

# Nathan Hale High School Course Guide 2018-2019

“The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful citizens.”

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# Introduction and Overview

*The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful citizens.*

As a learning community, we:

- Value a personal caring relationship with each student
- Value in-depth study, critical thinking, creativity and reflection, believing our students learn by doing
- Believe that all students-wherever they are as learners-will meet high standards
- Expect that teaching is the essential act of all adults at school
- Expect all members to understand, model and promote social justice
- Promote a climate of respect, trust, and decency
- Expect that all discipline be firm, fair, positive, and consistent
- Empower students and their families in the learning process
- Commit ourselves to those students who historically have not been successful

We are pleased and honored that you are joining us for your secondary education. You are about to begin the important process of selecting your classes for next year. We encourage you to process your choices and weigh all the options carefully before making your final selections. The choices you make now may affect your future opportunities, as well as your overall satisfaction with your high school experience. This guide has been prepared as a resource for you.

The Nathan Hale High School curriculum offers students a balanced educational experience focusing upon developing critical thinking and communication skills so that our students become members of a responsible, democratic citizenry. Our school is nationally recognized as a leader in school reform efforts that result in providing a rigorous and relevant education for our young adults that is intentional, integrated, and collaborative in nature. Students will graduate with the greatest number of opportunities open to them. Honors, Advanced Placement, and modified transcript designations are awarded for work in our full-inclusion classrooms and are available across the curriculum. We invite you to consult our website at [hale.seattleschools.org](http://hale.seattleschools.org) to learn more about our “best practices” as outlined by our school philosophy, the Coalition of Essential Schools, and Small Learning Communities.

Please let us know when and how we can serve you as you process your course selections. We are committed to a rich and rewarding high school educational experience for you and your family.

**Nathan Hale High School Administration:** 206-252-3680

**Principal:** Jill Hudson, Ed.D.

**Assistant Principal:** Jolene Grimes

**Assistant Principal:** William Jackson

**Ninth Grade Coordinator:** Tina Tudor

**Nathan Hale High School Counseling Staff:**

Elise Maller	Counsels: Students with the last names beginning with A-G
Serena Swanson	Counsels: Students with the last names beginning with H-N
Jessica Kruse	Counsels: Students with the last names beginning with O-Z

**Counseling Secretary:** Lori Takahashi

# About Choosing Your Classes

Although graduation from high school requires earning credits in specified subjects, students have many choices. With careful planning, you can explore personal and career interests and still take the prerequisites needed for your post-high school plan(s).

Your high school guidance counselors want to help you with that planning process. Our goal is to be welcoming and informative as we help you plan your four years at Nathan Hale and beyond. Counselors monitor your yearly progress toward graduation and help refine your goals as you encounter obstacles and opportunities through your course work. We maintain your academic records, interpret grades from other schools, and guide you toward experiences that may enhance your total education. We encourage you to make an appointment with your counselor at least once each semester to go over registration choices and review your credits. You may see your counselor more often if you have specific questions.

As you choose courses, consider these things:

- Identify which high school graduation requirements you have completed and which ones you have left to complete.
- Think over what you want your high school diploma to mean. Will it qualify you for certain types of employment? Will it qualify you to enter a four-year college? Does it show consistent progress toward graduation? These goals may change every few months. Be sure to think about your goals before you commit yourself to the next semester of classes.
- Consider your level of commitment if you want to take an AP class as a junior or a senior. AP classes use college-level textbooks and can be academically rewarding; however, they are also academically challenging.

**Retaking classes in which you did not receive credit:** To retrieve credit for a failed course, contact your academic counselor.

## Scheduling Priorities

Each student should register for six classes, keeping in mind the following priorities:

1. **Graduation requirements:** The high school graduation requirements ensure that each student will attain a certain level of development and complete a well-rounded program.
2. **Future:** High school is an opportunity to explore one's interests while meeting graduation requirements. It is important therefore, to take courses that lay a foundation for four-year or community college, vocational training, military or other employment options.
3. **Interests and Abilities:** Students should be realistic about their ability levels and interests. Selected courses should be challenging, rewarding, and motivating. Students are encouraged to talk with their mentors, teachers, families, and/or counselors about their plans.

You will notice on your option sheets that some decisions have already been made for you depending on your grade level. We schedule on a year-long basis to ensure that you will be on track to successfully graduate from Nathan Hale with a rigorous, relevant educational experience. **Therefore, the choices you make are CRITICAL not only to your learning, but to the development of our master schedule and course offerings.** When you choose a course, you are signaling not only your *interest* but also your **commitment** to complete that course to the best of your ability.

# Course Descriptions

Although this is a catalog, not all courses in this guide are offered annually. Ultimately the number of students who select that course, teacher availability, and budget constraints determine what courses will be offered during the year.

## Career Technical Education (CTE)

### Introduction to Video (Video Prod. 1)

9- 12-Semester  
1 period, 1/2 credit  
Type of credit: Occ. Ed. Or Arts  
Prerequisites: None

Course objectives: Introduction to video teaches the fundamental skills needed for producing original short videos. This is a hands-on class with lots of freedom to be creative. Although not every student will go on to work in the video production industry, the skills taught in this class are very relevant to many other vocations. The culminating product from the class will be an original video to be viewed by other students, parents and the community. Students will play all the various roles in a video production team: director, photographer, sound designer, grip, script supervisor, editor and if desired, actor. Students will learn how to use state of the art software: Adobe Premiere Pro using Macintosh computers. Students do NOT need to be good at computers to be successful in this class! Students will have access to consumer grade High Definition cameras and professional tripods and microphones. This class is cross-credited with art. Meets technology requirement.

### Advanced Video (Video Prod. 2)

9- 12-Semester  
1 period, 1/2 credit  
Type of credit: Occ. Ed. Or Arts  
Prerequisites: Successful completion of Introduction to Video

Course objectives: Advanced video picks up where Introduction to Video leaves off. Students will learn more advanced camera skills, composition skills, and will tell more complicated stories. Students will learn how to shoot all types of videos, from documentaries to dramatic narratives to music videos. The culminating project from the class will be a sophisticated film of their own design. Students will also learn advanced sound editing techniques and learn how to use high quality DSLR cameras and professional sound recording equipment to take their videos to new levels. This class may be taken multiple times for additional credit and is cross-credited with art. Meets technology requirement.

### Introduction to Design and Programming for Mobile Devices (Exploring Comp Sci)

9- 12-Semester  
1 period, 1/2 credit  
Type of credit: Occ. Ed.  
Prerequisites: None

Course objectives: Ever wanted to make your own mobile apps? This course introduces students to designing and programming interactive applications for mobile devices such as smartphones or tablets. Students will become familiar with the research, design, build, and testing process of mobile program development. Programming and Design are both high paying and highly in demand careers. Currently, there are 2 jobs for every 1 college graduate with a degree in technology design fields. Students in this class learn the fundamentals of innovation and do not need prior programming experience. Emphasis will be placed on systematic problem-solving and logical thinking. This class is designed to help prepare students for success in both AP Computer Science A and AP Mobile Computer Science Principles. Students who successfully complete this course with a grade of C or higher will receive college credit through North Seattle Community College. Meets technology requirement.

### AP Mobile Computer Science Principles (AP Comp Sci Princp 1/2)

10-12 -Yearlong  
1 period, 1 credit  
Type of credit: Occ. Ed.  
Prerequisites: None

Course objectives: AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital to success across multiple disciplines. Students will design and program interactive applications for mobile devices. The course is not programming intensive. Instead fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Meets technology requirement.

## **AP Computer Science**

10-12 -Yearlong

1 period, 1 credit

Type of credit: Occ. Ed.

Prerequisites: Exploring Computer Science (no longer available) or Introduction to Design and Programming for Mobile Devices. Algebra 2 recommended.

Other requirements: CSTA Membership

Course objectives: To learn program design and basic programming in Java. The course is equivalent to a college level introduction to programming course and will prepare students for the Advanced Placement exam. This class assumes students are familiar with and enjoy using computing tools and technology. Topics covered will include: Primitive types, Procedural programming (methods, parameters, return values), Basic control structures (if/else, for loop, while loop), Array manipulation, File processing, Using and defining objects (identifying reusable components, class relationships). Students will learn by designing, writing and testing their own software. Meets technology requirement.

## **Intro to Radio (Dig Med Intro 1)**

9- 12-Semester

1 period, 1/2 credit

Type of credit: Occ. Ed.

Prerequisites: None

Course objectives: Students will gain both the technical ability and broadcast law and ethics knowledge necessary to operate C89.5. This includes, becoming familiar with how radio and television fit in the larger picture of mass media, learning regulations of radio broadcasting, writing and editing short scripts, learning vocal techniques to read those scripts, learning the operation of various types of broadcast equipment and practicing audio editing techniques.

## **Advanced Radio (Dig Med Brdcast Adv 4)**

9- 12-Semester

1 period, 1/2 credit

Type of credit: Occ. Ed.

Prerequisites: Intro to Radio

Course objectives: Students will operate C89.5, our nationally recognized, trend-setting radio station. Each student is trained as an on-air announcer. They will also work with in a variety of departments including: production, public affairs, promotions, music, operations, and many other areas of the broadcast industry. Advanced radio is actually a series of classes in which students progress in their skills and responsibilities, eventually reaching directorships and station management. Each student actually works as an intern in this public radio station. Intro to Radio is a prerequisite for this course.

