



Ocosta
Jr/Sr High School
Course Guide
2024-2025



Nurturing Brilliance
Fostering Success

Course Guide Table of Contents

Introduction

Welcome	2
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

High School and Beyond Plan	8
Community Service	8
Dual Credit Pathways	
College in the High School (CiHS)	9
Running Start	9
CTE Pathways	9
Graduation Pathways Explained	11 – 13
Graduation Requirement Breakdown	14

Seal of Biliteracy	15
--------------------------	----

Grading Scale	15
---------------------	----

Physical Education Waiver	15
---------------------------------	----

Co-Curricular Activities	16
--------------------------------	----

WIAA Athletic Eligibility Rules	16
---------------------------------------	----

Off Campus Learning

Running Start	17 – 18
Skills Center	19 – 20

Honors, Valedictorian, Salutatorian	21
---	----

Student Fees, Fines, and Charges	21
--	----

Booster Club Info	22
-------------------------	----

Course Descriptions and Information	23 – 37
---	---------

Language Arts	23 – 25
---------------------	---------

Mathematics	25 – 27
-------------------	---------

Science	27 – 28
---------------	---------

Social Studies	28 – 29
----------------------	---------

The Arts	29 – 31
----------------	---------

Fitness & Health	31
------------------------	----

Family & Consumer Science	32
---------------------------------	----

World Languages	32 – 34
-----------------------	---------

Career & Technical Education (CTE)	34 – 36
--	---------

Electives/Special Programs	36 – 37
----------------------------------	---------

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, Ana Farias (360-268-9125, 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.

What's in the Counseling Center?

- Career Planning
- Financial Aid Information
- 4-Year Colleges
- 2-Year Colleges
- Technical Colleges
- SAT, ACT, ASVAB, PSAT, STAMP Testing
- Information and Sign-ups
- Scholarships and Grants
- Job Opportunities

Connections Class

Students will be assigned to a grade-level Connections class.

Purposes for this class include, but are not limited to, updating and reviewing individual learning plans, building portfolios, transcript and grade checks, grade level/ class/ club meetings and school wide assemblies.

Connections is also the time when students work on their High School and Beyond Plan, which is a requirement for graduation.

Attendance in Connections is required. Tardies and trancies are considered the same as in regular classes.

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.

A screenshot of the Skyward login page for Ocosta School District No 172. The page features the Skyward logo at the top, followed by the text 'OCOSTA SCHOOL DISTRICT NO 172'. Below this is a login form with two input fields: 'Login ID:' and 'Password:'. A 'Sign In' button is positioned below the password field. A link for 'Forgot your Login/Password?' is located below the 'Sign In' button. At the bottom right of the login area, the date '05.22.06.00.11' is displayed. At the bottom of the page, there is a 'Login Area:' dropdown menu currently set to 'Family/Student Access'.



Family Access

My Account Contact Us Exit



Home

- New Student Online Enrollment
- Calendar
- Gradebook
- Attendance
- Student Info
- Busing
- Schedule
- Test Scores
- Fee Management
- Conferences
- Report Cards
- Health Info

Wellness Screening

Wed Nov 2, 2022

1. In the last 24 hours, have you experienced any of the following symptoms in a way not normal to you?

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

2. In the last 14 days, have you been in close contact with a suspected or confirmed case of COVID-19 or tested positive yourself?

- and/or Have you had a positive COVID-19 test for the active virus in the past 10 days?
- and/or Are you awaiting results of a COVID-19 test?
- and/or In the last 14 days, has a public health or medical professional told you to self-isolate, or self-quarantine because of concerns about COVID-19?

Upcoming Events Calendar

Today, Wed Nov 2, 2022

Fri Nov 4, 2022
Term 1 Ends
OCOSTA HIGH SCHOOL

Sat Nov 5, 2022
Term 2/Semester 1 Starts
OCOSTA HIGH SCHOOL

Fri Nov 11, 2022
Nonfiction Narrative Essay

Fri Nov 11, 2022
Veteran's Day - No School
OCOSTA HIGH SCHOOL

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 the school or district.

If you don't see the tabs, click on the "+" symbol under the Skyward logo.

Important dates coming up and assignments that are due soon.



Family Access

My Account Contact Us Report History Exit



- Home
- New Student Online Enrollment
- Annual Updates**
- Calendar
- Gradebook
- Attendance
- Student Info
- Busing
- Schedule
- Test Scores
- Fee Management
- Graduation Requirements
- Conferences
- Report Cards
- Health Info
- Login History

Annual Updates

(OCOSTA HIGH SCHOOL 2022-2023)

Step 1a. Student Information: Student Information (Required)

General Information

First: Middle:

Last: Suffix:

Birthday: Gender:

Other Name:

* Language: Local Race:

* Native Language:

Do you have internet access?

Do you have a device to access eLearning material?

Method of Instruction:

School Email: Home Email:

Federal/State Ethnicity: (Change Ethnicity)

State Race: (Change Race)

Birth State:

Birth Country:

Birth County:

- Student Information
 - Student Information
 - Family Address
 - Family Information
 - Emergency Information
 - Emergency Contacts
 - Health Information
- Military Family
- Parent Update
- Attendance Information
- Attendance Form
- Transportation Information
- PPRA
- FERPA

Fill out each form then click on Next Step to submit it.

Annual Updates will need to be done every year. This helps us keep our information accurate and up to date.

