Juanita High School
10601 N.E. 132nd Street
Kirkland, WA 98034
425-936-1600
jhs.lwsd.org
Principal - Kelly Clapp
Associate Principal - Joe Gorder
Associate Principal - Christine McMillan
Associate Principal - Kelly Konicki
Dean of Students - Breck Ivy
Athletic Director - Jason Thurston
Activities Director - Ashleigh Hasslinger

JHS Counseling Center
425-936-1680
Stefa Chow - Counselor
Angela Kilkenny - Counselor
Michelle Bainter - Counselor
Ines Bergman - Counselor
Christina Hunsberger - Counselor
Margaret Campbell - High School and Beyond Coordinator
Jennifer Hamilton - Registrar
Leann Johnson - Data Processor

JHS College & Career Center
Kendra Phillips - College & Career Specialist, 425-936-1615
Peggy Shay - College & Career Center Assistant, 425-936-1616

The information in this catalog, including the description of graduation requirements, is accurate as of January 2020. Students will be held responsible for all requirements in effect for their graduation year. It is the student’s responsibility to know the graduation requirements in effect for his/her graduation year and to implement a plan to fulfill them. Information in the catalog is subject to change. Confirm current information with your high school counselor.

Catalog prepared by the JHS Counseling Department.
The counselors in the JHS Counseling Department are committed to helping students and their families to have a meaningful and successful high school experience. Counselors at Juanita High School provide guidance services in the area of academic, vocational and post-secondary planning, as well as support with personal and emotional challenges and social development. Counselors provide services in many different ways, including classroom presentations, small group activities, and individual counseling. Students are assigned alphabetically to a counselor and are encouraged to make appointments as needed.

Personal
Counselors help students and families with individual problem solving, crisis counseling, study skills, and stress and time management. The counseling department at JHS also partners with community organizations to expand the range of services offered to students and families. Youth Eastside Services provides substance abuse and counseling support, and LWSD has contracted with Evergreen Hospital to provide risk assessments.

Post High School Planning
The counseling department works closely with the College & Career Center to guide and prepare students for the many post-secondary options available. Throughout their high school career students have a chance to complete career interest surveys, learn how to conduct college research and narrow their choices, write a resume, and understand how the total college application and financial aid process works. Whether a student chooses to attend a four or two year college, enroll in a vocational school, take a year off to work or join the armed forces, the staff at JHS will support all students make informed choices and be academically prepared for their choice of college and career.

High School and Beyond Plan
The High School and Beyond Plan is a state and district graduation requirement ensuring students have a post-secondary plan in place. Using an online tool called Xello, students discover interests, identify skills, research careers and colleges, build resumes and identify majors and career pathways. Students begin exploration in middle school and each year complete new lessons to further their research. Information can be used by staff to plan college visits, guest speakers and field trips aligning with student interests. Once lessons are completed in Xello, the High School and Beyond Plan coordinator will check student work and communicate with students if any part of the plan needs revision. Within Xello is a Method Test Prep link for students to prepare for the SAT and ACT exams. Method Test Prep is a free and comprehensive resource available to all LWSD students.

Academic Planning
Active involvement of the student, parent or guardian, and counselor in developing a four-year high school academic plan is the first step toward that positive high school experience. Students should use the four-year plan form in this catalog to map out their high school academic career, and help them advance their college and post-secondary plans. When developing a plan, students should:

• Include courses to help you meet all graduation requirements.
• Be sure you can meet any prerequisites for courses you plan to take.
• Take courses in proper sequence.
• Plan for course fees, if there are any.
• Plan for your post-high school academic and career goals.
• Use your academic strengths to your advantage.
• Maximize your chance for success in areas of academic weakness.
• Keep all options open by taking a full academic load each year.
• Plan ahead for enhancement programs (AP, WANIC, Running Start, CTE Dual Credit).
• Seek recommendations from teachers who know your work.
• Revise the four-year plan every year.

Students in middle school should consult their teachers and counselors for assistance with their four-year plans and course selections for high school. Be sure to maintain alignment with mathematics and science courses.

Current 8th, 9th, 10th and 11th graders should consult their teachers and counselors for assistance with their four-year plans and to review their progress toward meeting graduation requirements.

Grades and Classes
You have the opportunity to increase knowledge, expand academic and thinking skills, and develop sound study techniques in your courses. The grades you earn in those courses are recorded on the transcript. Colleges, universities, and technical training programs use your transcript to determine your admissibility into their institutions and programs. Employers and military recruiters review your grades and course work when considering you as an applicant.

Meeting College and University Admission Requirements
To gain admission into most colleges and universities, and to be prepared for college-level work, you should take additional high school courses in academic areas beyond local district requirements for high school graduation. The level of each course should be the highest level of challenge of which you are capable and willing to put in a quality effort.

Electives and Extra-Curricular Activities
Business and technology courses, such as Marketing or Computer Science are helpful to college-bound students. In addition, computer-based courses such as Computer Science or Microsoft Tech. Certification offer beneficial skills for college students. Most colleges and universities, and many employers, seek students with skills or interests in addition to academic achievement. Participation in student government, music, drama and art, school publications, community service, sports, clubs, and other school-sponsored activities can enrich your school life and help you build leadership, cooperation, and time management skills.

Recommended Testing
Advanced Placement (AP): These examinations are administered through the College Board as final examinations for Advanced Placement courses. They are offered in May each year. Students enrolled in the courses have the option to take the examinations. Depending on the score earned on an AP examination, a student may earn college credit once enrolled in a college or university, or he/she may receive exemption from a required college course. Advanced registration is required, and there is a test fee for each examination taken.

PSAT/NMSQT: (Preliminary SAT/National Merit Scholarship Qualifying Test) is a standardized test designed by the College Board. At Juanita High School, students take this test on a specific school day in October. The test is recommended for sophomores and juniors interested in pursuing higher education after high school. This test is an indicator of potential achievement on the SAT, and it is used to qualify juniors for the National Merit Scholarship program. The qualifying score is determined annually by the College Board. Students’ results are usually available in early January. Advanced registration is required. There is a $17.00 administration fee for juniors, paid at the bookkeeper’s office at time of registration (waived for students on free/reduced lunch). To help 10th graders gain more experience with this test, all sophomores will be tested as well, but the School District will be responsible for these fees.

SAT Reasoning Test and ACT: These are college entrance exams which test mathematical, verbal, reasoning, and writing abilities. Either SAT Reasoning Test or ACT must usually be presented as part of an application for admission to a four-year college or university. You should consult the college or university in which you have an interest to find out which test it requires or prefers. This information also is available through the JHS Career Resource Center and college websites. Many students take the SAT Reasoning Test or the ACT in the spring of the junior year and/or the fall of the senior year. The tests are given at many area sites on specified Saturdays. In order for results of the test to be available for the college admission process, you should plan to take one or both of these tests no later than the first week in December of your senior year. Advanced registration is required, and there is a test fee.

SAT Subject Tests: These are tests designed by the College Board, and each is dedicated to a single subject. Some colleges and universities require applicants to submit scores from SAT Subject Tests. Consult the college or university in which you have an interest to find out if it requires SAT Subject Tests. If so, plan to take SAT Subject Tests in the spring of the school year in which you are taking the course content for the test. The tests are given at many area sites on specified Saturdays. Advanced registration is required, and there is a test fee.

For SAT info, please visit www.collegeboard.com
For ACT info, please visit www.ACT.org
FOUR-YEAR EDUCATION PLAN

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<tr>
<th>9th Grade</th>
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<td>1st SEMESTER</td>
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<td>2nd SEMESTER</td>
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Please see the Graduation Requirements page in this Course Catalog to guide you in making your 4-year plan.
Registration Information

Registration Process for the 2020-21 School Year
Registration materials will be available online and distributed to 8th, 9th, 10th, and 11th grade students registered at Juanita High School, Finn Hill Middle School and Kamiakin Middle School in January 2020.

Information Session
This year Incoming Freshman Information Night will take place January 8 at Juanita High School. At this program, staff will present curriculum options in each department and will explain elective offerings, honors courses, Advanced Placement options, STEM Global Health Program, Running Start, WANIC, and CTE Dual Credit options. The evening is designed for current eighth graders and their parents/guardians but is open to all Juanita High School students and their parents.

Course Selection & Schedule Changes
When choosing courses during registration, students should consider all their commitments during the school year, including but not limited to, after-school activities and number of advanced level classes they are signing up for. Signing up for a course means the student is committed to taking that course and will seek out opportunities for help, should challenges arise. Yearlong classes are yearlong commitments. There are very limited schedule changes at the beginning of a semester, and they are limited to the following circumstances:

- A senior missing a graduation requirement
- Missing a core academic requirement (e.g. English, math, history)
- A student selected a class for which he/she has not met the prerequisites (e.g. Art 2 without taking Art 1)
- A student is assigned a class that he/she did not request, even as an alternate.

Important things to consider when choosing courses:

- Maintain a balance. Consider how many hours of homework and studying each class will entail. Ensure you will have enough time for studying and make sure you will have enough time for extracurricular activities, family, friends, and sleep. There are 7 periods in the day, which means 7 classes to manage.

- Take classes that interest you. Consider your post-secondary plans and whether you are interested in a 2-year or 4-year college, military, apprenticeship, vocational school, etc and request classes that align with these goals.

- Students choosing year-long courses (whether an elective or Advanced Placement classes) are making a year-long commitment. Students will not be allowed to transfer out of year-long classes. In order to avoid disappointment later on, you must select enough courses to complete the entire course selection worksheet, including the six alternate choice spaces. These alternates are not considered in any priority order. Therefore, you can expect to see any of your alternate choices on your final schedule, no matter where you listed it on your course selection worksheet.

All schedule changes must follow designated school processes and be approved by Counselors/Administrators. The Schedule Change request period will be open for 3 days. Schedule changes within the first five days will not be recorded on the transcript. A “W” (withdrawn) grade will be recorded on the transcript of students dropping courses after the first five (5) days through the fifth (5th) week of the semester. The course will remain on the student’s official transcript but will not impact the student’s GPA. Students will receive an F grade for courses dropped after the 5th week of the semester except in the case of extenuating circumstances as determined by the principal.

Parent Signature Required
A parent/guardian signature is required on the completed course selection worksheet. The parent signature indicates the parent’s involvement in the registration process, his/her review of the student’s progress toward graduation, and his/her support of the selections made by the student.

Teacher Signatures Required
Signatures from current teachers are required on the completed course selection worksheet for courses that specify teacher signatures as a requirement for the course. (See course descriptions.) Teacher signatures also are required for all honors and Advanced Placement (AP) courses; all resource programs; and mathematics, science, and world language continuation courses. First year world language courses do not require teacher signatures.

College and Career Center
The College and Career Center (CCC) at Juanita High School is located across from the main office. The following information may be obtained from the knowledgeable staff in the CCC:

- Two-year and four-year college exploration
- Career exploration
- Career panels
- Scholarship and Financial Aid information
- Vocational/Trade School information
- Apprenticeship information
- Job advertisements
- Community volunteer experience
- Summer opportunities
- Resource materials available for check out
- Military information
- Information on SAT/ACT
- College visits
- College fair
- Non-college exploration
- Resume and cover letter assistance

Two academic enhancement programs offered at Juanita High School are administered through the CCC. These are CTE Dual Credit and WANIC (Washington Network for Innovative Careers). Please see appendix for WANIC information.

CTE Dual Credit
CTE Dual Credit is an in-the-high-school program that allows students to receive college credit for classes taken in the high school. CTE Dual Credit gives high school students:

- A solid start in earning a community/technical college certificate or degree.
- The opportunity to earn free college credit while in high school.
- Chance to develop marketable skills.
- Post-high school priority registration at participating community/technical colleges.

These classes are designated within the course description in this course catalog. If you complete a CTE Dual Credit class at Juanita High School, meet the achievement grade requirement, complete an application, and pay the fee, you will receive credit from both Juanita High School and the community or technical college. You will receive a separate transcript from the college. This fee covers all classes a student takes during one school year regardless of the number of credits taken during that year, from any of our partner colleges. Participating colleges include Bellevue College, Edmonds Community College, Lake Washington Institute of Technology, Cascadia College and Shoreline Community College. Credits can be transferred within the Washington State Community and Technical College system. Credits transferred to four-year colleges/universities, both in and out of state, are considered on a case by case basis. Consult your counselor for specific university requirements.
## JUANITA HIGH SCHOOL COURSE SELECTION WORKSHEET

**Student Name______________________________________________              Phone # ____________________**

**PLEASE BE SURE THAT ALL REQUIRED SIGNATURES HAVE BEEN OBTAINED ON YOUR FINAL COURSE SELECTION WORKSHEET. REVIEW YOUR REQUESTS CAREFULLY AND READ THE STATEMENT IN THE BOX AT THE BOTTOM OF THE PAPER BEFORE SUBMITTING YOUR WORKSHEET. NOTE THAT YOU MUST SIGN UP FOR 7 CLASSES EACH SEMESTER.**

### SEMESTER 1:

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<tr>
<th>TITLE OF COURSE</th>
<th>Teacher INITIAL</th>
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<td>SCIENCE:</td>
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### ALTERNATES:

You must choose 6 different alternates. Please note: There is no priority ranking to the alternate choices.

<table>
<thead>
<tr>
<th>Title of Alternate Course:</th>
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**Parents and Students,**

Please note that teachers will be assigned to specific classes at JHS based on student requests for courses. Students should select courses carefully. Requests for schedule changes that deviate from the courses selected on this Course Selection Worksheet cannot be granted.

**I have reviewed my graduation requirements and request the above courses for next year.**

**Student Signature_________________________________________________________**

**Date ____/____/____**

**Parent Signature__________________________________________________________**

**Date ____/____/____**
These policies and procedures apply to Juanita High School students and to all middle school students who enroll in courses at Juanita High School.

**Grading**
Grading at JHS is on a four point scale, with 4.0=A. Passing is D, but in some cases, a student must achieve a grade higher than D to progress to the next course in an academic sequence. (See course descriptions.)

**Pass/No Pass**
In special circumstances, students, in consultation with their teachers and counselors, may elect to take a course Pass/No Pass instead of earning a letter grade. Please note: Taking this option limits eligibility for some graduation honors and may change the NCAA classification of the course. Pass/No Pass must be approved within the first four weeks of the semester.

**Reduced Schedule**
A senior in good standing may complete an application for Early Dismissal or Late Arrival, reducing the seven class daily schedule by a maximum of 1 class. (A minimum six class per day enrollment must be maintained for the student to be eligible for graduation from JHS.) Reduced schedules are approved only for academic or vocational reasons. Students who take a semester position as a Teaching Assistant (TA) are not eligible for Early Dismissal or Late Arrival.

**External Credit**
Credit may be approved for educational courses or experiences that are obtained through an institution or organization outside of Juanita High School. An application process is required. Approval to pursue an outside course or experience for credit must be obtained from the principal before the beginning of the course or experience. A maximum of 3 credits total throughout your high school career may be submitted for approval. The request for acceptance for out of district credit is available in the counseling office.

**Teacher Aide (TA) Positions**
A junior or senior in good academic standing may register to be a Teacher Aide for a teacher, department, library, or office at JHS. Grading for TA positions is Pass/No Pass, and elective credit is earned. Students are advised to accept a TA position for no more than one semester during grades 11-12.
Cambridge Program

The Cambridge Program is one of the Choice Schools available to incoming ninth graders. Each Cambridge syllabus is developed by Cambridge Assessment International Education, a department of the University of Cambridge in England. Cambridge International is a not-for-profit organization operating in over 160 countries around the world, and the largest provider of international qualifications for 14-19 year olds. Cambridge courses emphasize higher order thinking, oral, writing, and investigative skills along with collaboration. Students enroll in Cambridge courses for the four core subjects each year.

At the end of each course, students sit for exams, many of which count toward the Advanced International Certificate of Education. The AICE Diploma requirements encourage breadth through a combination of International A (Advanced) and AS (Advanced Subsidiary) Levels. Cambridge International A/AS Levels are accepted in universities throughout the world. For more information on the Cambridge Program and application process, please visit the JHS website at https://jhs.lwsd.org/academics/cambridge-program.

Graduation pathways requirement

Students have the opportunity to meet the graduation pathway requirement by earning a C+ in an identified AP or Cambridge course or scoring 3 or higher on the AP exam. To see all math and ELA courses that apply, go to www.lwsd.org > Programs and Services > Accelerated Programs > High School Highly Capable Program Services and then click on Advanced Placement and scroll down to “Graduation pathways requirement.”

Futures School

Futures School, a Choice School for 11th and 12th grade students, offers a positive alternative learning environment where students become inquisitive, engaged and self-confident individuals striving towards excellence in their future. One of the differences between Futures School and Juanita High School is that the schedule at Futures provides additional flexibility for students as well as the opportunity to gain additional credits. This program runs in approximately 30 day (6 week) sessions for a total of three per semester. For detailed information about Futures School, please visit the school website at http://www.lwsd.org/school/fut/about-us/pages/default.aspx.

STEM Program

In this STEM Global Health Signature Program, students will explore global health through the lens of literature, social science, body systems, and disease detection and prevention. Laboratory investigations, problem-based learning, and a variety of public health related readings will play a prominent role in the program. Opportunities to work with community partners and explore health career options will be an integral part of the course. The Science and English homework expectations apply.

STEM Global Health (Juniors/Seniors)

STEM Global Health is designed as two courses that include Science (Anatomy and Physiology) and Global Health English (grades 11 or 12). For the purpose of transcripts, credit will be earned for the following: Anatomy and Physiology (Science) and English (Global Health English; UWHS English credit will be offered). Please refer to page 21 for individual course descriptions.

STEM Workplace Experience (Seniors)

This part of the program is designed to allow students who have successfully completed STEM Global Health to demonstrate their knowledge and understanding by peer tutoring in one of the STEM courses. In addition, students would be able to participate in job shadowing in a health profession with community partners. For the purpose of transcripts, elective credit will be earned. Please refer to page 21 for individual course description.
The Juanita High School learning community encourages all of its students to become thoughtful, avid readers. With this aim, the staff requires its students to take part in a summer reading assignment in which one book and one assignment must be completed before the start of school in the fall. Students will receive their grade level specific summer reading assignment in the spring.

The English curriculum at Juanita High School begins with the English 9 course taken in ninth grade, progresses through English 10 and English 11 courses, and English 12 courses, including Advanced Placement courses.

Students must follow the four-year, developmental curriculum in order to meet these graduation requirements.

Four years of English are required for entrance into most colleges and universities and are desirable for entrance into the military and the job market.

The graduation requirements in English include:

- Four years of English courses.
- Required English content, including English 9, English 10, English 11 and 12.

### Grade 9

**English 9 - ENG121/ENG122**

2 Semesters/1.0 credit - Grade 9

**CADR**

Graduation Content Requirement

English 9. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description

This course will enable students to explore perspectives and themes in a variety of genres gleaned from classic and modern world literature. Literary studies may include *Speak, The Absolutely True Diary of a Part-time Indian, The Pearl* and *Romeo and Juliet*. Students will read, analyze and write about the literature. Writing assignments are designed to strengthen students’ formal essay writing skills with emphasis on thesis development, organization, ideas, supporting evidence and commentary. Students will bolster their oral communication and critical thinking skills through discussions, presentations, interviews and projects. Students will demonstrate their learning through a variety of tasks including tests, projects, informal and formal writing assignments and discussions. 1-2 hours of homework per week can be expected.