## **Digital Music Production (Recording Art Tech 1)**

9- 12-Semester

1 period, 1/2 credit

Type of credit: Occ. Ed.

Prerequisites: None

Course objectives: Students will master the basics of electronic/MIDI music production technology. This includes; using industry standard software to sample, sequence, synthesize and produce music, applying fundamentals of music theory and composition, demonstrating knowledge of basic audio production and recording, and using electronic instruments to manipulate sound and create music.

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## Family and Consumer Science

### Human Development

10-12-Semester

1 period, ½ credit & College Credit (speak to teacher about process)

Type of credit: Occ. Ed. or Health

Prerequisites: Family Health.

Course objectives: Are you interested in human development and behavior? Study the principles of lifespan development from birth to death with an emphasis on early learning and growth. The course draws from multiple fields including: psychology, sociology, human relations, human development, guidance, environment, law and family studies. Students grade 10 - 12 use technology, internships at John Rogers Elementary School to explore competencies for careers related to children, education, early learning, human services and healthcare. Topics include all stages of the life-cycle from birth, young children, adolescence, young adults, middle, older and the aged. Included in the class are opportunities to explore careers and global and cultural influences. Students are eligible for 7 college credits; 5 for the class and 2 for STARS (MERIT) Certification, which allows them to work in licensed Child Care Programs.

### Independent Living: Preparing Students for Life

11-12-Semester

1 period, ½ credit

Type of credit: Occ. Ed. or Health

Prerequisites: Academy Health courses or equivalent

Course objectives: Independent Living, designed for 11th or 12th grade students, is a comprehensive Career & Technical Education course that prepares students for their personal responsibilities, decision-making and independence. The course uses a variety of learning strategies, technology and real-world applications to explore and develop essential skills, including: resource and time management; nutrition; food preparation; health, wellness and safety; relationships; preparing and balancing a career, education, and work; housing; knowledge of community resources; and coping skills. Included in the class is the opportunity to earn a certificate in financial literacy through EverFi.

### Nutrition and Wellness I

10-12-Semester

1 period, ½ credit

Type of credit: Occ. Ed or Health

Prerequisite: Academy Health courses or equivalent

Course Objectives: To work with other group members to choose recipes and prepare foods. Skills developed will include: kitchen safety and sanitation, cooking techniques, equipment identification and use making average meals healthier, choosing foods based on nutritional and environmental factors. Students will also explore careers in the industry. Leadership and teamwork are emphasized throughout this class.

### Nutrition and Wellness II (Food Science)

10-12-Semester

1 period, ½ credit

Type of credit: Occ. Ed

Prerequisite: Nutrition and Wellness I and instructor signature.

Course Objectives: The course complements Nutrition and Wellness I as a year-long study. Through a lab-based study of cooking techniques and related culinary arts, students explore topics that include instruction in food preparation, sanitation and safety, applicable regulations, equipment operation and maintenance, and principles of food service management. A project-based approach utilizes higher order thinking, communication skills, management processes and develops leadership skills.

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## Graphics and Marketing

### Graphic Arts 1

9- 12-Semester

1 period, 1/2 credit

Type of credit: Career and Technical Education or Arts

Prerequisites: None

Course objectives: To explore graphic communications. Students learn the elements of graphic design, elements of design, and art principles, using the tools for computer-generated documents. All students work at their own workstation in the graphics lab on Macintosh computers. Students have professional training and hands-on learning opportunities using software such as: InDesign, Illustrator and Photoshop. This project-based learning environment includes student projects like: logos, digital illustrations, photo manipulation, and digital photography. Meets technology requirement.

### Hale Yearbook – Publishing

11, 12-Yearlong

1 period, 1 credit

Type of credit: Career and Technical Education

Prerequisites: None

#### Home of The Heritage, the school yearbook!

Course objectives: Education in skills such as: graphic design, photography, journalism, technology, and leadership are all a part of this creative and collaborative classroom environment. Deadline commitments and extra hours are needed. The yearbook is a digital publication produced at Nathan Hale in the graphics lab using Macintosh computers along with online software for design and publication. Students are assigned yearbook pages such as for sports, and are required to take photographs and design content. All designs will be published in the final Nathan Hale yearbook. Meets the technology requirement.

### Marketing 1

9-12-Semester

1 period, 1/2 credit

Type of credit: Career and Technical Education

Prerequisite: None

Course Objectives: To introduce students to marketing concepts and skills; teach the underlying business foundations required for understanding and development of marketing. Elements such as distribution, financing, marketing information management, pricing, product/service management, promotion and selling along with the foundation of economics and communications are introduced in this course. Students will run and operate the student store during lunch. The student store is a training lab for what it is like to manage and operate a business.

### Marketing 2

9-12- Semester

1 period, 1/2 credit

Type of credit: Career and Technical Education

Prerequisites: Marketing 1

Course Objectives: To continue developing skills learned in Marketing 1. Students in this advanced marketing class will take on leadership roles, advanced workplace skills and advanced training lab assignments and projects.

### Photo Media (IT Multimedia 1)

10-12- Semester

1 period, 1/2 credit

Type of credit: Career and Technical Education or Fine Art

Prerequisites: None

Course Objectives: This hands-on, introductory course in visual design principles and concepts emphasize student expression as applied to digital media-based projects. Students will learn the basics of photography, graphic design and print media via the use of Adobe Photoshop and InDesign.



This class teaches students the realities of being in the media field by working on projects that are used around the school and in the community. Meets the technology requirement.

## **Intro to Psychology (Psychology 1)**

9-12- Semester

1 period, ½ credit per semester

Type of Credit: CTE

Prerequisite: None

Course Objectives: Have you ever wondered why eye-witnesses are extremely unreliable sources of information? Do video games or porn make people more violent? How do you know if someone is lying to you? Do gender differences exist? How do we grow and change over time? What percentage of our happiness is genetic? What is the cycle of abuse and how can people heal from trauma? What persuasive strategies do marketers use? Is the expression of love similar across cultures?

Introduction to Psychology will cover these questions (and many others). Topics will include learning about theories of personality and human development, with a focus on how we can use psychology to reduce conflict and prejudice. You will also contribute to the field of psychology through your own research on human behavior.

## **Environmental Horticulture I**

10, 11, 12 –Semester

1 period, ½ credit per semester

Type of credit: CTE or Science

Prerequisite: None

Course Objectives: This course introduces the student to the general field of Environmental Horticulture. The student learns the scope of the industry, opportunities, and knowledge required to qualify for these opportunities. The student also learns about horticultural equipment, greenhouse design and use, and plan identification. Soil-water-plant relations are studied, and floral design is introduced. By producing crops, the student also learns proper plant care, plant propagation, general greenhouse operations and materials. When the crops are ready for sale, students increase their knowledge by learning the cash register, sales techniques and product displays. The student is also exposed to proper use and safety of landscape equipment, skill and knowledge of basic floral techniques and to bedding and houseplant identification.

## **Environmental Horticulture II**

10, 11, 12 – Semester

1 period, ½ credit per semester

Type of credit: CTE or Science

Prerequisite: Environmental Horticulture I

Course Objectives: This course introduces the student to the general field of Environmental Horticulture. The student learns the scope of the industry, opportunities, and knowledge required to qualify for these opportunities. The student also learns about horticultural equipment, greenhouse design and use, and plan identification. Soil-water-plant relations are studied, and floral design is introduced. By producing crops, the student also learns proper plant care, plant propagation, general greenhouse operations and materials. When the crops are ready for sale, students increase their knowledge by learning the cash register, sales techniques and product displays. The student is also exposed to proper use and safety of landscape equipment, skill and knowledge of basic floral techniques and to bedding and houseplant identification.

## **Robotics**

9-12-Semester

1 period, ½ credit

Type of credit: CTE

Prerequisites: None

Course objectives: Students in robotics will explore the field of robotic design using a variety of hands-on activities. Students begin the semester with an introduction to the tools used to create robotic devices. Students work in teams to create simple drive trains capable of movement through tele-operated interaction. Students then move onto autonomous navigation where the robot is controlled entirely through programming. Mechanical concepts such as gearing/torque/speed/power are introduced. These topics are explored through the use of hands-on labs. Students must use this knowledge to design and build custom drive trains capable of meeting a variety of criteria including climbing, pushing, and attaining maximum speed. Competitions with other high schools are also part of the course.

## **Career Essentials 1**

### **10th grade Integrated Studies**

10 -Semester

1 period, ½ credit per semester

Type of credit: CTE

Course Objectives: Explain and demonstrate steps for obtaining employment and developing a career. Understand the interviewing process and skills to completing an informational interview. Assess personal skills, abilities and aptitudes and personal strengths and weaknesses as they relate to career exploration. Develop and practice workplace readiness skills. Utilize various resources to research careers. Apply health and safety laws to workplace issues. Make decisions and set goals in Personal Finance, Explain Opportunity Costs and Describe Financial Strategies, Practice keeping Personal and Financial Records, Create Personal Financial Statements. Describe the methods for successful Consumer Purchasing, Understand the interview process and gain skills to completing an informational interview. Recognize importance of employable and work based skills in work based learning activity. Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. Demonstrate word processing, data analysis, and presentation software skills reports, demonstrate basic computer skills, electronic file storage, and digital etiquette, demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.

