

Davenport High School



Curriculum Guide

2017-2018

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Mission Statement

The Davenport School District, in collaboration with parents/guardians and the community, will provide a caring, safe and stimulating environment that empowers students to persevere and become contributing members and problem solvers in our diverse and ever-changing world.

General Information

This catalogue provides information about all courses offered at Davenport High School. We hope this catalogue will answer your questions as you decide which high school courses to register for next year. It is important that you talk with your counselor, teachers, and parents before you choose your classes to ensure that you keep on track with credits and requirements needed for graduation and college admissions.

Advanced Placement (AP) Program

AP courses are rigorous, college-level classes in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize. AP classes include frequent homework and involve extensive reading. Students in AP courses may earn college credit or advanced placement if they perform well on the national AP tests. Ask your teachers or counselor for assistance in selecting courses that will best prepare you for success.

College in the High School Program

College in the High School (CHS) is an opportunity for students to be concurrently enrolled in high school and college and to earn high school and college credit in the same course offered on the high school campus. High school students enrolled in CHS are officially enrolled in the college or university and must meet college specific course requirements and pre-requisites. In partnership with Central Washington and Eastern Washington Universities, we are pleased to offer several CHS courses, often taught concurrently with our AP offerings. Ask your teachers or counselor for assistance in selecting courses that will best prepare you for success.

College and Post-Secondary Requirements

Requirements for entrance to four-year colleges vary and may change annually. Davenport School District graduation requirements prepare students for many post-secondary pathways, but students are strongly encouraged to research their goal institutions for the most current and accurate information. Please ask your college advisor or counselor for help in checking requirements for specific post-secondary institutions. See Appendix A for Washington State's College Academic Distribution Requirements (CADRs).

DAVENPORT SCHOOL DISTRICT

GRADUATION REQUIREMENTS

In compliance with WAC 180-51-060 and RCW 28A.230.130 and to provide Davenport High School graduates a solid basic preparation for post-secondary choices, the Davenport School District Board of Directors has established district minimum requirements for receiving a graduation diploma from Davenport High School. In addition to the credits listed below, the requirements are adjusted as needed to be in compliance with state standards for graduation requirements.

Required Courses and Credits

<u>Subject</u>	<u>Davenport Minimum Credit Requirements</u>
<u>English</u>	4 credits (4 yrs.)
<u>Mathematics</u>	3 credits (3 yrs.) State may require more. See below.
<u>Laboratory Science</u>	1 credit (1 yr.)
<u>Regular Science</u>	2 credits (2 yrs.)
<u>Social Studies</u>	3 credits (3 yrs.)
US History	1 credit (1 yr.)
Washington State .5 credit	(1/2 yr.)
World Geography	.5 credit (1/2 yr.)
CWP	.5 credit (1/2 yr.)
Adv. Government	.5 credit (1/2 yr.)
<u>Career and Tech Ed.</u>	2 credit (2 yrs.)
Computers/Careers	1 credit (1 yr.)
CTE Elective	1 credit (1 yr.)
<u>Physical Education</u>	2 credits (2 yrs.)
<u>Fine Arts</u>	1 credit (1 yr.)
<u>General Electives</u>	9 credits (18 semesters)
Culminating Project	.5 credit (1/2 yr.) (Senior Elective Requirement)

Additional Requirements Needed to Graduate from Davenport School District

1. **Earn a CAA** by successfully passing the state exam in mathematics, ELA, and science **or be eligible to receive a diploma by:**
 - a. Passing ELA, Math, and Science exams **or by**
 - b. Passing ELA, Math, and Science through state approved Alternative Assessments
2. Satisfactorily pass all required credits in the core classes – English, Mathematics, Science, and Social Studies.
3. Satisfactorily pass State and District required credits in PE, Fine Arts, and Career and Technical Education.
4. Complete and a **High School and Beyond Plan.**
5. Complete and present a **Culminating Project with Portfolio.**

Course Requirement by Grade Level for Typical Progression

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English 9	English 10	English 11	English 12
WSH/Wld Geog.	Biology	US History	CWP/Adv Gov
Mathematics	Mathematics	Mathematics	Cul Proj/Comp Lab
Physical Science	Vocational Class	Science	Elective
PE	PE	Elective	Elective
Fine Arts	Elective	Elective	Elective
Computers/Careers	Elective	Elective	Elective

English

COURSE TITLE: English 9

DEPARTMENT: English, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This course includes all the learning targets suggested by Common Core for 9th grade English and are aligned with the Davenport Essential Standards. Goals require active learning by the student. Focus for these targets include reading and writing strategies for both literary and nonfiction genres including literary elements, world of ideas, author's craft, world classics and research. Lastly, preparation for the Smarter Balance Assessment is supported for upper grades through skills emphasis and practice.

- Literary Elements uses both literary and informational text and focuses include plot, setting, mood, character development and narrative devices including point of view, narrator, foreshadowing and flashback.
- World of ideas includes themes, symbols, author's purpose and perspective and various persuasive techniques including argument and rhetorical devices.
- Author's craft is comprised of poetry, sound devices, imagery and informative analysis of poems and author's style and voice. Historical and cultural influences, as well as informative and cause-and-effect writing techniques are targets covered.
- World classics are introduced through Greek tragedy and Shakespearean drama and focused is on language and characterization.