Missing Assignments listed at the top of the page will show the missing assignments for the **whole school year**. Click on **Show All** and then **Show Missing for Current Grades** to open a new window with just the current term missing assignments.

Gradebook

Missing Assignments (Show All)

has 1 missing assignment:
Due: 10/28/2022 | Ready week of 1

Missing Assignments

Show Missing for Current Grades

Due	Assignment	Class	Teacher	Category	Points Possible	Absent

Class Grades

(OCOSTA HIGH SCHOOL) Display Options | GPA

Class	Grade	Score	Grade
PE 7 Period 1 (8:44 AM - 9:37 AM) ARLYNN MARTIN	A-		B+
HEALTH 7 Period 2 (9:41 AM - 10:34 AM) ARLYNN MARTIN	B+		A-
MATH 7 A Period 3 (10:38 AM - 11:31 AM) MELANIE GARRETT	C	B	C+
SCIENCE 7 A Period 4A (12:05 PM - 12:58 PM) BRUCE JONES	A-	B+	B+
ACADEMY 7 Period 5 (1:02 PM - 1:54 PM) KATHY ISEMINGER	C+	C	C+
ENGLISH 7 A Period 6 (1:58 PM - 2:50 PM) JENNIFER VAN DER GIESSEN	D	C-	C-

Grades posted to the report card are in **bold**.
Current grades are **highlighted**.

Click on the grade to see assignments and scores.

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!

Family Access

Guardian Name: **My Account** | Contact Us | Report History | Exit

SKYWARD Student Name

District Links

Account Settings

Email:

Phone: 360-555-1212 Ext:

Family Access Login: Mickey Mouse

Password Last Changed: 01/19/2022

I'm Using a Screen Reader

Outline Links When Focused

Address (Mailing Address)

Street Number: Street Dir: Street Name:

SUD: #: P.O. Box:

Address 2:

Zip Code: Plus 4: City/State:

County:

Address Preview:

Email Notifications

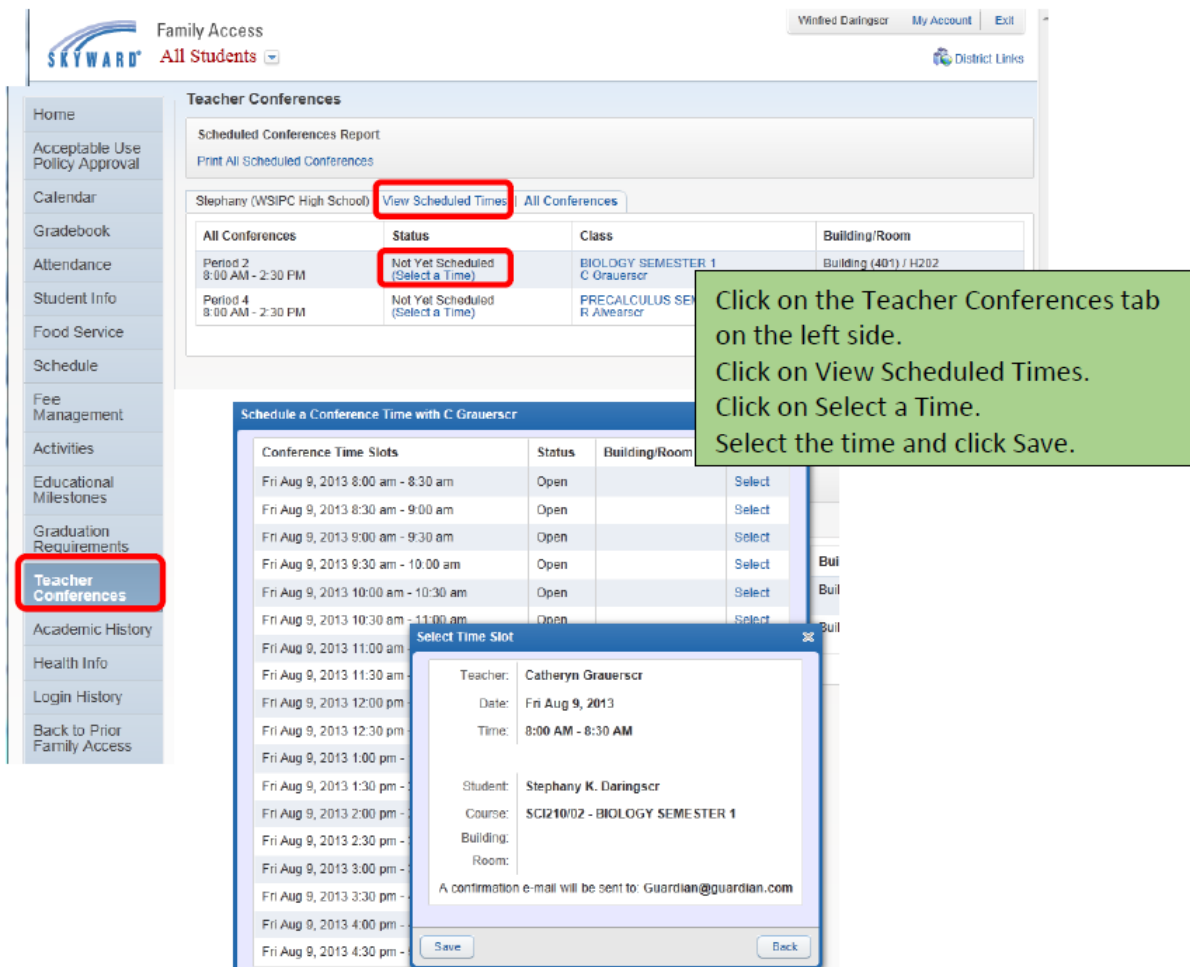
Receive Daily Attendance Notifications for my student(s) by
 Email Wall Message Email and Wall Message