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## **Education Support Classes**

### **ELL**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisite: Permission from instructor

Course objectives: To provide extra support to English language learners (ELL) in their core courses. 9th grade Academy ELL students receive modified texts and help with reading and writing assignments in their classes. In addition, students will work on vocabulary building, grammar and other writing activities, such as journals, poems, and short papers. 10th grade Integrated Studies ELL students receive modified texts and help with reading and writing assignments. In addition, students will continue to work on vocabulary building, grammar and other writing activities, such as journals, poems, and short papers. 11th and 12th grade ELL students receive modified texts and support with reading and writing assignments, especially in their language arts and social studies classes. In addition, students continue to work on vocabulary building, grammar and other writing activities, such as journals, poems, and short papers. 12th grade students will also receive assistance on their Culminating Project.

### **Study Skills**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisite: Instructor permission and an IEP

Course objectives: This course is for students with Individualized Education Plans (IEP), and is designed to provide instruction to students who require additional support with core academic class content in addition to the instruction outlined in their IEPs. Concepts taught include, but are not limited to, study skills, organization, transition supports, and reading, writing, and math strategies with an emphasis in basic skills. Students work toward their annual IEP goals through assignments from the general education curriculum in addition to specially designed instruction provided by the instructor.

### **Language Arts M**

12-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisite: Instructor permission and an IEP

Course objectives: To cover reading, writing, and literature aligned with individual IEP goals and grade-level district standards. This class offers individual attention in the area of transition support for students who will be leaving the high school setting within the next two years. Coursework includes instruction to support and mentor students throughout their Culminating Projects.

### **General Math M**

Yearlong

1 period, ½ credit per semester

Type of credit: Math

Prerequisite: Instructor permission and an IEP

Course objectives: This course includes but is not limited to, basic math skills, consumer math, and beginning algebra. Placement is provided for students whose math skills have been assessed a lower than those needed to successfully complete Algebra 1, or if progress in Algebra 1 was not sufficient. The curriculum is designed to meet IEP goals and objectives.

## **Algebra 1- M**

Yearlong

1 period, ½ credit per semester

Type of credit: Math

Prerequisite: Instructor permission and an IEP

Course objectives: This course includes but is not limited to, basic math skills, concepts in Pre-algebra and Algebra 1 with a focus on calculation, problem solving and application to real life scenarios. Placement is provided for students whose math skills have been assessed at lower than those needed to successfully complete Algebra 1 in a general education setting, or if progress in Algebra 1 was not sufficient. The curriculum is designed to meet IEP goals and objectives.

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# **Arts**

## **Theatre 1**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

This is an introductory course to theatre. Students will learn the basics of every aspect of theatre so that they can better understand themselves and know which areas of theatre they are more drawn towards pursuing. Students will learn basics in acting, improvisation, tech theatre, theatre history, playwriting, and generally working with others to put on productions.

## **Advanced Theatre: Theatre 2**

10-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: Theatre 1 and instructor permission

Course objectives: This is an advanced acting course. If you have some experience in acting, this is the place where you can grow and challenge yourself as an actor.

The mission of this course is to not only prepare students for working with professional theatre companies, but also to create professional theatre themselves. Throughout the semester, students will prepare for auditions, create an actor's book, study and practice acting techniques (Method acting, Stanislavski, Chekhov Technique, Viewpoints, etc.), practice playwriting and script analysis, and eventually collaborate with the Tech Theatre class to produce and perform in Student-written, Student-directed, Student-produced One Acts.

## **Advanced Theatre: Theatre 4**

10-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: Theatre 1 and instructor permission

Course objectives: Like to play? Does creativity pour out of you? Interested in a professional career as a theatre artist? This is the class for you. In this class, students will study and perform styles of theatre in an artform called Physical Theatre. The inspiration for this course comes from my experience studying and performing in Europe at The Commedia School for two years. First, I studied, then I created my own theatre company (Moonhound Theatre), and now I want to share my knowledge and experience with students so that they can stand out as competent and skilled theatre artists.

The course looks something like this:

Mime, Acrobatics, Mask performance, Physical Theatre Storytelling, Clown, Melodrama, Cabaret, Buffoon, Commedia dell'Arte.

Students will also be connected with local internships with professional theatre companies depending on what the student is interested in pursuing professionally (acting or tech).

## **Fall Play Production: Theatre 9**

10-12-Semester 1 only

1 period, ½ credit

Type of credit: Arts or Occ. Ed.

Prerequisite: Audition and instructor permission

Course objectives: Fall play auditions are held in September and rehearsals are every day after school. Auditions are open to ALL students, regardless of previous experience or enrollment in other Theatre courses. The fall play requires the same time, dedication and GPA standard as an after school sport. The Fall play production performs for one weekend in November.

## **Spring Musical Production: Theatre 10**

9-12-Semester 2 only

1 period, ½ credit

Type of credit: Arts or Occ. Ed.

Prerequisite: Audition and instructor permission

Course objectives: Spring Musical auditions are held in December. Rehearsals meet every day beginning in February. The Spring Musical requires the same time, dedication and GPA standard as an after school sport. The Spring Musical performs two weekends in May. Additionally, the Spring Musical cast performs at our annual Cabaret Night fundraiser and travels together to participate in the Washington State Thespian Festival, a weekend trip; both events are in March.

## **Intro to Dance**

9-12- Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Course objectives: Designed for the student with little or no prior movement experience, Introduction to Dance will teach the basic principles of movement: space, time, shape, and effort through Ballet, Jazz, Musical Theatre and Lyrical dance forms. Students will learn basic dance terminology, technique and choreography skills all while developing an appreciation for dance as an art form. No pre-requisites. This class also provides an opportunity for students interested in auditioning for Musical who (due to lack of resources or time) are unable to obtain extracurricular training.

## **Technical Theatre**

9-12-Semester

1 period, ½ credit

Type of credit: Arts or Occ. Ed.

Prerequisite: None

Course objectives: Creative? Like to build stuff, draw pictures, and do projects? In this class, students learn how to design, build, and run the technical aspects of theatrical productions.

Design jobs covered include Set/Props Designer, Costume/Makeup Designer, Lighting Designer, Sound Designer, Marketing Designer, Director, Playwright, and Stage Manager. Students will not only study these jobs, but will gain practical experience in designing and building and running several productions.

The semester will culminate in a collaboration with the Advanced Acting class to produce student-written, student-directed, student-produced One Acts..

### **Unified Winter Production (Theatre 3)**

10- 12 – Fall Semester

1 period, ½ credit

Type of credit: Occ. Ed. or Arts

Prerequisites: IEP or Theatre 1

Course Description: Let’s collaborate! This course is a collaboration between students with no theatre experience, students with lots of theatre experience, and students with special needs. Everyone is able to produce their own collaborative theatre in this class and find a space where they belong as an actor and/or as a techie. If you already have theatre experience, you’ll be challenged to take leadership roles. If you have little to no theatre experience, you’ll feel like a competent theatre practitioner by the end of the course. The semester will culminate in a public performance for a live audience in which students show off the theatre skills they have learned throughout the course. .

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## **Music**

### **Chamber Orchestra**

11-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed. after completing 4 semesters

Prerequisite: Audition; must have been a member of Concert Orchestra

Course objectives: To perform a variety of advanced music ranging from classics of the string repertoire to more modern styles. Students that play violin, viola, cello and/or bass have opportunities to participate in chamber music and attend state solo and ensemble festivals. Students who plan to take Chamber Orchestra in the future must take Concert Orchestra this year.

### **Wind Ensemble**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed. after completing 4 semesters

Prerequisite: None

Course objectives: The rehearsal and performance of quality concert band literature. Students will explore and rehearse many different music styles. As well as playing concert band music, this ensemble plays prep band music for Raider football and basketball games. Members of this ensemble also have opportunities to participate in chamber music and attend state solo and ensemble festivals. Members of Jazz Band must take at least one year of Wind Ensemble.

### **Concert Choir**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed. after completing 4 semesters

Prerequisite: None

Course objectives: To teach students who desire to learn how to sing independently and with others. This ensemble performs a wide range of repertoire-from Classical to Gospel to Pop and everything in between. No previous singing experience is required to join this ensemble. If you have always wanted to give singing a try, this is the class for you. Evening and outside performances are a regular part of the curriculum.

### **Drum Line (Percussion Ensemble)**

10-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Course objectives: Drum line is designed for any percussionist or musician interested in a performance ensemble, with or without experience. A student will learn the basics of rhythms, apply knowledge for high energy, exciting performances to enrich all students' experience here at Nathan Hale. To be seen at pep assemblies, sports games, and more!

## **Jazz Band**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed. after completing 4 semesters

Prerequisite: Audition. 1 year enrollment in Wind Ensemble

Course objectives: To learn about jazz music and improvisation through rehearsal and performance. This ensemble performs often and travels to festivals in and around the Northwest. Members of this ensemble also form small jazz combos with additional performance opportunities. This class meets daily before school (zero period). Students who plan to audition for Jazz band in the future must take Concert Band.

