prioritizes the development of reading and writing skills in preparation for the Smarter Balanced Assessment exam. The course will cover both literature and informational texts to develop reading comprehension and analytical skills. These texts will include: novels, news articles, poetry, plays, and short stories. With each text, there will also be a focus on concept vocabulary and writing conventions.

## HS English Language Learners

Full Year
Learning to read and write English to the beginner's level.

## English Language Arts 9

Full Year Prerequisite: None
English Language Arts (9th Grade): This course is a two-semester class with a focus on comprehending, comparing, and analyzing a variety of informational and literary texts. As students work towards a state requirement: Performance Based Assessment. The LA9 program prioritizes the development of reading and writing skills in preparation for this exam and future ones. Students will also work towards finding their voice through writing clear and coherent pieces for appropriate audiences.

Required Texts:
My Perspectives Language Arts, Grade 9, Volumes I and II
Of Mice and Men by John Steinbeck
Lord of the Flies by William Golding
The Outsiders by S.E. Hinton
Romeo and Juliet by William Shakespeare

English Language Arts 10
Full Year
Full Year
English Language Arts (10th Grade): This course is a two-semester class with a focus on comprehending, comparing, and analyzing a variety of informational and literary texts. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students not only work to improve their comprehension skills, but simultaneously develop the ability to analyze rhetorical techniques and complex themes. The Smarter Balanced Assessment is also a priority, as the LA10 program aims to prepare students for this exam.

Required Texts:
My Perspectives Language Arts, Grade 10, Volumes I and II
A Raisin in the Sun by Lorraine Hansberry
To Kill a Mockingbird by Harper Lee
Animal Farm by George Orwell
English Language Arts 10 CP
Full Year
This course is a two-semester class with a focus on comprehending, comparing, and analyzing a wide variety of literary texts in preparation for collegiate level studies. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays, and original compositions. Through the study of various genres of literature, students not only work to improve their comprehension skills, but simultaneously develop the ability to analyze rhetorical techniques and complex themes.

Required Texts:
My Perspectives Language Arts, Grade 10, Volumes I and II
Frankenstein by Mary Shelley
A Raisin in the Sun by Lorraine Hansberry
To Kill a Mockingbird by Harper Lee
The Time Machine by H. G. Wells

## English Language Arts 11

Full Year

This course is an introduction to American Literature. As such, the course introduces students to a few major works in fiction, poetry, and drama. In alignment with Washington State standards, the LA11 will also continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

Required Texts:
The Great Gatsby by F. Scott Fitzgerald
The Crucible by Arthur Miller (In the My Perspectives text)
A Separate Peace by John Knowles

English Language Arts 11 CiHS
Full Year

Prerequisite: Teacher or Counselor recommendation/approval
English 101 provides opportunities for students to develop and enhance their written communication skills, stressing the organization, development, and support of ideas and perspectives in exposition and argumentation as public discourse. Additionally, English 101 familiarizes students with library resources and application of the rules and conventions of Standard American English.

## Prerequisite: English Language Arts 11

This course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

Required Texts:<br>My Perspective, British Literature: Pearson<br>MacBeth, William Shakespeare (in the textbook)<br>1984, George Orwell<br>The Inferno, Dante Alighieri

## English Language Arts 12 CiHS

Full Year

## 12

English 101 provides opportunities for students to develop and enhance their written communication skills, stressing the organization, development, and support of ideas and perspectives in exposition and argumentation as public discourse. Additionally, English 101 familiarizes students with library resources and application of the rules and conventions of Standard American English.

University Policy:
Students who are enrolled in English 101 must complete the course with a grade of 2.0 or better in order to move on to English 201 and to graduate from Eastern Washington University.
English 101 Course Goals: By the end of English 101, students will be able to:

- Read, comprehend, and analyze a variety of popular and/or scholarly texts.
- Identify and analyze the elements of the rhetorical situation, including genre, context, purpose, audience, subject, stance, and author.
- Use academic discourse to compose a variety of analytical, argumentative, and reflective texts that appeal to an academic audience.
- Generate mostly error-free texts that include focused topics that are controlled by implicit/explicit theses (points), supported by main ideas, developed with evidence, and organized in ways that influence a particular audience to think, feel, or act as a result of the information presented.
- Analyze, use, and document evidence (examples, quotations, paraphrases etc.) from secondary sources to supplement and complement the student's own writing.
- Compose in a voice, tone, and style that is appropriate for the target audience and specific purpose.
- Develop a recursive and collaborative writing process that includes planning, drafting, revising, organizing, editing, and proofreading.
- Identify and analyze logical fallacies in their own and others' writing.
- Collaborate in small and large peer-groups for the purpose of sharing relevant ideas, respectful opinions, and constructive feedback.
- Identify areas in their own and in peers' writing where revisions are needed to create texts that will appeal to specific audiences.

Required Texts:
Everyone's an Author with Readings
The Little Seagull Handbook with Exercises (used for English as well) They Say, I Say

## Mathematics

## Math 7

7
Full Year
Prerequisite: None
We have implemented a new curriculum titled, Illustrative Math (IM) by Kendall Hunt. This is very different from how the students have been taught in years past. The students no longer sit and listen to a lecture, take notes, and then practice the concepts with a homework assignment. This new curriculum is designed to support problem-based learning (PBL). "In a problem-based curriculum, students work on carefully crafted and sequenced mathematics problems during most of the instructional time. Teachers help students understand the problems and guide discussions to be sure that the mathematical takeaways are clear to all" (IM).

Some students will struggle with this idea of the new learning because they are used to being walked through the steps, here the students will use their mathematical backgrounds and tools from their previous learnings to explore the new concepts. One thing that is crucial to this curriculum is being an active participant in the classroom. We will share our ideas of our discoveries as a group daily and learn from one another.

This course is divided into:
Unit 1: Scale Drawings
Unit 2: Introducing Proportional Relationships Unit 3: Measuring Circles
Unit 4: Proportional Relationships and Percentages Unit 5: Rational Number Arithmetic
Unit 6: Expressions, Equations, and Inequalities Unit 7: Angles, Triangles, and Prisms
Unit 8: Probability and Sampling Unit 9: Putting it ALL Together

## Pre-Algebra

Full Year
We have implemented a new curriculum titled, Illustrative Math (IM) by Kendall Hunt. This is very different from how the students have been taught in years past. The students no longer sit and listen to a lecture, take notes, and then practice the concepts with a homework assignment. This new curriculum is designed to support problem-based learning (PBL). "In a problem-based curriculum, students work on carefully crafted and sequenced mathematics problems during most of the instructional time. Teachers help students understand the problems and guide discussions to be sure that the mathematical takeaways are clear to all" (IM).

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This course is divided into:
Unit 1: Scale Drawings and Proportional Relationships
Unit 2: Measuring Circles
Unit 3 Proportional Relationships and Percentages
Unit 4: Rational Number Arithmetic
Unit 5: Expressions, Equations, and Inequalities
Unit 6: Angles, Triangles, and Prisms
Unit 7: Rigid Transformations and Congruence
Unit 8: Dilations, Similarity, and Introducing Slope
Unit 9: Linear Relationships
Unit 10: Exponents and Scientific Notation
Unit 11: Probability and Sampling

## Algebra I

Full Year

Prerequisite: None
"Students begin the course with one-variable statistics, building on ideas from middle school. Starting with data collection and analysis sets a tone for the course of understanding quantities in context. It also allows students to access grade-level mathematics that is not as dependent on prior skills as some other topics. Gathering and displaying data, measuring data distribution, and interpreting statistical results encourages students to collaborate, communicate, and explore new tools and routines" (Kendall Hunt, 2022).
Algebra 1 is designed to help students focus on problem-solving. This course prepares students for the future by helping them learn different function types, solution solving skills, and number sense, along with many other skills. By learning Algebra students can gain an understanding of how math relates to the world around them. Students will be able to contextualize mathematics in their everyday world. This helps students back their statements with mathematical facts. Jr. High Students will receive High School credit for this course.