Receive Grading Emails for my student(s) ?
 Assignment/Class Percent Overrides (If blank, the School default low and/or high percent will be used):
 Low: High: for Student's Name

Receive Progress Report Emails for my student(s)
 Daily Weekly (every Saturday) Monthly (1st of each month)

Save

How to Schedule a Conference:



Family Access | Winfred Daringscr | My Account | Exit | District Links

SKYWARD All Students

Teacher Conferences

Scheduled Conferences Report
Print All Scheduled Conferences

Stephany (WSIPC High School) **View Scheduled Times** All Conferences

All Conferences	Status	Class	Building/Room
Period 2 8:00 AM - 2:30 PM	Not Yet Scheduled (Select a Time)	BIOLOGY SEMESTER 1 C Grauerscr	Building (401) / H202
Period 4 8:00 AM - 2:30 PM	Not Yet Scheduled (Select a Time)	PRECALCULUS SEM R Ainarscr	

Schedule a Conference Time with C. Grauerscr

Conference Time Slots	Status	Building/Room
Fri Aug 9, 2013 8:00 am - 8:30 am	Open	Select
Fri Aug 9, 2013 8:30 am - 9:00 am	Open	Select
Fri Aug 9, 2013 9:00 am - 9:30 am	Open	Select
Fri Aug 9, 2013 9:30 am - 10:00 am	Open	Select
Fri Aug 9, 2013 10:00 am - 10:30 am	Open	Select
Fri Aug 9, 2013 10:30 am - 11:00 am	Open	Select
Fri Aug 9, 2013 11:00 am - 11:30 am	Open	Select
Fri Aug 9, 2013 11:30 am - 12:00 pm	Open	Select
Fri Aug 9, 2013 12:00 pm - 12:30 pm	Open	Select
Fri Aug 9, 2013 12:30 pm - 1:00 pm	Open	Select
Fri Aug 9, 2013 1:00 pm - 1:30 pm	Open	Select
Fri Aug 9, 2013 1:30 pm - 2:00 pm	Open	Select
Fri Aug 9, 2013 2:00 pm - 2:30 pm	Open	Select
Fri Aug 9, 2013 2:30 pm - 3:00 pm	Open	Select
Fri Aug 9, 2013 3:00 pm - 3:30 pm	Open	Select
Fri Aug 9, 2013 3:30 pm - 4:00 pm	Open	Select
Fri Aug 9, 2013 4:00 pm - 4:30 pm	Open	Select

Select Time Slot

Teacher: Cathoryn Grauerscr
Date: Fri Aug 9, 2013
Time: 8:00 AM - 8:30 AM

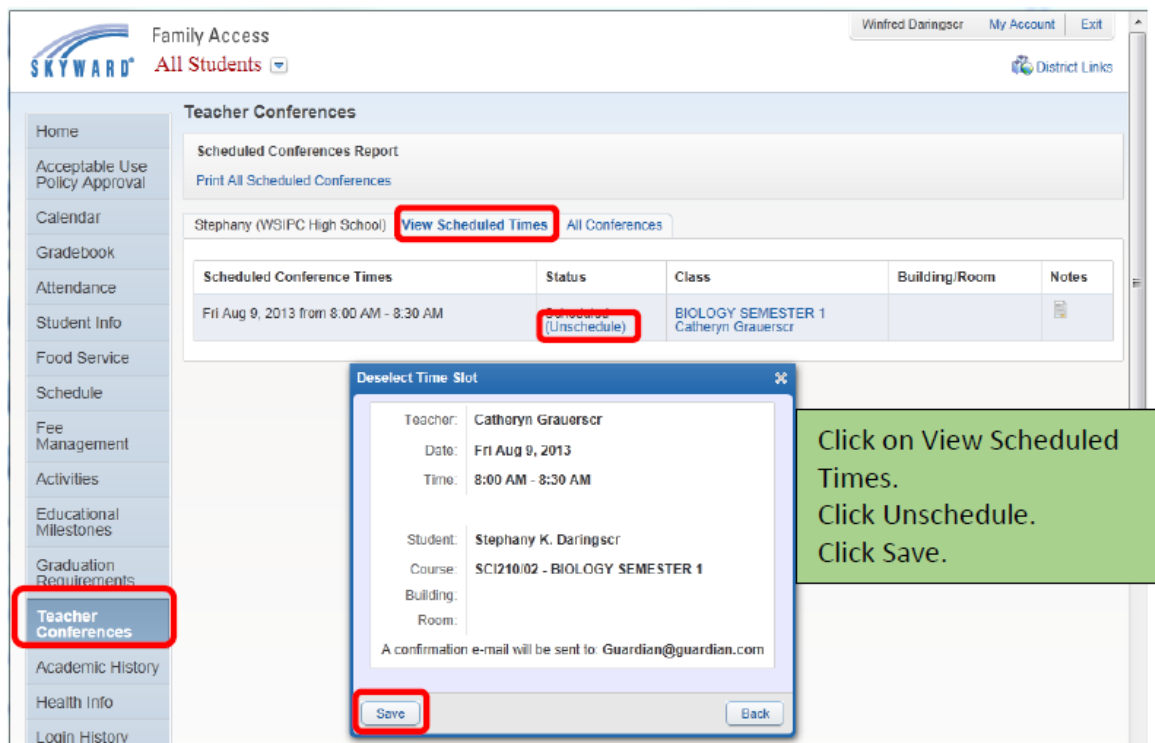
Student: Stephany K. Daringscr
Course: SCI210/02 - BIOLOGY SEMESTER 1
Building:
Room:

A confirmation e-mail will be sent to: Guardian@guardian.com

Save Back

Click on the Teacher Conferences tab on the left side.
Click on View Scheduled Times.
Click on Select a Time.
Select the time and click Save.

To Change the time or to unschedule a conference:



Family Access | Winfred Daringscr | My Account | Exit | District Links

SKYWARD All Students

Teacher Conferences

Scheduled Conferences Report
Print All Scheduled Conferences

Stephany (WSIPC High School) **View Scheduled Times** All Conferences

Scheduled Conference Times	Status	Class	Building/Room	Notes
Fri Aug 9, 2013 from 8:00 AM - 8:30 AM	Scheduled (Unschedule)	BIOLOGY SEMESTER 1 Catheryn Grauerscr		

Deselect Time Slot

Teacher: Cathoryn Grauerscr
Date: Fri Aug 9, 2013
Time: 8:00 AM - 8:30 AM

Student: Stephany K. Daringscr
Course: SCI210/02 - BIOLOGY SEMESTER 1
Building:
Room:

A confirmation e-mail will be sent to: Guardian@guardian.com

Save Back

Click on View Scheduled Times.
Click Unschedule.
Click Save.

High School and Beyond Plan

What is it?

- Guides you through the exploration of your interests and skills to discover potential career and educational options.
- This will help you plan the steps necessary to reach your postsecondary goals.

How is it done?

- 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!

When do I start?

- HSBP is worked on every year until graduation, beginning your Freshman year.
- 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 2028) will need 40 hours by graduation.
- Sophomores (class of 2027) will need 40 hours by graduation.
- Juniors (class of 2026) will need 40 hours by graduation.
- Seniors (class of 2025) need 30 hours by graduation.

Total Credits Needed

English - 4	Math - 3	Social Studies - 3
Science - 3	Arts - 2	Health & Fitness - 2
CTE - 1	World Lang - 2 or 2 PPR	Electives - 4 (more info on page 14)

Dual Credit

- College in the High School
 - CTE Pathways
 - Running Start through Grays Harbor College
- (more info on page 9)

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 above) 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 0.2 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.

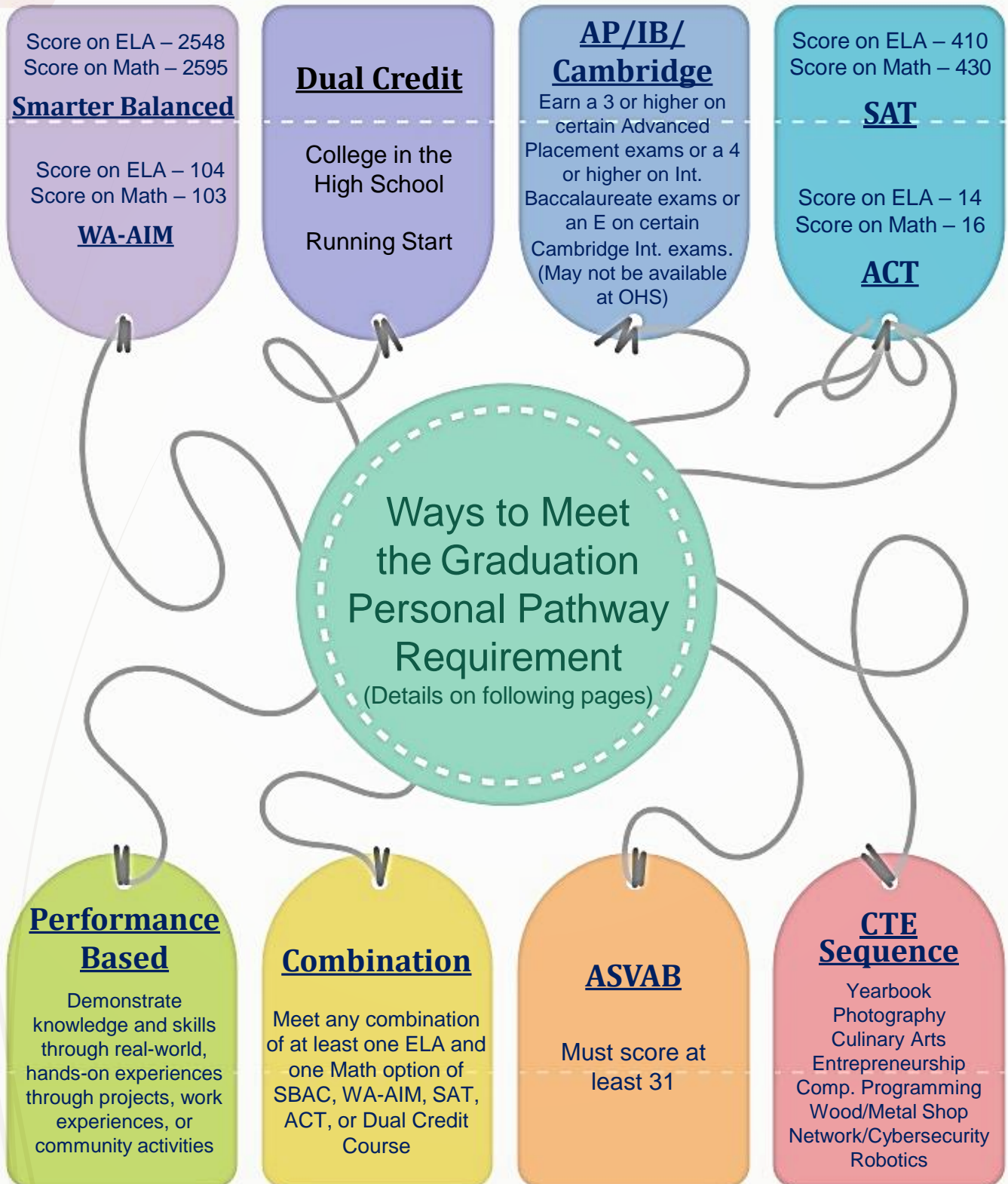
- C. Obtain a Running Start verification form from the college or their high school counselor. Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.
- D. 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/Photography
- Entrepreneurship
- Culinary Arts
- Robotics
- Metal/Wood Shop
- Computer Programming
- Computer Networking/Cybersecurity