COURSE TITLE: English 10

DEPARTMENT: English, 1 credit

PREREQUISITE: English 9

COURSE DESCRIPTION: This course includes all the learning targets suggested by Common Core for 10th grade English and are aligned with the Davenport Essential Standards and these goals require active learning by the student. Focus for these targets include reading and writing strategies for both literary and nonfiction genres including literary elements, world of ideas, author's craft, world classics and research. Lastly, preparation for the Smarter Balance Assessment is woven throughout all components.

- Literary Elements uses on both literary and informational text and focus includes plot, setting, mood as well as character development and narrative devices including point of view, narrator, foreshadowing and flashback.
- World of ideas includes themes, symbols, author's purpose and perspective and various persuasive techniques including argument and rhetorical devices.

- Author’s craft comprises of poetry, sound devices, imagery and informative analysis of poems and author’s style and voice. Historical and cultural influences, as well as informative and cause-and-effect writing techniques are targets covered.
- World classics are introduced through Greek tragedy, medieval romance and Shakespearean drama and focus is on characterization.
- Research is focused on investigation and discovery.
- RTI is used (at semester) to prepare 10th graders for the SBA and End of Course Biology exams. The 10th graders are divided into 3 groups—reading, writing and biology. They are rotated every 2 weeks. This time and planned lessons help our students become “test familiar” and gain a better understanding of what will be required on these mandated state assessments.

COURSE TITLE: English 11

DEPARTMENT: English, 1 credit

PREREQUISITE: English 10

COURSE DESCRIPTION: Students will read a variety of novels, short stories, nonfiction selections, and poems focused on American Literature from the time of exploration through modern day literature. The course focus will be on developing and practicing fiction and non-fiction reading skills and analyzing literary devices (plot and conflict, character development, irony, figurative language, etc.). There also will be a strong emphasis on the analysis of rhetoric in the reading selections. To develop writing skills, students will complete a variety of pieces, including argumentative, expository and research writing. Students will work to increase vocabulary, spelling, and grammar skills. Students will be prepared for the Smarter Balanced Assessment (SBA), MAP (Measurement of Academic Performance), future English courses, and other reading/writing/communication demands in other courses or in the work place.

COURSE TITLE: AP Language and Composition and English 101: Composition I, Critical Reading and Responding through Central Washington University College in the Classroom

DEPARTMENT: English, 1 credit

PREREQUISITE: English 10

COURSE DESCRIPTION: This course combines the learning targets of both AP English Language Comp. and English 101 in order to provide opportunities to learn, practice and master the skills outlined by both The AP College Board and Central Washington University. In short, students will work to become more effective and reflective readers and writers. We will accomplish this through a variety of reading and writing tasks that will REQUIRE active learning and participation. This is a college-level course, so students must be prepared to demonstrate sustained effort and focus through learning activities which increase in rigor, but will lead to college-level benefits.

AP Course Learning Targets:

We will spend this school year working to develop your skills and knowledge in the following areas:

1. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
2. Apply effective strategies and techniques in your own writing, such as the following:
 - A wide-ranging vocabulary used appropriately and effectively
 - A variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - A balance of generalization and specific illustrative detail
 - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
3. Create and sustain arguments based on readings, research and/or personal experience;
4. Write for a variety of purposes;
5. Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
6. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in your own writings;
7. Demonstrate understanding of the conventions of citing primary and secondary sources;
8. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
9. Write thoughtfully about your own process of composition;
10. Revise a work to make it suitable for a different audience;
11. Analyze image as text; and
12. Evaluate and incorporate reference documents into researched papers

English 101 Course Learning Targets:

1. Read critically (distinguish central ideas from evidence and identify the author's purpose, assumptions, and attitudes);
2. Summarize advanced-level material accurately (represent and document content; reflect the source text's purpose, tone, and structure; address all key ideas while excluding unnecessary details);
3. Read responsively, use prior knowledge and experience to identify questions at issue and recognize bias in texts;
4. Respond in writing to advanced-level material (represent the author's position and assertions, identify a question at issue for both the author and the student, and focus comments on that question);
5. Identify and synthesize additional responses to questions at issue and/or to various perspectives on a topic or solution of a problem;
6. Draw reasonable conclusions from information found in various sources (whether written, oral, tabular, or graphic) and integrate those conclusions in the development of written projects; and
7. Craft prose that conforms to the expectations of an academic audience

COURSE TITLE: Bridge to College English

DEPARTMENT: English, 1 credit

PREREQUISITE: English 11 or AP Language and Composition

COURSE DESCRIPTION: Bridge to College is an English course offered in schools across the State with the goal of preparing students for the demands of college level writing. Through non-fiction and fiction, students study rhetoric and communication.

Students who complete a college readiness/transition course in English Language Arts should be able to:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS.RL & RI¹.1²)
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.RL & RI.2)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.W.5)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.W.4)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.1)
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.SL.1)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCSS.RL & RI.8)
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.W.1)
- Develop academic/analytical essays that are focused on a central idea and effectively organized. (CCSS.W.2)

In the context of addressing these essential standards, the Bridge to College English course will require that students exhibit the following habits of mind:

- They become self-directed learners who can engage in academic tasks independently.*
- They demonstrate “grit” and persistence during academic tasks.
- They demonstrate metacognitive awareness.
- They respond to the varying demands of audience, task, purpose, and discipline.*

¹ The codes reference specific Common Core State Standards (e.g., RL= “Reading: Literature”); see <http://www.corestandards.org/ELA-Literacy/> for more details.