## **Piano**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Course objectives: To learn how to play the piano by learning a solid foundation in music fundamentals, including reading notes and rhythms. No previous experience is necessary. This course is designed for students with little or no previous music training.

## **Symphonic Band**

10-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed.

Prerequisite: Audition; must have been a member of Wind Ensemble.

Course objectives: To perform a variety of advanced music ranging from classics of the band repertoire to more modern styles. Students that play wind, brass, and percussion have opportunities to participate in chamber music and attend state solo and ensemble festivals. Students who plan to take Symphonic Band in the future must take Wind Ensemble this year.

## **Concert Orchestra**

9-12, Yearlong

1 period, ½ credit per semester

Type of credit: Arts

Prerequisite: None

Course objectives: To perform a variety of music ranging from classics of the string repertoire to more modern styles. Students that play violin, viola, cello and/or bass have opportunities to participate in chamber music and attend state solo and ensemble festivals.

## **Vocal Jazz**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed. after completing 4 semesters

Prerequisite: Audition; simultaneous enrollment with Choir.

Course objectives: To explore jazz idiom from Freddie Hubbard to The New York Voices. Students will perform at various venues such as The Reno and Pacific Jazz Festivals which are good opportunities to share our sounds with other choirs around the country and to listen and enjoy our fellow jazz choirs. This class meets daily before school (zero period). Members of Vocal Jazz are required to take Concert Choir during the regular school day.

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# **Visual Arts**

## **Art Survey**

### **10th grade Integrated Studies**

9-12, Semester

1 period, ½ credit

Type of credit: Arts

Fee: \$25

Prerequisite: None

Course objectives: Art Survey is designed as a hands-on studio course with an emphasis on various movements throughout art history and cultures. Study of the elements and principles of art are included in the projects to begin establishing fluency in the language of art. Students will create art works in a variety of mediums. Such activities may include: illustration, printmaking and photography, collage, color mixing and theories, art history and vocabulary, commercial design, and sculpture. The Art Survey class is geared towards all learning styles and abilities. No previous art experience is necessary.

## **Ceramics**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Fee: \$40

Prerequisite: None

Course objectives: To be able to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics using basic hand-building techniques. The content will include but not be limited to: the use of tools, equipment, and materials, art vocabulary, functional and nonfunctional form, material preparation, object production, decoration, firing, critical thinking and analysis, historical and cultural perspectives, and career opportunities. Studio time will be interspersed with discussion, information gathering, research, an artist presentation, as well as demonstrations.

## **Advanced Ceramics**

9-12, Semester

1 period, ½ credit

Type of credit: Arts or Occ. Ed.

Fee: \$40

Prerequisite: Ceramics

Course objectives: To build on what was learned in Ceramics; and expand students' knowledge about the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics by hand and on the wheel. In addition to studio work, students are expected to complete research on a ceramic artist to present to the class as well as a possible studio visit on a weekend. This course may be repeated by a student for multiple credits, but requires an increased level of proficiency on their work.

## **Drawing and Painting**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Fee: \$40

Prerequisite: None

Course objectives: To emphasize the production of artistic work that expresses personal thought, feeling, and observation. We will draw often and have sketchbook practice outside of class, as the motto goes 'Learning to Draw is learning to See' so the more we practice the better one becomes. Referencing art history, contemporary art, aesthetics, and elements of design, students will learn a variety of sketching, shading, and compositional techniques. Painting instruction includes exploration of analogous, monochromatic, and complementary color schemes. Ink, graphite, watercolor, tempera paint and colored pencil are just a few of the materials and topics covered. This class is suited for all levels of artistic experience and ability.

## **Advanced Drawing and Painting**

9-12-Semester

1 period, ½ credit

Type of credit: Arts or Occ. Ed.

Fee: \$40

Prerequisite: Drawing/Painting

Course Objectives: Building on skills from drawing/painting students will delve deeper into understanding color theory, use acrylic paint, and gain a larger understanding of the intentions put into the work of an artist. Students will keep a sketchbook outside of class and explore the figure, portraits and still life drawing. Pursuing the concept still of 'Learning to Draw is learning to See,' students will begin to develop a portfolio of their own body of work.

## **Photography Foundations**

9-12, Semester

1 period, ½ credit

Type of credit: Arts or CTE

Fee: \$85

Prerequisite: None

Course objectives: This course is a hands-on class for students who want to learn about the amazing world of black and white photography. Students will learn about camera and lens operation, developing their own film, and making their own prints in black and white. This course will emphasize the principles of photography and composition. Students will learn to critique their own work and the work of others. Students are also introduced to digital imaging through the use of scanners, computers, and Photoshop. This course will assist those students seeking a career in any of the graphic arts and communication fields.

## **Advanced Photography**

10-12, Semester

1 period, ½ credit

Type of credit: Arts or CTE

Fee: \$85

Prerequisite: Photography Foundations (Photo Media is NOT a prerequisite for Advanced Photography)

Course objectives: Advanced Photo 2, 3, 4, and 5 will further investigate the camera techniques and ideas presented in Photo Foundations. Students will cultivate their personal expression through the analog darkroom, or may choose to explore digital photography/imaging. Studio lighting and image creation will draw on students' creative and critical thinking. Students will learn editing, digital workflow, critiquing work, and gallery display. This course will assist those students seeking a career in any of the graphic arts and communication fields. Meets the technology requirement.

## **Advanced Studio Art (with the option to submit an AP Studio Portfolio)**

11, 12, Yearlong

1 period, ½ credit per semester

Type of credit: Arts or Occ. Ed.

Fee: \$80

Prerequisite: Drawing and Painting, or show portfolio to instructor.

Course objectives: To allow juniors and seniors who are interested in pursuing their arts abilities in a deeper way. Projects will be centered around mainly 2-D work, drawing, painting, printmaking, collage, and mixed media. Students will build upon skills and techniques based on the elements and principles of art and design and have the option to submit an AP Studio Art portfolio for future college credit. There will be a focus to deepen the artist's understanding of their own work through discussion and critique along with having outside artists visit as well as possible fieldtrips to studios, galleries, museums, and other art centers in Seattle.

## **Introduction to Video (Video Prod. 1)**

9- 12-Semester

1 period, 1/2 credit

Type of credit: CTE Or Arts

Prerequisites: None

Course objectives: Introduction to video teaches the fundamental skills needed for producing original short videos. The culminating product from the class will be an original video to be viewed by other students, parents and the community. Students will play all the various roles in a video production team: director, photographer, sound designer, grip, script supervisor, editor and if desired, actor. Students will learn how to use state of



the art software: Adobe Premeire Pro using Macintosh computers. Students do NOT need to be good at computers to be successful in this class! Students will have access to consumer grade High Definition cameras and professional tripods and microphones. This class is cross-credited with occupational education. Meets technology requirement.

## **Advanced Video (Video Prod. 2)**

9- 12-Semester

1 period, 1/2 credit

Type of credit: Occ. Ed. Or Arts

Prerequisites: Successful completion of Introduction to Video

Course objectives: Advanced video picks up where Introduction to Video leaves off. Students will learn more advanced camera skills, composition skills, and will tell more complicated stories. Students will learn how to shoot all types of videos, from documentaries to dramatic narratives to music videos. The culminating project from the class will be a sophisticated film of their own design. Students will also learn advanced sound editing techniques and learn how to use high quality DSLR cameras and professional sound recording equipment to take their videos to new levels. This class may be taken multiple times for additional credit and is cross-credited with occupational education.

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# **Health Education**

## **Family Health**

### **9th grade Academy**

9-1st semester

1 period, ½ credit

Type of credit: Health

Prerequisite: None

Course objectives: To develop decision-making skills. The goals are to provide information needed to understand the different aspects of health and wellness and build skills in evaluating information so that wise lifestyle choices are promoted. These goals will be achieved through the use of lecture, films, speakers, videos, discussion, activities, readings, and assignments.

## **Personal Choices**

### **9th grade Academy**

9-2nd semester

1 period, ½ credit

Type of credit: Occ. Ed. or Health

Prerequisite: None

Course objectives: To provide students opportunities to acquire knowledge and apply decision-making skills. This class helps promote the desire to attain and/or maintain good health. Students study causes and consequences of such problems as stress, depression, suicide, addiction, and abuse/violence.

## **Human Development**

10-12-Semester

1 period, ½ credit & College Credit (speak to teacher about process)

Type of credit: Occ. Ed. or Health

Prerequisites: Family Health.

Course objectives: Are you interested in human development and behavior? Study the principles of lifespan development from birth to death with an emphasis on early learning and growth. The course draws from multiple fields including: psychology, sociology, human relations, human development, guidance, environment, law and family studies. Students grade 10 - 12 use technology, internships at John Rogers Elementary School to explore competencies for careers related to children, education, early learning, human services and healthcare. Topics include all stages of the life-cycle from birth, young children, adolescence, young adults, middle, older and the aged. Included in the class are opportunities to explore careers and global and cultural influences. Students are eligible for 7 college credits; 5 for the class and 2 for STARS (MERIT) Certification, which allows them to work in licensed Child Care Programs.