## Geometry

Full Year
Prerequisite: Passing grade in Algebra I
"For the first several units, students practice generating conjectures and observations. This begins with work on compass and straightedge constructions. They gradually build up to formal proof, engaging in a cycle of conjecture, rough draft, peer feedback, and final draft narratives. To support their proof writing, students record definitions and theorems in a reference chart, which will be used and expanded throughout the course" (Kendall Hunt, 2022).
Geometry is designed to help students focus on higher problem-solving skills. This course prepares students for the future by helping them learn different shapes, solution solving skills, and understanding of angles, along with many other skills. By learning Geometry students can gain an understanding of how math relates to the world around them. Students will be able to contextualize mathematics in their everyday world. This helps students back their statements with mathematical facts.

## Algebra II

## 10, 11, 12

Full Year
Prerequisite: Algebra I and Geometry
"Students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling. This work leads to looking at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first nth terms of a geometric sequence" (Kendall Hunt, 2022).
Algebra 2 is designed to help students focus on higher problem-solving skills. This course prepares students for the future by helping them learn different function types, solution solving skills, and number sense, along with many other skills. By learning Algebra 2 students can gain an understanding of how math relates to the world around them. Students will be able to contextualize mathematics in their everyday world. This helps students back their statements with mathematical facts.

## Financial Algebra

Full Year
Welcome to an exciting math course where you will learn to connect Algebra to what's going on in your life. Since you are earning, spending, saving, and investing money now and will be throughout the rest of your life, it's time to understand finance in mathematical terms and gain confidence in your ability to manage money. This course will take you step-by-step through strategies to help you learn the value of money, how to evaluate the best cell phone contract, how to build a business plan by knowing costs, profits, and break-even points, and much more.

## Science

## Science 7

Full Year
Prerequisite: None
Science 7 is Life Science and will be directed by student issued workbooks. Diversity of Life, Cells and Heredity, and Ecosystems and the Environment. There will be additional emphasis on topics related to local issues and for state testing.

## Science 8

8
Full Year
Prerequisite: None
Eighth grade science will focus on Earth and space science. Throughout the course emphasis will be upon the nature of science, and the relationship between science and society.

## Steam 8

8
1 Semester
Prerequisite: None

## Physical Science

9
Full Year
Prerequisite: None
This course is a high school graduation requirement. It is one of your 3 required science credits. You must pass each semester.
Physical Science is an introduction to physics and chemistry. Some of the topics will include forces and motion, energy, electricity and magnetism, sound and light, waves, atoms, compounds, and molecules, chemical and physical changes to matter. Students will also spend significant time learning the nature of science and the interactions between science and society. A detailed list of the priority learning standards for the course will be posted on Google Classroom.

## Biology

## 10

Full Year
Prerequisite: None
Biology is a Life Science and will be directed by unit study guides. The main unit study guides will be Microbiology, Anatomy and Physiology, Genetics, Ecology, and Plants. There will be a review of physical and earth science for the purpose of state testing. There will be additional emphasis on topics related to local issues and for state testing.

## Environmental Science

## 11, 12

Full Year
Prerequisite: None
Environmental Science will emphasize a connection between man and the environment. The course will look at ecosystems and how man has impacted them. The nature of science itself as a tool for understanding will be integrated throughout the course. Although the influence on environmental issues by politics and the media will be shown, the concrete data put forth by scientists who are experts in the field will be the focus.

## Chemistry including CiHS

## 11, 12

Full Year
Prerequisite: Teacher or Counselor recommendation/approval
Chemistry is the study of matter and energy. Atoms to DNA, heat to nuclear transmutation, evaporation to BoseEinstein condensate, alloys to nanotubes -- it's all chemistry. This course is an introduction to fundamental science. Students must have three science credits to graduate. The first semester of this class earns half a credit. The second semester earns one full credit because it is a College in the High School ( CiHS ) course. The first semester
is required to enroll in the second semester. Also, in the spring, 11th grade students will be required to take the WCAS, Washington Comprehensive Assessment of Science in the spring which is the state science test. Eastern Washington University is offering the credit for one class: CHEM100 Introduction to Chemistry. In late January you will apply to EWU, and then register for the course. In June you will have earned 5 quarter hours of credit from EWU -- transferable to any state college or university. There is no cost to you.