- They comprehend as well as critique.*

If a student scored a 2 on the SBA exam, but earns in a B in this course, they are not required to take the Compass entrance exam at the many community colleges in Washington.

COURSE TITLE: AP Literature and Composition and English 105: The Literary Imagination, An Introduction to Literature through Central Washington University College in the Classroom

DEPARTMENT: English, 1 credit

PREREQUISITE: English 11 or AP Language and Composition

COURSE DESCRIPTION: This course combines the learning targets of both AP English Literature and Composition and English 105 in order to provide opportunities to learn, to practice and to master the skills outlined by both the AP College Board and Central Washington University. In short, students will work to become more effective and reflective readers and writers and develop an appreciation for the craft of writing through exposure to short stories, poetry, novels, and plays from a variety of time periods and from around the world. We will accomplish this through a variety of reading and writing tasks that will REQUIRE active learning and participation. This is a college-level course, so students must be prepared to demonstrate sustained effort and focus through learning activities which increase in rigor, but will lead to college-level benefits.

AP Course Learning Targets:

We will spend this school year working to develop skills and knowledge in the following areas:

1. Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
2. Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
3. Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
4. Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
5. Revising their work to develop
 - a. a wide-ranging vocabulary used appropriately and effectively;
 - b. a variety of sentence structures, including appropriate use of subordination and coordination;
 - c. a logical organization, enhanced by techniques such as repetition, transitions, and emphasis;

- d. a balance of generalization and specific, illustrative detail;
- e. an effective use of rhetoric, including tone, voice, diction, and sentence structure.

English 105 Course Learning Targets:

We will also spend this school year working to develop skills and knowledge in the following area:

1. Reading a variety of literature to explore the human experience as it is imagined, interpreted, and made significant in the poetry, prose, fiction, and drama of the major writers of the world

History

COURSE TITLE: Current World Problems/Civics

DEPARTMENT: History, 1 credit

PREREQUISITE: US History

COURSE DESCRIPTION: The goals of CWP/Civics will be to understand, explain, and demonstrate the themes and events from the Vietnam War to the present. These themes and events begin with the background of the Vietnam War and conclude with current issues in the United States and the world. Students will also gain a greater understanding of the way government works. Students will explore citizenship, government, the Constitution, political parties, and elections throughout the year. The Constitution and the parts and responsibilities of the federal government will be of specific focus. CWP and Civics will not be separated, rather we will weave them together and understand how each is affected by the other and end up affecting us. Demonstration of understanding will be provided in many ways. Students will demonstrate learning through tests, quizzes, presentations, research projects, on-line activities, discussions, role-playing games, art, etc.

COURSE TITLE: AP Comparative Government and Politics and Government 203:
Introduction to Comparative Politics through Eastern Washington University College in the Classroom

DEPARTMENT: History, 1 credit

PREREQUISITE: AP US History or US History

COURSE DESCRIPTION: The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of settings. The course aims to illustrate the diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Comparison of political systems produces useful knowledge about the policies

countries have effectively initiated to address problems, or indeed, what they have done to make things worse. Comparison ultimately assists in explanation in relation to political as well as social science questions and analysis.

In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in this course. The addition of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

Goals

Students successfully completing this course will:

- Know important facts pertaining to the government and political systems of China, Great Britain, Iran, Mexico, Nigeria, and Russia
- Understand major comparative political concepts, themes, and generalizations
- Understand typical patterns of political processes and behavior and their consequences
- Be able to compare and contrast political institutions and processes across countries and to derive generalizations
- Be able to analyze and interpret basic data relevant to comparative government and politics

COURSE TITLE: AP United States History and History 110: The American Experience through Eastern Washington University College in the Classroom

DEPARTMENT: History, 1 credit

COURSE DESCRIPTION: Advanced Placement U.S. History is a rigorous, college-level survey course covering the pre-Columbian period to the present. This course is based on copious amounts of reading, writing, and discussion. A willingness to devote considerable time to homework and study is imperative. Students may earn college credit by earning a 3, 4, or 5 on the Advanced Placement exam, or through EWU's College in the High School program.

Advanced Placement Learning Targets

AP targets or areas of emphasis include:

1. A chronological and thematic approach to U.S. history:
 - Identity
 - Work, People, and Technology
 - Peopling
 - Politics and Power
 - America in the World

- Environment and Geography
 - Ideas, Beliefs, and Culture
2. The cultivation of historical thinking and writing skills based on:
 - Causation
 - Continuity and change
 - Contextualization
 - Comparison
 - Argumentation and evidence
 - Interpretation and synthesis
 3. To prepare for and pass the AP U.S. History exam in May.

History 110 Learning Targets

EWU History goals:

1. Introduce students to the important themes of American history from European-Amerindian contact to the present.
2. Acquaint students with the political, military, diplomatic, economic, social, environmental, cultural, geographical, and intellectual forces that have shaped our nation.