## **Independent Living: Preparing Students for Life**

11-12-Semester

1 period, ½ credit

Type of credit: Occ. Ed. or Health

Prerequisites: Academy Health courses or equivalent

Summary: This .5 CTE course for 11th or 12th grade students prepares them for responsibilities, life skills, and independence, including: finance, foods, wellness, relationships, housing, transportation and career planning.

Course objectives: Independent Living, designed for 11th or 12th grade students, is a comprehensive Career & Technical Education course that prepares students for their personal responsibilities, decision-making and independence. The course uses a variety of learning strategies, technology and real-world applications to explore and develop essential skills, including: resource and time management; nutrition; food preparation; health, wellness and safety; relationships; preparing and balancing a career, education, and work; housing; knowledge of community resources; and coping skills. Included in the class is the opportunity to earn a certificate in financial literacy through EverFi.

## **Nutrition and Wellness I**

10-12-Semester

1 period, ½ credit

Type of credit: Occ. Ed or Health

Prerequisites: Academy Health courses or equivalent

Course objectives: To work with other group members to choose recipes and prepare foods. Skills developed will include: kitchen safety and sanitation, cooking techniques, equipment identification and use making average meals healthier, choosing foods based on nutritional and environmental factors. Students will also explore careers in the industry. Leadership and teamwork are emphasized throughout this class.

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# **Language Arts**

## **Intro to Composition and Literature (Language Arts 9A and 9B) - 9th grade Academy**

9- Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: None

\*Honors designation available

Course objectives: This course is an inclusive class integrated with World History 9A and 9B. The class explores the relationship between power and identity through historical, religious, and cultural analysis as well as literature, art, film, and music. Students use the writing process (pre-writing, drafting, revising, and editing) to produce narrative, expository, creative and persuasive papers. Additionally, students read and respond to classic and contemporary literature as well as complete an independent reading requirement of 300 to 600 pages. Seminars, presentations and focused class discussions are an integral part of the curriculum expository, reactive and persuasive papers.

## **Language Arts 9A M and 9B M - 9th grade Academy**

9- Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: IEP teacher permission

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **World Comp. & Lit. (LA 10A and 10B)**

### **10th grade Integrated Studies**

10-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: None, LA 9A/B preferred.

\*Honors designation available

Course objectives: This course is integrated with social studies and biology to provide a comprehensive, rigorous academic experience based around essential questions. The Integrated Studies year is broken down into four sub-units: Competition, Progress, Systems, and Renewal. The three disciplines also share common critical thinking skills: evidence, significance and viewpoint. Students must also complete an independent reading requirement of 400 to 800 pages per semester. Students will become skilled analytical, persuasive and narrative writers, read and respond to classic and contemporary literature and engage in culminating performances and seminars that inspire multiple intelligences and interests.

## **Language Arts 10A M and 10B M**

### **10th grade Integrated Studies**

10-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: IEP teacher permission.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **AP English Language Composition**

11-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: None, LA 10 A/B preferred.

Course objectives: To expose students to a variety of texts from some of the major writers and literary periods throughout U.S. history. There is a strong focus on writing- both expository and creative. Students will be able to identify the differences between Pre-and Post Enlightenment thinking and the basic tenets of the Romantic and Realist literary movements in the 19th century North America. Additionally, students will investigate the experiences of people immigrating to the U.S. and explore culture and race and how they shape human identity. All students will also complete the Video Quilt project in which groups will explore civil rights issues and create a dramatic video.

## **Language Arts 11A M and 11B M**

11-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: IEP teacher permission.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **AP English Literature Composition**

12-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisites: None, AP LA 11 A/B preferred

Course objectives: To serve as an excellent preparation for college level work AND as an effective way to “round out” a four-year, rigorous and comprehensive English program. Through the study of both time-honored and contemporary classics, students will explore the various ways that world literature, including classical mythologies and philosophies, form our modern sensibilities. Students will engage in intense reading, spoken, and written literary analysis as they explore such works as: The Odyssey, Frankenstein, Oedipus Rex, The Invisible Man, The Amazing Adventures of Kavalier and Klay, The Stranger, Hamlet, Songs of Solomon, One Flew Over the Cuckoo’s Nest, Native American short stories, Beat Poetry, and more. Classes consist of daily discussions, regular reading checks, periodic exams, papers, and group/individual creative projects. Students will also work on the Senior Culminating Project.

## **Language Arts M**

12-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisite: Instructor permission and an IEP

Course objectives: To cover reading, writing, and literature aligned with individual IEP goals and grade-level district standards. This class offers individual attention in the area of transition support for students who will be leaving the high school setting within the next two years. Coursework includes instruction to support and mentor students throughout their Culminating Projects.

## **Creative Writing**

10-12-Semester

1 period, ½ credit

Type of credit: Language Arts

Prerequisites: None

Course objectives: To immerse students in the craft of story-writing and poetry as they enhance their ability to first understand the art of literature and then create it. Students will read literature and discuss it in terms of: symbolism, archetypes, plot, characterization, setting, writing technique and style. Students will use reading as springboards for the imagination. They will experiment with character and plot development, dialogue, alternate points of view, style, and themes in their fiction writing. Poetry writing will incorporate poetic devices and forms and allow students to experiment this rich genre. Students will be expected to participate actively in writing workshops and to make creative writing a daily ritual both in class and at home. Seniors meeting graduation requirements for this course have priority over other students for enrollment.

## **Advanced Reading & Speech**

10-12 Semester

1period, ½ credit

Type of credit: Language Arts

Prerequisites: None

Course Objectives: This course will focus on the art and skill of reading and speaking about complex texts. The readings will be pulled from a wide variety of genres with emphasis on non-fiction. Readings will include works of philosophy and psychology; essays on art, music, and film; literary criticism; and articles from The New Yorker, Harper's and other similar magazines. Students may select texts to be read and discussed. Significant time will be dedicated to building the genre-specific vocabulary and background knowledge necessary to unpacking complex readings. Students will also be encouraged to read slowly and iteratively thereby mirroring the drafting, editing, and revising process common to writing instruction. After each reading, students will craft and present a speech reflecting their thoughts on the piece. For their final project, students will individually select a text, develop a thesis, and deliver a full speech at an evening exhibition.

## **Digital Journalism (Newspaper)**

9-12-Semester

1 period, ½ credit

Type of credit: Language Arts

Prerequisites: None

Course objectives: Print. Audio. Video. Still and slide photography. Social Networking.

These are the tools of Web-Based journalism. And these are the media students will explore in reporting news and writing narrative features. Students will learn the foundational skills of newspaper journalism: news gathering, interviewing, news reporting, feature writing, and commentary. They will also learn the techniques of digital storytelling for today's evolving journalism.

Students should expect how-to reading and homework assignments. They should also plan on regular writing and digital production assignments. The course is run as a workshop with frequent whole-class critique.

Completing the course will prepare students for publishing The Sentinel, and its Web-base edition, halesentinel.com.

## **Advanced Journalism (Newspaper)**

10-12-Semester

1 period, ½ credit

Type of credit: Language Arts or Occ. Ed. after completing 4 semesters

Prerequisites: Journalism or permission of the instructor

Course objectives: To use the skill and knowledge from Digital Journalism (news gathering, interviewing, news reporting, feature writing, and commentary), to produce Hale's award winning student newspaper, The Sentinel, and its Web version, halesentinel.com. The Sentinel staff comprises reporters, editors, columnists, photographers, designers, and business managers.

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# **Additional Electives**

## **Leadership**

10-12 – Yearlong

1 period, ½ credit per semester

Type of credit: Elective or Occ. Ed. after completing 4 semesters.

Prerequisites: Teacher permission (Elected officers, commissioners or club leaders)

Course Description: This class is a leadership learning laboratory that supports and challenges students to develop the habits of citizenship, service, ethical leadership, and the ability to think and act on behalf of the common good. It focused not only on developing lasting leadership capacity, but on touching the hearts of youth, encouraging them to live and act from their values, and feel empowered to make the world a better place.

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# **Mathematics**

## **Algebra 1A and 1B**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: none

\*Honors designation is available

Course objectives: Algebra 1 is a yearlong course, which provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understanding. Students make sense of important algebraic skills, and apply algebraic thinking.

This course allows students to experience algebra through the use of multiple representations: numerical, graphic, symbolic, and verbal. Topics in this course include: Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations, and Inequalities.

## **Geometry A and B**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: Successful completion of Algebra 1B.

\*Honors designation is available

Course objectives: Geometry is a yearlong course, which provides an opportunity for students to explore geometric relationships with a wide variety of tools, including paper, compasses, computers, and graphing calculators. Students perform constructions, measure figures, observe patterns, discuss their findings, write their own definitions, and formulate and prove geometric conjectures. Topics include informal and formal proof, properties of triangles, polygons, and circles, transformations and tessellations, area and volume, the Pythagorean Theorem, congruence and similarity

## **Algebra 2A and 2B**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: Successful completion of Geometry B or equivalent.

\*Honors designation is available

Course objectives: Algebra 2 is a yearlong course, which provides an opportunity for students to deepen their understanding of challenging topics in mathematics including recursion, transformations, matrices, series, and applications of statistics. This course will focus on functions including exponential power, logarithmic, trigonometric, rational, and polynomial functions.