**Honors English 9 - ENG171/ENG172**

2 Semesters/1.0 credit - Grade 9

**CADR**

Graduation Content Requirement

English. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description

This course is for motivated students with strong reading and writing skills who are ready for more extensive and challenging assignments, focusing largely on literary analysis. The course will integrate readings and writings that focus on exploring, interpreting, and analyzing literature and other readings in more depth. Specific literature study will include *Persepolis, Animal Farm, Ender’s Game, The House on Mango Street,* and *Romeo and Juliet*. There will be an emphasis on critical thinking skills in the form of questioning techniques, analyzing literary devices, interpreting author’s purpose, and evaluating style. A minimum of ½ hour of homework per day can be expected.

### Grade 10

**English 10 - ENG221/ENG222**

2 Semesters/1.0 credit - Grade 10

**CADR**

Graduation Content Requirement

English 10. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description

This course is part of the English curriculum required for all students. It is designed to introduce students to literature from different areas of the world. Students will study such authors as Coelho, Hosseini, Shakespeare and Wiesel, and will learn to manage long-term reading and project assignments. In addition, students will improve writing skills through several papers assigned each semester. Semester grades will be based on performance on writing assignments, in-class participation, long-term projects, presentations, and tests. A minimum of ½ hour of homework per day can be expected.

**Honors English 10 - ENG271/ENG272**

2 Semesters/1.0 credit - Grade 10

**CADR**

Graduation Content Requirement

English 10. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description

This course is designed for motivated students who have mastered the expository essay to a proficient degree and are looking for academic challenge and enrichment in their study of world literature. Some of the authors whose works students will study include Dante, Shakespeare, Sophocles, Wiesel, and Achebe.

Several papers a semester will be required, in addition to in-class essays, independent reading, oral presentations, and research projects. Students will be introduced to college-level writing standards. Approximately 45 minutes to 1 hour of homework per day can be expected.
**ENGLISH courses**

**Grade 11**

**English 11 - ENG321/ENG322**
2 Semesters/1.0 credit - Grade 11

CADR

Graduation Content Requirement
English 11. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description
This course is part of the English curriculum required of all students. It is designed to integrate the study of American literature into an exploration of the major historical, political, and cultural movements that have shaped American culture over time. Students will develop a deeper understanding of the main issues confronting the developing nation and be able to suggest answers to the question, “What is the American Dream?” Students will study works from a variety of literary genres by authors from different racial and ethnic backgrounds. Semester grades will be based on student performance on writing assignments, in-class participation, reading from assigned works, presentations, and tests. A minimum ½-1 hour of homework per day can be expected.

# AP English Language and Composition - ENG491/ENG492
2 Semesters/1.0 credit - Grade 11

CADR

Prerequisite
Completion of a required summer reading and accompanying written assignment prior to starting the course and a teacher recommendation.

Course Fees
Fee for AP examination approximately $100.

Special Credit Available (Optional)
College credit available through end-of-year AP examination.

Graduation Content Requirement
English. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description
This college-level course centers on the study of rhetoric and its link to the humanities: art, music, history, science, and philosophy. Students will focus primarily on non-fiction texts and will be introduced to the structure and style needed to write in a variety of forms, including rhetorical and persuasive. The course can be taken to fulfill the English 11 requirement or as an English elective. (It is not recommended for students who already have completed the English 11 requirement.) It is recommended for highly motivated, college-bound students. A minimum of 45 minutes of homework per day can be expected.

**Grade 11-12**

**English/STEM Global Health - ENG381/ENG382 (Grade 11)**
ENG473/ENG474 (Grade 12)
2 Semesters/1.0 credit – Grades 11, 12

CADR

*** For information on STEM program see page 8. ***

Special Credit Available (Optional)
UW College in the High School credit available for English.

Graduation Content Requirement
English. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description (Individual)
The English/STEM Global Health course will focus on integration of American literature, as well as non-fiction and informational text, with scientific exploration of body systems, and disease detection and prevention. Students will develop a deeper understanding of global health issues through problem-based learning, including writing a minimum of two papers per semester. Grades will be based on student performance on writing assignments, in-class participation, reading from assigned works, presentations, and PBL's (Problem Based Learning Activities).

**Grade 12**

**English 12 - ENG421/ENG422**
2 Semesters/1.0 credit - Grade 12

CADR

Prerequisite
Completion of English 11 or AP Language
Completion of summer reading and summer reading assignment by the first day of class.

Graduation Content Requirement
English. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

Course Description
This college prep class is an exploration of writing, poetry, literature, film, and discussion. The course will approach critical themes such as, “Values,” “Journeys”, and “Social Issues”, and will look at both contemporary, classic, and informational texts. Students will hone writing, reading, and critical thinking skills necessary for college success. Possible texts and units include: Shakespeare, *The Curious Incident of the Dog in the Night-time*, *Fahrenheit 451*, and *Fences*. In addition, students will have the opportunity to work on their College/Personal essay. Semester grades will be based on student performance on writing assignments, in-class participation, reading from assigned works, presentations, and tests. A minimum ½-1 hour of homework per day can be expected.
**ENGLISH courses**

**Mystery and Detective Fiction – ENG543**

1 Semester/ .5 credit - Grade 12

**CADR**

**Graduation Content Requirement**
Elective

Students will learn to investigate the origins and trace the development of an important genre of literature; examine the diversity of mystery literature; and use accessible literature to reinforce reading fluency, reading comprehension strategies, and analytical reading skills, as well as foster a love of reading. 1-2 hours of homework per week can be expected.

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**Creative Writing 1 - ENG611**

1 Semester / .50 credit – Grades 10, 11, 12

**CADR**

**Prerequisite**
English 9

**Course Fee**
None

**Graduation Content Requirement**
Elective

Course Description
Through process writing, journal use, and free-writing, students explore their creative voices in poetry, memoir/personal non-fiction, short stories and longer fiction. Using personal experience and observation, students in this class develop skills in manipulating and using language, revision, and peer and self-evaluation. The course is designed to help beginning writers, as well as more experienced writers, in grades 10 through 12, but all students should be motivated to explore, share, and grow in a workshop-type setting. 1-2 hours of homework per week can be expected.

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**AP English Literature and Composition - ENG495/ENG496**

2 Semesters/1.0 credit - Grade 12

**CADR**

**Prerequisite**
Successful completion of English Language and Composition-AP or teacher recommendation; completion of a required summer reading and accompanying written assignment prior to starting the course.

**Course Fees**
Fee for AP Examination approximately $100; or fee for UW in the High School, approximately $300 for 5 college credits.

**Special Credit Available**
College credit available, depending on end-of-year AP examination results.

**Graduation Content Requirement**
English. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

**Course Description**
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A minimum of 45 minutes of homework per day can be expected.
The high school completion and college preparatory series follows the progression, and must be taken in the order of: Algebra I, Geometry, Algebra 2, Math Analysis, and Advanced Placement Options (Calculus (AB and BC) and/or Statistics). Students must complete Algebra 1, Geometry, and Algebra 2 or an alternative as per page A1 in order to earn their high school diploma, all of which are aligned to the Common Core State Standards. Students are expected to spend between 30 – 60 minutes each day on homework; more time may be necessary in advanced classes.

College Entrance Requirements: Most four-year colleges recommend college preparatory classes in mathematics through trigonometry (Math Analysis) with a minimum of mathematics through Advanced Algebra. Students who wish to major in fields such as business, architecture, engineering, natural and physical science, construction, and some design fields should complete courses through Math Analysis at a minimum.

Algebra 1 - MAT241/MAT242
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

Course Description
Algebra 1 formalizes and extends the mathematics that students learned in the middle grades. The course focuses on five critical areas: (1) develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and simple exponential functions, and using them to solve problems; (2) compare and contrast linear and exponential functions, translate between different representations, use function notation, and interpret arithmetic sequences as linear functions and geometric sequences as exponential functions; (3) using regression techniques to describe linear relationships quantitatively and make judgments about the appropriateness of linear models; (4) extend the laws of exponents to rational exponents, see structure in and create quadratic and exponential expressions, and solve equations, inequalities and systems of equations; (5) compare quadratic, linear, and exponential functions to model phenomenon. They also identify the real solutions of quadratic equations as the zeroes of a related quadratic function and expand their experience to more specialized functions – absolute value, step, and those that are piecewise-defined. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry - MAT321/MAT322
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

Course Description
In Geometry, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The course focuses on six critical areas: (1) using previous experience with rigid motions, students develop notions about what it means for two objects to be congruent, establish triangle congruence based on these rigid motions along with formal constructions, and use this as a familiar foundation for the development of formal proof, solving problems and proving theorems about triangles, quadrilaterals, and other polygons; (2) build a formal understanding of similarity, using earlier experience with dilations and proportional reasoning, and apply similarity to right triangle trigonometry and the Pythagorean Theorem, and use trigonometry to find missing measures; (3) work with the geometry of two- and three-dimensional objects, as well as shapes of cross-sections and the result of rotating a two-dimensional object about a line; (4) build on the previous work with the Pythagorean Theorem to find distances and use a rectangular coordinate system to verify geometric relationships, including properties of special right triangles and quadrilaterals, slopes of parallel and perpendicular lines; (5) prove basic theorems about circles, and use coordinate geometry to find equations of circles and determine intersections between lines and circles or parabolas, or between two circles; and (6) compute and interpret theoretical and experimental probabilities of compound events to make informed decisions, and make use of geometric probability models whenever possible. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
**MATHEMATICS courses**

**Algebra 2**  
**Honors Algebra 2 - MAT261/MAT262**  
2 Semesters/1.0 credit - Grades 9, 10, 11, 12  
**CADR**  
**Prerequisite**  
Completion of one year of Algebra 1 with a grade of C- or better and completion of Geometry.  
**Math Department Recommendations**  
Algebra 1 with a grade of C- or better for both semesters and completion of Geometry.  
**Requirements**  
Graphing calculator, these models preferred: TI-83, TI-83Plus, TI-84Plus or TI-84CE  
**Graduation Content Requirement**  
Math. This course is part of the college-bound mathematics curriculum and meets NCAA core for student athletes.  
**Course Description**  
Students extend their work with quadratic and exponential functions to include polynomial, rational, and radical functions. The course focuses on these critical areas: (1) multiply and divide polynomials, identify zeros of polynomials, including complex zeros of quadratic polynomials and make connections between zeros of polynomials and solutions of polynomial equations (including the fundamental theorem of algebra); and (2) solve exponential equations with logarithms, explore transformations on graphs of diverse functions, and adjust the parameters of a variety of functions to model a situation. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course will include optional honors assignments, which can qualify students for an “Honors” designation on their transcript.  

**Algebra 3 with Trigonometry - MAT283/MAT284**  
2 Semesters/1.0 credit - Grades 11, 12  
**CADR**  
**Prerequisite**  
Algebra 2 credit earned  
**Requirements**  
TI-83, TI-83Plus, or TI-84 Plus Calculator  
**Graduation Content Requirement**  
Math. This course is part of the college-bound Mathematics curriculum and meets NCAA core for student athletes.  
**Course Description**  
This course builds on mathematical content covered in Algebra 2. It prepares students for college mathematics courses. Topics include quadratic, polynomial, rational, exponential, and logarithmic functions; radical, fractional and absolute value equations and inequalities; sequences and series; and trigonometric functions and inverses, and identities and proofs. By the end of the course, students will apply the concept of function in many different concepts, solve equations over the complex number set and work with periodic functions.  

**Mathematical Analysis - MAT511/MAT512**  
2 Semesters/1.0 credit - Grades 10, 11, 12  
**CADR**  
**Prerequisite**  
Completion of one year of Algebra 2 with a grade of C or better  
**Requirements**  
TI-83, TI-83 Plus, or TI-84 Plus calculator  
**Graduation Content Requirement**  
Math. This course is part of the college-bound Mathematics curriculum and meets NCAA core for student athletes.  
**Course Description**  
This course prepares the student for further rigorous study in advanced mathematics. This class satisfies college entrance requirements for Math Analysis. One semester is the study of trigonometry; trigonometric functions, analytic geometry, polar coordinates, vectors, and related topics. The other semester is focused on both algebra and functions with special attention to polynomial, rational, exponential and logarithmic functions, composed and inverse functions, and techniques of graphing. Additional topics include sequences and series, conics, probability, and initial work with limits. A graphing calculator is required for this class. This course requires excellent study and homework habits.  

**# AP Calculus AB - MAT631/MAT632**  
2 Semesters/1.0 credit - Grades 10, 11, 12  
**CADR**  
**Prerequisite**  
Successful completion of Math Analysis with a grade of B or better, or teacher approval  
**Course Fees**  
Fee for AP Examination approximately $100.  
**Requirements**  
TI-83, TI-83Plus, or TI-84Plus calculator  
**Graduation Content Requirement**  
Math. This course is part of the college-bound Mathematics curriculum and meets NCAA core for student athletes.  
**Special Credit Available (Optional)**  
College credit available through end-of-year AP examination.  
**Course Description**  
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
# AP Calculus BC - MAT641/MAT642
2 Semesters/1.0 credit - Grades 11, 12

CADR

Prerequisite
Completion of one year of Calculus-AP with a grade of B or better, or permission of teacher.

Course Fees
Fee for AP examination is approximately $100

Requirements
TI-83, TI-83 Plus, or TI-84 Plus calculator.

Graduation Content Requirement
Math. This course is part of the college-bound mathematics curriculum and meets NCAA core for student athletes.

Special Credit Available (Optional)
College credit available through end-of-year AP examination.

Course Description
AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler’s method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

# AP Computer Science A - CDM911/912
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Algebra 2

Special Credit Available
College credit available through end-of-year AP examination.

Course Fees
None

Graduation Content Requirement
Occupational, Math

Course Description
The Advanced Placement Program offers an introductory course and exam in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. Students will be able to design and implement solutions to problems by writing, running, and debugging computer programs using the programming language Java. Students can expect 1 hour of homework a day.

# AP Statistics - MAT651/MAT652
2 Semesters/1.0 credit - Grades 11, 12

CADR

Prerequisite
Completion of Algebra 2 with a B or better or Math Analysis with a C or better

Course Fees
Fee for AP Examination approximately $100.

Special Credit Available (Optional)
College credit available through end-of-year AP examination.

Requirements
TI-83, TI-83Plus, or TI-84Plus calculator

Graduation Content Requirement
Math. This course is part of the college-bound mathematics curriculum and meets NCAA core for student athletes.

Course Description
This course is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data, describing patterns and departures from patterns; (2) sampling and experimentation, planning and conducting a survey; (3) anticipating patterns, exploring random phenomena using probability and simulation; and (4) statistical inference, estimating population parameters and testing hypothesis. Some major assignments include designing and implementing sample surveys, observational studies, and experiments, critical statistical analysis of real-life data. By the end of this course student will have a working knowledge of the ideas and tools of practical statistics and be able to make informed decisions based on data.

# AP Computer Science Principles – CDM913/914
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR

Prerequisite
Intro to Computer Science (recommended, but not required)

Course Fees
None

Graduation Content Requirement
Occupational, Math

Course Description
This new offering to JHS is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students will demonstrate project based learning and teamwork in many of the assignments and those students electing to take the AP exam will be expected to submit small portfolio assignments to the AP board. Prior programming experience is not required, but can be helpful.
In the 21st century, we see advancements in science and technology that surpass the predictions of the most imaginative forecasters. Scientists are delving into the molecular machinery of the biological cell and examining bits of material from other planets of the solar system. Science teachers at Juanita High School endeavor to capture the excitement of these discoveries and efforts while giving students a solid understanding of basic scientific principles and facts. The challenge for the student is to be receptive to a scientific way of thinking and to be open to the thrill of discovery.

Homework Expectation in Science Courses
Homework is an extension of the student’s education and a chance for independent work. It reinforces the student’s classroom learning, helps him/her develop good study habits, strengthens classroom performance, and enables the establishment of a pattern of active learning. Each day the student should allot a standardized time of approximately 30 minutes to science homework, whether working on a specific assignment or going over class notes. For a laboratory science, the student also is expected to spend approximately one hour per week completing the lab journal. This homework plan will be more efficient than a 2-3 hour study period once a week. When homework regularly exceeds the 30-minute daily time period, it may be a sign that time in class and time at home are not being used to best advantage.

Science Sequences and Prerequisites
All courses are laboratory sciences in that students interact primarily with data drawn from the material world using the tools, data collection techniques, models, and theories of science. The Next Generation Science Standards (NGSS) adopted by Washington State in 2013 identify student learning in science that should occur by the end of the 9-12th grade band. These standards will be assessed in the Washington Comprehensive Assessment of Science (WCAS) in spring of the 11th grade year. While all science courses maybe used to fulfill the science requirements for graduation, the recommended sequences ensure that students are able to access all of the standards. It is strongly recommended that students receive one year each of Biology, Chemistry, and Physics by 11th grade in order to ensure success on the WCAS.

There are two major science sequences that can be pursued at JHS: the Standard Sequence provides for 1-2 AP science classes while the Additional AP Sequence provides for 2-4 AP science classes (see above). Students should talk with their current science teacher and consider their mathematical and general academic preparedness when deciding on their science course selections.
SCIENCE courses

Biology in the Earth System
Honors Biology in the Earth System - SCI231/SCI232
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR

Graduation Content Requirement
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

Course Description
This year-long course is designed to help students understand the principles of life science with connections to Earth science. Students will use science and engineering practices and crosscutting concepts to investigate living systems at various scales. Specific topics include structure and function, growth and development of organisms, and matter and energy flow in organisms. Students will also explore cycles of matter and energy in ecosystems as well as ecosystem dynamics, functioning, and resilience and social interactions and group behavior. Students will investigate inheritance and variation of traits, evidence of common ancestry and diversity, natural selection, adaptation, biodiversity, Earth and human activity, and biogeology. This course will include optional honors assignments, which can qualify students for an “Honors” designation on their transcript. The Science Department homework expectation applies.

AP Biology - SCI281/SCI282
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR

Prerequisite
Successful completion of Biology in the Earth System

Requirements
Scientific calculator

Graduation Content Requirement
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

Course Description
It is designed to be the equivalent of a college introductory biology course. Students will study molecules and cells, DNA, electrophoresis and genetic engineering; heredity and evolution; and organisms and populations. The curriculum will prepare students for College Board-administered Advanced Placement (AP) examination. Depending on the results on this examination, students may be permitted to enroll in upper level biology courses in college, and/or students may qualify for college credit. The science department homework expectation applies.

Food Science - CVC721
1 Semester/.50 credit – Grades 9, 10, 11, 12

CADR

Prerequisite
Successful completion or concurrent enrollment in Biology in the Earth System

Course Fees
$20 lab fee

Graduation Content Requirement
Occupational, Science

Course Description
Ever wonder why bread rises, how mayonnaise is made, or how marshmallows are formed? This course focuses on the application of biological, chemical, and physical principles as they relate to the study of food and food production. We discuss converting raw agricultural products into processed forms suitable for direct human consumption, and the storage of such products. Also discussed in this class is the use of food additives, food preparation and packaging, food storage and shipment, and related aspects of human health and safety in correlation to food including toxicology and pathology. Major assignments include experiments related to looking at food in order to find better ways to select, preserve, process, and package food products, including the ingredients that go into them. By the end of this course students will be able to analyze factors that contribute to human health and safety in correlation to food preparation and production and understand and apply chemical concepts in food preparation. Working to make foods safe, nutritious, convenient, economical, and tasty. This class is cross credited with a lab science and can be used as a lab science class for graduation purposes. The Science Department homework expectation applies.

