

# Nathan Hale High School

## Course Guide

### 2021-2022

“The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful global 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 global 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 <https://halehs.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:** William Jackson

**Assistant Principal:** Makela Steward-Monroe

**Assistant Principal:** Abby Hunt

**Ninth Grade Coordinator:** Tina Tudor

**Nathan Hale High School Counseling Staff:**

Kristen Patterson                      Counsels: Students with the last names beginning with A-Gra

Kristie Thompson                      Counsels: Students with the last names beginning with Gre-N

Kelly Creech                              Counsels: Students with the last names beginning with O-Z

**Counseling Secretary:** Lori Takahashi

# About Choosing Your Classes

Graduation from high school requires earning credits in specified subjects and, with careful planning, you can explore personal and career interests and still take the prerequisites needed for your post-high school plans.

Your high school counselors want to help you with that planning process. The NHHS Counseling Program strives to provide students with the skills and knowledge to plan their high school career and beyond by teaching in the classroom, partnering with Mentorship teachers, and meeting one-on-one when students encounter obstacles. Our goal is to be welcoming and informative as we help you plan your four years at Nathan Hale and beyond.

## 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 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.

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

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)

### Career Connections

10-12-Semester  
1 period, ½ credit  
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. Career Connections is an option for *any* CTE Pathway.

## Arts, Design, & Graphics

### Graphic Design Beginning

9-12-Semester  
1 period, ½ credit  
Type of credit: CTE

Course objectives: Graphic Design Beginning is an introductory course that teaches the fundamentals of creatively and effectively communicating through digital images. Employing both traditional and digital tools, students learn graphic design skills, software, and industry standards. This course may be cross-credited for Fine Arts.

### Photography Beginning

9-12-Semester  
1 period, ½ credit  
Type of credit: CTE

Course objectives: Photography Beginning is designed to explore photography as a method of creative visual communication. Students in this course learn basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing. This course may be cross-credited for Fine Arts.

### Photography Advanced

9-12-Semester  
Type of credit: CTE  
1 period, ½ credit

Course objectives: Photography Advanced is designed for students interested in expressing their personal creative vision through photography. Students in this course develop their own ideas through open-ended assignments and explore photography as a potential career pathway. This course may be cross-credited for Fine Arts. This course may be repeated for credit.

## **Publication-Yearbook 3 TI & 4 TI**

11-12-Yearlong

Type of credit: CTE

1 period, 1 credit

Course objectives: Graphic design, photography, journalism, technology, and leadership are all part of this creative and collaborative classroom environment. Deadline commitments and extra hours are needed. This is a digital publication produced in Nathan Hale's Graphics Lab. Students are assigned yearbook pages and are required to take photographs and design content. This course may be cross-credited for Fine Arts. This course may be repeated for credit.

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

9-12-Semester

1 period, ½ credit

Type of credit: CTE

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: CTE

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.

## **Recording Art Tech 1**

9- 12-Semester

1 period, 1/2 credit

Type of credit: CTE

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.

## **Recording Art Tech 2**

9- 12-Semester

1 period, 1/2 credit

Type of credit: CTE

Prerequisites: Recording Art Tech 1

Course objectives: Course objectives: Students master advanced electronic/MIDI music production techniques and digital audio theory. Use industry standard software and electronic instruments to sample, sequence, synthesize and produce original music. Demonstrate mastery of basic music theory and songwriting, and knowledge of advanced audio production and recording. Create complete songs and apply advanced sound design technique to a wide range of challenges.

# STEM-Science, Technology, Engineering, and Math

## Environmental Horticulture I

10-12 –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

10-12 – 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-(0 Period)

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.

## HaleWerks (Mixed Media Design)

9- 12 -Semester

1 period 1/2 credit

Type of credit: CTE

Prerequisites: None

Course objectives: RESEARCH, DESIGN, BUILD, REPEAT. In this semester long course students will apply the human-centered design process to tackle problems Nathan Hale HS. A demonstration will introduce the week's new technique, such as user research, generative ideation, Arduino tinkering, 3D printing, paper prototyping, video editing, graphic design, etc. and students will have a chance to explore the technique in short, hands-on exercises. This is a studio course oriented towards hands-on exploration with a minimum of lectures to make use of the new maker lab. It incorporates critique and self-directed work in structured explorations. Each exploration will conclude with a web base. The final project will require students to develop and evaluate a prototype for a design project of their choice, using one or more of the techniques they explored during the course, to be put on display. For additional information about the human-centered design process go to <http://bit.ly/HaleWorks>