The text provides a balanced mix of data-analysis and pure-algebra techniques. Algebraic techniques equip students with multiple problem-solving strategies and prepare them for higher-level courses that are algebra intensive. Students learn to solve problems with and without a calculator. Algebra 2 is the third of a three-year sequence and is the minimum requirement for admission to four-year colleges or universities.

## **Pre-Calculus 1 and 2**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: Successful completion of Algebra 2 or equivalent.

\*Honors designation is available

Course objectives: This course sequence is a rigorous study of linear, quadratic, exponential, polynomial, logarithmic and trigonometric functions, focusing on structure, dynamics, and graphing. Other topics studied are polar coordinates and graphing, conics, linear algebra, and discrete mathematics. Students apply traditional mathematical topics in applied settings. In so doing, they exercise mathematical reasoning and see the connections between topics and other disciplines. While solving real world problems through the use of appropriate technology, students become empowered to communicate mathematics through group activities, experiments and independent projects.

## **AP Calculus, A and B**

Yearlong

1 period, ½ per credit per semester

Type of credit: Mathematics

Prerequisites: Successful completion of Pre-Calculus or equivalent.

Course objectives The course is a study of functions, limits, continuity; differentiation of algebraic functions and applications; integration and applications to physics; plane analytic geometry; differentiation and integration of transcendental functions; methods of integration; polar coordinates, hyperbolic functions, vectors and parametric equations. This Advanced Placement course essentially covers the contents of the first two quarters of a college course in Calculus, and prepares students to take the Advanced Placement AB Calculus Exam in the spring.

## **AP Statistics 1 and 2**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: successful completion of Pre-Calculus or equivalent.

Course objectives: This course provides an introduction to the statistical analysis of data. This course will stress the general abstraction of descriptive and inferential statistics to answer a scientific question. Topics covered will include definition of common descriptive techniques, estimation and testing for continuous, discrete, and censored response variables in parametric models. Emphasis will be placed on the similarity among the various forms of analyses. This Advanced Placement course covers the essentials of an elementary college course in statistics and prepares students to take Advanced Placement Statistics exam in the spring

## **Financial Algebra A and B**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: Successful completion of Geometry.

Course objectives: Financial Algebra is a yearlong course, which provides an opportunity for students to explore the world of finance with an emphasis on algebra. Students gain familiarity with the operation of graphing calculator. Students learn details about a range of topics including the Stock Market, modeling business practices, banking services, income taxes and the creation of budgets. This course is also appropriate for students who have completed Algebra 2 and who want to take a course specifically focusing on the mathematics of personal finance. The objectives of this course are not equivalent to the objectives for Algebra 2 and do not meet requirement for admission to four-year university, but they do meet the district requirement for the third year of math.

## **General Math M**

Yearlong

1 period, ½ credit per semester

Type of credit: Mathematics

Prerequisites: Students must have an IEP and instructor permission.

Course objectives: This course includes but is not limited to, basic math skills, consumer math, and beginning algebra. Placement is provided for students whose math skills have been assessed a lower than those needed to successfully complete Algebra 1, or if progress in Algebra 1 was not sufficient. The curriculum is designed to meet IEP goals and objectives.

## **Algebra 1 Lab A and B**

Yearlong

1 period, ½ credit per semester

Type of credit: Elective credit only

Course objectives: This course does not fulfill the math requirement. This course is designed for students who need extra support to be successful in Algebra 1.

## **Geometry Lab A and B**

Yearlong

1 period, ½ credit per semester

Type of credit: Elective credit only

Course objectives: This course does not fulfill the math requirement. This course is designed for students who need extra support to be successful in Geometry.

# Physical Education

## Team Sports 1

9-12-Semester

1 period, ½ credit

Type of credit: Physical Education

Prerequisites: None

Course objectives: This course is designed to teach the principals of health and fitness. Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit & Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log. Fitness Related Activities 1. Fitness Pre-Measurements 2. Functional Training Motor Skills. Team Sport could include but not limited to (teacher choice per semester) 1. Volleyball 2. Basketball 3. Softball 4. Ultimate Frisbee 5. Team Handball 6. Flag Football 7. Soccer 8. Floor Hockey 9. Lacrosse 10. Global Sports Social, Emotional and Safety 1. Common Courtesy 2. Team Work 3. Personal Space.

## Alternative Activities (Individual Activities I)

9-12-Semester

1 period, ½ credit

Type of credit: Physical Education

Prerequisites: None

Course objectives: This class has non-traditional individual and team activities. Open to all skill levels and grade levels, this course includes, but is not limited to rugby, ultimate frisbee, team handball, juggling, and hackeysack.

## Aerobics (Rhythms/Dance I)

9-12-Semester

1 period, ½ credit

Type of credit: Physical Education

Prerequisites: None

This class will utilize music and a variety of exercise activities to increase overall fitness levels, muscle tone, and cardiovascular health. Focus will be on Step Aerobics to increase cardio levels, and calisthenics and light weights to tone muscles. Other activities will include dance & hip-hop, Zumba, walking, stretching, balance exercises, and games, depending on the interests of the participants.

## Racquet Sports (Individual Activities II)

9-12-Semester

1 period, ½ credit

Type of credit: Physical Education

Prerequisites: None

Course objectives: This course includes badminton, pickleball, racquetball, and tennis from basic instructions through maximum participation.

## Swimming

10-12-Semester

1 period, ½ credit

Type of credit: Physical Education

Prerequisites: None

Course objectives: This course is open to all skill levels and includes individual stroke analysis, water polo, and some beginning synchronized swimming, diving and life-saving techniques.

## Weight Training/Conditioning

9-12- Semester

1 period, ½ credit



Type of credit: Physical Education  
Prerequisites: None

Course objectives: To teach the basics of weight training and conditioning. Students learn the proper techniques for lifting free weights and how to condition using various weight machines. Along with training techniques the instructor teaches the basics of anatomy, kinesiology and diet.

## **Yoga I (Lifetime Activities I)**

9-12-Semester  
1 period, ½ credit  
Type of credit: Physical Education  
Prerequisites: None

Take a break from the chaotic school-day to de-stress! Learn yoga movement and postures that improve balance, coordination, flexibility, and strength in this low-key and fun class. Learn relaxation and stress-reducing techniques. Each class period, we will do a variety of yoga poses for mobility/stretching, core strength, and muscle tone combined with mindfulness, meditation, and relaxation. Course includes some walking on sunny days and other forms of mindful movement depending on the interests of the participants.

## **Yoga II (Lifetime Activities II)**

9-12-Semester  
1 period, ½ credit  
Type of credit: Physical Education  
Prerequisites: None

Take a break from the chaotic school-day to de-stress! Learn yoga movement and postures that improve balance, coordination, flexibility, and strength in this low-key and fun class. Learn relaxation and stress-reducing techniques. Yoga 2 participants can learn more advanced versions of postures, if desired, or continue to improve their existing practice. Each class period, we will do a variety of yoga poses for mobility/stretching, core strength, and muscle tone combined with mindfulness, meditation, and relaxation. Course includes some walking on sunny days and other forms of mindful movement depending on the interests of the participants.

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# **Science**

## **Physics A**

**9th grade Academy**  
9- Semester 1  
1 period, ½ credit per semester  
Type of credit: Science  
Prerequisites: None  
\*Honors designation available

Course objectives: In this course, Physics A: Wave Properties and Technology, students will study Newton's Law of Gravitation, Coulomb's Law, speed of waves, electromagnetic radiation and its effects on matter, technological devices, Big Bang theory, digital transmission and storage of information. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

## **Chemistry A**

**9th grade Academy**  
9- Semester 2  
1 period, ½ credit per semester  
Type of credit: Science  
Prerequisites: None  
\*Honors designation available

Course objectives: In this course, Chemistry A: Origin of the Elements and Material Science, students will study fission, fusion, and radioactive decay, properties of elements, simple chemical reactions, structure of substances and forces between particles, designing materials, life span of the sun, and the way stars produce elements. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon

## **Biology 1 and 2**

### **10th grade Integrated Studies**

10-Yearlong

1 period, ½ credit per semester

Type of credit: Science

Prerequisites: None, Physical science preferred

\*Honors designation available

Course objectives: Students will investigate characteristics of living things, life processes, populations, genetics, and biotechnology, mechanisms of change and ecological dynamics in this inquiry based class. This course fulfills a “lab science” requirement for students who want to apply to a four year college.

## **Biology 1 M and 2M**

### **10th grade Integrated Studies**

10-Yearlong

1 period, ½ credit per semester

Type of credit: Science

Prerequisites: IEP teacher permission

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **Anatomy and Physiology**

10-12- Semester

1 period, ½ credit

Type of credit: Science

Prerequisites: None

Course objectives: Students will learn about the body systems of living things through: dissections, computer models, lab activities, CPR training, and other class work. Focus will be on exploration on human physiology. Students will gain an improved understanding about how organs work and how the different organs of the body interact to keep the organism alive. Health and fitness issues will also be covered. This course fulfills a “lab science” requirement for students who want to apply to a four year college.