Chemistry in the Earth System
Honors Chemistry in the Earth System - SCI331/SCI332
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR

Requirements
Scientific calculator

Graduation Content Requirement
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

Course Description
This year-long course is designed to help students understand the principles of chemistry in the context of Earth science phenomena. Students will use science and engineering practices and crosscutting concepts to investigate chemical processes within Earth systems. Specific topics include structure and properties of matter, chemical reactions, and chemical processes in everyday life. Students will also explore conservation of energy and energy transfer. Students will investigate the history of planet earth as well as earth materials and systems, including natural resources, natural hazards, the role of water in Earth’s surface processes, and climate. This course will include optional honors assignments, which can qualify students for an “Honors” designation on their transcript. The Science Department homework expectation applies.
**AP Chemistry - SCI381/SCI382**  
2 Semesters/1.0 credit - Grades 10, 11, 12

**CADR**

**Prerequisite**  
Successful completion of Biology in the Earth System

**Special Credit Available (Optional)**  
College credit available through end-of-year AP examination

**Course Description**  
This advanced course is a second year chemistry course that is designed to be the equivalent of the general chemistry course usually taken during the first year in college. This course is more mathematically and problems-based than Chemistry. It uses a college-level textbook and laboratory materials. Students will gain a deep understanding of fundamentals and reasonable competence in dealing with chemical problems. The topics covered closely follow the College Board suggested curriculum: structure of matter, states of matter, reactions, descriptive chemistry, and laboratory skills. Depending on the results on the College Board-administered Advanced Placement (AP) examination, students may be permitted to enroll in upper level chemistry courses in college, and/or students may qualify for college credit. The Science Department homework expectation applies.

**Course Fees**  
Scientific calculator

**Graduation Content Requirement**  
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

**Prerequisite**  
Successful completion of Biology in the Earth System

**Course Description**  
Over the course of this class, students will apply new skills and knowledge to working with various materials such as metals, ceramics, polymers (plastics), and composites. Relationships between properties, structure and processes of engineering materials and discussion of surfaces, finishes and manufacturing processes will be explored. Various engineering materials are included with an emphasis on metals and polymers. Students will gain an understanding of materials through careful observations, creating, questioning, and building. This engineering course involves welding, casting metals into molds, working glass, cutting polymers, and much more. The Science Department homework expectation applies.

**Course Description**  
This advanced course is a second year chemistry course that is designed to be the equivalent of the general chemistry course usually taken during the first year in college. This course is more mathematically and problems-based than Chemistry. It uses a college-level textbook and laboratory materials. Students will gain a deep understanding of fundamentals and reasonable competence in dealing with chemical problems. The topics covered closely follow the College Board suggested curriculum: structure of matter, states of matter, reactions, descriptive chemistry, and laboratory skills. Depending on the results on the College Board-administered Advanced Placement (AP) examination, students may be permitted to enroll in upper level chemistry courses in college, and/or students may qualify for college credit. The Science Department homework expectation applies.

**Graduation Content Requirement**  
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

**Course Fees**  
Scientific calculator

**Graduation Content Requirement**  
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

**Special Credit Available (Optional)**  
College credit available through end-of-year AP examination

**Course Description**  
The goal of the Advanced Placement Environmental Science course (AP Environmental Science, or APES) is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study (e.g. biology, chemistry, earth science, government, economics, geography). This class has a labora-
SCIENCE courses

Physics in the Universe
Honors Physics in the Universe - SCI431/SCI432
2 Semesters/1.0 credit - Grade 10, 11, 12

CADR

Requirements
Scientific calculator

Graduation Content Requirement
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

Course Description
This year-long course is designed to help students understand physics as a fundamental science in our everyday lives. Students will study forces, momentum, energy, electricity, and waves on Earth, in the solar system, and in the universe. Students will use science and engineering practices and cross-cutting concepts to investigate physical processes within these macroscopic systems. Through this course, students will further develop their proportional, trigonometric, and problem-solving skills. This course includes optional honors assignments which can qualify students for an “Honors” designation on their transcript. The Science Department homework expectation applies.

AP Physics 1 - SCI483/SCI484
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR

Prerequisite
Successful completion of Biology in the Earth System

Special Credit Available (Optional)
College credit available through end-of-year AP examination.

Course Fees
$5 lab fee

Requirements
Scientific calculator

Graduation Content Requirement
Science. This course is part of the college-bound Science curriculum and qualifies as a laboratory science in the NCAA core for student athletes.

Course Description
This advanced course is a first year physics course, the equivalent of a conceptual first semester algebra-based college physics course. Students will discover and apply fundamental principles and laws of the physical world through investigation and problem solving. Students will study the same topics as regular Physics with the addition of rotational motion, basic circuitry, and extensive application of trigonometry. The science department homework expectation applies.

Anatomy and Physiology/STEM Global Health - SCI657/SCI658
2 Semesters/1.0 credit – Grades 11, 12

*** This course is part of two period STEM program. For information on STEM program see pages 8 and 21. ***

CADR

Prerequisite (for STEM program)
Successful completion of Biology in the Earth System

Course Fees
$10 lab fee

Requirements
Dissections will be an essential part of this course.

Graduation Content Requirement
Science. This course is part of the college-bound science curriculum as a laboratory science in the NCAA core for student athletes.

Course Description
This Anatomy and Physiology/STEM Global Health course will focus on human body systems, including the skeletal, muscular, circulatory, respiratory, nervous, digestive, and reproductive systems. Students will study the chemical and physical mechanisms that are essential to these systems. Laboratory dissection work and project-based learning will be major components of the course. A special emphasis will be given to the causes of global diseases, their relation to organ systems, and pathology. The Science Department homework expectation applies.
SCIENCE courses

Biotechnology – CDC121/CDC122
2 Semesters/1.0 credit - Grades 10, 11, 12
CADR, CTE Dual Credit, College Credit Available

Prerequisite
Successful completion of Biology in the Earth System

Special Credit Available (Optional)
College credit available from Shoreline Community College (5 credits) for both Biotechnology and STEM Global Health and Biotechnology.

Course Fees
$20 lab fee

Graduation Content Requirement
Meets both a science and an occupational education graduation requirement. Biotechnology is part of the college-bound science curriculum as a laboratory science in the NCAA core for student athletes.

Course Description
If you like thinking about biology, get ready to explore the exciting world of biotechnology. You’ll experience technologies that allow you to understand cells, DNA, and proteins at the molecular level while developing skills that are essential to research or industry laboratory setting. In addition, we’ll consider how these technologies are used to develop vaccines and pharmaceutical drugs, explore career opportunities, and discuss bioethical issues based on biotechnology research. Students will complete a project for submission to the NWABR Student Bio Expo. The science department homework expectation applies.

Earth and Space Science – SCI551
1 semester/0.5 credit – Grades 10, 11, 12
CADR

Prerequisite
Successful completion of Biology in the Earth System

Graduation Content Requirement:
Science. This course qualifies as a laboratory science in the NCAA core for student athletes.

Course Description
This one semester course will introduce and deepen student understanding of Earth Science and Space science, with an emphasis on application of science and engineering practices. Students will focus on a conceptual understanding of the Earth’s place in our solar system (Astronomy), how the Earth has changed over time (Geology), how humanity interacts with the Earth (Climatology), and the Earth’s place in the universe (Cosmology). Students will use a mixture of hands-on activities, online simulations, and project-based learning to make connections between these diverse topics. This course will be aligned with the new NGSS assessment and can be paired with Food Science for full year of laboratory science credit. The Science Department homework expectation applies.

Engineering and Computer Science - CDC881
1 semester/.5 credit – Grades 9, 10, 11, 12
Meets Occupational Education and Science graduation requirement

CTE Dual Credit

Prerequisite
None

Lab Fee
$45

Homework
As needed

This course will provide students with hands-on practical knowledge of electronic devices that are controlled by microprocessors, and the skills to make such devices work. Students learn to design and build devices that detect their surroundings, move, make noise, play music, communicate, and respond to remote control. Among the technologies learned are basic laws of electronics, including Ohm’s law, analog and digital data input and output, pulse-width modulation. In the process these students become programmers with the C language. Among the skills learned are programming microcomputers, parts identification, reading electronic schematics, circuit breadboarding, circuit board fabrication, drilling, parts insertion, and soldering.
**Anatomy and Physiology/STEM Global Health - SCI657/SCI658*\(^\text{1}\)**

2 Semesters/1.0 credit - Grades 11 or 12

**CADR**

**Prerequisite**
Successful completion of Biology in the Earth System.

**Course Fee**
$10 lab fee

**Requirements**
Dissections will be an essential part of this course.

**Graduation Content Requirement**
Science; Anatomy and Physiology is part of the college-bound science curriculum as a laboratory science in the NCAA core for student athletes.

**Course Description**
This Anatomy and Physiology/STEM Global Health course will focus on human body systems, including the skeletal, muscular, circulatory, respiratory, nervous, digestive, and reproductive systems. Students will study the chemical and physical mechanisms that are essential to these systems. Laboratory dissection work and project-based learning will be major components of the course. A special emphasis will be given to the causes of global diseases, their relation to organ systems, and pathology.

**English/STEM Global Health – ENG381/ENG382 (Grade 11)**
**ENG473/ENG474 (Grade 12)**
2 Semesters/1.0 credit - Grades 11 or 12

**CADR**

**Special Credit Available (Optional)**
UW College in the High School credit available for English.

**Graduation Content Requirement**
English. This course is part of the college-bound English curriculum and meets NCAA core for student athletes.

**Course Description**
The English/STEM Global Health course will focus on integration of American literature, as well as non-fiction and informational text, with scientific exploration of body systems, and disease detection and prevention. Students will develop a deeper understanding of global health issues through problem-based learning, including writing a minimum of two papers per semester. Grades will be based on student performance on writing assignments, in-class participation, reading from assigned works, presentations, and PBL's (Problem Based Learning Activities). A minimum of 1/2-1 hour of homework per day can be expected.

**STEM Workplace Experience – ELE601/ELE602**

2 semesters/1.0 credit - Grade 12 (earn a letter grade or P/N)

**Prerequisite**
STEM Global Health

**Course Fees**
No course fees, but students are responsible for providing their own transportation to and from job shadowing experiences.

**Graduation Content Requirement**
Elective

**Course Description**
This class will offer students an opportunity to apply the knowledge and skills acquired in STEM Global Health in a professional setting. Students will be able to peer tutor in one of the STEM classes, attend Grand Rounds and participate in job shadowing. Students that peer tutor in a STEM class will have the opportunity to teach a topic from the curriculum twice a semester. If you wish to job shadow at EvergreenHealth, a Job Shadow Student Application packet needs to be completed. This packet includes a record of immunizations required of all EvergreenHealth volunteers.
At Juanita High School, students are required to pass 6 semesters of Social Studies in grades 9-12. Eighth grade social studies or history, if taken in LWSD, fulfills the Washington State History requirement. To meet minimum graduation requirements in social studies, students must take at least .5 credit World History in 9th grade, 1 credit World History in 10th grade, 1 credit US History in 11th grade and .5 credit US Government in 12th grade.

**Grade 9**

**World History I - SOC121**
1 Semester/0.5 credit - Grade 9

**CADR**
Prerequisite None
Course Fees None
Requirements None

Graduation Content Requirement
Ninth grade Social Studies. This course is part of the college-bound social studies curriculum and qualifies for the NCAA core for student athletes.

Course Description
The course is the introductory semester into the 3.00 credits in Social Studies required for graduation in the state of Washington. This Pacific Rim Studies course will closely examine the countries of India, China and Japan from a geographical, historical, political, economic and cultural perspective. It will also include extensive vocabulary building, academic writing, and research skill development. Students can expect, at most, an hour of homework per week.

**Honors World History I - SOC171/SOC172**
2 Semesters/1.0 credit - Grade 9

**CADR**
Graduation Content Requirement
Ninth grade Social Studies. This course is part of the college-bound social studies curriculum and meets NCAA core for student athletes.

Course Description
This class is for students who already possess strong writing skills and are independently reading well beyond grade level. It is not required for future Honors or AP classes but it is a very challenging class and excellent preparation for these advanced level courses. This class will explore a broad body of knowledge on the political, economic, social, and cultural history of the World between 6000 B.C.E. to the present day. Semester grades will be based on your performance completing difficult multiple-choice exams, essays requiring the synthesis of historical primary resources, and a variety of summative and formative assessments. Students can expect at least 4 hours of homework per week.

**Grade 10**

**Contemporary World Problems - SOC225/SOC226**
2 Semesters/1.0 credit - Grade 10

**CADR**
Graduation Content Requirement
10th grade Social Studies. This course is part of the college-bound social studies curriculum and meets NCAA core for student athletes.

Course Description
Contemporary World Problems (CWP) is part of the required Social Studies curriculum. The course is designed to help students explore contemporary events, issues, people, and innovations from 1450 to the present, throughout the regions of Africa, Europe, and the Middle East. Students in CWP do not just learn about regions, but will enhance their skills in reading, writing, research, critical thinking, problem solving, public speaking, and instructional technology. Semester grades will be based on performance on writing assignments, in-class participation, long-term projects, presentations, tests and classroom-based assessments (CBA). A minimum of 2-3 hours of homework per week can be expected.
**Decolonizing U.S. History - SOC331/SOC332**  
2 Semesters/1.0 Credit-grade 11

**CADR**

**Requirements**  
Students must complete a Classroom-Based Assessment

**Graduation Content Requirement**  
U.S. History- This course is part of the college-bound Social Studies curriculum and meets NCAA core for student athletes.

**Course Description**  
In this course students will examine United States history, politics, culture, and economics from pre-colonial Indigenous America to modern day. The course will take a comprehensive approach to studying U.S. history and contemporary issues by centering historically marginalized perspectives and intersectional identities including the perspectives of women, African American, Latinx, Native American, Asian American and LGBTQ people – working to develop and enhance the analytical skills and factual knowledge needed to deal critically with the problems and legacies of United States history. Units will be built thematically as opposed to chronologically and will focus on unique cultural identities and heritage, themes of power and oppression, and histories of resistance and liberation. The course will culminate in students engaging in reflection and action, fostering a sense of advocacy and empowerment that will enable students to establish a sense of power over their environment. All course content and assessments are aligned with Washington State Social Studies and History Standards. Students can expect at least three hours of homework per week.

**Grade 11-12**

**# AP United States History - SOC381/SOC382**  
2 Semesters/1.0 credit - Grades 11, 12

**CADR**

**Prerequisite**  
Recommendation of previous Social Studies teacher.

**Course Fees**  
Fee for AP Examination approximately $100. (optional)

**Special Credit Available (Optional)**  
College credit available through end-of-year AP examination.

**Graduation Content Requirement**  
U.S. History- This course is part of the college-bound Social Studies curriculum and meets NCAA core for student athletes.

**Course Description**  
This class is a full year college-level survey course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn how to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. In addition, students develop the skills necessary to arrive at conclusions using an informed judgment and to present reasons and evidence clearly and persuasively in essay format. You can expect a minimum of ½ hour of homework (8-12 pages of reading) per night.

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**Grade 11**

**United States History - SOC321/SOC322**  
2 semesters/1.0 credit – Grade 11 only

**CADR**

**Requirements**  
Students must complete a Classroom-Based Assessment

**Graduation Content Requirement**  
United States History. This course is part of the college-bound Social Studies curriculum and meets NCAA core for student athletes.

**Course Description**  
This class is part of the state required Social Studies curriculum. Students will begin by revisiting the foundations of the early United States as the Founding Fathers launched the democratic experiment with mixed results. Students will then examine the post-Civil War era, a time of tremendous change as the country became an industrial behemoth and joined the other empires on the world stage. You will explore the major economic, political, social, and cultural movements in 20th century U.S. history. You will develop your critical thinking, writing, and reading skills and should anticipate approximately three hours of homework per week.

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**# AP World History: Modern – SOC281/SOC282**  
2 semester/1.0 credit – Grade 10

**CADR**

**Prerequisite**  
Recommendation of previous Social Studies teacher.

**Course Fees**  
Fee for AP Examination approximately $100. (optional)

**Special Credit Available (Optional)**  
College credit available through end of year AP examination.

**Requirements**  
None

**Graduation Content Requirement**  
10th Grade Social Studies. This course is part of the college-bound Social Studies curriculum and qualifies for the NCAA core for student athletes.

**Course Description**  
This class is a full year college-level survey course designed for students with an enthusiasm for world history. The course examines the history of the world during Post-Classical Era (700-1450), the Early Modern Era (1450-1750), Modern Era (1750-1900), and the 20th century to the present day. Students taking this course should be highly motivated, with above average time management, reading, writing, critical thinking and study skills. By the end of the course, students will possess improved analytical reading and writing skills as well as historical thinking skills and knowledge necessary to perform well on the AP exam. Students should expect about 5-7 hours of homework a week (8-10 pages of reading and note-taking a night).
**Economics - SOC681**  
0.5 Credit / 1 Semester - Grade 11, 12  

**CADR**  
Graduation Content Requirement  
Elective  

**Course Description**  
This elective course is designed to help students understand money and the economy. We will cover production, consumption, and distribution of goods and services at the local, national, and global level; interactions among supply, demand, and price; government finances and influence on the economy; and personal financial literacy. Learn to think like an economist! Estimated Daily Homework: 20-30 minutes.

**International Relations - SOC711**  
1 semester - Grade 11, 12  

**CADR**  
Graduation Content Requirement  
Elective  

**Prerequisite**  
World History 1 and CWP or AP World credit earned  

**Course Description**  
This course examines the various political, social, and diplomatic issues affecting each region of the world today through the study of current events and documentary films, online research, and participation in diplomacy simulations. Examples of topics include nuclear proliferation, the Israeli-Palestinian conflict, the overall unrest in the Middle East and Africa, European Union expansion, and others, culminating in a week long Model United Nations session. By the end of the course, students will understand the problems facing the world today and how they can be resolved. Estimated Daily Homework: 30 minutes.

**Law and Justice - SOC691**  
1 Semester/.50 credit - Grades 10, 11, 12  

**CADR**  
Graduation Content Requirement  
Elective. This course meets NCAA core for student athletes.  

**Course Description**  
This course is an in-depth study of the legal system and the criminal justice process in the United States. Through classroom discussions, debates, and mock trials, students will explore such topics as crimes and defenses, individual rights, contracts, basic freedoms, and family and housing law. Discussions may cover controversial topics like gun control, the death penalty, and the right to die. This course will provide an opportunity for students to determine if they have an interest in a career path leading to one of the many jobs in the legal profession. A minimum of ½ hour of homework per day can be expected.

**# AP United States Government and Politics - SOC481/SOC482**  
2 Semesters/1.0 credit - Grade 12  

**CADR**  
Graduation Content Requirement  
Elective. This course meets NCAA core for student athletes.  

**Prerequisite**  
Recommendation of previous social studies teacher.  

**Course Fees**  
Fee for AP Examination approximately $100. (optional)  

**Special Credit Available (Optional)**  
Possible college credit available through passing an end-of-year AP examination.  

**Graduation Content Requirement**  
U.S. Government. This course is part of the college-bound social studies curriculum and meets NCAA core for student athletes.

**Course Description**  
This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will learn typical patterns of political processes and behavior and their consequences as well as learning to critically analyze relevant theories and concepts. The topics generally reflect those of college courses including political parties, interest groups, mass media, public policy, civil rights and liberties, and the constitutional features of federalism, checks and balances, and separation of powers. All students are expected to be preparing for the national exam administered in early May though not all will take it. A minimum of 3-5 hours of homework per week can be expected.

**World Religions - SOC731**  
1 Semester/.50 credit - Grades 10, 11, 12  

**CADR**  
Graduation Content Requirement  
Elective. This course meets NCAA core for student athletes.  

**Course Description**  
This course provides students the opportunity to study the beliefs of several of the world’s major faiths and to examine the impact these religions have had on our world. It is a lecture and discussion class in which students will regularly take notes and participate in discussions. A few films may be shown. Students will be introduced, when available, to a number of guest speakers representing various faiths. Students will be reading selected excerpts from the sacred texts and will be expected to discuss their reactions. The faiths studied will normally include Hinduism, Buddhism, Judaism, Christianity, and Islam. We will, when possible, look at additional faiths possibly including various indigenous faiths, Taoism, Confucianism, Shinto, and Baha'i. As a final unit atheism will also be examined, as well as a short look at the social and cultural impacts of religion including its negative impacts.