The spirit of a studio-based practice is that learning happens by talking, making, and critiquing in groups. We work under the guidance of "HaleWorks" giving students the opportunity to work on projects and resolve problem here in our school. Students also build real prototypes to learn how to reiterate ideas through the design thinking process

## **CS 1: Introduction to Computer Science & Programming**

9- 12-Semester

1 period ½ credit

Type of credit: CTE

Prerequisites: None

*No prior programming skills needed.*

This course will introduce students to the field of computer science as well as the fundamentals of computer programming. CS1 is specifically designed for students with no prior programming experience and touches upon a variety of fundamental topics. Students will explore how computing enables innovation in a variety of fields and the impacts that those innovations have on society. By the end of the course, students will understand the basics of computer science and the Java programming language. The principles learned here will be developed further as you progress through the computer science discipline.

## **CS 2: Computer Science Principles (can be taken as AP)**

10- 12 -Yearlong

1 period, 1 credit

Type of credit: CTE

Prerequisites: None, CS1 recommended

*No prior programming skills needed.*

ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information).

Ever wanted to make your own mobile apps? 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.

Emphasis will be placed on systematic problem-solving and logical thinking. This class is designed to help prepare students for completing the AP Mobile Computer Science Principles exam and students who successfully complete this course with a grade of C or higher will receive college credit through North Seattle Community College.

## **CS3: AP Advanced Computer Science**

10- 12 -Yearlong

1 period, 1 credit

Type of credit: CTE

Prerequisites: Introduction to Programming or CS Principles, Algebra 2

ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information).

The course is equivalent to a college level introduction to programming course. This class assumes students enjoy using computing tools/technology and interested in learning to design and write basic programming in Java. 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. CS A will prepare students for the Advanced Placement exam (optional) and students who successfully complete this course with a grade of C or higher will receive college credit through North Seattle Community College Following the AP exam students work on independent or group projects.

# Health & Medical

## Intro to Medical Careers

9-12 - Yearlong

1 period, 1 credit

Type of credit: CTE

Prerequisites: None

Explore a wide range of health & medical careers and build the solid academic and practical foundation necessary to successfully pursue a career in health and medical career fields. You will have the opportunity to earn an industry recognized certifications and college credit. Students in the pathway will also receive: Opportunities to learn from industry professionals, hands-on learning experience, extra academic support for academically challenging courses, extra counseling to navigate during high school, access to internships, career connected field trips and completion of CTE Pathway for graduation option for students who complete all pathway requirements. Students who complete this pathway will be prepared to enter post-secondary degree or certificate program and a job and will be especially attractive to pre-med, nursing, biomedical research, and other competitive degree programs.

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# Family and Consumer Science

## Child Development

10-12-Semester

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

Type of credit: CTE

Prerequisites: Family Health

Otherwise known as “that baby class”, Child Development will build a positive understanding of children’s growth and development. This class may include an internship at a local preschool or elementary school. Child Development students learn theories of development and growth as well as techniques to use when working with children through class activities, presentations, discussion, videos, guest speakers and field trips. Child Development is a good class for anyone interested in being a, teacher, day care provider, nurse, doctor or parent. It also is a great foundation for students interested in psychology, sociology and human development. Students may earn 5 college credits and receive STARS certification, allowing the student to work in a licensed facility.

## Nutrition and Wellness, I

10-12-Semester

1 period, ½ credit

Type of credit: CTE

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.

## Personal Choices

### 9th grade Academy

9-2nd semester

1 period, ½ credit

Type of credit: CTE

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.

## **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.

## **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.

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# **Education Support Classes**

## **ELL Support Class**

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.

## **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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# **Theater**

## **Theatre**

### **Theatre For Justice**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

In this project-based course, students collaborate to explore local and world issues through scripted pieces and works that are created in class. Students explore global theatre genres and styles and how they represent cultural, social, economic, and political issues. Students learn how dramatic performance can be used as an expression of social change and activism. This course may be repeated for credit.

### **Theatre Beginning**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Course objectives: This introductory course is for all students looking to develop skills in acting and performing in front of others. Public speaking, creative problem solving, and collaboration are explored through creative activities, voice and movement exercises, improvisation, story structure, creating character, and scene study. No previous theatre experience necessary. All students are welcome. This course may be repeated for credit.

## **Theatre Intermediate / Unified Drama**

10-12-Semester  
1 period, ½ credit  
Type of credit: Arts  
Prerequisite: None

Course objectives: This intermediate course explores the art of creating character and commanding the attention of an audience during performance. The course includes analysis of contemporary and classic scripts, professional blocking and directing, and preparing monologues for auditions. Students utilize self-direction to collaborate in small groups and an openness to critical feedback and reflection. The course leads up to a public performance. This course may be repeated for credit.