2024
2025

Graduation Pathway Options



Graduation Pathways Explained

Taken from the Washington State Board of Education Website found [here](#).

Smarter Balanced Assessment

To meet this graduation pathway option, students need to earn at least the graduation score on the high school English Language Arts (ELA) and math Smarter Balanced Assessment (SBA) of: score 2548 on ELA and score 2595 on Math.

The scores for graduation, identified by the State Board of Education in August 2015, were based on previous tests used for graduation and are below the level identified by the Smarter Balanced Consortium as on-track for career and college readiness—Level 3. The State Board of Education periodically reviews scores on state assessments. If the Board adjusts scores for graduation pathway options in the future it would be through a public process concluding in approval at a public meeting.

WA-AIM (Washington Access to Instruction & Measurement)

The WA-AIM is designed for student with significant cognitive challenges. If determined to be appropriate by their Individualized Education Program (IEP) team, students with an IEP may meet this graduation pathway option with the WA-AIM state assessment. The graduation scores identified by the State Board of Education (in August 2015) for the WA-AIM are: score 104 on ELA and score 103 on Math.

Dual Credit

Students must earn at least one high school credit in English and one high school credit in math to meet this graduation pathway option. Dual credit courses that qualify for this pathway are courses that earn high school graduation credit in English and math, and that allow students to earn college credit at the 100-level or higher (the college course number must be 100 or higher). Dual credit programs include: College in the High School, Running Start, and Career and Technical Education (CTE) Dual Credit

Students do not have to pay fees or claim college credit to meet this pathway, but they must meet the state or local program criteria or articulation agreement requirements. For CTE dual credit courses to meet this pathway requirement, the course must have a state or local course equivalency to meet high school subject area graduation requirements in English or math.

AP/IB/Cambridge

To meet this graduation pathway option, the student must pass specified courses with a C+ (2.3) grade or higher in AP, IB, or Cambridge International course; or pass the associated assessment at a specified level. Students must pass at least one course or exam in English language arts and one course or exam in math.

Advanced Placement

The AP courses that meet this option in English language arts are:

- English Literature and Composition
- Microeconomics
- United States History
- United States Government and Politics
- European history
- African American studies
- Research
- Macroeconomics
- Psychology
- World History
- Comparative Government and Politics
- Human geography
- Seminar

The AP courses that meet this option in math are:

- Statistics
- Computer Science Principles
- Calculus
- Computer Science A
- Precalculus

Students must earn a C+ (2.3) grade or higher each term in one of these courses or score a 3 or higher on the exam associated with these courses.

Graduation Pathways Explained

Taken from the Washington State Board of Education Website found [here](#).

International Baccalaureate (IB)

The IB courses that meet this option in English language arts are:

- Individuals and societies courses
- English language and literature courses

The IB courses that meet this option in math are:

- Mathematics
- Computer science

Cambridge International

Cambridge International courses that meet this option in English language arts are Cambridge Advanced or Cambridge Advanced Subsidiary courses in:

- English language
- English General Paper
- History
- Global Perspectives and Research
- Drama
- Thinking Skills
- Literature and English
- Psychology
- Sociology
- Law
- Economics
- Geography

Cambridge International courses that meet this option in math are Cambridge Advanced or Cambridge Advanced Subsidiary courses:

- Further mathematics
- Computer science

SAT/ACT

To meet this pathway, students need to earn at least the graduation score established by the Board on the SAT and ACT. The available options and the graduation scores are listed below. A graduation cut-score on the ACT (no Writing) is not available at this time. The State Board of Education will consult with OSPI on whether and how this graduation pathway option may be available to students.