Each quarter the students will be required, on their own time with their own transportation, to attend two “House of Worship” services and to write a report on each visit. The four total visitations will represent a significant portion of their overall grade. Students can expect, at most, one hour of homework per week.
SOCIAL STUDIES courses

Civics – SOC521
1 Semester/.50 credit – Grade 12

CADR
Graduation Content Requirement
U.S. Government. This course is part of the college-bound social studies curriculum and meets NCAA core for student athletes.

Course Description
This course is designed to prepare students to fulfill their role as citizens in a democratic society. Students study the rights and responsibilities of citizens addressed in the Washington State and United States Constitutions, along with the ideals and principles of democracy and constitutional government. They examine federal, state, and local government organization and procedures, as well as how political systems in the U.S. operate and interact. In addition, students analyze current issues addressed at each level of government and electoral issues related to elections, ballot measures, initiatives, and referenda. They develop critical thinking and problem solving skills and apply what they have learned to major projects and assessments, including the Constitutional Issues Classroom-Based Assessment. Students should anticipate approximately three hours of homework per week.

Psychology - CVS551
1 Semester/.50 credit - Grades 9, 10, 11, 12

CADR
Graduation Content Requirement
Occupational, Social Studies

Course Description
This course explores the nature of human behavior from a social science point of view. Through readings and class discussion, students will attempt to explain why people act the way they do. Topics to be addressed include consciousness, intelligence and memory, behavior modification, personal and moral development, theories of personality, psychological disorders, and social interaction. An emphasis will be placed on self-exploration, and students will gain a greater understanding of personality traits and those of others. Students will discover some strategies for coping with stress and change in modern society. Most assigned work can be completed during class time.

# AP Psychology - CVS561/CVS562
2 Semesters/1.0 credit - Grades 11, 12

CADR
Prerequisite
None

Course Fees
Fee for AP examination, if taken, is approximately $100.

Graduation Content Requirement
Occupational, Social Studies

Special Credit Available (Optional)
College credit available through end-of-year AP examination.

Course Description
This class is a full year college-level survey course designed to provide students with the analytical skills and factual knowledge necessary to better understand the nature of human behavior. Students will be introduced to the systematic and scientific study of behavior and mental processes of human beings and other animals. Topics will include each of the major subfields within psychology: scientific research, ethics, neuroscience and behavior, biological bases of behavior, sensation and perception, states of consciousness, learning, motivation, cognition, motivation and emotion, developmental psychology, personality, intelligence, testing, psychological disorders, treatment, and social psychology. Students explore course material through lectures, class discussions, student-led seminars, frequent readings from the textbook, educational videos, contemporary periodicals, and scientific literature. The culminating activity is the optional College Board-administered Advanced Placement examination. Qualifying scores on the AP examination may lead to college credit or exemption from some college course requirements. Students can expect a minimum of ½ hour of homework per night.
WORLD LANGUAGES courses

In Lake Washington School District (LWSD), students in the class of 2016 and beyond are required to pass two years of World Language. For alternatives to this requirement, please refer to page 7.

In the state of Washington, four-year public colleges and universities require applicants to take a minimum of two consecutive years of the same world language. The University of Washington currently recommends three consecutive years of the same world language in order for students to meet their proficiency requirements as measured by their proficiency test. A passing grade on this test, or proficiency demonstrated through course work at the University, is a graduation requirement in most majors offered at the University of Washington. The UW waives this requirement for those who have satisfactorily completed three years of world languages in high school.

Other colleges and universities throughout the country also recommend three consecutive years of the same world language. Students should check admission and proficiency requirements for the colleges and universities to which they are applying. Students who are attempting to address college language proficiency requirements should maintain enrollment in a world language through the senior year.

The courses of study in World Languages are based on national standards and proficiency guidelines as outlined by the American Council on the Teaching of Foreign Languages, emphasizing Communication, Cultures, Connections, Comparisons and Communities. Interpersonal, interpretative and presentational tasks form the basis for evidence of student progress towards achieving learning targets in these areas.

Grading and Progress in World Language Courses: At Juanita High School, World Language courses are year-long courses. In order to qualify to move on to Level 2 of a World Language course, the student must receive a final grade of C- or better and must secure teacher permission to advance. In order to qualify to move on to Levels 3, 4 or 5, the student must receive a final grade of C and must secure teacher permission to advance. A student who earns a final grade below this requirement has the option to repeat the course to increase his/her knowledge and raise his/her grade. Students who repeat a World Language course will improve their language skills and their language proficiency.

Level 1

This level is NOT appropriate for heritage learners (students whose families speak the language at home).

French 1 - FOR111/FOR112
Japanese 1 - FOR311/FOR312
Spanish 1 - FOR511/FOR512
2 Semesters/1.0 credit - Grades 9, 10, 11, 12
CADR

Graduation Content Requirement
World Language or Elective. This course meets NCAA core for student athletes.

Students for whom English is not the first language and who came to the United States in eighth grade or later, may be exempt from the world language admission requirement at some colleges and universities. These students may also be able to test out of LWSD’s World Language requirement through OSPI. See your school counselor.

Course Description
In the first year of language study, students will build the foundation required for gaining proficiency in the language. The first year courses emphasize interactive activities and allow students to:

- Learn basic sentence structures, including question-and-answer patterns leading to simple conversations.
- Build practical working vocabulary for effective communication in everyday situations.
- Develop an awareness of the interdependence of language and culture.
- Build listening, reading, speaking, and writing skills.

Some of the instruction is in English. Daily study and preparation at home are required for success in a world language, so students can expect a minimum of ½ hour of homework per day.

American Sign Language I - CDL011/CDL012
2 semesters / 1.0 credit – Grades 9, 10, 11, 12
CADR, CTE Dual Credit

Graduation Content Requirement
Meets both a World Language and an Occupational Education graduation requirement. This course meets NCAA core for student athletes.

This beginning course introduces students to the visual language and culture of American Sign Language (ASL). Two years of ASL satisfies the World Language entrance requirement for many Washington State colleges and universities. By the end of the year, students will have a conversational knowledge of ASL.

Course Description
In the first year of language study, students will build the foundation required for gaining proficiency in the language. The first year courses emphasize interactive activities and allow students to:

- Learn basic sentence structures, including question-and-answer patterns leading to simple conversations.
- Build practical working vocabulary for effective communication in everyday situations.
- Develop an awareness of the interdependence of language and culture.
- Build listening, reading, speaking, and writing skills.

Daily study and preparation at home are required for success in a world language, so students can expect a minimum of ½ hour of homework per day.

Level 2

French 2 - FOR121/FOR122
Japanese 2 - FOR321/FOR322
Spanish 2 - FOR521/FOR522
2 Semesters/1.0 credit - Grades 9, 10, 11, 12
CADR

Prerequisite
Grade of C- or better in Level I of the same world language, and teacher recommendation.

Graduation Content Requirement
World Language or Elective. This course meets NCAA core for student athletes.

Students for whom English is not the first language and who came to the United States in eighth grade or later, may be exempt from the world language admission requirement at some colleges and universities. These students may also be able to test out of LWSD’s World Language requirement through OSPI. See your school counselor.
WORLD LANGUAGES courses

Course Description
In the second year of language study, students will continue to build an essential understanding of the foundation required for gaining more natural proficiency at a more complex level in the language. The second year courses emphasize interactive activities and allow you to:

• Develop more complex sentence structures and develop skills in additional verb tenses,
• Advancing your conversational ability.
• Build additional vocabulary for effective communication in everyday situations.
• Increase awareness of the interdependence of language and culture.
• Build listening, reading, speaking, and writing skills.

The study of a world language is increasingly important. In addition, learning another language helps students gain a better understanding of the English language. Daily study and preparation at home are required for success in a world language; students can expect a minimum of ½ hour of homework per day.

American Sign Language II - CDL021/CDL022
2 semesters/1.0 credit - Grade 9, 10, 11, 12
CADR, CTE Dual Credit
Prerequisite
Successfully complete Level I of the same world language.

Graduation Content Requirement
Meets both a World Language and an Occupational Education graduation requirement. This course meets NCAA core for student athletes.

Students will continue to refine and improve their ASL skills acquired from the introductory course. The students will continue to learn ASL grammar rules and deepen their expressive and receptive skills. Deaf culture will be explored in greater depth and continued discussions of current ASL, Deaf, and related vocational-technical career topics presented. ASL 2 continues with ASL 1 workbook plus ASL 2 workbook (includes 1 dvd)-approximately $25.

Course Description
In the second year of language study, students will continue to build an essential understanding of the foundation required for gaining more natural proficiency at a more complex level in the language. The second year courses emphasize interactive activities and allow you to:

• Develop more complex sentence structures and develop skills in additional verb tenses,
• Advancing your conversational ability.
• Build additional vocabulary for effective communication in everyday situations.
• Increase awareness of the interdependence of language and culture.
• Build listening, reading, speaking, and writing skills.

Daily study and preparation at home are required for success in a world language; students can expect a minimum of ½ hour of homework per day.

Level 3

French 3 - FOR131/FOR132
Japanese 3 - FOR331/FOR332
Spanish 3 - FOR531/FOR532
2 Semesters/1.0 credit - Grades 9, 10, 11, 12
CADR

Note: Japanese students may enroll in Bellevue College’s College in the High School program (CHS), in which they can earn 5 college credits if they so choose ($200).

Prerequisite
Grade of C or better in Level 2 of the same world language, and teacher recommendation.

Graduation Content Requirement
World Language or Elective. This course meets NCAA core for student athletes.

Students for whom English is not the first language and who came to the United States in eighth grade or later, may be exempt from the world language admission requirement at some colleges and universities. These students may also be able to test out of LWSD’s World Language requirement through OSPI. See your school counselor.

Course Description
In the third year of language study, students will review and extend their knowledge of language structures and concepts learned in the first and second years. Students will continue to build vocabulary and extend communication skills. In addition, students will study the culture of the country/countries in the target language. Students will have opportunities to improve listening, reading, speaking, and writing skills. Learning another language helps students gain a better understanding of the structure and grammar of English. Much of the instruction in this course is in the language of study. Daily study and preparation at home are required for success in a world language.

American Sign Language III - CDL031/CDL032
2 semesters/1.0 credit - Grade 9, 10, 11, 12
CADR, CTE Dual Credit
Prerequisite
Grade of C or better in Level II of the same world language.

Graduation Content Requirement
Meets both a World Language and an Occupational Education graduation requirement. This course meets NCAA core for student athletes.

Students will continue to refine and improve their ASL skills acquired from the earlier course. The students will continue to learn ASL grammar rules and deepen their expressive and receptive skills. Deaf culture will be explored in greater depth and continued discussions of current ASL, Deaf, and related vocational-technical career topics presented. Daily study and preparation at home are required for success in a world language; students can expect a minimum of ½ hour of homework per day.
WORLD LANGUAGES courses

**Level 4**

**AP French Language and Culture - FOR171/FOR172**
**Japanese 4 - FOR341/FOR342**
**Spanish 4 - FOR541/FOR542**
**French 4 - FOR141/FOR142**

2 Semesters/1.0 credit - Grades 10, 11, 12

**CADR**

Note: Japanese students may enroll in Bellevue College’s College in the High School program (CHS), in which they can earn 5 college credits if they choose ($200).

**Prerequisite**
Grade of C or better in Level 3 of the same world language, and teacher recommendation.

**Course Fees**
$50 for course materials. Fee for AP examination approximately $100. No course fee for Spanish 4.

**Special Credit Available (Optional)**
College credit available through end-of-year AP examination.

**Graduation Content Requirement**
World Language or Elective. This elective course meets NCAA core for student athletes.

**Course Description**
This course consists of college-level material and requires students to have a strong background in vocabulary and grammatical structures in the language. It is designed for students who have a strong interest in all aspects of the language, are committed to speaking the language in class, and have a desire to become fluent in the language. As with any college-level world language class, each class session will be conducted entirely in the second language. Students are expected to communicate in the language of study during class. Dedicated study both inside and outside of class is required for success in the course. Students will be adding to their skills from French 3 in Speaking, Reading, Writing and Listening Comprehension. Students who do NOT plan to take the AP French Exam will have the French 4 designation.

The AP designation is for students who plan to take the AP French Language and Culture exam. The class will be split with French 3 and therefore students will need to work with the teacher and on their own outside of class if they plan to take the AP exam.

**Level 5**

**AP Spanish Language and Culture – FOR571/FOR572**

2 Semesters/1.0 credit – Grades 9, 10, 11, 12

**CADR**

**Prerequisite**
Grade C or better in previous level and teacher recommendation.

**Course Fees**
Fee for AP examination approximately $100 (optional)

**Special Credit Available (Optional)**
College credit available through end-of-year AP examination

**Graduation Content Requirement**
World Language or Elective. This course meets NCAA core for student athletes.

**Course Description**
This course consists of college-level material. Students who are successful in Level 3 or 4 will have sufficient skill for AP Level V. Reading authentic literature, writing at a more sophisticated level, and using the spoken language in the classroom will be part of the course work. You will be able to acquire proficiency in the use of both written and spoken language. As with any college-level world language class, each class session will be conducted entirely in Spanish. This course will include work designed specifically to prepare students for the AP examination. Dedicated study both inside and outside of class is required for success in the course.

**Spanish for Heritage Speakers 1 – FOR591/FOR592**

2 Semesters/1.0 credit - Grades 9, 10, 11, 12

**CADR**

**Prerequisite**
Students who identify as Heritage Spanish Speakers. Students need to be able to speak Spanish at least at an Intermediate Mid proficiency level according to ACTFL descriptors. Teacher approval of proficiency required. No written literacy requirement.

**Course Fee**
None

**Graduation Content Requirements**
World Language or Elective. This course meets NCAA core for student athletes.

**Course Description**
Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. This class is conducted in Spanish and will focus on Hispanic art, literature, history and current events. Core skills such as writing conventions, written expression, and presentational skills will also be taught.

**Spanish for Heritage Speakers 2 – FOR597/FOR598**

2 Semesters/1.0 credit – Grades 10, 11, 12

**CADR**

**Prerequisite**
Spanish for Heritage Speakers 1

**Course Fee**
None

**Graduation Content Requirement**
World Language or Elective

**Course Description**
Heritage 2 is for Heritage Speakers of Spanish and will build on the themes, spelling, grammar, reading, writing and presentational skills learned in Heritage 1. Students will have the opportunity to dive deeper into events affecting Hispanic families, history, art and literature. Can be a pathway to AP Spanish.
The Resource Programs at Juanita High School provide courses of specially designed instruction for students with specific educational needs. A variety of programs and classes, taught by specially trained teachers, is offered for students with identified and documented educational needs and requirements. These range from self-contained classrooms to a combination of self-paced, integrated, and mainstreamed classes. Wherever possible, students are scheduled to be included in general education classrooms. Teacher or counselor permission is required to take these courses.

**Resource English Classes**

**Concepts English 9 - ENG117/ENG118**
2 Semesters/1.0 credit - Grade 9

**CADR**

**Prerequisites**
Individualized Education Program (IEP)/Special Education Placement

**Graduation Content Requirement**
English 9

**Course Description**
Resource Language Arts replaces the general education curriculum for students that qualify for specially designed instruction in basic reading, comprehension and/or written expression. The general education curriculum is adaptive and modified to ensure that the activities are highly engaging. Students participate in highly engaging lessons through Edge: Language Literacy and Content to develop reading and writing skills.

**Concepts English 10 - ENG217/ENG218**
2 Semesters/1.0 credit - Grade 10

**CADR**

**Prerequisite**
Individualized Education Program (IEP)/Special Education Placement

**Graduation Content Requirement**
English 10

**Course Description**
Resource Language Arts replaces the general education curriculum for students that qualify for specially designed instruction in basic reading, comprehension and/or written expression. The general education curriculum is adaptive and modified to ensure that the activities are highly engaging. Students participate in highly engaging lessons through Edge: Language Literacy and Content to develop reading and writing skills.

**Concepts English 11 - ENG317/ENG318**
2 Semesters/1.0 credit - Grade 11

**CADR**

**Prerequisites**
Individualized Education Program (IEP)/Special Education Placement

**Graduation Content Requirement**
English 11

**Course Description**
Resource Language Arts replaces the general education curriculum for students that qualify for specially designed instruction in basic reading, comprehension and/or written expression. The general education curriculum is adaptive and modified to ensure that the activities are highly engaging. Students participate in highly engaging lessons through Edge: Language Literacy and Content to develop reading and writing skills.

**Concepts English 12 - ENG417/ENG418**
1 Semester/.50 credit or 2 Semesters/1.0 credit - Grade 12

**CADR**

**Prerequisite**
Individualized Education Program (IEP)/Special Education Placement

**Graduation Content Requirement**
English

**Course Description**
Resource Language Arts replaces the general education curriculum for students that qualify for specially designed instruction in basic reading, comprehension and/or written expression. The general education curriculum is adaptive and modified to ensure that the activities are highly engaging. Students participate in highly engaging lessons through Edge: Language Literacy and Content to develop reading and writing skills.
RESOURCE programs

Resource Math Classes

General Math - ELE015/ELE016
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

Prerequisites
Individualized Education Program (IEP)/Special Education Placement

Graduation Content Requirement
Mathematics

Course Description
Lake Washington School District has adopted and approved a variety of algebraic and mathematical curriculum for 9th – 12th grade resource math. The programs are designed for a combination of instructional/group work, and computer based practice in order to reinforce what is being taught in the class lessons. The units are based on developing mathematical content such as; fractions, percentages, pre-algebra skills/early algebra skills, integers, problem solving, Pythagorean Theorem, functions, inequalities, and probability.

Resource Support Classes

Organization - ELE011/ELE012
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

Prerequisite
Individualized Education Program (IEP)/Special Education Placement

Graduation Content Requirement
Elective

Course Description
Students will learn skills needed in order to be successful in your general education classes. The purpose of this course is to support the general education content and maintain organization while working on individual goals as specified in the IEP. Students may receive specially designed instruction in math, reading, written expression, and/or organization. Grades will be checked for your general education classes. The required work is completed during class time with teacher supervision.

Social Skills - ELE001/ELE002
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

Prerequisites
Individualized Education Program (IEP)/Special Education Placement

Graduation Content Requirement
Elective

Course Description
Social Skills/Study Skills is a class for students with ASD or students with similar disabilities who qualify for SDI in social skills. In social skills, we work on self-regulating behaviors, perspective-taking, initiating conversations, succeeding as a group member, school smarts vs. social smarts, work preparation skills, and many other ways to become better social thinkers.

Academic Support

2 Semesters/1.0 Credit - Grades 9, 10, 11, 12

Prerequisite
Individualized Education Program (IEP) Special Education placement. IEP goal in reading, writing or math-related areas and organization.

Graduation Content Requirement
Elective

Course Description
This course provides instruction in developing reading, writing or math strategies and skills necessary for increased independence and academic success in general education. This course will teach, model and practice skills necessary for success in core content courses. This course will be taken in conjunction with corresponding core content courses as a bridge to success in general education content or courses. Instruction will be based on student enrollment and individual student needs. Learning objectives for this course are individualized and align with student’s IEP goals and objectives.
Minimum of 1.50 credit of Physical Education required for graduation.