COURSE TITLE: US History

DEPARTMENT: History, 1 credit

PREREQUISITE: World History or World Geography/Washington State History

COURSE DESCRIPTION: The goals of US History will be to demonstrate understanding in the events from the Civil War through the Vietnam War. Students will also gain a greater understanding of how the United States developed from a young, fractured country into a world leader with all that goes along with that title. Demonstration of understanding will be provided in many ways. Students will study different themes throughout United State history such as Imperialism, Progressivism, Cultural Development, The Roaring '20s, Reconstruction, Post-War Growth, etc. Students will demonstrate learning through tests, quizzes, presentations, research projects, on-line activities, discussions, role-playing games, art, etc.

COURSE TITLE: World History

DEPARTMENT: History, 1 credit

PREREQUISITE: World Geography/Washington State History

COURSE DESCRIPTION: The goal of World History will be to demonstrate understanding in a small, selective places and times throughout history. The themes that students will study are; Imperialism, The Birth of Nations, Globalization, Religion and its Effect on Empires and People, etc. Students will demonstrate their understanding through tests, quizzes, presentations, document-based questions (DBQs), online assignments and presentations, discussions, role-playing games, art, etc.

COURSE TITLE: World Geography/ Washington State History

DEPARTMENT: History, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: The goal of World Geography will be to connect the development of geology, landforms, civilization, and culture. Students will journey throughout the world and learn about the geography of an area, its peoples (current and historic), and how a people's culture is derived from a multitude of factors. Students will demonstrate understanding of these connections through a variety of ways; tests, quizzes, presentations, online assignments, research projects, discussions, role-playing games, art, etc.

Mathematics

COURSE TITLE: Algebra I

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Write and graph linear, quadratic, and exponential functions and their transformations. Use and understand dimensional analysis. Write and solve systems of linear equations and inequalities both graphically and algebraically. Apply statistical analysis methods on a set of data. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations.

COURSE TITLE: Geometry

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: Algebra I

COURSE DESCRIPTION: Terms and Definition used in Euclidean Geometry (points, lines, planes, angle pair relationships, etc.). Use and understand properties of parallel and perpendicular Lines. Use and understand theorems involving congruent and similar polygons. Understand congruence in terms of rigid motion. Define trigonometric ratios and solve problems involving trigonometric ratios. Use and understand dimensional analysis.

COURSE TITLE: Algebra II

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: Algebra I, Geometry

COURSE DESCRIPTION: Topics will include:

- Behavior of polynomial, logarithmic, and radical functions
- Transformation of polynomial and logarithmic functions
- Factoring and multiplying polynomials
- Investigations involving polynomial functions
- Operations of Matrices

- Exponential growth and decay
- Probability and Statistics
- Fundamental Counting Principal
- Combinations and Permutations

COURSE TITLE: Finite Math

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: Algebra II

COURSE DESCRIPTION: This course will focus on the CCSS Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

COURSE TITLE: Pre-calculus and Math 153/154: Pre-calculus Mathematics I and II through Central Washington University College in the Classroom

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: Algebra II, strong study habits and willingness to learn

COURSE DESCRIPTION: Investigate end behavior of polynomial functions; Parametric Equations; Behavior of Polynomial, Power, and Rational Functions; Exponential, Logistic, and Logarithmic Functions, Trigonometric Functions and Identities; Applications of Trigonometry; Discrete Mathematics. Students who successfully complete Pre-Calculus may also earn credit in Math 152 and Math 153 from Central Washington University.

COURSE TITLE: AP Calculus AB and Math 172/173: Calculus I and II through Central Washington University College in the Classroom

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: Pre-Calculus

COURSE DESCRIPTION: AP Calculus is a rigorous math course that combines many of the skills that students have acquired over the years and applies them from a dynamic perspective. Students who successfully complete AP Calculus may also earn credit in Math 172 and Math 173 from Central Washington University.

Topics covered in AP Calculus will include:

Unit 2: Limits and Continuity

Rates of Change and Limits, Limits Involving Infinity, Continuity, and Rates of Change and Tangent Lines

Unit 3: Derivatives

Derivative of a Function, Differentiability, Rules for Differentiation, Velocity and other Rates of Change, Derivatives of Trigonometric Functions, Chain Rule, Implicit Differentiation, Derivatives of Inverse Trigonometric Functions, Derivatives of Exponential and Logarithmic Functions

Unit 4: Applications of Derivatives

Extreme Values of Functions, Mean Value Theorem, Connecting f' and f'' with the graph of $f(x)$, Modeling and Optimization, Linearization, Related Rates,

Unit 5: The Definite Integral

Estimating with Finite Sums, Definite Integrals, Indefinite Integrals, Fundamental Theorem of Calculus, Trapezoidal Rule

Unit 6: Differential Equations and Mathematical Modeling

Slope Fields, Antidifferentiation by Substitution, Antidifferentiation by Parts, Exponential Growth and Decay

Unit 7: Applications of Definite Integrals

Integral as Net Change, Areas in the Plane, Volumes

COURSE TITLE: Bridge to College Math (11-12)

DEPARTMENT: Mathematics, 1 credit

PREREQUISITE: Strong study habits and a willingness to learn. Every student will have the opportunity to succeed regardless of their current math skills.