SAT and ACT scores (graduation pathway option)			
Pathway Option	SAT Score	ACT with Writing	ACT (no Writing)
Math	430	16	16
English Language Arts	410	14	N/A

(The SAT cut scores and the ACT ELA scores were adopted by the Board at the August 15, 2016 Board meeting. The ACT math score was established through concordance with SAT.)

Transition Course

For the purposes of graduation pathway options, transition courses are English and math courses that, based on their final grade, allow students to place directly into credit-bearing college level courses (courses with college course numbers of 100 or above), as based on policies and criteria of school districts and applicable institutions of higher education. [Bridge to College](#) courses are transition courses. Other courses may qualify based on local placement agreements between districts and higher education entities. Transition courses must earn high school graduation requirements in English and math.

Performance-based

The performance-based pathway allows students to show what they know and can do in real-world, hands-on ways that align with their individual goals for life after high school. This student-centered pathway is intended to be customizable, with the aim of being relevant and engaging to the student. [Learn more](#).

Combination

Students may use different pathway options to meet the requirements for English and math. For example, a student may meet the English graduation pathway option using the state assessment, and the math graduation pathway option using a transition course. The graduation pathway options that may be used in combination are:

Graduation Pathways Explained

Taken from the Washington State Board of Education Website found [here](#).

Combination cont.

- Smarter Balanced Assessment
- Dual Credit
- International Baccalaureate (IB)
- SAT
- Transition Courses
- WA-AIM
- Advanced Placement (AP)
- Cambridge
- ACT
- Performance-based

ASVAB

To meet the [ASVAB](#) graduation pathway option, students must meet the minimum score on the Armed Forces Qualification Test (AFQT) to be eligible to serve in a branch of the armed services at the time the student takes the test. The AFQT is a component of the ASVAB (not a separate test). Satisfying this graduation pathway option meets requirements in both English and math.

The current score students must meet (this score will be confirmed and updated here at least annually by September 1. Students may choose to meet either the minimum score the year a student take the ASVAB or the score established by any branch of the military posted here on a later date prior to the student turning 21 years of age.): Score: 31 Date posted: August 26, 2024

To meet the graduation pathway option, the student must take the ASVAB while in high school. (The military has age and other restrictions concerning the acceptance of the ASVAB. Different branches of the military and different careers in the military will require higher scores so students considering a military career should look into military entrance requirements. See more information about the ASVAB pathway on SBE's [ASVAB web page](#).)

CTE Sequence

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student's High School and Beyond Plan. Satisfying this graduation pathway option meets requirements in both English and math. A course that is used as part of a CTE sequence may also be used to meet subject area graduation requirements in CTE or in other subject areas through CTE course equivalencies.

To meet this pathway students may either:

- Complete a Core Plus program in
 - o Aerospace
 - o Healthcare
 - o Construction
 - o Maritime
 - o Information Technology
 - o Manufacturing; or
- Complete a 2-credit sequence of courses that meet the following minimum criteria:
 - o Lead to a state or nationally recognized certificate or credential, or allow students to earn dual credit through CTE Dual Credit, Advanced Placement, or other agreement or program.
 - o Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
 - o Lead to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field.
 - o The sequence of courses may be in a single CTE program area, or in more than one program area.

If the sequence of courses is in more than one program area, it must be approved by:

- A local school board or designee, or a local district CTE advisory committee, and
- By OSPI through an expedited approval process, whereby the sequence would be deemed approved if the district does not receive a response from OSPI within 45 calendar days.
 - o OSPI must provide a written explanation if the sequence is not approved.
 - o Once approved, a local sequence may be implemented by other districts upon notifying OSPI (further approval by OSPI is not necessary).