Health course (.50 credits) required for graduation.
The Physical Education and Health teachers at Juanita High School intend to provide every student with the opportunity to participate in a variety of enjoyable physical activities in order to accomplish goals of physical awareness and fitness, personal and social adjustment, and healthful habits for lifelong well-being. Skills and knowledge learned in Physical Education and Health courses are important components of adult life. All courses in Physical Education and Health are coeducational.

Policies for Physical Education Courses
• Each student is required to comply with the Dress Code for Physical Education Classes (see below).
• Student athletes involved in school sports and taking P.E. courses must participate every day, including days of games, matches, or meets.

Dress Code for Physical Education Classes
Compliance with the Dress Code constitutes a full “suit” for the class. “Non-suit” violations carry penalties that affect the student’s grade in the course. No “half-suits” are awarded.
- Purchase of the JHS P.E. shirt is a requirement for P.E. dress code. Shirts will be purchased at the bookkeeper’s office for approximately $10. Scholarships are available to students if needed.
- Each student is required to have a class uniform consisting of JHS PE shirt, shorts, sweats, socks, and proper athletic shoes for the activity and playing surface.
- Sweat pants and sweat shirts are recommended for outdoor activities.
- Shorts, shirts, and sweat pants worn for Physical Education class may not be the same ones worn to classes during the rest of the school day.
- Jewelry and watches may not be worn during Physical Education class.
- Food of any kind, including candy and chewing gum are not permitted in Physical Education classes.

Grading for Physical Education Courses
Regardless of athletic ability, students are graded on effort, attitude, sportsmanship, cooperation, attention, and preparedness. Daily participation grades are assigned. Criteria for the semester grade include attendance; participation; tests, quizzes, and written work; demonstrated skill level; and cooperation with class practices.

Physical Education 1 – PED111
.50 Credit / 1 Semester – Grade 9
Required PE course for 9th grade. Must complete this course prior to enrolling in other PE classes.
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Homework
As Needed
9th graders must complete this course prior to enrolling in any other class. In this course, students demonstrate more specialized knowledge in identifying and applying key skill and fitness concepts. Each student is given the opportunity to improve skills, become more fit and gain the knowledge in a variety of activities. Through both fitness activities and sport units, students will participate in:
- A variety of cardiovascular fitness activities
- Strength and conditioning activities
- Periodic Team and Racquet Sports

Racquet & Net Sports – PED421
0.5 Credit / 1 Semester – Grade 9, 10, 11, 12
Prerequisite
PE 1
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Homework
As Needed
Course Description
This course presents the opportunity for each student to participate in a variety of racquet-net sports. Class emphasis is on developing fundamental skills and strategies for each unit through tournament play. Sport units include: pickleball, badminton, table tennis, volleyball, basketball, soccer, and various other activities. Along with sport units, this class will participate in weekly fitness testing and activities. Written work will be assigned as needed.
HEALTH & PHYSICAL EDUCATION courses

Team Sports – PED411
0.5 Credit / 1 Semester – Grade 9, 10, 11, 12
Prerequisite
PE 1
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Homework
As Needed
Course Description
This course presents the opportunity for each student to participate in a variety of team sports. Class emphasis is on developing fundamental skills and strategies for each unit through team tournament play. Sport units include: flag football, basketball, softball, soccer, ultimate frisbee, speedball, volleyball, and various other team sport activities. Along with sport units, this class will participate in weekly fitness testing and activities. Written work will be assigned as needed.

Walking and Yoga – PED526
0.5 Credit / 1 Semester – Grade 9, 10, 11, 12
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Course Description
This course is for students of all ability levels who wish to increase their personal fitness and health through multiple activities. Activities include: cardio walking, yoga, Pilates, light jogging and abdominal strength. This course will concentrate on aiding students in becoming more engaged in lifelong fitness activities that are offered throughout the community, and the importance and enjoyment of healthy living. Written work will also be completed in class on a weekly basis.

Advanced Walking and Yoga – PED528
0.5 Credit / 1 Semester – Grade 10, 11, 12
Prerequisite
Walking and Yoga – Teacher recommendation required
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Homework
As Needed
Course Description
This is an advanced class where students need prior knowledge and experience in yoga. This class will further develop yoga skill through advanced yoga flows and sequences. Speed walking will be emphasized through on and off campus walks at a fast pace. To ensure an advance level of skills, teacher recommendation is required. Written work will be assigned as needed.

Fitness and Conditioning 1 - PED511
0.5 Credit / 1 Semester - Grade 9, 10, 11, 12
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Homework
As Needed
Course Description
This course concentrates on the implementation of a variety of exercises and activities to enhance and develop personal fitness levels. This one semester course progresses the individual through many phases of training for all areas of the body. This includes muscular strength, muscular endurance, cardio-respiratory endurance, and flexibility. There is a heavy emphasis on teaching proper technique to ensure safety while exercising. Students will develop individualized plans to reach personal fitness goals.

Fitness and Conditioning 2 - PED521
0.5 Credit / 1 Semester – Grade 10, 11, 12
Prerequisite
Minimum of 1 semester of Fitness and Conditioning or permission of teacher
Course Fee
Purchase of JHS P.E. shirt for $10
Graduation Content Requirement
Physical Education
Course Description
This course is designed for students interested in an advanced and rigorous physical education course. It is geared for students who are highly motivated to improve lifelong strength and fitness. The units will emphasize overall body strength and physical fitness. Weight lifting, endurance activities, cardiovascular fitness, and aerobic activities will be incorporated into the classes. Students will be expected to maintain a high level of participation throughout the course and to improve their strength and fitness levels.

Care and Prevention of Athletic Injuries - PED601
0.5 Credit / 1 Semester - Grade 10, 11, 12
Prerequisite
None
Course Fee
None
Graduation Content Requirement
Physical Education
Homework
As Needed
Course Description
This is a fundamental course on athletic training. Students become familiar with prevention, diagnosis, treatment and rehabilitation of athletic injuries. Students apply training principles and analyze safety issues related to health fitness/sport activities. In addition, students analyze coping skills given personal challenges, differences and setbacks in physical performance. This class is a good introduction to the athletic training field. This class may not be repeated for credit.
**Health**

**Health 1 - HEA511**  
0.5 Credit / 1 Semester - Grade 9, 10, 11, 12

**Prerequisite**  
None

**Course Fee**  
None

**Graduation Content Requirement**  
Health

**Homework**  
As Needed

This class is required for graduation according to state graduation requirements.

Health class integrates a variety of health concepts and decision making behaviors to plan for personal and lifelong health goals. Students develop skills that make them health-literate adults. These include awareness mental health, social health, nutrition, body systems, human development, and substance abuse. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students demonstrate comprehensive health and wellness knowledge and skills.
**Leadership I - ELE201/ELE202**  
2 Semesters/1.0 credit - Grades 9, 10, 11, 12  

**Graduation Content Requirement**  
Elective

**Course Description**  
In this course students will develop and refine their leadership skills. Students who are a member of Leadership at Juanita High School are expected to be fully committed to the class projects, to work independently, and to manage time well. Daily lessons will include, but will not be limited to, communication skills, group process, managerial skills, self-awareness, and human relations. This class is a service organization for staff, students, and the Juanita High School community. Leadership I students are expected to fulfill 20 Rebel Hours per semester. They can be fulfilled in a variety of ways: attending JHS sport events, JHS performing arts events, belonging to/joining a club or sport, helping a teacher after school, and other options pending teacher approval.

**Leadership II - ELE204/ELE205**  
2 Semesters/1.0 credit - Grades 9, 10, 11, 12  

**Prerequisite**  
Leadership I or Teacher permission

**Graduation Content Requirements**  
Elective

In this course, students will learn to develop and strengthen leadership abilities by actively planning leadership lessons, working on committees, and participating in planning sessions. Students will be given the opportunity to participate in activities associated with homecoming, assemblies, school dances, and community service projects. Students will also be a part of the advertisement and promotion of school and community activities. Be a part of school leadership and make a difference in your school and the community! This class is a service organization for staff, students, and the Juanita High School community. Following registration, each student will be contacted via school email by the leadership teacher and prompted to begin an application process. All class and ASB officers are required to take the class. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others. Leadership II students are expected to fulfill 25 Rebel Hours per semester. They can be fulfilled in a variety of ways: attending JHS sport events, JHS performing arts events, belonging to/joining a club or sport, helping a teacher after school, and other options pending teacher approval.

**Peer Tutor - ELL**  
1 Semester/.50 credit - Grades 11, 12  

**Prerequisite**  
Teacher and counselor permission

**Graduation Content Requirement**  
Elective

**Course Description**  
This course offers students the opportunity to interact with students who have come to the United States from another country and are learning English. Students will tutor students in basic English skills and give them opportunities to use English in conversation and written work. Students will enjoy learning about other cultures and getting acquainted with students from all over the world. Most assigned work can be done during class time and no previous experience is needed. Knowledge as a speaker of English will provide an excellent model for the students as they learn to comprehend and speak English.

**Peer Tutor - Special Education**  
1 Semester/.50 credit - Grades 11, 12  

**Prerequisite**  
Teacher and counselor permission

**Graduation Content Requirement**  
Elective

**Course Description**  
This course offers students the opportunity to interact with students who are challenged in a particular academic area. Under the supervision of the teacher, students will work one-on-one or in a small group with students in class. Students will be introduced to educational terminology and instructional strategies. This is a good way to explore career options in education. Most assigned work can be done during class time, but there may be some lesson preparation given as homework.

**Peer Tutor - Transition**  
1 Semester/.50 credit - Grades 11, 12  

**Prerequisite**  
Teacher and counselor permission

**Graduation Content Requirement**  
Elective

**Course Description**  
Through this experience students will have the opportunity to interact and work with students who have developmental disabilities. Under teacher supervision, students will “coach” students in class, school, and community activities. Students will be introduced to special education terminology and values, and to some instructional strategies. This is a good way to explore career options in special education and related fields: teacher, para-educator, occupational and physical therapist, speech and language pathologist, school nurse, assistive technology specialist, job coach. Peer tutoring is offered both semesters and is available in all periods.
Minimum of 1.0 credits required for graduation.

The Career and Technical Education (Occupation Education) course offerings at Juanita High School include those in Business and Marketing, Family and Consumer Sciences, WANIC courses, and Industrial Technology Education. WANIC courses are described in the College & Career Center section of this catalog. The Career and Technical Education teaching staff is committed to providing courses that give students the opportunity to develop teamwork and leadership skills. In addition, all courses are designed to enable students to strengthen reading, mathematics, writing, and speaking skills and to gain practical and technical skills useful in the work place and in college and university settings.

**Business and Marketing**

**Business and Marketing Foundations - CDX401/CDX402**
2 semesters/1.0 credit - Grades 9, 10, 11, 12

**CTE Dual Credit**

**Prerequisite**
None

**Course Fees**
$55

**Graduation Content Requirement**
Occupational

**Course Description**
This exploratory course will introduce students to concepts taught in college and university business and marketing programs. It offers applied learning as students develop essential skills for success in the 21st Century. Through project-based learning, students will understand marketing concepts, skills and the underlying business foundations required for the understanding and development of marketing. Topics include distribution, financing, marketing information management, pricing, product/service management, promotion, selling, along with the foundations of economics and communication. Major assignments include end-of-unit tests, promotion project, sales project, DECA competition participation.

**Digital Design - CDA351**
1 semester/.50 credit - Grades 9, 10, 11, 12

**CTE Dual Credit**

**Prerequisite**
None

**Course Fees**
$10 lab fee

**Graduation Content Requirement**
Occupational Education, Fine Arts

**Course Description**
Explore the world of digital based communications with this entry-level course. Digital Design focuses on the foundations of graphic design and digital communications of the 21st Century. Students will explore graphic design principles through professional applications used in industry such as Adobe CC with a focus in Photoshop and Illustrator. Apply your technical knowledge through project-based learning while developing project management skills. Through a series of fun and engaging assignments, this course will promote creativity and design thinking.

**Retail Operations - CDX421/422**
2 Semesters/1.0 Credit - Grades 10, 11, 12

**CTE Dual Credit**

**Prerequisite**
Business and Marketing Foundations/Teacher permission

**Course Fee**
$55

**Graduation Content Requirement**
Occupational

**Course Description**
This course utilizes the 21st Century skills developed in previous business and marketing classes. Students will gain in-depth understanding of marketing strategies from a management perspective. Students will conduct research, analyze budget forecast, and operate a successful business. Areas of emphasis include human resources, marketing research and strategic planning. The sources of application are the student store and business simulations. Students have the option of being involved in DECA and leadership activities, such as attending professional conferences and community service. Students must be able to pass the food worker permit test.

**Business and Marketing Management - CDX403/CDX404**
2 semesters/1.0 credit - Grades 10, 11, 12

**CTE Dual Credit**

**Prerequisite**
Business and Marketing Foundations or teacher permission

**Requirement**
This class meets before school.

**Course Fees**
$55

**Graduation Content Requirement**
Occupational

**Course Description**
This course utilizes the 21st Century skills developed in previous business and marketing classes. Students will gain in-depth marketing and business knowledge and development of project management skills. It offers applied learning as students develop essential skills for success in the 21st Century through project-based learning leading to demonstrating an understanding of marketing and business concepts. Challenge yourself academically, develop leadership skills and practical business experience through DECA conferences and competition. Students will prepare for regional and state DECA competition in class as part of applied learning. In addition, students are involved in DECA and leadership activities, such as attending professional conferences and community service events.
Microsoft Office Specialist Certification - CDX301
1 semester/.50 credit – Grades 9, 10, 11, 12

CTE Dual Credit

Prerequisite
None

Graduation Content Requirement
Occupational

Course Description
The Microsoft Office Specialist (MOS) Program provides the opportunity to earn industry-recognized certifications in Word, PowerPoint, Excel and/or Outlook. This course will be project-based, and students will create business documents within each application. These projects will test skills as they would in the real world and validate their understanding of the Microsoft Office program functionality. This guarantees that every certified user has demonstrated the ability to operate the full features and gives students an advantage as employers recognize, value and hire MOS certified individuals. In addition to the development of technical skills, students will identify and practice workplace skills and professionalism throughout the course.

Semester-long course recommended for students who are interested in learning technical skills to earn Microsoft Office Specialist credentials necessary for entry and advanced-level employment.

Personal Finance - CDX651
1 Semester/.50 credit - Grades 10, 11, 12

CTE Dual Credit

Graduation Content Requirement
Occupational

Course Description
Personal Finance prepares students for life after high school and focuses on important life skills. These skills include balancing a monthly budget, opening a checking and savings account, managing credit and strategies for staying out of debt, understanding our paycheck, paying taxes, renting an apartment, buying a home, purchasing a car and investment options and career exploration. Students leave this class prepared to deal with finance and living within their means.

Worksite Learning - CVX111/CVX112
1 Semester/.50 credit or 2 Semesters/1.0 credit - Grades 10, 11, 12

Requirements
Previous or concurrent enrollment in an Occupational course

Graduation Content Requirement
Occupational

Course Description
Students who are taking or have taken an occupational course are eligible to register for credit for work experience. Students must be employed in an approved, supervised job. Students must complete a minimum of 180 hours of work for each .50 credit awarded. In addition, students will have to sign a training agreement and participate in a formal evaluation process before credit can be awarded. Students must sign up through the College & Career Center.

Human Services

Child Development I - CDX501
1 Semester/.50 credit - Grades 9, 10, 11, 12

CTE Dual Credit (5 college credits)

Course Fees
None

Graduation Content Requirement
Occupational

Course Description
This is an introductory course that will teach students how children learn and grow. Students will study the physical, emotional, social and intellectual development of children from conception (pre-birth) through age 6 – the most dramatic growing period in human life. This class will help increase self-understanding and provide knowledge, skills and attitudes needed by both parents and professional child-care providers. This course is designed to give the student the skills and knowledge necessary to work in the child care realm outside of high school either in the field of education or as an Outdoor Education Counselor. Students will develop, implement, and take part in various children’s activities in order to fully understand how each of these activities promotes emotional, social, and intellectual development, as well as visit local elementary schools for off-site hands on externship experience. College Credit is available for those that choose through Bellevue College. This course may be applied toward the Family and Consumer Sciences Certificate. Most assigned work is completed during class time, but students can expect up to one hour of homework per week.

Culinary Arts I – CVC731
1 Semester/.50 credit – Grades 9, 10, 11, 12

Prerequisite
None

Course Fees
$30 + Food Handler Permit ($10 Prepaid Credit Card)

Graduation Content Requirement
Occupational, Science

Course Description
Foods I is an in-depth course for students wishing to explore careers in a variety of food service industry fields. Students enrolled in the class learn techniques in a variety of cooking methods. Students practice safety and sanitation procedures and cooking fundamentals. Students learn to accept leadership responsibility and be part of a team while demonstrating the skills and attitudes that contribute to a productive and safe working environment. Homework as needed.
Food Science 1 - CVC721
1 Semester/.50 credit – Grades 9, 10, 11, 12

CADR

Prerequisite
Successful completion or concurrent enrollment in Biology in the Earth System

Course Fees
$20

Graduation Content Requirement
Occupational, Science

Course Description
Ever wonder why bread rises, how mayonnaise is made, or how marshmallows are formed? This course focuses on the application of biological, chemical, and physical principles as they relate to the study of food and food production. We discuss converting raw agricultural products into processed forms suitable for direct human consumption, and the storage of such products. Also discussed in this class is the use of food additives, food preparation and packaging, food storage and shipment, and related aspects of human health and safety in correlation to food including toxicology and pathology. Major assignments include experiments related to looking at food in order to find better ways to select, preserve, process, and package food products, including the ingredients that go into them. By the end of this course students will be able to analyze factors that contribute to human health and safety in correlation to food preparation and production and understand and apply chemical concepts in food preparation in order to make foods safe, nutritious, convenient, economical, and tasty. This class is cross credited with a lab science and can be used as a lab science class for graduation purposes.

Interior Design - CDX251
1 Semester/.50 credit - Grades 10, 11, 12

CTE Dual Credit

Course Fees
$15

Graduation Content Requirement
Occupational

Course Description
In this course students will learn and apply the basics of design to housing and home interiors. Topics will include the study of color, lighting, furniture arrangement and furniture styles, kitchen and bath planning, floor coverings, fabrics, housing styles, window treatments, accessories, and space planning. The final project will be to complete designs for the interior of a home. Field trips to local home-design-related businesses will be part of this course. Students who are interested in design and like to work in a project-oriented class, will be successful in this course. This course may be applied toward the Family and Consumer Sciences Certificate. Most assigned work is completed during class time, but students can expect up to 1 hour of homework per week.

International Foods - CVX711
1 Semester/.5 Credit-Grades 9,10,11,12

Course Fees
$30

Graduation Content Requirement
Occupational

Course Description
In this course students will prepare a variety of international dishes and learn about the ethnic traditions of these countries. We will virtually travel to Italy, France, Greece, Germany, Scandinavia, Mexico, Japan, China and other countries to sample the traditional foods of those regions. Our menu items will include manicotti, enchiladas, chocolate mousse, baklava, egg rolls, hand-made pasta and many other dishes.