COURSE DESCRIPTION: The course curriculum emphasizes modeling with mathematics and the Standards for Mathematical Practice found within Washington K-12 Mathematics Learning Standards (the Common Core State Standards, CCSS-M). Topics include building and interpreting functions (linear, quadratic & exponential), writing, solving and reasoning with equations and inequalities, and summarizing, representing, and interpreting data. The course is designed to focus on building conceptual understanding, reasoning and mathematical skills and provides students engaging mathematics that builds flexible thinking and a growth mindset. For seniors who score in Level 2 on the Smarter Balanced 11th grade assessment and are successful in this course (B or better), the *Bridge to College Mathematics* Course offers an opportunity to place into a college-level course when entering college directly after high school.

Science

COURSE TITLE: Physical Science / Ag Physical Science

DEPARTMENT: Science, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Physical Science is the backbone for the higher level science

courses (Chemistry and Physics). It is very important that the students acquire a good knowledge base that will propel them in to their college years. Learning targets include:

- Matter, its Structure and States
- Atoms and the Periodic Table
- Chemical Reactions
- Solutions, Acids, Bases, and Salts
- Motion, Forces, Work and Energy
- Heat and Temperature
- Waves, Sound and Light
- Electricity
- Magnetism

***Ag component is required for participation in FFA. Core content and learning targets are identical between sections.**

COURSE TITLE: Biology / Ag Biology

DEPARTMENT: Science, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Biology is the study of life, and the factors that influence how organisms live together on earth. Learning targets include:

- Chemistry of Life
- Cell Structure
- Photosynthesis and Cellular Respiration
- Chromosomes and Cell Reproduction
- Meiosis and Sexual Reproduction
- Heredity
- Protein Synthesis
- History of Life on Earth
- The Theory of Evolution
- Classifying Organisms
- Ecosystems
- Biological Communities
- The Environment
- Plant Growth and Development
- Plant Structure and Function
- Plant Reproduction
- Animal Structure and Function
- Animal Reproduction

***Ag component is required for participation in FFA. Core content and learning targets are identical between sections.**

COURSE TITLE: Horticulture

DEPARTMENT: CTE/Science, 1 credit

PREREQUISITE: Biology

COURSE DESCRIPTION: An introduction to the principles and practices involved in the development, production and use of horticultural crops, and the nomenclature and identification of common landscape trees and shrubs. Learning targets include:

- Introduction
- Biology of Horticulture
- Technology of Horticulture
- Industries of Horticulture
- Plant Identification.

COURSE TITLE: Chemistry

DEPARTMENT: Science, 1 credit

PREREQUISITE: Physical Science

COURSE DESCRIPTION: Chemistry is the study of matter, its structure, properties, composition, and the changes that matter undergoes. Learning targets include:

- Matter and energy
- Atoms and Moles
- The Periodic Table
- Ions and Ionic Compounds
- Covalent Compounds
- The Mole and Chemical Composition
- Chemical Equations and Reactions
- Stoichiometry
- Causes of Change
- Gasses
- Solutions
- Acids and Bases
- Reaction Rates
- Oxidation – Reduction
- Electrochemistry

COURSE TITLE: Human Anatomy

DEPARTMENT: Science, 0.5 credit

PREREQUISITE: Biology

COURSE DESCRIPTION: Human Anatomy is the study of the systems of the human body. The Students will study the eleven systems, learn their parts, and develop a basic understanding of how they work. The students will also learn about the various diseases that affect each system.

COURSE TITLE: Physics

DEPARTMENT: Science, 0.5 credit

PREREQUISITE: Physical Science

COURSE DESCRIPTION: General Physics is a hands on approach to physics. The students will study Motion, Forces, Pressures, and Electricity. The majority of this class is done in the laboratory, using toy cars, computers, or other equipment to study the various aspects of physics.

World Language

COURSE TITLE: Spanish I

DEPARTMENT: World Language, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This course includes all the learning targets suggested by Common Core for Spanish 1 and 2 are aligned with the Davenport Essential Standards and these goals require active learning by the student. Focus for these targets include conversation reading and writing strategies in order to communicate in the Spanish language.

- Vocabulary use is increased in every chapter—learning about the world around us—in order to communicate with those around us!
- Grammar and writing are skills which also increase in every chapter and are tools used to enhance the communication opportunities.
- Historical and cultural influences are also introduced in order to fully embrace the possibilities learning a world language brings.

COURSE TITLE: Spanish II

DEPARTMENT: World Language, 1 credit

PREREQUISITE: Spanish I

COURSE DESCRIPTION: This course is a continuation of the skills and concepts introduced in Spanish I, including all learning targets suggested by Common Core and aligned with the Davenport Essential Standards. Students will improve upon their reading, writing, listening and conversing skills in the Spanish language.

Visual and Performing Arts

COURSE TITLE: High School Art: Offered to Students in Grades 9 – 12

(Class is offered first to students who need their 1 year Art requirement)

DEPARTMENT: Fine Arts, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This course provides opportunities for students to extend, expand, and deepen their previous understanding of visual arts and make choices to create artwork using the elements, principles of design, and foundations of visual arts. They do this through the use of various media, genres, styles, and techniques. In addition, students continue to acquire age appropriate skills and safety practices as they learn to use media, tools, techniques, and equipment; and they continue to develop perceptual and technical art skills over the years to communicate ideas that are personally important.