Graduation Requirements Breakdown

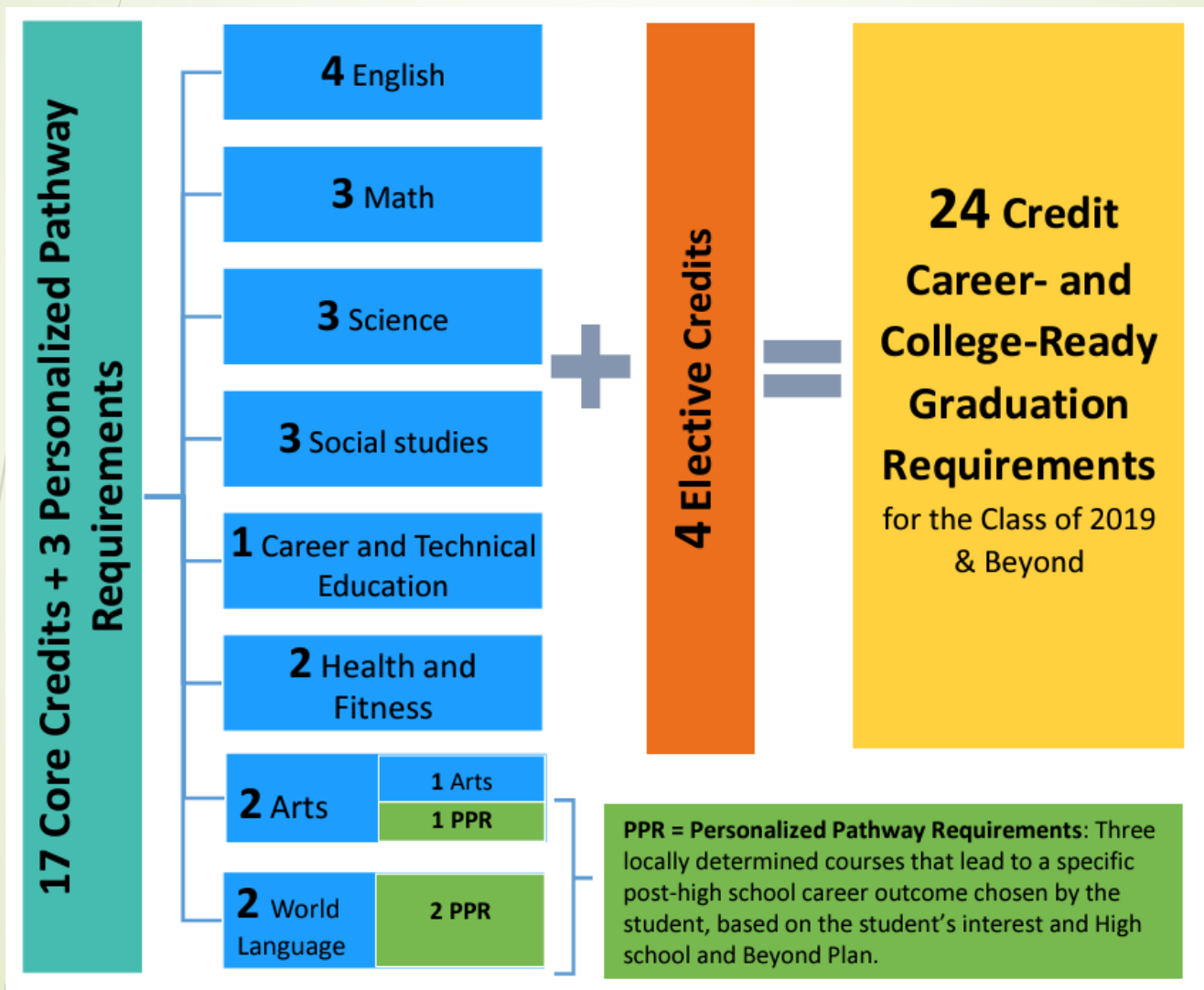
State Requirements for the Class of 2025

Credits: 24

Non-Credits: High School and Beyond Plan & Washington State History

Graduation Pathway Option

High School and Beyond Plan



Seal of Biliteracy

(taken from Board Procedure 2410P; page 13)

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/ competency- based 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 | 7. C = 2.0 |
| 2. A- = 3.7 | 8. C- = 1.7 |
| 3. B+ = 3.3 | 9. D+ = 1.3 |
| 4. B = 3.0 | 10. D = 1.0 |
| 5. B- = 2.7 | 11. F = 0.0 |
| 6. C+ = 2.3 | |

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

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

The 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, 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 Quinalt, 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

Main Campus: 410 N. G St.
Aberdeen, WA 98520

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.

Twin Harbors Skills Center offers hands-on learning to students entering 9th through 12th grades for their Summer Program. More information can be found on the Summer Programs [here](#).

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 6th 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.

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, Pre-Calculus 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 through-out their junior and senior years.

Student Fees, Fines, Charges

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, rooster 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 life-long lessons in good sportsmanship, teamwork, and self-discipline.
- 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 7th through 12th 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 1st 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, and 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

Language Arts

English Language Arts 7

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.

JH Transitional Bilingual Instruction (ELL)

7, 8

Full Year

Prerequisite: None

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

English Language Arts 8

8

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 Transitional Bilingual Instruction (ELL)

9, 10, 11, 12

Full Year

Prerequisite: None

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

English Language Arts 9

9

Full Year

Prerequisite: None

This course is a two-semester class with a focus on comprehending, comparing, and analyzing a variety of informational and literary texts. The LA9 program prioritizes the development of reading and writing skills in preparation for the state required assessment exam. 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

10

Full Year

Prerequisite: **English Language Arts 9**

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 will 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

10

Full Year

Prerequisite: **Teacher or Counselor recommendation/approval**

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 will 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

11

Full Year

Prerequisite: **English Language Arts 10**

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 12

12

Full Year

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:

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

CiHS English Language Arts 11/12

11, 12

Full Year

Prerequisite: **Teacher or Counselor recommendation/approval**

English 101, offered through Eastern Washington University, 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. Upon passing the course, students will earn one full credit each semester.

EWU 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

7, 8

Full Year

Prerequisite: **Teacher or Counselor recommendation/approval**

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 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

8, 9, 10, 11

Full Year

Prerequisite: **8th grade is determined by testing scores**

"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

9, 10, 11

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 n th 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 II, 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

11, 12

Full Year

Prerequisite: None

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

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

8th Grade students will spend the semester learning about the connection between Science, Technology, Engineering, Art, and Math through several hands-on projects in the art room. Past project ideas have included fashion design, city model planning and engineering and creating functional games. Through these interconnected projects, students can use learning and experience with artmaking to also see different careers in other areas.

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

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 Bose-Einstein condensate, alloys to nanotubes -- it's all chemistry. This course is an introduction to fundamental science.

Social Studies

JH World History/Geography

7

1 Semester

Prerequisite: None

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

8

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

10

Full Year

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

11

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

12

1 Semester

Prerequisite: None

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)

12

1 Semester

Prerequisite: None

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

7, 8

1 Semester

Prerequisite: None

Art I

9, 10, 11, 12

1 Semester

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.