## **Chemistry 1 and 2**

11,12-Yearlong

1 period, ½ credit per semester

Type of credit: Science

Fee: \$15 suggested donation

Prerequisites: Biology 1/2 or equivalent, Geometry A/B

\*Honors designation available

Course objectives: Will cover the following topics: Atomic structure and theory, Properties of elements and their organization in the periodic table, The nature of chemical compounds, Chemical reactions, Gas Laws, Acids/Bases. Required skills include an understanding of the scientific method and average to above math skills. Honors designation is available for students who are able to demonstrate understanding of concepts that are more complex, more sophisticated and more abstract than those in the basic curriculum. Specific requirements and assignments for Honors Chemistry are designed into this class. This course fulfills a “lab science” requirement for students who want to apply to a four-year college.

## **Ecology 1**

10-12-Semester

1 period, ½ credit  
Type of credit: Science or CTE  
Prerequisites: None

Course objectives: Horticulture is the science of growing plants for personal use or commercial sale. Ecology is the study of the relationships between organisms and their environment. Students in this course will grow edible and ornamental plants for our plant sales and will learn how to give gardening advice to our customers. Students will also learn to identify some native and non-native plants and learn some of the basics of landscaping and vegetable gardening. Finally, students will look at the efforts taken to preserve the environment and improve our farming and food production systems.

## **Ecology 2**

10-12 – Semester  
1 period, ½ credit  
Type of credit: Science or CTE  
Prerequisites: Ecology 1

Course objectives: Horticulture is the science of growing plants for personal use or commercial sale. Ecology is the study of the relationships between organisms and their environment. Students in this course will grow edible and ornamental plants for our plant sales and will learn how to give gardening advice to our customers. Students will also learn to identify some native and non-native plants and learn some of the basics of landscaping and vegetable gardening. Finally, students will look at the efforts taken to preserve the environment and improve our farming and food production systems.

## **AP Environmental Science**

11, 12-Yearlong  
1 period, ½ credit per semester  
Type of credit: Science  
Prerequisites: Chemistry

Course objectives: The study of environmental systems, how humans interact with the environment, and the development of environmentally sustainable practices. Students will learn how scientists study environmental issues, how matter and energy cycle through earth systems, how humans alter natural systems, how our cultural and economic interests interact with natural systems, and how humans can live sustainably. Individual, community, regional, national, and global scales will be considered. This course will utilize a broad variety of learning resources, including reading, writing, film, research, laboratories, field work, Socratic seminars and more. Students who care about our environment and want the background necessary to take action are encouraged to enroll. This course fulfills a “lab science” requirement for students who want to apply to a four year college.

## **Physics**

12-Yearlong  
1 period, ½ credit per semester  
Type of credit: Science  
Prerequisites: Pre-Calculus (can be concurrently enrolled)

Course objectives: Through collaborative labs, lecture discussions and homework, students will study gravitation and motion in time and space. The emphasis is on student-centered modeling and testing of physical concepts. Extensive use of computers for lab data collection and analysis is taught. This course fulfills a “lab science” requirement for students who want to apply to a four-year college.

## **Marine Science**

10-12-Semester  
1 period, ½ credit  
Type of credit: Science  
Prerequisites: 9th grade science

Course objectives: This course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment and the interrelationships among the discipline.

# Social Studies

## World History 1 and 2

### 9th grade Academy

9-Yearlong

½ credit per semester

Type of credit: Social Studies

Prerequisites: None

\*Honors designation available

Course objectives: This class is a study of world cultures, with focus on comparative religion/philosophy, connections between geography and culture, and historical context for current events. First semester covers: the Greek and Roman roots of democratic government and ideals of citizenship, the Middle East and the interconnected development of Judaism, Christianity and Islam, the rise of the Islamic Empire, the history of U.S. policy in the Middle East, second semester will center around Asia; primarily in India and China. Topics include: the exploration of Indian religions and their influence on art, architecture and India's great dynasties, Colonialism and independence are the background for current relations in Pakistan and India's nuclear program, China's most influential religions/philosophies, Events from China's long and turbulent history of interactions with outsiders, China's relations with the United States and its neighbors, High level thinking and rigorous work are expected of all students. An honors designation is granted to those students who meet the Honors criteria. The curriculum is integrated with 9th grade language arts. Critical thinking and writing skills are emphasized.

## World History 1 M and 2 M

### 9th grade Academy

9-Yearlong

½ credit per semester

Type of credit: Social Studies

Prerequisites: IEP teacher permission.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## World History 3 and 4

### 10th grade Integrated Studies

10-Yearlong

1 period, ½ credit per semester

Type of credit: Social Studies

Prerequisite: None, World History 1/2 are preferred.

\*Honors designation available

Course objectives: Topics of study include: "Western Ideas of Justice" focusing on the Middle ages, Renaissance, and the Enlightenment, with an emphasis on art and philosophy. Scientific and Industrial revolutions and their social implications, Africa- starting with pre-colonial life and then moving to the study of colonial Congo and the Belgian rubber trade, independence movements and modern Africa. Latin American History, where the focus may be on one of the several areas including Nicaragua, Cuba, or Mexico. Students will develop skills in writing for social studies and across the curriculum, research, speech and debate, analysis of primary documents, inference, cause-effect, small group work, responsible scholarship, the five habits of mind for critical thinking, and more.

## World History 3 M and 4 M

### 10th grade Integrated Studies

10-Yearlong

1 period, ½ credit per semester

Type of credit: Social Studies

Prerequisite: IEP teacher permission.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **U.S. History 11A and 11B**

11-Yearlong

1 period, ½ credit per semester

Type of credit: Social Studies

Prerequisite: None, World History 3/4 preferred.

\*AP (advanced Placement) option available

Course objectives: To direct students in an in-depth study of specific topics related to broader themes of the course:

- What does it mean to be an American?
- How has America's role changed over time regarding foreign affairs?
- Have our natural rights been protected by government?

Students concentrate on developing college-level skills in research, analysis of information, understanding of literature and creation of both written and presented work. Students will learn to assess historical materials (their importance) and weigh the evidence and interpretations presented in historical scholarship. The program will develop skills necessary to:

- Learn to read historical materials
- To analyze and criticize historical evidence
- To arrive at conclusions based on an informed judgment
- To present ideas clearly and persuasively in essay form

\*An Advanced Placement option is available for students who wish to pursue it and will be prepared to take the exam in May.

## **U.S. History 11A M and 11B M**

11-Yearlong

1 period, ½ credit per semester

Type of credit: Social Studies

Prerequisite: IEP teacher permission.

Course objectives: To allow students with an IEP, (Individualized Educational Plan) to access the mainstream curriculum by having coursework modified so that they are able to meet their IEP goals and objectives. This is a modified course title for students who have an Individualized Education Plan on file.

## **American Government and Economics**

12-Yearlong

1 period, ½ credit per semester

Type of credit: Social Studies

Prerequisite: None, U.S History preferred.

Course objectives: During the first semester in American Government, we examine the political systems of the United States with an emphasis on helping students become informed voters in a participatory democracy. In the second semester, we examine economics and economic thinking while seeking to help students become knowledgeable about how the economic system fundamentally works. The course will be divided into the following units of study: Systems of government, The American System of Government, The Constitution, Civil Liberties, Current issues, Citizenship, Economic reasoning, Markets and the global Marketplace, The stock market, Personal Finance, Student in American Government and Economics will learn the duties, responsibilities and privileges of being a citizen and will be encouraged to become directly involved in the political process, examine deeply the issues of the day and learn how to access and apply the Constitution of the United States as well as examine issues of media literacy as they apply to the political process. Students will host a number of "Dessert and Politics" evenings as a means of exhibition of skills to the Hale community. The second semester focuses on economic thinking and an introduction to macroeconomics. Issues such as the stock market, the global market place and basic economics will be explored as well as the issue of personal economics. Skills include research, speech and debate, persuasion, responsible scholarship, and primary source examination.

## **American Government and Economics M**

12-Yearlong

1 period, ½ credit per semester

Type of credit: Social Studies

Prerequisite: Student must have an IEP, instructor's permission.

Course objectives: This course will parallel curriculum covered in the other American Government classes. IEP and written language and reading goals are covered through course curriculum.

### **Japanese Culture 1 (Minorities in America)**

11-12 -Semester

1 period, ½ credit per semester

Type of credit: Social Studies Elective

Prerequisite: None

Course objectives: This course explores Japanese culture by looking at music, literature, art, films, movie, Manga comics and Anime. We will also examine how history, gender, race/ethnicity, spirituality, environment, among others are depicted in music, literature, art, films, movies, Anime, Manga comics, fashion and style. We will explore how Japan has changed to modernized country and adapted western culture. We will also look at how Japanese culture and history affected Japanese American.

### **Japanese Culture 2 (Sociology)**

11-12- Semester

1 period, ½ credit per semester

Type of credit: Social Studies Elective

Prerequisite: None

Course objectives: This course explores the complexities of modern Japanese culture within the context of social, economics, and environmental issues. We will explore how cultural concepts and societal and environmental issues of Japan have influenced modern change and adaptation to western culture. We will also examine how gender, race, ethnicity, and spirituality among other contexts have nurtured cultural development by looking at music, literature, art, films, movie, Manga comics, Anime, technology, fashion and style. Japan is one of the United States' most important allies and trading partners. We will examine Japan's roles in America and how Japanese American maintain cultural connection.