Urban Agriculture - CVX231
1 Semester/.5 Credit-Grades 9,10,11,12

Prerequisite
None

Course Fees
$20

Graduation Content Requirement
Occupational

Course Description
This course is an introduction to the basics of plant identification and the benefits of growing and maintaining a garden. Students will develop leadership skills through collaboration with peers while growing seasonal crops in creative spaces. Students will apply the skills they learn to research and present sustainable solutions to problems inspired by local community issues. Through local industry partnerships, students will explore career pathways available in the growing field of sustainability. Homework as needed.
Teacher Education Academy I – CDX221/CDX222
2 Semesters/1.0 Credit - Grades 10, 11, 12

CTE Dual Credit

Prerequisite
Child Development I is recommended but not required

Graduation Content Requirement
Occupational

Course Description
Do you want to be a teacher? Would you like to potentially work for Lake Washington School District in the future? Then this course is for you! The Teacher Education Academy program is aimed at recruiting, preparing, and mentoring students to prepare them to become future teachers in our district. This course follows the State of Washington’s “Recruiting Washington Teachers” curriculum focusing on thematic units and a hands-on experience: Healthy Learning Community, Culture and Identity, Equity and Opportunity, Equity Pedagogy, College Access and Success, and a Practicum/Internship. In year two of the program (to be offered in the 2020-21 school year), students complete a teaching internship, mentor first year teachers, and prepare for Paraprofessional Certification. Students completing both years of the program are eligible for preferred student teacher placement in Lake Washington School District in the future and will be eligible to interview for Paraprofessional positions in the district at age 18, upon high school graduation and completion of Paraprofessional Certification.

Teacher Education Academy II - CDX223/CDX224
2 Semesters/1.0 Credit - Grades 11, 12

CTE Dual Credit

Prerequisite
Teacher Education Academy I

Graduation Content Requirement
Occupational

Course Description
Teacher Education Academy II will be a continuation of the learning in Teacher Education Academy I. Students will continue to increase their knowledge about teaching and learning through internship experiences. Students will review for and take the Paraprofessional Certification. Teacher Education Academy II involves a curriculum that reflects current Washington Teacher Education Standards with the focus on equity pedagogy and differentiating instruction to support all learners and is focused on supporting students to be college-ready to pursue a pathway to higher education and into teaching. Students will work closely with the Teaching Academy instructor and mentor teacher to complete independent assignments and projects.

American Sign Language I - CDL011/CDL012
2 semesters / 1.0 credit – Grades 9, 10, 11, 12

CADR, CTE Dual Credit

Graduation Content Requirement
Meets both a World Language and an Occupational Education graduation requirement. This course meets NCAA core for student athletes.

This beginning course introduces students to the visual language and culture of American Sign Language (ASL). Two years of ASL satisfies the World Language entrance requirement for many Washington State colleges and universities. By the end of the year, students will have a conversational knowledge of ASL.

Course Description
In the first year of language study, students will build the foundation required for gaining proficiency in the language. The first year courses emphasize interactive activities and allow students to:
- Learn basic sentence structures, including question-and-answer patterns leading to simple conversations.
- Build practical working vocabulary for effective communication in everyday situations.
- Develop an awareness of the interdependence of language and culture.
- Build listening, reading, speaking, and writing skills.

Daily study and preparation at home are required for success in a world language, so students can expect a minimum of ½ hour of homework per day.

American Sign Language II - CDL021/CDL022
2 semesters/1.0 credit - Grade 9, 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Successfully complete Level I of the same world language.

Graduation Content Requirement
Meets both a World Language and an Occupational Education graduation requirement. This course meets NCAA core for student athletes.

Students will continue to refine and improve their ASL skills acquired from the introductory course. The students will continue to learn ASL grammar rules and deepen their expressive and receptive skills. Deaf culture will be explored in greater depth and continued discussions of current ASL, Deaf, and related vocational-technical career topics presented. ASL 2 continues with ASL 1 workbook plus ASL 2 workbook (includes 1 dvd)-approximately $25.

Course Description
In the second year of language study, students will continue to build an essential understanding of the foundation required for gaining more natural proficiency at a more complex level in the language. The second year courses emphasize interactive activities and allow you to:
- Develop more complex sentence structures and develop skills in additional verb tenses,
- Advancing your conversational ability,
- Build additional vocabulary for effective communication in everyday situations.
- Increase awareness of the interdependence of language and culture.
- Build listening, reading, speaking, and writing skills.

Daily study and preparation at home are required for success in a world language; students can expect a minimum of ½ hour of homework per day.
American Sign Language III - CDL031/CDL032  
2 semesters/1.0 credit - Grade 9, 10, 11, 12  
CADR, CTE Dual Credit  
Prerequisite  
Grade of C or better in Level II of the same world language.  
Graduation Content Requirement  
Meets both a World Language and an Occupational Education graduation requirement. This course meets NCAA core for student athletes.  
Students will continue to refine and improve their ASL skills acquired from the earlier course. The students will continue to learn ASL grammar rules and deepen their expressive and receptive skills. Deaf culture will be explored in greater depth and continued discussions of current ASL, Deaf, and related vocational-technical career topics presented. Daily study and preparation at home are required for success in a world language; students can expect a minimum of ½ hour of homework per day.  
Psychology - CVS551  
1 Semester/.50 credit - Grades 9, 10, 11, 12  
CADR  
Graduation Content Requirement  
Occupational, Social Studies  
Course Description  
This course explores the nature of human behavior from multiple psychological perspectives. Through activities readings and class discussions, student will explore why people act the way they do. Topics to be addressed include consciousness, intelligence and memory, behavior modification, personal and moral development, theories of personality, psychological disorders, and social interaction. An emphasis will be on self-exploration and students will gain a greater understanding of how our brains function, learn and cope. Students will also discover strategies for coping with stress and change in modern society. Most assigned work can be completed during class time.  
# AP Psychology - CVS561/CVS562  
2 Semesters/1.0 credit - Grades 11, 12  
CADR  
Prerequisite  
None  
Course Fees  
Fee for AP examination, if taken, is approximately $100.  
Graduation Content Requirement  
Occupational, Social Studies  
Special Credit Available (Optional)  
College credit available through end-of-year AP examination.  
Course Description  
This class is a full year college-level survey course designed to provide students with the analytical skills and factual knowledge necessary to better understand the nature of human behavior. Students will be introduced to the systematic and scientific study of behavior and mental processes of human beings and other animals. Topics will include each of the major subfields within psychology: scientific research, ethics, neuroscience and behavior, biological bases of behavior, sensation and perception, states of consciousness, learning, motivation, cognition, motivation and emotion, developmental psychology, personality, intelligence, testing, psychological disorders, treatment, and social psychology. Students explore course material through lectures, class discussions, student-led seminars, frequent readings from the textbook, educational videos, contemporary periodicals, and scientific literature. The culminating activity is the optional College Board-administered Advanced Placement examination. Qualifying scores on the AP examination may lead to college credit or exemption from some college course requirements. Students can expect a minimum of ½ hour of homework per night.  
Skilled and Technical Sciences  
Photography I - CDA411  
1 Semester/.50 credit - Grades 9, 10, 11, 12  
CADR, CTE Dual Credit  
Course Fees  
$35  
Requirements  
Own digital single lens reflex (DSLR) camera encouraged but not required.  
Graduation Content Requirement  
Meets both a Fine Arts and an Occupational Education graduation requirement  
Course Description  
Photography I is an introduction to digital based photography. Students will learn how to think like a photographer and shoot better pictures. The curriculum includes introduction to Adobe Photoshop. Students will learn basic digital enhancement and editing techniques in Adobe Photoshop. Expect to spend time outside of class taking digital photographs, but most other work can be completed during the class. Photography II is a follow-on course to this one.  
Photography II - CDA413  
1 Semester/.50 credit - Grades 10, 11, 12  
CADR, CTE Dual Credit  
Prerequisite  
Photography 1 or instructor permission  
Course Fees  
$35  
Requirements  
Own digital single lens reflex (DSLR) camera encouraged but not required.  
Graduation Content Requirement  
Occupational, Fine Arts  
Course Description  
This is an advanced level photography class for students who wish to review and refine the skills introduced in Photography I. We will get more in-depth with camera controls using manual shooting mode. Traditional and creative studio lighting techniques are explored in projects. Applying the influence of professional photographers to your own work is a consistent theme. The final project is a student-developed portfolio of work.
CAREER & TECHNICAL EDUCATION courses

Photography III - CDA415
1 Semester/.50 credit – Grades 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Photography II or instructor permission

Course Fees
$15

Requirements
Own digital single lens reflex (DSLR) camera encouraged but not required.

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Students will continue to build on advanced technical photography skills practiced in Photography II. The learning will be more student directed, as students will focus on specific photographic interests and propose projects relevant to these. Students will develop and refine their own photographic aesthetic through a portfolio of work.

Biotechnology – CDC121/CDC122
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Successful completion of Biology in the Earth System.

Special Credit Available (optional)
College credit available from Shoreline Community College (5 credits) for both Biotechnology and STEM Global Health and Biotechnology

Course Fees
$20 lab fee

Graduation Content Requirement
Meets a both a science and an occupational education graduation requirement. Biotechnology is part of the college-bound science curriculum as a laboratory science in the NCAA core for student athletes.

Course Description
If you like thinking about biology, get ready to explore the exciting world of biotechnology. You’ll experience technologies that allow you to understand cells, DNA, and proteins at the molecular level while developing skills that are essential to research or industry laboratory setting. In addition, we’ll consider how these technologies are used to develop vaccines and pharmaceutical drugs, explore career opportunities, and discuss bioethical issues based on biotechnology research. Students will complete a project for submission to the NWABR Student Bio Expo. The science department homework expectation applies.

Introduction to Computer Science - CDX901
1 Semester/.5 credit - Grades 9, 10, 11, 12

CTE Dual Credit

Prerequisite
Geometry

Course Fees
None

Graduation Content Requirement
Occupational

Course Description
Today, computer science is everywhere. This entry level course into computer science allows students to explore the basics of computer science and programming. We will use Scratch-based software to design and build popular video games and along the way study topics such as algorithmic design, procedural programming, and problem decomposition. We will also have periodic culture days where students learn about what it’s like to work in the field and talk directly to engineers from companies like Microsoft, Google, and Amazon about why computer science is a compelling career choice in this area.

Engineering and Computer Science - CDX881
1 semester/.5 credit – Grades 9, 10, 11, 12

CTE Dual Credit

Prerequisite
None

Lab Fee
$45

Graduation Content Requirement
Occupational, Science

Homework
As needed

This course will provide students with hands-on practical knowledge of electronic devices that are controlled by microprocessors, and the skills to make such devices work. Students learn to design and build devices that detect their surroundings, move, make noise, play music, communicate, and respond to remote control. Among the technologies learned are basic laws of electronics, including Ohm’s law, analog and digital data input and output, pulse-width modulation. In the process these students become programmers with the C language. Among the skills learned are programming microcomputers, parts identification, reading electronic schematics, circuit breadboarding, circuit board fabrication, drilling, parts insertion, and soldering.

AP Computer Science A - CDM911/CDM912
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Algebra 2

Special Credit Available
College credit available through end-of-year AP examination.

Course Fees
None

Graduation Content Requirement
Occupational, Math or Science

Course Description
The Advanced Placement Program offers an introductory course and exam in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. Students will be able to design and implement solutions to problems by writing, running, and debugging computer programs using the programming language Java. Students can expect 1 hour of homework a day.
# AP Computer Science Principles – CDM913/CDM914
2 Semesters/1.0 credit - Grades 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Intro to Computer Science (recommended, but not required)

Course Fees
None

Graduation Content Requirement
Occupational, Math or Science

Course Description
This new offering to JHS is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students will demonstrate project based learning and teamwork in many of the assignments and those students electing to take the AP exam will be expected to submit small portfolio assignments to the AP board. Prior programming experience is not required, but can be helpful.

Material Science I - CDC811/CDC812
2 Semesters/1.0 credit (1 semester with teacher permission) - Grades 9, 10, 11, 12

CADR, CTE Dual Credit

Prerequisite
Student must be in Algebra or higher.

Course Fees
$56 materials fee ($28 each semester)

Graduation Content Requirement
Meets both a Laboratory Science and an Occupational Education graduation requirement

Course Description
Over the course of this class, students will apply new skills and knowledge to working with various materials such as metals, ceramics, polymers (plastics), and composites. Relationships between properties, structure and processes of engineering materials and discussion of surfaces, finishes and manufacturing processes will be explored. Various engineering materials are included with an emphasis on metals and polymers. Students will gain an understanding of materials through careful observations, creating, questioning, and building. This engineering course involves welding, casting metals into molds, working glass, cutting polymers, and much more.

Material Science II - CVC813/CVC814
2 Semesters/1.0 credit (1 semester with teacher permission) - Grades 10, 11, 12

Prerequisite
Material Science I

Course Fees
$56 materials fee ($28 each semester)

Graduation Content Requirement
Occupational, Science

Course Description
This course is a continuation of Material Science I. Students will have more independence in lab selection and design within the current unit of study. Learning will occur through questioning, observing, creating, and building. Students will explore concepts related to the crystal structure of metals, the effect of non neutral flames on metal, controlling the thermal expansion of glasses, glass fusing and will work with various polymers and composites. This course is designed for students interested in deepening knowledge of materials and their applications. Students will be expected to schedule time before or after school for additional work.

Architecture and Engineering I - CDX831/CDX832
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CTE Dual Credit

Course Fees
$10

Graduation Content Requirement
Meets an Occupational Education graduation requirement

Course Description
This basic engineering and CAD class is for future engineers, designers and students who like designing and drawing. Introductory exposure to tools and techniques used in the disciplines of mechanical design, architecture, civil design, and other design and engineering related fields. Includes an introduction to sketching, drafting with manual drafting tools, and an introduction to computer aided design (CAD) software. It is a problem-solving class in which individuals and small groups will use techniques such as brainstorming, model-building, and mock-ups to design solutions to problems and then present those ideas. Approximately 50% of the time will be spent using CAD systems such as AutoCAD, Rhinoceros, sketchup, and other software that will introduce students to the world of graphical engineering, CAD/CAM, laser cutters, and 3d printers will be used to take drawings and ideas and transfer them to 3-D parts, models, and objects. Students will create a portfolio that will contain their work, organized and presented according to professional standards. Most assigned work can be completed in class, but students can expect up to ½ hour of homework per week in order to assemble their portfolio.
CAREER & TECHNICAL EDUCATION courses

Architecture and Engineering II - CDX833/CDX834
2 Semesters/1.0 credit - Grades 11, 12

CTE Dual Credit

Prerequisite
Architecture and Engineering I

Course Fees
$10

Graduation Content Requirement
Meets an Occupational Education graduation requirement

Course Description
This course is designed as a follow-up course to Architectural and Engineering Tools and Techniques I. AutoCAD, 3D rendering software, Rhino, and Master CAM software packages are used in the course. Students will design, create, and present their projects to their peers. Students will create a portfolio that will contain their work, organized and presented according to professional standards. Most assigned work can be completed in class, but students can expect up to ½ hour of homework per week in order to assemble their portfolio.

Yearbook I - CDA151/CDA152
2 Semesters/1.0 credit - Grades 10, 11, 12

CTE Dual Credit

Prerequisite
Application, teacher permission and interview

Requirements
Student must be capable of self-directing during worktime, and additional hours after school

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Yearbook students are responsible for the content, design, layout, marketing and distribution of the school yearbook. The class is different from any other class in the school, as it is a full-scale, full-budget production and students will gain useful, real world skills in time management, marketing, teamwork, and design principles. Students will also develop skills in page design, advanced publishing techniques, copywriting, editing, and photography. Having some background in these is valuable but not required. Students must be capable of self-directing during worktime and be able to commit to additional hours outside of school to cover events and meet deadlines.

Technical Theater - CDA511/CDA512
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR, CTE Dual Credit

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Technical Theater is a hands-on theatre course that teaches the skills and techniques of theatrical lighting and sound design. The curriculum will address all aspects of the design and functional use of stage lights and sound in the Theatre space, including the newest technology: intelligent lighting and moving lights. Students will have the opportunity to work on lighting and sound in connection with Juanita drama productions. All levels of experience welcome. This course may be taken in addition to any other Drama class, including the after school Theater Production Workshop class, and may be repeated for credit.

Theater Production Workshop - CVA501/CVA502
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Theater Production Workshop is offered after school and is organized to support the Juanita drama productions, club meetings, festivals, and other theatre activities. Students enrolled in Theater Production Workshop are required to audition for and participate in the year’s productions, which will involve some extended after-school time for rehearsals. Theater Production Workshop may be taken at the same time as Technical Theater, Costume/Scenic Design, Musical Theater, and may be repeated for credit.
PERFORMING & VISUAL ARTS courses

A minimum of 2.0 credits are required for the class of 2019 and beyond. “You use a glass mirror to see your face; you use works of art to see your soul.” - George Bernard Shaw

The Performing and Visual Arts courses and programs at Juanita High School are a dynamic and integral part of the school’s comprehensive curriculum. Art, theatre, and music courses offer opportunities for creativity and intellectual rigor that enhance other elements of your education and your life. The courses are designed to stimulate creative thinking and problem-solving. All students, from beginner to advanced, are served in each of the performing and visual arts areas.

Art, theatre, and music courses are electives that fulfill the Fine Arts graduation requirement. Performing and Visual Arts classes offer students hands-on experience. There is significant emphasis on individualized feedback from the teacher and one-on-one instruction. The performance-based classroom provides unlimited opportunity for students to grow in specific skill areas, to learn group dynamics, and to enhance personal development.

At Juanita High School, there are art, theatre, and music courses appropriate for every student interested in experimenting with materials and ideas, learning the techniques and skills of the performing and visual artist, and building self-confidence.

Visual Arts

Art I - ART011
1 Semester/.50 credit - Grades 9, 10, 11, 12
CADR

Course Fees
$25 basic art fee

Graduation Content Requirement
Fine Arts

Course Description
This is the first art class in the painting/drawing sequence for students without previous drawing/painting classes. In this course students will explore various art techniques and approaches as ways of expressing their ideas. Vocabulary and skill development will include the elements and principles of art as well as foundational knowledge of drawing, color and composition. Students will relate their learning to the artistic traditions of different cultures, historic art movements and to the contemporary art world as they expand their understanding of art. Projects will include drawing, painting, printmaking, mixed media and sculpture.
PERFORMING & VISUAL ARTS courses

Art II: Drawing and Painting – ART021
1 Semester/.50 Credit – Grades 10, 11, 12

CADR
Prerequisite
One semester of Art I or teacher permission

Course Fees
$30

Graduation Content Requirement
Fine Arts

Course Description
This course will expand on the knowledge acquired through completion of Art I with a focus on drawing, design, and painting principles. Students will further develop their drawing and painting abilities as well as discover how to use composition and concept to express their individual ideas, communicate a message and evoke a desired viewer response. Projects will encompass observational drawing, illustration, concept design, and painting techniques. Media covered will include pencil, charcoal, pastels, ink, watercolor, and acrylic paint.

ART III: Drawing and Painting 3 – ART031
1 Semester/.50 credit - Grades 10, 11, 12

CADR
Prerequisite
Two semesters of art (drawing and painting or 2D Art) or teacher permission

Course Fees
$30

Graduation Content Requirement
Fine Arts

Course Description
This course is intended for art students interested in expanding their technical skills as well as further developing their personal artistic viewpoint in a studio style classroom. At this level students will be expected to make independent decisions about media and design problems with individualized teacher mentoring as a guide. Students will take a more serious look at the art world as well as creative careers and end the course with a portfolio to present for display as well as college admission, scholarship or employment.

3D Design 1 - ART761
1 Semester/.50 Credit - Grades 9, 10, 11, 12

CADR
Course Fee
$35

Graduation Content Requirement
Fine Arts

Course Description
This class will focus on 3D art and design. Students will learn to create interesting, dynamic pieces in three-dimensional space as well as express unique ideas through works of art. Students will delve into the diverse world of 3D design and sculpture and the exploration of traditional and non-traditional materials.