## **Theatre Advanced**

10-12-Semester  
1 period, ½ credit  
Type of credit: Arts  
Prerequisite: Theatre Beginning OR Theatre Intermediate

Course objectives: This advanced course expands exposure to contemporary and classic plays, broadens student repertoire of audition material, and explores specialized acting skills. The course may include topics such as advanced acting methods, resume development, movement-based acting techniques, pantomime, mask work, improvisation, stage combat, stage make-up, or creative drama. This course may be repeated for credit.

## **Technical Theatre**

9-12-Semester  
1 period, ½ credit  
Type of credit: Arts or CTE  
Prerequisite: None

Course objectives: Technical Theatre Beginning is a production-oriented course that provides foundational stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students engage in scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management, stage management, and theatre terminology. Technical Theatre Beginning is offered as a CTE course, CTE course cross-credited for Fine Arts, and a Fine Arts course. This course may be repeated for credit.

## **Theatre Play Production**

9-12- Semester  
1 period, ½ credit  
Type of credit: Arts  
Prerequisite: Audition

Course objectives: Theatre Play Production prepares students to use the skills and techniques of acting and performance in one or more plays produced for a public audience. This course mirrors professional theatre standards, culminating with a full-scale production of a play. Students may also have opportunities to work in areas of theatre production including directing, scenic design and construction, costuming, properties, stage management, promotions and publicity. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

## **Musical Theater Production**

9-12-Semester

1 period, ½ credit

Type of credit: Arts or CTE

Prerequisite: None

Course objectives: Musical Theatre Production prepares students to synthesize the skills and techniques of acting, singing, dancing, and performance into a musical theatre production for a public audience. Throughout this process students develop community by working as an ensemble. This course mirrors professional theatre standards, culminating in a full-scale production of a musical. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

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# **Music**

## **Non-Ensemble**

### **Guitar**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Students in this course will learn the necessary skills and concepts to gain a foundational proficiency on guitar and music-reading. This is a one semester class. This course may be repeated for credit.

### **Piano Lab 1**

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Course objectives: Students in this course learn to play the piano. Students in the piano class will learn the necessary skills and concepts to gain a foundational proficiency on the piano keyboard. This is a one semester class. This course may be repeated for credit.

## **Choir**

### **Concert Choir A & B**

9-12 - Year Long

1 period, ½ credit

Type of credit: Arts

Prerequisite: None

Course objectives: Students in this year-long course participate in an intermediate to advanced choral performing ensemble that performs quality choral literature from a variety of genres and cultures. Students learn vocal technique and musicianship skills. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **Chorale A & B**

9-12-Yearlong

1 period, ½ credit per semester  
Type of credit: Arts or CTE after completing 4 semesters  
Prerequisite: Concert Choir or Audition

Course objectives: This advanced year-long course is designed to prepare the serious choral student for choral music experiences beyond high school. Chorale is an advanced choral performing ensemble. Students perform quality choral literature from a variety of genres, cultures, and styles, and learn correct vocal technique and musicianship skills. This course is a continuation of the choir sequence. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **Vocal Jazz**

9-12-Yearlong  
1 period, ½ credit per semester  
Type of credit: Arts or CTE after completing 4 semesters  
Prerequisite: Audition

Course objectives: This advanced course is designed for advanced musicians with an interest in jazz music. Vocal Jazz is a small mixed-voices ensemble for advanced singers and rhythm section. Students learn about various jazz styles and concepts, including improvisation and jazz theory. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **Band**

### **Symphonic Band A & B**

9-12-Yearlong  
1 period, ½ credit per semester  
Type of credit: Arts or CTE after completing 4 semesters  
Prerequisite: None

Course objectives: This year-long performing ensemble is designed for advanced students who play traditional woodwind, brass and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one's instrument, and correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **Wind Ensemble A & B**

10-12-Yearlong  
1 period, ½ credit per semester  
Type of credit: Arts or CTE after completing 4 semesters  
Prerequisite: Symphonic Band OR Audition

Course objectives: This year-long performing ensemble is designed for advanced students who play woodwind, brass and percussion instruments. Students continue to develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one's instrument and correct posture. Students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **Percussion Ensemble Advanced A & B**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts

Prerequisite: None

Course objectives: Students in this year-long performing ensemble course learn advanced skills and technique on pitched and non-pitched instruments. Students participate in performances and activities during or outside the normal school day, including participation in festivals and trips. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **Jazz Band A & B**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts

Prerequisite: Audition

Course objectives: Students in this year-long performing ensemble learn about various jazz styles and concepts, including improvisation, jazz theory, and jazz history with traditional wind and rhythm section instrumentation. Students participate in all Jazz Band performances and activities during or outside the normal school day, including participation in festivals and trips. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **Orchestra**

### **Concert Orchestra A & B**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts

Prerequisite: None

Course objectives: This year-long performing ensemble is for intermediate to advanced students of String instruments, and may also include Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **Chamber Orchestra A & B**

9-12-Yearlong

1 period, ½ credit per semester

Type of credit: Arts

Prerequisite: Audition

Course objectives: This year-long performing ensemble is for advanced students who play violin, viola, cello, and bass. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop advanced skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills such as shifting, vibrato, bow control,

# 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: In this introductory course, students cover a broad range of art concepts, techniques, and media. Study of the Elements of Art and Principles of Design are included in the projects to begin establishing fluency in the language of art. Sketchbooks are used to document the progression of skills acquired, and self-expression. The sketchbook contains visual and written entries, including responses and reflections on works of art. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

## Ceramics Beginning

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Fee: \$40

Prerequisite: None

Course objectives: This beginning course is for students who want to work with their hands and develop ideas in 3-dimensional form. Students work with clay, creating both functional and non-functional art pieces. Students learn the properties of clay, construction methods, glazing techniques and the firing process as core concepts of this course. Students learn about ceramic arts and artists from a variety of contemporary and historical sources and across cultures. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

## Ceramics Advanced

9-12, Semester

1 period, ½ credit

Type of credit: Arts or CTE

Fee: \$40

Prerequisite: Ceramics

Course objectives: In this course, students explore Ceramics at a higher level with hand building and wheel methods. Students design and develop works through investigation of techniques and materials through ceramic arts and artists from a variety of contemporary and historical sources across cultures. Assignments are more complex, challenging students to make deeper connections and use voice to communicate ideas. Students have a portfolio of work at the end of the semester. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## Drawing and Painting Beginning

9-12-Semester

1 period, ½ credit

Type of credit: Arts

Fee: \$40

Prerequisite: None

Course objectives: Drawing and Painting Beginning introduces students to the Elements of Art and Principles of Design. Study of these are included in art projects to establish fluency in the language of art. Students create art in a variety of drawing and painting media and explore the relationship between observation, artistic vision, and composition. Students use sketchbooks or other means to develop skills and ideas. Visual Art builds lifelong skills through critical thinking and the creative process. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

## **Drawing and Painting Advanced**

9-12-Semester

1 period, ½ credit

Type of credit: Arts or CTE

Fee: \$40

Prerequisite: Drawing/Painting

Course Objectives: Drawing and Painting Advanced is intended for students who want to further their knowledge and experience in drawing and painting media. Students in this course continue to create art and explore the relationship between observation, artistic vision, and composition in an advanced setting. Students explore media and ideas with more independence and demonstrate responding and reflecting on their own work and that of others. Students produce a portfolio of work at the end of this course. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

## **Photography Beginning**

9-12, Semester

1 period, ½ credit

Type of credit: Arts or CTE

Fee: \$85

Prerequisite: None

Course objectives: Photography Beginning is designed to explore photography as a method of creative visual communication. Students in this course learn basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing. This course may be cross-credited for Fine Arts.

## **Photography Advanced**

10-12, Semester

1 period, ½ credit

Type of credit: Arts or CTE

Fee: \$85

Prerequisite: Photography Foundations

Course objectives: Photography Advanced is designed for students interested in expressing their personal creative vision through photography. Students in this course develop their own ideas through open-ended assignments and explore photography as a potential career pathway. This course may be cross-credited for Fine Arts. This course may be repeated for credit.

## **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 CTE

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.

# 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. Seminars, presentations and focused class discussions are an integral part of the curriculum.

## **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.

## **10<sup>th</sup> grade Humanities (LA 10A/10B & World History 3/4)**

10-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts & World History

Prerequisites: None, LA 9A/B preferred.

\*Honors designation available

Course objectives: Through exploration of the humanities students will learn how to think creatively and critically, to reason, and to ask questions. Students will explore major ideas through class discussion, reading world literature and philosophy, study of influential figures, and research. The course seeks a balance between independent efforts and collaborative production; emphasizing problem posing and solving through a Humanities lens. The academic study over the course of the school year will follow the historical pattern(s) of pre-contact, conquest/colonization, liberation and revolution.

## **Modified Course - 10th grade Humanities (LA 10A/10B & World History 3/4)**

10-Yearlong

1 period, ½ credit per semester & World History

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.