## Social Studies

## JH World History/Geography

1 Semester
7
World Geography courses provide students with an overview of world geography but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

- Students will acquire fundamental and advanced knowledge of political, social, economic, constitutional, cultural, and intellectual history of many countries.
- Students will develop the process skills: analysis, synthesis, evaluation, and critical reading necessary for the mastery of the content of world geography.
- Students will demonstrate knowledge of the content, concepts, and themes unique to world geography.
- Students will develop the ability to recognize the significance of change over time and cause and effect.
- Students will be able to develop historically accurate interpretations of geographical events throughout the world.
- Students will develop the ability to think and reason analytically as demonstrated through essay and expository writing of document based and free response essay questions as well as article reviews, and book reviews.


## Washington State History

1 Semester
Prerequisite: None
In Washington State History, students have the intellectual and social capacity to deepen their study of history. The recommended context is Washington State History, primarily, Since Time Immemorial to the present. Students consider multiple accounts of events and issues to understand the politics, economics, geography, and history of this country from a variety of perspectives. This is your first class for high school graduation!

## US History 8

## 8

## 1 Semester

## Prerequisite: None

The recommended context in eighth grade is U.S. History, primarily the 18th and 19th centuries, from early Americas to 1877. Students consider multiple accounts of events and issues to understand the politics, economics, geography, and history of this country from a variety of perspectives.
United States History is a chronological and thematic survey course in United States History covering the time period from the early Americas to Reconstruction. The course is designed to provide students with the analytic skills and factual knowledge to deal critically with the problems and issues in United States History. The course will emphasize key themes in United States history including American diversity, identity and culture, demographic change, economic transformations, the environment, globalization, politics, reform, religion, slavery and its legacies in North America, and war and diplomacy.

## World History

Full Year

10
Prerequisite: None

World History provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History-Overview courses may include geographical studies, but often these components are not as explicitly taught as geography.

## US History

Full Year
Full Year Prerequisite: None
Students have the intellectual and social capacity to deepen their study of history. The recommended context in eleventh grade is U.S. history, primarily the 20th and 21st centuries, from 1877 to the present. Students consider multiple accounts of events and issues to understand the politics, economics, geography, and history of this country from a variety of perspectives.
United States History is a chronological and thematic survey course in United States History covering the time period from the Civil War to contemporary America. The course is designed to provide students with the analytic skill and factual knowledge to deal critically with the problems and issues in United States
History. The course will emphasize key themes in United States history including American diversity, identity and culture, demographic change, economic transformations, the environment, globalization, politics, reform, religion, slavery and its legacies in North America, and war and diplomacy.

## Civics

## 1 Semester

Civics/American Government is a required course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State, and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state, and national issues, read, and participate in discussions, and develop informed arguments using a variety of writing forms.

## CWP (Contemporary World Problems)

1 Semester
Prerequisite: None
CWP is a required course for graduation. The focus of this course is devoted to studying the historical origins and development of domestic and foreign political and social problems that confront contemporary humanity. Possibilities include regional studies (ex. AIDS in Africa or the state of affairs in the Middle East), as well as issues of global concern such as international relations, environmental issues, the war on terror, world poverty, sustainable development and global economic development.

## The Arts

## JH Arts

1 Semester

## Art I

1 Semester
7, 8
Prerequisite: None

Students explore a variety of media providing a foundation in the elements and principles of art with an emphasis on drawing, sculpting, and painting. The study of art history, cultures, and artists will provide vocabulary skills and a foundation for students to discuss and evaluate their own work in a supportive atmosphere.

## Art II

10, 11, 12
1 Semester Prerequisite: Art I
Intermediate Art is for students who would like to continue to develop and expand their abilities and interests in art. Projects are designed to increase students' drawing, painting and design skills while developing creativity and personal expression through a variety of media. This may include charcoal, Conté, painting, pen and ink, mixed media, printmaking, 3-D design, oil pastel and chalk pastel.

## Art III/IV

10, 11, 12

## 1 Semester

## Prerequisite: Art II

This class builds on the development of student skills and understanding of composition that were learned in Art II. Students will prepare their portfolio for presentation for scholarship opportunities and entrance interviews to higher learning establishments.