Ceramics/Pottery I - ART611
1 Semester/.50 credit - Grades 9, 10, 11, 12

CADR
Course Fees
$35 materials fee

Graduation Content Requirement
Fine Arts

Course Description
In this project-based class, students will have the opportunity to explore the versatility of clay as a creative material. Students will learn general construction techniques and glazing as they make pots, tiles, sculptures, and bottles.

Ceramics/Pottery II – ART621
1 Semester/.50 credit – Grades 9, 10, 11, 12

CADR
Prerequisite
Ceramics/Pottery I

Course Fees
$40 materials fee

Graduation Requirement
Fine Arts

Course Description
This course will expand on the knowledge acquired in Pottery/Ceramics I. Students will continue to work on new projects that cover hand building techniques as well as learning to throw on the wheel. Students will further develop their abilities of visual communicating their ideas through clay.

Ceramics/Pottery III – ART631
1 Semester/.50 credit – Grades 10, 11, 12

CADR
Prerequisite
Ceramics/Pottery II

Course Fees
$40 materials fee

Graduation Requirement
Fine Arts

Course Description
This course is intended for pottery students interested in expanding their pottery skills as well as developing their throwing techniques on the wheel. Students will work with the instructor to develop an eighteen-week plan centered around projects of their interest. Students should be highly motivated and willing to work independently.
PERFORMING & VISUAL ARTS courses

AP Studio Art: Drawing - ART183/ART184
AP Art 2D - ART185/ART186
2 semesters/1.0 credit - Grade 11, 12
CADR, College Credit Available

Prerequisite
Art I and Art II or completion of two other art courses in addition to teacher permission

Course Fees
$60

Graduation Content Requirement
Fine Arts

Special Credit Available (Optional)
College credit available through end-of-year AP examination.

Course Description
This course is intended for motivated art students interested in truly challenging their skill and creativity. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision-making. Throughout the course students will develop a portfolio consisting of 15-20 works to submit for college admission, scholarships, and the AP exam, which can be used for college credit. Students may choose from two portfolios, Drawing or 2D Design. The Drawing Portfolio will emphasize sophisticated mark making in a variety of drawing and painting media while the 2D Design Portfolio will focus on the advanced use of the elements and principles of design in drawing, painting, photography, graphic design, textiles and printmaking. Depending on your results on the College Board Advanced Placement (AP) Portfolio Evaluation, you may be permitted to enroll in upper level art courses in college, and/or you may qualify for college credit.

Photography I - CDA411
1 Semester/.50 credit - Grades 9, 10, 11, 12
CADR, CTE Dual Credit

Course Fees
$35 for materials

Requirements
Own digital single lens reflex (DSLR) camera encouraged but not required.

Graduation Content Requirement
Occupational, Fine Arts

Course Description
This course is an introduction to digital based photography. Students will learn how to think like a photographer and shoot better pictures. The curriculum includes introduction to Adobe Photoshop. Students will learn basic digital enhancement and editing techniques in Adobe Photoshop. Expect to spend time outside of class taking digital photographs, but most other work can be completed during the class. Photography II is a follow-on course to this one.

Photography II - CDA413
1 Semester/.50 credit - Grades 10, 11, 12
CADR, CTE Dual Credit

Prerequisite
Photography I or instructor permission

Course Fees
$35

Requirements
Own digital single lens reflex (DSLR) camera encouraged but not required.

Graduation Content Requirement
Occupational, Fine Arts

Course Description
This is an advanced level photography class for students who wish to review and refine the skills introduced in Photography I. We will get more in-depth with camera controls using manual shooting mode. Traditional and creative studio lighting techniques are explored in projects. Applying the influence of professional photographers to your own work is a consistent theme. The final project is a student-developed portfolio of work.

Photography III - CDA415
1 Semester/.50 credit – Grades 10, 11, 12
CADR, CTE Dual Credit

Prerequisite
Photography II or instructor permission

Course Fees
$15

Requirements
Own digital single lens reflex (DSLR) camera encouraged but not required.

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Students will continue to build on advanced technical photography skills practiced in Photography II. The learning will be more student directed, as students will focus on specific photographic interests and propose projects relevant to these. Students will develop and refine their own photographic aesthetic through a portfolio of work.
PERFORMING & VISUAL ARTS courses

Digital Design 1 - CDA351
1 semester/.50 credit - Grades 9, 10, 11, 12

CTE Dual Credit

Prerequisite
None

Course Fees
$10 lab fee

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Explore the world of digital based communications with this entry-level course. Digital Design focuses on the foundations of graphic design and digital communications of the 21st Century. Students will explore graphic design principles through professional applications used in industry such as Adobe CC with a focus in Photoshop and Illustrator. Students will also explore communication mediums of a digital society such as online website development, blogs, social media and wikis. Apply your technical knowledge through project-based learning while developing project management skills. Through a series of fun and engaging assignments, this course will promote creativity and design thinking.

Drama

Theater Production Workshop - CVA501/CVA502
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Theater Production Workshop is offered after school and is organized to support the Juanita drama productions, club meetings, festivals, and other theatre activities. Students enrolled in Theater Production Workshop are required to audition for and participate in the year’s productions, which will involve some extended after-school time for rehearsals. Theater Production Workshop may be taken at the same time as Technical Theater, Costume/Scenic Design, Musical Theater and after school Theater Production Workshop class.

Costume/Scenic Design - DRA261/DRA262
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR

Graduation Content Requirement
Fine Arts

Course Description
Theatre Costume/Scenic Design is a hands-on theatre course that teaches the skills and techniques of costume and set design. Students will learn how to budget, design, plan and build costume and set pieces, and have the opportunity to work on costumes and sets in connection with Juanita Drama productions in the new theatre. All levels of experience welcome. This course may be taken in addition to any other Drama class, including the after school Theater Production Workshop class, and may be repeated for credit.

Musical Theater - DRA151/DRA152
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR

Graduation Content Requirement
Fine Arts

Course Description
The Musical Theater class focuses on the unique theatre style of the Musical exploring its history (from Vaudeville to Broadway), the skills needed to be successful in a Musical (Vocal and Acting Technique, Choreography, Auditions) and the design elements needed to create a full scale Musical (from Costumes to Lights). No experience necessary. All levels of experience welcome. This course may be taken in addition to the after school Theater Production Workshop class, and may be repeated for credit.

Technical Theater - CDA511/CDA512
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR, CTE Dual Credit

Graduation Content Requirement
Occupational, Fine Arts

Course Description
Technical Theater is a hands-on theatre course that teaches the skills and techniques of theatrical lighting and sound design. The curriculum will address all aspects of the design and functional use of stage lights and sound in the Theatre space, including the newest technology: intelligent lighting and moving lights. Students will have the opportunity to work on lighting and sound in connection with Juanita drama productions. All levels of experience welcome. This course may be taken in addition to any other Drama class, including the after school Theater Production Workshop class, and may be repeated for credit.

Drama 1 - DRA111/DRA112
2 semesters/1.0 credit - Grades 9, 10, 11, 12

CADR

Graduation Content Requirement
Fine Arts

Course Description
This course is designed for the beginning and advanced Drama student who wants to advance their performance skills and explore all aspects of producing a play. Acting class may be taken in addition to Technical Theater, Costume/Scenic Design, Musical Theater and after school Theater Production Workshop class.

Musical Theater - CDA511/CDA512
2 Semesters/1.0 credit - Grades 9, 10, 11, 12

CADR

Graduation Content Requirement
Fine Arts

Course Description
The Musical Theater class focuses on the unique theatre style of the Musical exploring its history (from Vaudeville to Broadway), the skills needed to be successful in a Musical (Vocal and Acting Technique, Choreography, Auditions) and the design elements needed to create a full scale Musical (from Costumes to Lights). No experience necessary. All levels of experience welcome. This course may be taken in addition to the after school Theater Production Workshop class, and may be repeated for credit.
### Drama 2 - DRA121/DRA122
2 Semesters/1.0 Credit  Grades 10, 11, 12

**CADR**

**Graduation Content Requirement**
Fine Arts

**Course Description**
This course is designed for the intermediate Drama student who wants to advance their performance skills and explore all aspects of producing a play. Drama 2 may be taken in addition to Technical Theater, Costume/Scenic Design, Musical Theater. It is recommended that students in Drama 2 also sign up for the after-school Theater Production Workshop class.

### Drama 3 - DRA131/DRA132
2 Semesters/1.0 Credit  Grades 11,12

**CADR**

**Graduation Content Requirement**
Fine Arts

**Course Description**
This course is designed for the Advanced Drama student who wants to continue exploring all aspects of Theatre production and design. Drama 3 may be taken in addition to Technical Theater, Costume/Scenic Design, Musical Theater. It is recommended that students in Drama 3 also sign up for the after-school Theater Production Workshop class.

### Playwriting and Screenwriting – DRA411/DRA412
2 Semesters/1.0 credit  – Grades 10, 11, 12

**CADR**

**Graduation Content Requirement**
Fine Arts

**Course Description**
The Playwriting and Screenwriting course helps students understand and employ writing principles and techniques to create original scripts suitable for theater, film, and/or television. This course focuses primarily on theatrical script writing, explores the appropriate techniques of this genre, and examines the creative writing craft, scene writing, and creation of a production. Students create the world of the play through story arch, dialogue, and action. Student Playwrights will have an opportunity to produce their scripts in front of an audience.

### Improvisation - DRA141/DRA142
2 Semesters/1.0 credit  – Grades 9, 10, 11, 12

**CADR**

**Graduation Content Requirement**
Fine Arts

**Course Description**
“Improvisation is an acting skill that requires great amounts of intellectual courage, physical freedom, and an awareness of both past and current events” (Yale, School of Theatre). Improvisation is fundamental to acting training, and builds skill sets (extemporaneous speaking, physical control, language manipulation) applicable to success in the educational, and workplace, environments. Students will learn through a variety of skill building exercises, historical context (specifically Commedia d’elle Arte, the Italian street theatre genre), and work with professionals. Classroom materials would include: Viewpoints by Anne Bogart, Improvisation for the Theatre by Viola Spolin, Unexpected Productions Handbook (Seattle Theatre).

### Music General

#### Music Theory - MUS021
1 Semester/.50 credit  - Grades 9, 10, 11, 12

**CADR**

**Course Fees**
$10-$15

**Graduation Content Requirement**
Fine Arts

**Course Description**
In this course students will be introduced to basic elements of music, such as music reading, chord structure, scales, and notation, culminating in a short composition project. Work is individualized and tailored to the needs of each student. Early in the course, students will be assessed to determine the amount of theory students already know, and progress will continue from that base. Most assigned work can be completed during class time. This course requires a strong individual work ethic, as students in the class will be at varying levels.

#### AP Music Theory - MUS031/MUS032
2 Semesters/1.0 credit  - Grades 10, 11, 12

**CADR**

**Prerequisite**
Teacher permission. Students must play an instrument or sing, be able to read music and have a basic understanding of music theory.

**Course Fees**
$50-$60 fee for workbooks. Fee for AP examination approximately $100.

**Special Credit Available (Optional)**
College credit may be available through end-of-year AP examination.

**Graduation Content Requirement**
Fine Arts

**Course Description**
This college-level theory class offers an in-depth study of music theory. Students who complete this course may be able to challenge the first year of music theory courses in college. Homework will be assigned.
PERFORMING & VISUAL ARTS courses

Music Instrumental

Guitar 1 - MUS211
1 Semester/.50 credit - Grades 9, 10, 11, 12

CADR
Course Fees
$15 book, $5 guitar rental if you don’t provide your own guitar

Graduation Content Requirement
Fine Arts

Course Description
This class is for the beginning guitarist. Students will learn how to apply basic musical concepts such as theory, rhythm, melody, and harmony to the guitar. At the end of the course, students will be able to read chord symbols and play basic chords and melodies. All assigned work can be completed during class time. This course requires a strong individual work ethic, as students in the class may progress at varying levels.

Guitar 2 - MUS221
1 Semester/.50 credit - Grades 9, 10, 11, 12

CADR
Prerequisite
Guitar I or teacher permission.

Course Fee
$15 book, $5 guitar rental if you don’t provide your own guitar

Graduation Content Requirement
Fine Arts

Course Description
This class is for intermediate and advanced guitarists. Students will continue to learn more advanced chords and techniques, and various musical styles. All assigned work can be completed during class time. This course requires a strong individual work ethic, as students in the class may be at varying levels. This course may be repeated for credit with teacher permission.

Piano 1 - MUS241
1 Semester/.50 credit - Grades 9, 10, 11, 12

CADR
Course Fees
$15 textbook and equipment fee

Graduation Content Requirement
Fine Arts

Course Description
This class is for the beginning pianist. Students will learn how to apply basic musical concepts such as theory, rhythm, melody, and harmony to the piano. At the end of the course, students will be able to read and play from basic piano sheet music. All assigned work can be completed during class time.

Piano 2 - MUS251
1 Semester/.50 credit - Grades 9, 10, 11, 12

CADR
Course Fees
$15 if student advances to book 2

Prerequisite
Piano I or teacher permission

Graduation Content Requirement
Fine Arts

Course Description
This class is for intermediate and advanced pianists. You will learn more advanced piano repertoire and techniques. All assigned work can be completed during class time. This course may be repeated for credit with teacher permission.

Concert Band - MUS111/MUS112
2 semesters/1.0 credit - Grade 9

CADR
Prerequisite
Must play one of the standard woodwind, brass, or percussion instruments.

Course Fees
There is a rental fee for use of school-owned instruments, a small uniform fee and possible expense for trips.

Requirements
Attendance at all performances. Calendar provided at start of year.

Graduation Content Requirement
Fine Arts

Course Description
This course is designed to prepare students for admission into Symphonic Band and Wind Symphony. Emphasis is placed on tonal production, improving technical facility, and gaining more advanced knowledge of the rudiments of music. Music ranges from pep band to concert literature of moderate difficulty, with music picked to best fit the ensemble. Four concerts are given at school each year, with some additional performances. Students will be expected to attend all pep band performances. Members of this group are eligible to audition for Jazz Ensemble. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.
**Symphonic Band - MUS121/MUS122**  
2 Semesters/1.0 credit - Grades 10, 11, 12  
**CADR**

**Prerequisite**  
Director’s permission. Must play one of the standard woodwind, brass, or percussion instruments.

**Course Fees**  
There is a rental fee for use of school-owned instruments, a small uniform fee and possible expense for trips.

**Requirements**  
Attendance at all performances. Calendar provided at start of year.

**Graduation Content Requirement**  
Fine Arts

**Course Description**  
This course is designed to prepare students for admission into Wind Symphony. Emphasis is placed on tonal production, improving technical facility, and gaining knowledge of the rudiments of music. Music ranges from pep band to concert literature of moderate difficulty. Four concerts are given at school each year with some additional performances. Students will be expected to attend all pep band performances. Members of this group are eligible to audition for Jazz Ensemble. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.

**Wind Ensemble - MUS161/MUS162**  
2 Semesters/1.0 credit - Grades 10, 11, 12  
**CADR**

**Prerequisite**  
Audition with director. Must play one of the standard woodwind, brass, or percussion instruments.

**Course Fees**  
There is a rental fee for use of school-owned instruments, a small uniform fee and possible expense for trips.

**Requirements**  
Attendance at all performances and rehearsals outside of school day. Calendar provided at start of year.

**Graduation Content Requirement**  
Fine Arts

**Course Description**  
This is a select group of musicians, usually juniors and seniors. Emphasis is placed on skill development and musical awareness. Music literature will represent various times and styles and will include several very demanding works to challenge more advanced students. There are 4 concerts given at school each year with several additional performances. Students will be expected to attend all pep band performances. Members of this group are eligible to audition for Jazz Ensemble. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.

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**Jazz Ensemble - MUS171/MUS172**  
2 Semesters/1.0 credit - Grades 9, 10, 11, 12  
**CADR**

**Prerequisite**  
Audition with director

**Course Fees**  
There is a rental fee for use of school-owned instruments.

**Requirements**  
Attendance at all public performances. This class meets before school.

**Graduation Content Requirement**  
Fine Arts

**Course Description**  
All students audition every year during first two weeks of school. Students enrolled in either Concert Band, Symphonic Band, Wind Symphony, or Orchestra may audition for Jazz Ensemble. This select group focuses on the performance of jazz of all styles and time periods, with particular emphasis on improvisation. You can expect to play at a number of evening or weekend performances. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.

**Orchestra 1 - MUS311/MUS312**  
2 Semesters/1.0 credit - Grade 9  
**CADR**

**Prerequisite**  
Must play one of the standard orchestra instruments.

**Course Fees**  
There is a rental fee for use of school-owned instruments and an expense for concert attire. Students may be asked to purchase a technique book.

**Requirements**  
Attendance at all public performances.

**Graduation Content Requirement**  
Fine Arts

**Course Description**  
This course is designed to prepare students for admission into Chamber Orchestra. Emphasis is placed on tonal production, improving finger and bow technique, while gaining more advanced knowledge of theory and music history. Performance literature ranges from moderate to advanced level depending on the overall ability of the group. At least 3 concerts are given at school each year, with additional outside performances. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.
PERFORMING & VISUAL ARTS courses

**Orchestra 2 - MUS321/MUS322**
2 Semesters/1.0 credit - Grades 10, 11, 12

**CADR**

*Prerequisite*
Must play one of the standard string instruments

*Course Fees*
There may be a rental fee for use of school-owned instruments and an expense for concert uniform. Students may be asked to purchase a technique book.

*Requirements*
Attendance at all public performances and rehearsals. This class meets before school.

*Graduation Content Requirement*
Fine Arts

*Course Description*
The orchestra learns and performs string music from all periods of history through contemporary music. Technique, musicianship, sight-reading, and music theory are developed and assessed through orchestral literatures. This group performs at school concerts and at area festivals. Students are expected to maintain a practice schedule outside of class. This course may be repeated for credit.

**Vocal Jazz Ensemble - MUS471/MUS472**
2 semesters/1.0 credit - Grade 9, 10, 11, 12

**CADR**

*Prerequisite*
Audition required. Concurrent enrollment in Concert Choir preferred.

*Course Fees*
Expense for concert uniform (rental possibility)

*Requirements*
Attendance at all public performances. This class meets before school

*Graduation Content Requirement*
Fine Arts

*Course Description*
Auditions are held the first week of school each year. Although auditions are open to all students, priority is given to students currently enrolled in choir, band, or orchestra. This course is designed for advanced music literacy in the jazz style of music. This ensemble typically requires more outside performances than Concert Choir. This course may be repeated for credit.

**Music Vocal**

**Chorus 1 - MUS411/MUS412**
2 Semesters/1.0 credit - Grade 9, 10, 11, 12

**CADR**

*Prerequisite*
None

*Course Fees*
Expense for concert uniform (rental possibility)

*Requirements*
Attendance at all public performances.

*Graduation Content Requirement*
Fine Arts

*Course Description*
This course is designed for beginning to intermediate music literacy in vocal music. Emphasis is on tonal production, posture, breath support, intonation, and ensemble unity, while gaining a basic understanding of music reading and theory. Performance literature includes but is not limited to sacred, folk, pop, and patriotic, depending on the season, audience, and ensemble readiness. This course may be repeated for credit.
Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.** Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- **NCAA Division I will require 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- **Be sure** to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- The **Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>16 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English.</td>
<td></td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>4 years of additional courses (from any area above; foreign language or comparative religion/philosophy).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVISION II</th>
<th>14 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years of English.</td>
<td></td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>2 years of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>3 years of additional courses (from any area above; foreign language or comparative religion/philosophy).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVISION II</th>
<th>16 Core Courses (2013 and After)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years of English.</td>
<td></td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>3 years of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>4 years of additional courses (from any area above; foreign language or comparative religion/philosophy).</td>
<td></td>
</tr>
</tbody>
</table>
Credit Requirements at a Glance
Classes of 2020 and Beyond

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0^</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0*</td>
</tr>
<tr>
<td>World Language (same language)</td>
<td>2.0^^^</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Arts</td>
<td>2.0^^^</td>
</tr>
<tr>
<td>Physical Education (P.E.)</td>
<td>1.5^^</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>Occupational/Career &amp; Technical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.0</strong></td>
</tr>
</tbody>
</table>

^ 2.0 lab science, 1.0 non-lab science

* Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student’s interests and high school and beyond plan.