## **11<sup>th</sup> Grade 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: This course teaches critical reading and writing with emphasis on argument and rhetoric. Students will read a variety of texts from US authors both historical and contemporary. Particular focus is placed on works by authors of color and other marginalized voices. Students will also have opportunities to express themselves in other creative modalities through interdisciplinary exhibitions such as the Harlem and Renaissance Art and Justice Project. The class will prepare students for the optional AP English Language and Composition exam in May.

## **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.

## **12<sup>th</sup> Grade 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 conclude 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 close reading, classroom discussion, and written literary analysis as they explore significant literary works. Classes consist of daily discussions, regular reading checks, periodic exams, papers, and group/individual creative projects. Students will also work on the Hale Action Project and their culminating portfolio.

## **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 project, The Hale Action Project (HAP), and their culminating portfolio.

## **Creative Writing**

12-Yearlong

1 period, ½ credit per semester

Type of credit: Language Arts

Prerequisite: Instructor permission and an IEP

This course stresses reading of short, imaginative works, discussion of themes and techniques used by published writers, and writing of poems, short stories, personal essays, descriptions, and dialogue. It provides experiences in using images, figurative language, and concrete detail.

## **Journalism Writing (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](http://halesentinel.com).

## **Advanced Journalism (Newspaper)**

10-12-Semester

1 period, ½ credit

Type of credit: Language Arts or CTE 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](http://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 CTE after completing 4 semesters.

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

Course Description: This class is a french 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.

## **Computer Technology/Microsoft Imagine Academy**

10-12- Year-Long

1 period (Mentorship), .50 credit

Type of credit: Mentorship

Prerequisites: none

Microsoft Imagine Academy gives students the curricula and certifications they need to succeed in a tech-driven economy. Students will choose to learn coding skills, develop in-demand skills in IT administration, get an intro to data science, or master Microsoft Office applications that are in demand in today's workplace. Set and accomplish your goals toward industry recognition and certification in this self-paced and exciting mentorship.

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# Mathematics

## Algebra 1A and 1B

Yearlong

1 period,  $\frac{1}{2}$  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,  $\frac{1}{2}$  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

## Financial Algebra A and B

Yearlong

1 period,  $\frac{1}{2}$  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.

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

Yearlong

1 period,  $\frac{1}{2}$  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 A and B**

Yearlong

1 period,  $\frac{1}{2}$  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,  $\frac{1}{2}$  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 A and B**

Yearlong

1 period,  $\frac{1}{2}$  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

## **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.

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# **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 hackysack.

## **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.

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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 A & B**

### **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 A (M) and B (M)**

### **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 B & C**

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.

## **Env. Horticulture 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 phynment. 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.

## **Env. Horticulture 2 (Advanced)**

10-12 – Semester

1 period, ½ credit

Type of credit: Science or CTE

Prerequisites: Env. Horticulture 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 B & C**

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.

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# **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.

ELIGIBLE FOR COLLEGE IN THE HIGH SCHOOL CREDIT (See last page of catalog for additional information).

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

## **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.

ELLIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information).

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.

# **World Languages**

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

9-12- Yearlong

1 period, ½ credit per semester  
Type of credit: Elective  
Fee: \$30 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: \$30 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: \$30 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: \$30 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: \$30 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: \$30 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: \$35 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: \$35 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 121 (Japanese 2)**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$35 for workbook

Prerequisite: Japanese 1 or equivalent

ELLIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information)

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 121 (Japanese 2) Proficiency**

9-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$35 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 122 (Japanese 3)**

10-12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$35 for workbook

Prerequisite: Japanese 2 or equivalent

ELLIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information)

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 123 (Japanese 4)**

11, 12- Yearlong

1 period, ½ credit per semester

Type of credit: Elective

Fee: \$35 for workbook

Prerequisite: Japanese 3, instructor's permission required

ELLIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information)

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: \$35 for workbook

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

ELLIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information)

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

ELLIGIBLE FOR COLLEGE IN THE HIGH SCHOOL (See last page of catalog for additional information).

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: \$35 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 Speaker A/B

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 & Edmonds Community College fee per class.

College in the High School is a great opportunity to earn college credits through North Seattle & Edmonds Community 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 & Edmonds Community 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 Programs see the following links:

<https://northseattle.edu/college-high-school>  
<https://www.edcc.edu/highschool/chs/>

## College in High School Classes at Nathan Hale:

- American Government & Economics
- Financial Algebra
- Japanese 2, 3 & 4
- US History

## Dual Credit

Semester or Yearlong

Credits: high school credit and college credit

Type of credit: See courses listed below.

Dual Credit 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
- Child 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 [hrecoc@seattleschools.org](mailto:hrecoc@seattleschools.org).