## Ceramics I

$$
9,10,11,12
$$

1 Semester

## Prerequisite: None

Students will apply the elements and principles of visual art while learning various skills and techniques including: hand building; throwing on the potter's wheel; glazing and decorating. Students will construct a variety of functional, utilitarian, and sculptural forms. The study of art history, cultures, and artists will provide vocabulary skills and a foundation for students to discuss and evaluate their own work in a supportive atmosphere.

## Ceramics II

## 10, 11, 12

1 Semester

## Prerequisite: Ceramics I

This is an advanced course to continue the study of function vs. form, three-dimensional composition, and the historical aspects through the use of the various hand built and wheel techniques along with the effects of glazes.

## Ceramics III

10, 11, 12

## 1 Semester

Prerequisite: Ceramics II
This is an advanced course to continue Ceramics II.

## Photo I (combined with Yearbook)

9, 10, 11, 12

## 1 Semester

## Prerequisite: None

Students will complete a course of study in the fundamentals of photography, including composition, basic camera use and display of photos. Students will take a variety of pictures highlighting the elements of design and use Adobe Photoshop to enhance, alter, and manipulate pictures. Students will create a portfolio of their work.

## Photo II (combined with Yearbook)

1 Semester

## $9,10,11,12$

Provides more opportunities for students to expand their basic skills learned in Photo I. Students will be provided more in-depth learning experiences in photographic composition, digital image capture and editing techniques and advanced digital camera controls and operation. Students will learn industry standard image editing software and lighting techniques, including use for artistic expression.

## JH Band

## 7,8

Full Year
Prerequisite: None
Being part of a musical ensemble is a valuable and unique experience which will surely provide a lifetime of important skills and traits for each student. Music develops creativity, teamwork, problem-solving, and more. Learning and performing music reinforces a variety of skills. Additionally, the music experience is often one of the richest and most rewarding parts of the school years and beyond.
It is important to remember that the musical ensembles, like any worthwhile activity, will demand a new set of challenges. Students will need to remain patient with themselves, stay consistent with their efforts, and not hesitate to ask for help as needed. Improvement is a process, and the reward will come in time!
You can't learn if you're not in class! And a music ensemble is made of many equally important parts - one of which is YOU! Attendance, along with daily, engaged participation, is the majority of your grade. Students are expected to be in their seats and ready to play when class starts to avoid being marked tardy and to help make the most of class time for everyone.
Music is for everyone! We don't believe students need to "pay to play." Ocosta will work hard to ensure that every student will be provided with an instrument if they choose to not rent from places such as Ted Brown Music in Tacoma or to purchase their own (if you do decide to purchase an instrument (PLEASE contact Ms. Wenzel for guidance to ensure you have a quality instrument).
As Plato said, "Music gives a soul to the mind, flight to the imagination, and life to everything," so let's make music together and create memorable experiences!

## HS Band

Full Year

## Prerequisite: None

Being part of a musical ensemble is a valuable and unique experience which will surely provide a lifetime of important skills and traits for each student. Music develops creativity, teamwork, problem-solving, and more. Learning and performing music reinforces a variety of skills. Additionally, the music experience is often one of the richest and most rewarding parts of the school years and beyond.
It is important to remember that the musical ensembles, like any worthwhile activity, will demand a new set of challenges. Students will need to remain patient with themselves, stay consistent with their efforts, and not hesitate to ask for help as needed. Improvement is a process, and the reward will come in time!
You can't learn if you're not in class! And a music ensemble is made of many equally important parts - one of which is YOU! Attendance, along with daily, engaged participation, is the majority of your grade. Students are expected to be in their seats and ready to play when class starts to avoid being marked tardy and to help make the most of class time for everyone.

Music is for everyone! We don't believe students need to "pay to play." Ocosta will work hard to ensure that every student will be provided with an instrument if they choose to not rent from places such as Ted Brown Music in Tacoma or to purchase their own (if you do decide to purchase an instrument (PLEASE contact Ms. Wenzel for guidance to ensure you have a quality instrument).
As Plato said, "Music gives a soul to the mind, flight to the imagination, and life to everything," so let's make music together and create memorable experiences!

## Fitness \& Health

7

## PE 7

1 Semester

Prerequisite: None
Through physical activities and education, students will develop fitness concepts and practices which will focus on lifetime skills and promote healthy standards. Students will have an opportunity to practice cooperative and social skills while engaged in various activities including sports, weightlifting, and lifelong fitness skills.