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## **World Languages**

### **French 1A/1B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: None

Course objectives: An introduction to the study of the French language and culture with a focus on developing conversational fluency in French. This class emphasizes good pronunciation, aural comprehension, and self-expression in simple French. It builds practical vocabulary around daily experiences using fundamentals of sentence formation and structural concepts.

### **French 1A/1B Proficiency**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: None

Course objectives: To provide extended work at the French 1A/1B level in order to give the student increased exposure to practice using the target language. This, in turn, would give the student proficiency in the language to be successful at the French 2A/2B level.

## **French 2A/2B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: French 1 or equivalent

Course Objectives: To continue to emphasize good pronunciation, aural comprehension and situational conversation with increased emphasis on structural and grammatical patterns in written and oral form. Students will develop further appreciation of French intellectual and cultural contributions through readings of cultural excerpts that increase the student's knowledge of countries in which French is spoken.

## **French 2A/2B Proficiency**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: None

Course objectives: To provide extended work at the French 2A/2B level in order to give the student increased exposure to practice using the target language. This, in turn, would give the student proficiency in the language to be successful at the French 3A/3B level.

## **French 3A/3B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: French 2 or equivalent

Course objectives: This course concentrates on increasing student proficiency in understanding and speaking idiomatic French and includes a thorough survey of French grammatical structures, enabling the students to discuss and read short stories and a novel. The course also includes an overview of French history and literature.

## **French 4A/4B**

11-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: French 3 or equivalent

Course objectives: To further language proficiency and development, and to review and prepare students for the advanced placement (AP) and college entrance exams.

## **Japanese 1A/1B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$30 for workbook

Prerequisite: None

Course objectives: To offer the fundamentals of Japanese sentence structure through a combination of listening, speaking, reading, and writing activities. It develops an understanding of cultural values and customs through activities and communicative vocabulary. Writing includes the acquisition of Hiragana and Katakana plus a few Kanji.

## **Japanese 1A/1B Proficiency**

9-12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 for workbook  
Prerequisite: None

Course objectives: To provide extended work at the Japanese 1A/1B level in order to give the student increased exposure to practice using the target language. This, in turn, would give the student proficiency in the language to be successful at the Japanese 2A/2B level.

## **Japanese 2A/2B**

9-12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 for workbook  
Prerequisite: Japanese 1 or equivalent

Course objectives: To continue to emphasize the functional use of Japanese expanding all aspects of listening, speaking, reading and writing with an increasing use of Kanji and cultural readings.

## **Japanese 2A/2B Proficiency**

9-12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 for workbook  
Prerequisite: None

Course objectives: To provide extended work at the Japanese 2A/2B level in order to give the student increased exposure to practice using the target language. This, in turn, would give the student proficiency in the language to be successful at the Japanese 3A/3B level.

## **Japanese 3A/3B**

10-12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 for workbook  
Prerequisite: Japanese 2 or equivalent

Course objectives: Emphasis on proficiency in communicative skills using situational conversation such as casual and formal speech, with in-depth study of grammar, culture, and history. These students are encouraged to, but not required to, participate in the summer exchange with our sister school in Naha, Japan.

## **Japanese 4A/4B**

11, 12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 for workbook  
Prerequisite: Japanese 3, instructor's permission required

Course objectives: To incorporate Japanese cultural and historical information into reading, writing, and speaking. This course prepares students for the Advanced Placement class. Students are encouraged to, but not required to, participate in the summer exchange with our sister school in Naha, Japan.

## **AP Japanese A/B**

11, 12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 for workbook



Prerequisite: Japanese 3, instructor's permission required, students must sit for the AP exam in May

Course objectives: To incorporate Japanese cultural information with the teaching of reading, writing, and speaking. This class is usually taught in conjunction with Japanese 4. These students are encouraged to, but not required to, participate in the summer exchange with our sister school in Naha, Japan.

## **Spanish 1A/1B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: None

Course objectives: An introduction to the study of the Spanish language and culture working on developing conversational skills. This class emphasizes good pronunciation, aural comprehension, and self-expression in simple Spanish. It builds practical vocabulary around daily experiences using fundamentals of sentence formation and structural concepts.

## **Spanish 1A/1B Proficiency**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: None

Course objectives: To provide extended work at the Spanish 1A/1B level in order to give the student increased exposure to practice using the target language. This, in turn, would give the student proficiency in the language to be successful at the Spanish 2A/2B level.

## **Spanish 2A/B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: Spanish 1 or equivalent

Course objectives: To continue to emphasize good pronunciation, aural comprehension and situational conversation with increased emphasis on structural and grammatical patterns in written and oral form.

## **Spanish 2 A/2B Proficiency**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: None

Course objectives: To provide extended work at the Spanish 2A/2B level in order to give the student increased exposure to practice using the target language. This, in turn, would give the student proficiency in the language to be successful at the Spanish 3A/3B level.

## **Spanish 3A/3B**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$25 for workbook

Prerequisite: Spanish 2 or equivalent

Course objectives: This course concentrates on increasing student proficiency in understanding and speaking idiomatic Spanish and includes a thorough survey of Spanish grammatical structures.

## Spanish 4A/4B

11, 12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$25 for workbook  
Prerequisite: Spanish 3, and permission from instructor

Course objectives: To further language proficiency and development, and to review and prepare students for the advanced placement (AP) and college entrance exams.

## AP Spanish A/B

12- Yearlong  
1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$25 for workbook  
Prerequisite: Spanish 4, and permission from instructor

Course objectives: To further language proficiency and development, and to review and prepare students for the advanced placement (AP) and college entrance exams. This course is sometimes taught in conjunction with Spanish 4.

## Spanish Heritage

Yearlong  
½ credit per semester  
Type of credit: Elective  
Fee: Speak with Spanish teacher

Course Objectives: Spanish for Heritage Speakers is a year-long course that supports, reinforces, and expands student knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary, (to a greater or lesser extent), this course often moves faster than other Spanish courses. It will emphasize literary development (with a study of literature and composition). This course will also include culture and history of the variety of Spanish-speaking cultures. Students will learn translation skills. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking people. At the conclusion of this course students will be able to: -Engage in conversation on familiar topics with spontaneity, -Ask and answer a variety of questions with justification, express opinions, feelings and attitudes using appropriate vocabulary, understand both in/formal authentic audio recordings, broadcasts and video, use knowledge of Spanish language structure to derive meaning from a variety of authentic written text, write organized, coherent pieces incorporating a variety of details and description using both simple and complex sentence structures (up to 200 words), acknowledge, compare, and discuss the practices, beliefs and perspectives of Spanish-speaking cultures.

The Spanish for Heritage Speakers curriculum is guided by a set of rigorously vetted course objectives that focus on improving communication skills already present and span the formation of simple structures to more complex sentence structure and word choice to creatively describe a variety of topics and situations. The course objectives encourage students to talk and write about identity, technology and communication, food and travel, healthy lifestyle, art and music, careers and the future.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with a variety of people in socially appropriate ways. As a result, students are prepared to perform actions like carrying on formal and informal conversations in Spanish to get or give information, read and write paragraphs about selected topics in Spanish, and communicate their understanding of some products, practices, and perspectives of Spanish culture. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to communicate in writing and speech and to practice being a better global citizen.

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# College Courses

## College in High School

11, 12 – Yearlong  
Credits: high school credit and college credit

Type of credit: See courses listed below. Fee: North Seattle College Fee per class

College in the High School is a great opportunity to earn college credits through North Seattle College while taking the class(es) at Nathan Hale for high school credit. This is NOT the Running Start program; therefore, the compass test will be waived for College in High School program. Requirements: Students must be a 10th grader or higher to take college credit classes through North Seattle College. There is a required fee for each course taken and varies per the classes listed below. If you are interested in earning college credits at Nathan Hale, please talk to the teacher who offers the class. Once enrolled in the class you will need to submit the appropriate paperwork and pay the class fees. For more information, click the link below for the College in High School Program. <https://northseattle.edu/college-high-school>

### College in High School Classes at Nathan Hale:

- Japanese 121, 122 and 123
- AP Computer Science 141
- Art (Design) – 101
- Exploring Computer Science 101
- Spanish 123

### Tech Prep

Semester or Yearlong

Credits: high school credit and college credit

Type of credit: See courses listed below.

Tech Prep can apply to students in grades 9-12. All Tech Prep dual credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. CTE classes integrate academics with technical skill development to help prepare students for advanced education and careers related to "[professional-technical](#)" occupations. Instructor will enroll students through an online system. Students must earn a high enough grade to be eligible for college credit. See instructor for details. **Tech Prep Courses at Nathan Hale (credit through Seattle Colleges):**

- Environmental Horticulture
- Human Development

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For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, (206) 252-0306, or [oscr@seattleschools.org](mailto:oscr@seattleschools.org), or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

• For sex discrimination concerns, including sexual harassment, contact: Title IX Grievance Coordinator, (206) 252-0367, or [Title.IX@seattleschools.org](mailto:Title.IX@seattleschools.org)

• For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, (206) 252-0178, or [accessibility@seattleschools.org](mailto:accessibility@seattleschools.org)

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, (206) 252-0024, or [hreeoc@seattleschools.org](mailto:hreeoc@seattleschools.org).