FOCUS: First Semester – Art Techniques and mediums

Subjects Covered

Elements of Art & Principles of Design

Sighting and drawing techniques

Medium exploration: pencil, pen, charcoal, chalk, watercolor, oil pastel, acrylic, ceramics.

Second Semester - Self Selected Artwork and Art History

Subjects Covered

Drawing Projects

Self-Selected work for the Art Show

Impressionist, Post-Impressionist, Fantasy, Cubist, Pop Art & Muralist

COURSE TITLE: Advanced Art: Offered to Students in Grades 10, 11 & 12

DEPARTMENT: Fine Arts, 1 credit

PREREQUISITE: Must have earned an A in High School Art

COURSE DESCRIPTION: This course provides opportunities to get the students to extend, expand, and deepen their previous understanding of visual arts and make choices to create artwork using the elements, principles of design, and foundations of visual arts. They do this through the use of various media, genres, styles, and techniques. In addition, students continue to acquire advanced skills and safety practices as they learn to use media, tools, techniques, and equipment; and they continue to develop perceptual and technical art skills over the years to communicate ideas that are personally important.

FOCUS: First Semester – Review and Instruction on Art Techniques and mediums

Subjects Covered

Elements of Art & Principles of Design

Sighting and drawing techniques

Medium exploration: pencil, pen, charcoal, graphite, chalk, watercolor, oil pastel, scratch art, acrylic, ceramics.

Second Semester - Self Selected Artwork and projects

Subjects Covered

The students work independently (with the teacher serving as mentor) to express, synthesize, and present original ideas and feelings by using visual arts symbols in a variety of genres, styles and media.

COURSE TITLE: High School Band

DEPARTMENT: Fine Arts, 1 credit

PREREQUISITE: Junior High Band, or ability to play a band instrument

COURSE DESCRIPTION: This course will provide students with the opportunity to learn and perform music of concert, marching, jazz and pep band styles. Band is an elective class. When you join this class you are making a commitment to the performances and activities of our band.

Uniforms, spats, and hats will be checked out to band members for parades. Band members are responsible for their uniform's condition.

COURSE TITLE: High School Choir

DEPARTMENT: Fine Arts, 1 credit

PREREQUISITE: First semester of Musical Theatre year, by audition only.

COURSE DESCRIPTION: This music course emphasizes performance, voice building, and music reading in the context of a mixed ensemble. Class includes a study of basic music skills and works on voice production. Students also learn to recognize and utilize terminology used in choral music. Students are given the opportunity to compete in Regional Solo Small Ensemble Contest and the Bi-County Honor Chorus.

This course includes a minimum of two mandatory out-of-school performances. Alternating years the students will prepare and perform a musical during first semester. During the Musical Theatre year there will be an additional four mandatory out-of-school performances.

Health and Physical Education

COURSE TITLE: Health

DEPARTMENT: CTE, 0.5 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Health is a class designed to provide information needed to make important decisions about health, wellness, and individual lifestyle. One of the main purposes of this course is to provide an opportunity for students to learn about a wide variety of health topics and be able to make positive health decisions based on the information that is presented to them.

This course focuses on the following goals:

- Identifying and describing responsible health behaviors and attitudes.
- Identifying preventative health measures, including learning and understanding how to manage personal care, as well as how to make healthy food, exercise, and lifelong fitness choices.
- Understanding how to build healthy peer relationships, manage stress, and prevent violence.
- Analyzing the influence of family, peers, culture, media, technology, and other factors on personal health.
- Demonstrating the ability to access valid information as well as products and services to enhance health.
- Obtaining a First Aid Card through the American Heart Association by demonstrating an understanding of how to evaluate emergency situations, and how to prevent injuries by responding appropriately and safely.

COURSE TITLE: 9th Grade Physical Education

DEPARTMENT: Physical Education, 0.5 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Students will apply complex movement principles to activities. They will understand barriers to physical activity and healthy lifestyle. Students will understand how to perform activities and tasks safely and appropriately, in the school environment. They will understand safety issues outside the school environment. They will apply appropriate mental skills and strategies necessary for effective participation. They will understand the concepts of health-related fitness. They will analyze the progress of a personal fitness plan. Students will understand and apply skill-related fitness components as related to careers/occupation/recreation. They will understand relationship of nutrition to physical performance and body composition. They will analyze the effects of activity, fitness, and nutrition practices. They will judge the effectiveness of various nutritional products. They will understand the purposes of food labels in relationship to food choices. They will recognize problems associated with eating disorders. They will understand body systems and their functions. Students will understand the changes that occur during puberty. They will know hereditary factors that affect growth development and health. They will analyze the benefits of maintaining healthy/exercise/rest habits for lifelong health. They will understand the difference between communicable and non-communicable diseases. They will understand the consequences of being sexually active. Students will identify types of abuse and risky situations. They will know emergency situations and appropriate responses. Students will understand stress management. They will understand legal and illegal drug use and abuse. Students will know the difference between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help. They will analyze the validity of health information, products and services. They will negotiate conflict situations constructively. Students will use social skills to choose healthy behaviors. They will understand how emotions impact decision-making and behavior. They will investigate the health and fitness requirements for occupational/career areas of interest. Students will understand and evaluate the concepts of a health, fitness, and nutritional plan and monitoring system based on life and employment goals.