## Health 7

## 7

1 Semester Prerequisite: None
Age-appropriate themes involving Nutrition, Sex Education, Violence Prevention, and Emotional Health Education.

## PE 8

8
1 Semester
Prerequisite: None
Through physical activities and education, students will develop fitness concepts and practices which will focus on lifetime skills and promote healthy standards. Students will have an opportunity to practice cooperative and social skills while engaged in various activities including sports, weightlifting, and lifelong fitness skills.

Health 9
9
1 Semester
Prerequisite: None
Age-appropriate themes involving Nutrition, Sex Education, Violence Prevention, and Emotional Health Education.

PE I \& II
1 Semester
Prerequisite: None
9, 10, 11, 12
Education in Physical activities.

## Weight Training I - IV

1 Semester

Gain strength and improve power while learning lifting form and techniques, muscle physiology, and anatomy.

## Family \& Consumer Science

## Academy 7

1 Semester

7
Prerequisite: None

This course provides students with information about a wide range of subjects to assist them in becoming conscientious and successful students. This course emphasizes process skills, including goal setting, decision making, and other topics such as the setting of priorities, time management, interpersonal relationships, and the development of self. This course emphasizes social and emotional well-being as it enhances academic success.

## Independent Living 8

8
1 Semester

## Prerequisite: None

This course provides students with information about a wide range of subjects to assist them in becoming independent adults. This course includes lessons on rental property, money management, financial planning, and lifestyle decision making. This course will also include lessons on doing laundry, simple sewing projects and cooking labs.

## Academy 9

## 1 Semester

Prerequisite: None
9th Grade Academy was designed to help you adjust to the expectations and rigors of high school. You will learn to calculate your GPA, how to maintain a calendar of weekly assignments and activities, how to use MLA format and how to write Cornell notes. You will explore your personality and learn about your strengths and how to use them to overcome your weaknesses. This work will give you the necessary tools for success throughout your high school experience and into your post-secondary life choices.

## World Languages

## Intro to Spanish

1 Semester

8
Prerequisites: None

This class is for junior high students who would like to experience a gentle, fun introduction to communicating in Spanish.
Students will learn Spanish by means of comprehensible input, primarily listening to Spanish stories and reading in Spanish during class. We will focus on a few high frequency structures, practice with them for about 3 weeks, then move on to new structures. Our primary focus will be Communication and Culture. Some of our topics are:

- Presentaciones y Saludos/Greetings and Introductions
- El Alfabeto y La Pronunciación/The sounds of Spanish
- La Acentuación/Accents
- Los Días de la Semana/Days of the week
- Los Meses Del Año/Months of the year
- Las Estaciones/ Seasons
- El Tiempo/Weather
- ¿Dónde se habla español?/Where is Spanish spoken?
- Variaciones en el lenguaje/Language variation
- El Registro del Lenguaje/Language register
- ¿Para qué estudiar el español?/Why study Spanish?
- Los números/Numbers
- La Hora/Telling time
- Las mascotas/pets
- Gente famosa/Famous people
- Celebraciones/Celebrations
- High frequency words and phrases


## Spanish Heritage

$$
7,8,9,10,11,12
$$

Full Year
Prerequisites: None
Spanish for Heritage Spanish speakers focuses specifically on the needs of students who are native Spanish speakers and/or have families that speak Spanish as part of their cultural heritage. Course prerequisite: Oral fluency in conversational Spanish. Students who speak Spanish at home should enroll in this course instead of Spanish 1, since Spanish 1 is for true beginners. The course focuses on expanding language proficiency and cultural knowledge through reading and writing for a variety of purposes. Preparation for the STAMP assessment is included during first semester.