^^ A student may request to be excused from P.E. under certain conditions, per state law and district policy.

^^^ Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student’s interests and High School and Beyond Plan, that may include Career & Technical Education, and are intended to provide a focus for the student’s learning.

Students must fulfill the graduation requirements that are in place when they first enter ninth grade, unless the state legislature votes to reduce those requirements. The requirements will not increase once a student has started ninth grade. The requirements do not change even if the student’s graduation year changes.

**Students must fulfill the following three requirements for graduation:**

1. **Earn High School Credits as shown in the table to the left**
   Students must earn at least 24 credits to graduate.

2. **Complete a High School and Beyond Plan**
   To graduate, all students must develop a High School and Beyond Plan specifying how they will meet high school graduation requirements and what they will do following high school. Students begin their plan in eighth grade and revise it each year as they progress through middle and high school. The High School and Beyond Plan should include the classes needed to prepare for a postsecondary pathway, such as a two-year or four-year college, technical college, apprenticeship program, certificate program, the workforce or military training.

3. **Meet the requirements of at least one graduation pathway option* in English Language Arts and Mathematics:**
   - Meet standard on the Smarter Balanced Assessment
   - Complete and qualify for credit in related dual credit course
   - Earn credit in high school transition course (Bridge to College)
   - Earn C+ in related Advanced Placement or Cambridge course or 3 or higher on AP exam or E on Cambridge exam
   - Meet State Board cut scores on SAT or ACT
   - Meet any combination for ELA and math described above
   - Meet standard on Armed Services Vocational Aptitude Battery
   - Complete a sequence of CTE courses relevant to student’s postsecondary pathway

For more information about graduation requirements, go to: www.lwsd.org > Schools > High Schools > High School Guide.

*Subject to LWSD Board of Education approval
Advanced Placement (AP®) Courses and Exams

Purpose of Advanced Placement
Advanced Placement (AP) is a nationwide program that is designed to prepare secondary students for higher education. AP classes provide rigorous, college-level curriculum in various subjects and the opportunity to earn college credits or advanced college standing. The AP program is made possible by the close cooperation of secondary schools, colleges, and the College Board. AP classes are open to all high school students in Lake Washington School District (LWSD).

The AP experience
Taking AP classes in high school helps students prepare for the college-level work load. Students learn to:
- Develop effective study habits
- Improve writing skills
- Sharpen critical thinking skills
AP also teaches discipline and helps students grow and mature academically. Students report that they enjoy the challenge of the AP program. High school faculty report that AP courses greatly enhance student confidence and academic interest. College faculty find that AP students are far better prepared for serious academic work.

Receiving college credit for AP through AP exams
Students who meet all performance standards on AP exams may be eligible to receive college credit. Colleges determine if credit or advanced standing is granted based on their institutional policies. Most colleges and universities world-wide recognize AP achievements and grant credit.

Graduation pathways requirement
Students have the opportunity to meet the graduation pathway requirement by earning a C+ in an identified AP or Cambridge course or scoring 3 or higher on the AP exam. To see all math and ELA courses that apply, go to www.lwsd.org > Programs and Services > Accelerated Programs > High School Highly Capable Program Services and then click on Advanced Placement and scroll down to “Graduation pathways requirement.”

NOTE: AP courses that meet this requirement are indicated throughout the catalog with “#” before the course title.

More information about AP
Students should contact the school to learn more about AP courses offered at that school and how to enroll. AP courses and descriptions are also listed in the school’s course catalogue, which is often posted on the school website. For general information about AP courses and exams, visit College Board.

Career and Technical Education (CTE)
Career and Technical Education (CTE) is hands-on, career-connected learning that prepares students to be college, career and future ready! CTE courses integrate 21st century skills, professional and technical skills, and core academic knowledge. Some CTE courses provide the opportunity to earn college credit or industry certification.

Career and Technical Education (CTE) Classes
Two semesters of CTE courses are required for graduation. Many AP offerings are also available through CTE, and some CTE courses allow students to earn college credit through CTE Dual Credit.

CTE Dual Credit Courses
Through a partnership with community and technical colleges in the state, certain CTE courses provide students with the opportunity to earn both high school and college credit for the course, if students complete the course with a grade of “B” or better. If a course qualifies for CTE Dual Credit, it will be noted in the course description, or teachers will provide students with information about how to register for CTE Dual Credit.

Note: Students must register and pay a $50 fee (fee covers all CTE Dual Credit Courses) through the Pacific Northwest College Credit Consortium to be awarded college credit.

CTE Equivalency/“Two-for-One” Courses
Some CTE courses help students meet core academic graduation requirements. If a CTE course is determined to be fully equivalent with academic standards of the core requirement, it can be recorded on a student’s transcript using equivalent academic high school designation and title. If a CTE course has designated equivalency, credit for one of the courses will be placed on the student’s transcript. Students generally choose which course they want placed on the transcript, and this choice is driven by their High School and Beyond Plan. The second course, which is not placed on the transcript, may be “checked off” as a “met requirement” by local counseling staff. Which course is put on the transcript and which one is “checked off” is determined by the student, based on their post high school goals as outlined in the High School and Beyond Plan.

The CTE Equivalency/“Two-for-One” policy does not change the total number of credits the student needs to graduate.
WANIC Skill Center Programs (https://wanic.lwsd.org/)

WANIC Skill Center offers high quality tuition-free Career and Technical Education (CTE) classes for high school juniors and seniors. These year-long, advanced-level CTE programs are based on rigorous academic and industry standards preparing students for career and college readiness. WANIC programs offer dual credit opportunities (high school and college credit) and/or lead to industry certifications. Programs are designed in three period blocks which allows extended learning time and authentic hands-on lab experience. Skill Center Classes are offered at many local high schools in our area, DigiPen Institute of Technology and Lake Washington Institute of Technology.

All classes are offered during the regular school day, while some are also offered after the school day. Students attend their home high school for part or all of their day and attend WANIC Skill Center programs in a different location for the remainder of the day.

**WANIC program offerings:**
- Automotive Technology (Bellevue HS, Bothell HS, WANIC)*
- Cisco Networking (Newport HS)*
- Culinary Arts (Newport HS)*
- Dental Careers (WANIC)
- DigiPen Art & Animation (DigiPen)*
- DigiPen Music & Sound Design (DigiPen)
- DigiPen Video Game Programming (DigiPen)*
- Fire & EMS (WANIC)*
- Health Science Careers – Nursing (WANIC, Sammamish HS, Woodinville HS)
- Medical Careers (WANIC)
- Sports Medicine (Issaquah HS)

*Two-year program available

### High School Credit for Courses Taken in Middle School

Middle school students who complete a high school course in the 2019-20 school year and beyond, with a passing grade, before attending high school, will automatically be given high school credit. This credit will be applied to fulfilling high school graduation requirements and recorded on the student’s high school transcript.*

A student and the student’s parent or guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school on the high school transcript, or if they want to request that credit be transcribed with a non-numerical grade. A non-numerical grade is not included in the student’s grade point average calculation.

High school courses taken in middle school are those that exceed the requirements for seventh and eighth grade classes. They also qualify for high school credit because they are similar or equivalent to a course offered at a high school in the district.

- High School level math courses in district middle schools include Algebra I and Geometry.
- High School level world language courses in district middle schools include World Language I taken in 8th grade (for example, Spanish I, Japanese I, etc.). Students cannot earn high school credit by taking exploratory middle school language courses that do not meet Year 1 World Language standards.

*The automatic application of high school credit earned in middle school to the transcript is a result of new graduation requirements legislation (House Bill 1599).

### CADR Courses

**CADR courses meet new college admission requirements**

Since 2008, ninth graders who are planning to seek admission to public four-year colleges and universities in Washington are required to take courses to meet the state’s minimum College Admission Distribution Requirements (CADR). Courses that meet college admission requirements are marked “CADR” throughout the course catalog. Please see pages A7-A8 for more information about college admission standards and CADR courses.
LWSD Online Courses

The Lake Washington School District offers two online courses - Washington State History and Health. Students may enroll in these district online courses if they meet one of the following criteria:

- The course is not offered at their school or
- The student is unable to fit the course into their regular seven-period schedule.

These online courses meet both district and state standards as well as maintain the high standards for content and rigor that are available in all LWSD classes. Students access the online class through an internet-connected computer. Coursework and online instruction may occur outside of the school day. Sections of available classes will be offered based upon spring student enrollment requests. Students who select online classes will need to meet with their school counselor in the spring to discuss class availability as well as to determine whether online learning is right for them. **Online courses taken as an 8th course incur a cost. The cost matches summer school rates.**

Courses

- **Online Washington History**

  Online Washington History is a .5 credit class that provides the knowledge and awareness of the geography, native inhabitants, early settlers, and the forces that drove modernization and statehood. Students will also study Washington’s emergence as a force for economic development and international trade. This class meets the Washington State History graduation requirement.

- **Online Health**

  Online Health is a comprehensive .5 credit health course that provides students with essential knowledge and decision making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health. This class meets the Health graduation requirement.

Physical Education Credit Options

To earn a high school diploma, students must earn two health and fitness credits. 1.5 credits represent the fitness portion of the requirement, and are met by course work in physical education. The other .5 credit is met by taking a health course. Lake Washington School District recognizes the importance of the development of healthy habits that include physical fitness and emotional well-being and provides a variety of classes to fulfill the 1.5 credit fitness requirement. A full list of health and P.E. classes being offered is available on each school’s website.

There may be special circumstances where a student may have an alternative option to meet this requirement. These alternative options are available beginning in the students 11th grade school year.

- **Fitness Knowledge Assessment**

  The Fitness Knowledge Assessment will be offered to students beginning in the students’ 11th grade school year. Students will have six opportunities to take the assessment before their graduation date.

- **Fitness Plan**

  The Fitness Plan will be offered to students beginning in the students’ 11th grade school year. Students choosing the Fitness Plan option will complete a substantial written assignment that covers similar content as the Fitness Knowledge Assessment.


Running Start

Seniors and juniors who qualify may enroll in college level courses at local participating community and technical colleges. The courses taken will earn high school credit and college credit at some state colleges and universities. The Lake Washington School District pays the college tuition for a specified number of credits taken. Students are responsible for all fees, books, and transportation. Students interested in Running Start must:

- Consult their counselors for application instruction and program approval.
- Take an assessment in literacy and mathematics at the community or technical college, scheduled by the student.
- Have junior or senior standing in high school before taking courses through Running Start. For juniors in the Lake Washington School District, this includes completion of 10th grade required course sequence, and meeting state test graduation requirements as outlined on page A1 of this guide. For seniors this includes satisfactory completion of 11th grade course sequences.
- Meet all LWSD graduation requirements through course work or through Running Start classes.

In addition, students may be required to attend high school classes for the purpose of completing high school graduation requirements. Students must be in contact with their Running Start Graduation Coordinator.

Students who do not qualify for junior or senior status will not be approved for entry to Running Start and their tuition fees will not be paid by the school district. Parents and students will be responsible for course fees in the case that students attend community college without adequate standing or approval as determined by counselor or administrator. To begin Running Start in a fall quarter, students must apply in the previous March.

Updated 12/10/2019 | A4
Seven Period Schedule
As part of their four-year program of study, all students are expected to register for and take seven credit bearing courses each semester. A senior who is on track to satisfy all credit requirements for graduation may complete an application for Early Dismissal or Late Arrival. Requests for a class schedule with less than seven credit bearing courses will be reviewed with extenuating considerations in mind, which may include but are not limited to the following:

- Employment
- Medical need with documentation
- Educational opportunities outside the school/district consistent with the student’s High School and Beyond Plan.

A class schedule with less than seven credit bearing courses will only allow for a late arrival or early dismissal. It is necessary to gain approval from the student’s counselor and parents for late arrival or early dismissal and have a copy of the approval on file in the counseling office.

Tesla STEM School Signature Programs
Every high school in the district offers “Signature Courses” and/or “Signature Programs.”

- A Signature Course is a 1 period class where students earn 1 credit.
- A Signature Program is a 2-3 period block of classes where students earn 2-3 credits.

Students enrolled in Signature Courses or Signature Programs:

- Earn academic credit required for graduation (1-3 credits);
- Learn through a thematic, interdisciplinary curriculum connected to a career pathway;
- Engage in problem-based learning and industry-based projects; and,
- Learn from both teachers and professionals in the field through community and business-based partnerships.

The TESLA STEM High School Signature programs available to 11th graders are:

- Environmental Engineering and Sustainable Design
- Forensics/Psychology

The TESLA STEM High School Signature programs available to 12th graders are:

- Biomedical Engineering
- Advanced Physics/Global Engineering

Due to student capacity and space limitations, there are a limited number of openings in each of the school’s Signature Programs for eleventh and twelfth grade students who attend one of the district’s comprehensive high schools. If more students apply for each lab than space is available, selection will be done through a lottery process. Students chosen through the lottery must work with their home school counselor to ensure that attendance in the TESLA STEM Signature Program of their choice fits within their plan to meet district high school graduation requirements. These students will continue to attend courses in their home high school in the other three periods when they are not attending the TESLA STEM High School Signature Program, and/or complete other courses through Running Start. Students are responsible for their own transportation to and from the TESLA STEM High School.

These students will continue to attend courses in their home high school in the other three periods when they are not attending the TESLA STEM High School Signature Program, and/or complete other courses through Running Start.

Learn more about the TESLA STEM High School Signature Programs as well as the application process on the TESLA STEM High School website: tesla.lwsd.org.

World Language Credit Options
Students are required to graduate with two credits in a World Language. Students have two options if they wish to pursue an alternative to the required two World Language credits: A student may elect to pursue credit in areas other than world language if the choice is based on a career-oriented course of study identified in the student’s High School and Beyond Plan. Students also have the option of pursuing competency/proficiency credit by participating in a district-sponsored “World Language Assessment Day.” Students complete an assessment to determine language proficiency. If students demonstrate at least a Novice Mid proficiency level, they will receive a letter indicating proficiency levels and the number of high school credits earned. For more information about these options, http://www.lwsd.org/programs-and-services/curriculum-instruction/high-school-guide/graduation-requirements/world-language-credit-options.
Discover the Possibilities

CAREER & TECHNICAL EDUCATION FOR HIGH SCHOOL STUDENTS

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WASHINGTON NETWORK FOR INNOVATIVE CAREERS

WANIC Skill Center

Automotive Technology  ◆  Cisco Networking
Culinary  ◆  Dental  ◆  DigiPen Art & Animation
DigiPen Music & Sound Design  ◆  DigiPen Video Game Programming
Fire & EMS  ◆  Foundations of Manufacturing
Health Science Careers (Nursing)  ◆  Medical Careers  ◆  Sports Medicine

Contact us: wanic@lwsd.org  425.739.8400

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal served by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 16250 NE 74th Street, Redmond, Washington, 98052, (425) 936-1266.
Overview of Minimum College Admission Standards
Revised 09/2014

The Washington Student Achievement Council Sets Minimum Standards
The Washington Student Achievement Council (WSAC) has responsibility to: establish minimum admission standards for four-year institutions, including a requirement that coursework in American Sign Language or an American Indian Language, shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement. (RCW 28B.77.020, Section 7.a)

Freshmen Admission Policy
This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, and students who enter college with fewer than 40 credits of college-level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school, must meet minimum college admission standards:

• 2.0 Minimum GPA
• Official SAT/ACT test scores sent directly to the college or university (Fee waivers for these tests are available – consult with your high school counselor).
• CADRs – (College Academic Distribution Requirements)

College Academic Distribution Requirements (CADR)
CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

CADRs guide students to take high school courses which will prepare them for college-level coursework. High school courses meeting CADRs are determined by the school district and are noted on the student's transcript with a “B” designation.

CADRs are not the same as high school graduation requirements, which are determined by the SBE and local school districts.

Students who plan to attend a four-year college or university should be aware of both their high school graduation requirements and the CADRs.

Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution.

Students should obtain admission information directly from the institution they wish to attend.

Holistic Review of Applications for Admission
Currently, each of the public baccalaureate institutions employs a holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access, and may include a review of many factors beyond GPA, SAT/ACT scores and completion of CADRs, which indicate evidence of the student's preparedness for college.

In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.

Further Details
K-12 and college personnel who advise students on admission to public four-year colleges and universities should review the detailed version of the College Academic Distribution Requirements at: http://www.wsac.wa.gov/college-admissions

Relevant Legislation
RCW 28A.230.097 (AP computer science)
RCW 28B.77.020 (setting admissions standards)
WAC 392.415.070 (designating CADRs on high school transcripts)

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

WSAC Document-Revised 09/2014
continued on next page
### Overview of Minimum College Admission Standards

#### Revised 09/2014

**For students entering four-year colleges or universities**

**College Academic Distribution Requirements (CADRs) Coursework** (See details at [http://www.wsac.wa.gov/college-admissions](http://www.wsac.wa.gov/college-admissions))

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

Students who take college-level coursework and complete 5 quarter credits or 3 semester credits, will have earned the equivalent of one CADR credit. In addition, pre-college courses in English and math may be equivalent to CADR courses, provided they are designed to meet the same learning outcomes as the high school courses for which they substitute.

Students may meet high school requirements with courses taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the courses are included on the high school transcript as high school-level courses.

*Previous minimum college admissions standards used the term ‘year’ to designate completion of what is now referred to as ‘one credit’ of high school coursework. The use of ‘credit’ recognizes that school districts may use alternative or block scheduling that permits students to earn a full credit in a given subject area in less than an academic year.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I &amp; Geometry or Integrated Math I and II). <em>Note:</em> Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).</td>
</tr>
<tr>
<td><strong>Senior Year Math-Based Quantitative Course:</strong></td>
<td>During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; by completing a math-based quantitative course like statistics, applied math, appropriate career and technical courses, a senior year AP Computer Science course, or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below. <em>Note:</em> The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math. <em>Exception:</em> Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 credits of laboratory science are required for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. <em>Note:</em> Western Washington University specifies that one credit must be an algebra-based chemistry or physics course.</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>2 credits must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. <em>Note:</em> A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>1 credit of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture. <em>Note:</em> The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts. The other half may be in the arts or in an academic elective.</td>
</tr>
</tbody>
</table>

*Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.*
### Courses

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<tr>
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<td>English 9</td>
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<td>English 10</td>
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<tr>
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<tr>
<td>AP Calculus BC</td>
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<tr>
<td>AP Computer Science Principles</td>
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<tr>
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<tr>
<td>Biotechnology</td>
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<tr>
<td>Chemistry in the Earth System/Honors</td>
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<td>Earth and Space Science</td>
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<tr>
<td>Engineering and Computer Science</td>
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<tr>
<td>Food Science</td>
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<td>Material Science I</td>
<td>9, 10, 11, 12</td>
<td>Science/Occupational</td>
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<td>Material Science II</td>
<td>10, 11, 12</td>
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<td>Anatomy and Physiology/STEM Global Health B</td>
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<tr>
<td>English/STEM Global Health B</td>
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<td>STEM Workplace Experience</td>
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<tr>
<td>AP United States Government and Politics</td>
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<td>AP United States History</td>
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<tr>
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<tr>
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<td>Ceramics/Pottery II</td>
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CONTACT information

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