COURSE TITLE: 10th Grade Physical Education

DEPARTMENT: Physical Education, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Students will understand how to perform activities and tasks safely and appropriately. They will understand safety issues in the work environment. They will apply appropriate mental skills and strategies necessary for effective participation. Students will understand body systems and their functions. They will understand the changes that occur during puberty. They will know hereditary factors that affect growth development and health. They will analyze the benefits of maintaining healthy/exercise/rest habits for lifelong health and apply the benefits of maintaining nutrition, exercise, and rest habits to a lifetime health plan. Students will understand the difference between communicable and non-communicable diseases. They will know emergency situations and appropriate responses. They will understand stress management and know the difference between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help. They will be able to analyze the validity of health information, products, and services. In addition to being able to analyze a health and fitness problem or issue, the students will be able to negotiate conflict situations constructively and use social skills to choose healthy behaviors. They should be able to understand how emotions impact decision-making and behavior. They should also be able to investigate the health and fitness requirements for occupational/career areas of interest. Students should be able to understand and evaluate the concepts of a health, fitness, and nutrition plan and monitoring system based on life and employment goals. Students should understand the concepts of health-related fitness and analyze the progress of a personal fitness plan. Students should be able to understand and apply skill-related fitness components as related to careers/occupation/recreation. They should be able to understand relationships of nutrition to physical performance and body composition. Students should be able to understand nutritional requirements change and judge the effectiveness of various nutritional products. They also should understand the purpose of food labels in relationship to food choices and recognize problems associated with eating disorders.

COURSE TITLE: Weightlifting

DEPARTMENT: Physical Education, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: The Students will gain an understanding of how strength training can improve their overall fitness and ability to excel in physical activities, as well as aid in weight loss or weight gain depending on individual goals.

Career and Technical Education

COURSE TITLE: Accounting I

DEPARTMENT: CTE, 1 credit

PREREQUISITE: Algebra I

****Dual Credit Available! Students who earn a B or higher and pass a final exam are eligible to earn college credit for ACCT 151—College Accounting I through Spokane Community Colleges.**

COURSE DESCRIPTION: Accounting is a course for students interested in pursuing a business career or simply looking to gain experience in handling finances. Through a comprehensive instructional program designed to meet the needs of today's accounting students, the real world of accounting is brought into the classroom through this year long class.

This course focuses on the following goals:

- Students learning the accounting cycle through completing and explaining the purpose of the various steps in the accounting cycle.
- Students learning the accounting process through applying generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.
- Preparing, interpreting, and analyzing financial statements.
- Applying appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership.
- Through interpretation and use of data, use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.

COURSE TITLE: Accounting II

DEPARTMENT: CTE, 1 credit

PREREQUISITE: Accounting I

****Dual Credit Available! Students who earn a B or higher and pass a final exam are eligible to earn college credit for ACCT 152—College Accounting II through Spokane Community Colleges.**

COURSE DESCRIPTION: This year long course will take students deeper into the accounting processes they learned and used in Accounting I. Accounting is a course for students interested in pursuing a business career, or simply looking to gain experience in handling finances. Through a comprehensive instructional program designed to meet the needs of today's accounting students, the real world of accounting is brought into the classroom through this class.

This course focuses on the following goals:

- Students learning/reviewing the accounting cycle through completing and explaining the purpose of the various steps in the accounting cycle.
- Students learning/reviewing the accounting process through applying generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity
- Preparing, interpreting, and analyzing financial statements.
- Applying appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership.
- Through interpretation and use of data, use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.
- Applying accounting concepts to real-world business examples and simulations.

COURSE TITLE: Advanced Placement Computer Science Principles

DEPARTMENT: CTE, 1 credit

PREREQUISITE: Algebra 1

COURSE DESCRIPTION: AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

AP Computer Science Principles Units:

Units of study:

1. Digital information: This unit explores the technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices. Topics include: the digital representation of information - numbers, text, images, and communication protocols
2. The Internet: Students continue to work together to invent solutions and protocols to many of the problems that arise in the structure and function of the Internet. Topics include the Internet Protocol, DNS, TCP/IP, cryptography, computationally hard problems, and other security and hacking concerns.
3. Programming: Students learn the fundamentals programming constructs of JavaScript by solving problems with “turtle graphics.” Then move on to programming simple event driven apps. An emphasis is placed on enabling students to solve problems and write code in teams.
4. Data: Being able to digitally manipulate data, visualize it, identify patterns, trends and possible meanings are important practical skills that computer scientists do every day. The data rich world we live in also introduces many complex questions related to public policy, law, ethics and societal impact. Understanding where data comes from, having intuitions about what could be learned or extracted from it, and being able to use computational tools to manipulate data and communicate about it are the primary skills addressed in the unit.
5. Explore and Create: Class time devoted to preparation and execution of the AP® Performance Tasks: Explore and Create.*
6. Databases in Apps: This material includes new content which students can work through after the AP® test. The content includes skill-building levels about remote data storage and how to use App Lab's Data Tools to create data-backed apps.