Prerequisites: None
Learning targets, assessments, practices, and materials are aligned to Washington State K12 World Language
Standards which are adopted from the national ACTFL World Readiness Standards for Learning Language. We will also practice and use Washington's K-12 SEL Standards, especially Standard 4-Social Awareness: Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.
Students will read, write, listen, and speak Spanish in class every day, allowing for the practice and application of learned vocabulary, grammar, and communications skills. What will we communicate about? The following themes are covered in the Auténtico $\mathbf{1}$ textbook:

## Spanish 1

PE Greetings, numbers, calendar, weather, time
1 What are you like? What do you like to do?
2 Talk about your classes and teachers.
3 Food, beverages, and eating in a restaurant
4 Extending and accepting invitations
5 Family and Celebrations
all Spanish speaking Countries, customs, and people
all verbs in the present tense
*We will add in high frequency verbs in the past tense.

## Spanish II

## 9, 10, 11, 12

Full Year
Prerequisite: Passing grade of C or higher in Spanish I/Teacher approval
Learning targets, assessments, practices, and materials are aligned to Washington State K12 World Language
Standards which are adopted from the national ACTFL World Readiness Standards for Learning Language. We will also practice and use Washington's K-12 SEL Standards, especially Standard 4-Social Awareness: Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.
Students will read, write, listen, and speak Spanish in class every day, allowing for the practice and application of learned vocabulary, grammar, and communications skills. What will we communicate about? The following themes are covered in the Auténtico 1 textbook:

## Spanish 2

1 Family and Celebrations
2 Home and Chores
3 Shopping
4 Vacations and Community Service
5 TV, films, and Technology
*We will combine reviews of last year's content with our new learning. Students will use verbs to describe actions in the present, past, and future.

## Spanish III

Full Year

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9,10,11,12
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Prerequisite: Passing grade of C or higher in Spanish II/Teacher approval
TBD - available based on student needs

## Career \& Technical Education (CTE)

## Yearbook I-III

## 9, 10, 11, 12

1 Semester
Prerequisite: None
This course helps produce Oceanus, the Ocosta Jr/Sr High School yearbook. In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories, and events.

Goals: Students will produce a high-quality publication. Students will learn and use publishing industry terminology. Students will work with various types of technology to produce their publication. Students will apply computer skills and design principles to the production of yearbook pages. Students will learn copywriting techniques. Students will work as a team to meet deadlines.

## Networking/Cybersecurity

## 9, 10, 11, 12

1 Semester
Prerequisite: None
This course explores networking fundamentals and cybersecurity. It begins with an overview of the Internet architecture, the structure of each of the five Internet protocol layers. At the end of the course students should have a general knowledge of how the Internet works and appreciate the complexities of designing secure networks.

1. Understand the hierarchical structure of the Internet.
2. Differentiate between circuit-switching and packet-switching technologies.
3. Understand the functions of the Internet protocol layers and the interactions among them.
4. Differentiate between P2P and client/server networks.
5. Understand the trends in the development and deployment of new malware.
6. Analyze network traffic for a deeper understanding of protocols and security vulnerabilities.
7. Understand cyberattacks and what you can do to defend against them.

## Computer Programming

## 9, 10, 11, 12

1 Semester
Prerequisite: None
Computer Programming through TechSmart.codes course provides an in-depth introduction to coding in Python. Upon completion, students will master fundamental coding concepts such as statements, variables, expressions, conditionals, and loops. Students will also gain proficiency with advanced topics including software libraries, automation, and sprite-based graphics.
In addition, students will learn how to plan and track the progress of large coding projects, debug errors, and improve the readability of their code. Throughout the course, students will continuously demonstrate their knowledge through both traditional assessments and coding projects such as games, animations, and other interactive programs.

## Robotics

1 Semester
Prerequisite: None
Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-ofsemester robot contest.

We will be using CS2N.org: Coding and Computational thinking with VEX IQ as our platform. Students will be divided into groups and complete a variety of robot construction and programming activities within the confines of these groups.

In this course, students will:

1. Explore the broad scope of robotic applications.
2. Learn the basic components and building blocks of robots.
3. Develop robot construction skills.
4. Learn to program robots.
5. Program autonomous mobile robots to achieve challenging tasks.