Sculpture/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.

Sculpture/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.

Sculpture/Ceramics III

10, 11, 12

1 Semester

Prerequisite: **Ceramics II**

This is an advanced course to continue Ceramics II.

CP Art

9, 10, 11, 12

1 Semester

Prerequisite: **One year of an art class or teacher permission**

Students grades 9-12 can take this course if they have had at least one year of another art class prior, OR have met with Ms. Schroeter including a portfolio of their past work/discussing work ethic. In this class, students will be building a portfolio of artwork created this semester from more advanced artmaking prompts. These prompts will be more open-ended and challenging than traditional work through a regular art course and explore in depth various medium use and techniques expanding from previous knowledge. At the end of the semester, students will have built a portfolio of these pieces they will be entering into various art shows as well as prepping for the following semester of CiHS Art through Central Washington University.

CiHS Art

9, 10, 11, 12

1 Semester

Prerequisite: **CP Art and one year of an art class or teacher permission**

College level art course through Central Washington University - listed as ART 103 for 4 college credits which is one full credit in high school. Students grades 9-12 can take this course if they have had at least one year of another art class prior OR have met with Ms. Schroeter including a portfolio of their past work/discussing work ethic. Art Appreciation is an introduction to artistic styles, periods of art, techniques and ways of making art. The class will consider art from the prehistoric to the contemporary period and will introduce students to the visual components. During our time with Art Appreciation, we will be delving deeper into history of art, artistic styles as well as art making processes that are new and exciting! Our reading for this semester includes many new vocabulary terms that can be added to your artistic vocabulary while you are creating, interpreting, and discussing. Through this course we will not only be creating small projects along the way, but learning the context of time periods, artists, and techniques that apply to them.

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)

9, 10, 11, 12

1 Semester

Prerequisite: **Passing grade in Photo I**

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 important skills and traits that can be optimized in several areas of life.

It is important to remember that the musical ensembles will demand a new set of challenges that will require students to remain patient with themselves, consistent with efforts, and that delayed gratification should be expected, as improvement in music is a process.

HS Band

9, 10, 11, 12

Full Year

Prerequisite: None

Being part of a musical ensemble is a valuable and unique experience which will surely provide important skills and traits that can be optimized in several areas of life.

It is important to remember that the musical ensembles will demand a new set of challenges that will require students to remain patient with themselves, consistent with efforts, and that delayed gratification should be expected, as improvement in music is a process.

Fitness & Health

PE 7

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-IV

9, 10, 11, 12

1 Semester

Prerequisite: None

Education in physical activities.

Weight Training I-IV

9, 10, 11, 12

1 Semester

Prerequisite: None

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

Family & Consumer Science

Academy 7

7

1 Semester

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.

World Languages

Intro to Spanish

8

1 Semester

Prerequisites: None

This class is for junior high students who would like to experience a gentle and 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: **Oral fluency in conversational Spanish**

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. 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.

Spanish I

9, 10, 11, 12

Full Year

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 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

9, 10, 11, 12

Full Year

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 while they 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.

In this course, we will:

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 Science

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

9, 10, 11, 12

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-of-semester 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.

JH Robotics

7

1 Semester

Prerequisite: None

JH Intro to Robotics is a Semester class where we focus on Robotics - EV3 building and programming for one quarter and different uses of technology for the second quarter.

With the EV3 robots, we are learning to inventory to make sure we have everything we need in order to build our robots. You will be using math to figure out different tasks to do things like: Make the robot move a certain distance and using sensors to complete different tasks. The second term, we will be doing activities such as: Coding in Python using Minecraft, using Tinkercad to create 3d models and learning the constraints of our 3d printers. This is not an extensive list of activities we will be doing in Intro to Robotics.

Entrepreneurship

9, 10, 11, 12

1 Semester

Prerequisite: None

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

9, 10, 11, 12

1 Semester

Prerequisite: **Culinary Arts I/Teacher approval**

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.

Wood Shop I

9, 10, 11, 12

1 Semester

Prerequisite: None

Woods Class I is an introduction to woodworking and construction. In this course students will learn how to read a tape measure and do construction math. Students will get an opportunity to use hand tools, hand power tools, and stationary tools. They will get tested on safety and learn how to use proper PPE in the shop.

Wood Shop II**9, 10, 11, 12**

1 Semester

Prerequisite: **Wood Shop I/Teacher approval**

Wood Class II is a continuation of Woods Class I where students will learn basic construction. We will go into blueprint reading and construction math. Students will learn how to do framing, layout and concrete forming and finishing.

Metal Shop I**9, 10, 11, 12**

1 Semester

Prerequisite: None

Metal Shop I is an introduction to welding and fabrication. Students will use basic math and learn how to read and use a tape measure. They will also learn how to assemble and use a cutting torch properly and safely. They will learn how to set up and use a welder and learn how to weld. Students will get taught how to use a bandsaw, chop saw, and grinders safely.

Metal Shop II**9, 10, 11, 12**

1 Semester

Prerequisite: **Metal Shop I/Teacher approval**

Metal Shop II is a continuation of Metal Shop I where students will get lessons in blueprint reading and construction math. They will learn different welding disciplines (stick welding, aluminum welding, and stainless) and their definitions. We will go over layout and metallurgy from heat in welding.

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.