## Entrepreneurship

9, 10, 11, 12
1 Semester Prerequisite: None
The Entrepreneur Class is an exploratory class. The Entrepreneur Class introduces the topic of entrepreneurship, exploring traits of entrepreneurs and leaders, examining examples of entrepreneurs, and providing guidelines for effective communication and dealing with conflict.
Explore economic concepts including economic systems, capitalism, and the relationship between cost and profit. This class is connected to our Wildcat Cafe. You will explore topics like operating expenses, taxes, a Profit \& Loss statement, and resource management. The students will create job descriptions for the Cafe and conduct interviews with prospective student employees. This class will be responsible for creating and managing advertising strategies for the Wildcat Cafe to help generate and increase revenue. The Entrepreneur Class will learn how to use technology to track sales and revenue, customer preferences and inventory control.

## Culinary Arts I

$9,10,11,12$
1 Semester Prerequisite: None
Culinary Arts I is a CTE course. CTE courses are designed to teach students employability skills. In this course you will learn employability skills such as self-management, problem solving, and time management. This course will also teach skills and practices that are required for the Food Service and Hospitality industry. This class includes kitchen labs where you will work with diverse groups and create real world experiences through food preparation. This course allows you the opportunity to acquire a Washington State Food Card. Students will acquire skills that are transferable to employment within and beyond our local community.

Culinary Arts II
1 Semester
1 Prerequisite: Culinary Arts I/Teacher approval
CTE courses are designed to teach students employability skills. Culinary Arts II is a CTE course. In this course you will learn employability skills such as self-management, problem solving, and time management. This course will also teach skills and practices that are required for the Food Service and Hospitality industry. This class includes kitchen labs where you will work with diverse groups and create real world experiences through food preparation. This course allows you the opportunity to acquire a Washington State Food Card.
Culinary Arts II students are required to create and operate our Wildcat Cafe. Students will be required to schedule work shifts, create menus for cafe sales, prepare products for cafe sales, learn how to operate equipment, learn how to maintain equipment, take inventory, and manage a cash register. Students will acquire skills that are transferable to employment within and beyond our local community.

## Electives \& Special Programs

## Leadership

## 7, 8, 9, 10, 11, 12

Full Year
Prerequisite: Teacher recommendation and approval
Leadership is designed to strengthen students' personal and group leadership skills. Typically intended for students involved in extracurricular activities, such as class or club officers, this class covers public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics. Leadership provides opportunities that support and increase the academic and social success of every student through school activities and community service.

## Academic Support

## 7, 8, 9, 10, 11, 12

Full Year
Prerequisite: Teacher or Counselor recommendation/approval Academic Support is an elective course that allows you to get help maintaining excellent grades in all your classes, and well as assistance with online courses for credit retrieval.

## Life Skills

$7,8,9,10,11,12$
Full Year
Prerequisite: Student must have a current Individualized Education Plan (IEP) Life Skills (9th-12th grades) courses blend social skills, vocational skills, and academic skills into a cohesive whole as students prepare for the transition from secondary education into the workforce or post-secondary education while continuing to develop their life skills. Typically, students' focus will be on developing the key elements necessary to become happy and productive members of a community, but they may also explore and develop new interests through these experiences.

## Office Aide

## 11, 12

1 Semester

## Prerequisite: Administrator or Office Manager permission

Students considering this class should like to meet people and have the ability and desire to get along well with others. You should have good work habits and a neat appearance. An office aide must be tactful, willing to assume responsibility, be dependable, accurate, and loyal. Regular duties are assisting office personnel with building communications, mail, filing, and other various assigned duties. Confidentiality, discretion, and attendance are requirements of this class. This class is graded satisfactory/unsatisfactory.

## Elementary TA

## 11, 12

1 Semester

## Prerequisite: Administrator or Office Manager permission

Seniors who are interested in being an elementary school TA should perform all reasonable tasks assigned willingly and to the best of their ability. Confidentiality and discretion should always be maintained. This class is graded satisfactory/unsatisfactory.

## Library Assistant TA

9, 10, 11, 12

## 1 Semester Prerequisite: Library Manager permission

Students who register as library aides should be dependable, be able to work well with others, and be willing to accept and independently carry out responsibilities. Regular assignments include checking out library materials to students and staff, shelving books and magazines, organizing library materials, running errands, and other tasks as assigned by the library staff. Students have the opportunity to learn the fundamentals of librarianship, from processing materials to assisting patrons and can enhance their own ability to use libraries more effectively. Maintaining good human relations skills and being regular in attendance is very important for library aides.