***Advanced Placement exam is in May and consists of a 74 question test and a digital portfolio with two performance tasks. The units of study will prepare the students for content on the exam and completion of the performance tasks. Units include practice questions and performance tasks similar to the AP test.**

COURSE TITLE: Advanced Placement Microeconomics

DEPARTMENT: CTE: Business, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. This business related course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual

households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy.

This course will focus on the following units of study:

- Basic Economic Concepts
- The Nature and Functions of Product Markets
 - a. Supply and demand
 - b. Theory of consumer choice
 - c. Production and costs
 - d. Firm behavior and market structure
- III. Factor Markets
 - a. Derived Factor Demand
 - b. Marginal revenue product
 - c. Hiring decisions in the markets for labor and capital
 - d. Market distribution of income
- IV. Market Failure and the Role of Government
 - a. Externalities
 - b. Public goods
 - c. Public policy to promote competition
 - d. Income distribution

***Advanced Placement exam is in May and consists of a 60 question multiple choice test, 1 question long free-response, and 2 question short free-response. The units of study will prepare the students for content on the exam. Units include practice questions and activities tasks similar to the AP test.**

COURSE TITLE: Agriculture Mechanics I and II

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Agriculture Mechanics prepares students for careers related to the construction, operation, and maintenance of equipment used by industry professionals. Students will also learn about basic maintenance and repairs related to home ownership. Learning targets include:

- SAE projects
- Safety
- Shop calculations
- Shielded Metal Arc Welding
- MIG welding
- Plumbing
- Wood Working
- Small Engines
- Electrical
- Project Development
- Careers in Agriculture

COURSE TITLE: Broadcasting

DEPARTMENT: CTE: Business, 1 credit

PREREQUISITE: Algebra 1

COURSE DESCRIPTION: This year long course is designed for students to learn and discover the concepts and techniques of broadcast journalism. Students explore the elements and processes for broadcast journalism through hands-on practice, as students enrolled in this class operate **Gorilla Television (GTV)**! Through this course, students are introduced to a number of technical and non-technical skills including: script writing, directing, camera and studio skills such as lighting, sound, and editing. Students learn how to use Adobe Creative Cloud programs to edit and create video. As part of this class students are required to attend various school functions to film events.

This course focuses on the following goals:

- Learning and understanding how to use Adobe Premier and other Adobe Creative Cloud Products to develop and edit videos.
- Learning components of broadcasting including equipment operation, videoing, editing, sound, lighting, and script writing.
- Recognizing, organizing, and using principles of broadcast journalism to expressively create purposeful broadcasts.
- Complete work accurately, on time, and to a high standard of quality.
- Demonstrate willingness to work and show initiative.
- Display responsible behaviors at work, including avoiding absenteeism and demonstrating promptness.

COURSE TITLE: Careers

DEPARTMENT: CTE: Business, 0.5 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This course is designed to provide practical application of work skills. Students will complete at least one job application, learn and practice professional greetings hand shaking, and complete an interview. Students will also explore personal interests and how those interests translate to viable jobs. We also explore soft and transferrable skills.

Students will:

- Understand diversity in the workplace
- Understand and apply quality workplace skills and ethics
- Understand job clusters and how his/her personal interests fit with in each job cluster
- Apply goal setting techniques
- Apply effective communication skills between individuals and within groups

COURSE TITLE: Computer Applications

DEPARTMENT: CTE: Business, 0.5 credit

PREREQUISITE: NA

****Dual Credit Available! Students who earn a B or higher and earn Microsoft Office Specialist Certification are eligible to earn college credit for CATT120 Microsoft Word I-**

2.5 credits, CATT138 Microsoft Excel I-2.5 credits, CATT190 Microsoft PowerPoint I-2.5 credits through Spokane Community Colleges.

COURSE DESCRIPTION: This course is designed to provide practical application of computer skills. Students will have the opportunity to earn Microsoft Office Specialist (MOS) certificates demonstrating the students' expertise in Microsoft Office products as well as college credits through our Tech Prep program with Spokane Community College.

Students will:

- Work independently to earn Microsoft Word, Excel and PowerPoint certifications
- Develop goal setting skills
- Practice independent learning

COURSE TITLE: Construction

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION:

COURSE TITLE: Graphic Design/Journalism

DEPARTMENT: CTE, 1 credit

PREREQUISITE: Open to 10-12 graders

COURSE DESCRIPTION: This year long course is designed for students to learn and discover the concepts and techniques of graphic design and journalism. Students explore the elements and processes for both graphic design and journalism through hands-on application. Through this course, students learn how to use the Adobe Creative Cloud programs to edit photos, develop print media, create and edit videos, develop websites, create animations, as well as various other graphic design tools and techniques. As part of this class students also develop the high school yearbook and student newspaper, therefore, students are be required to attend various school functions to report and photograph events.

This course focuses on the following goals:

- Learning and understanding how to use Adobe Photoshop to effectively edit and manipulate photos.
- Learning and understanding how to use Adobe InDesign to effectively create print media items.
- Learning and understanding how to use Adobe Premier to develop and edit videos.
- Learning and understanding how to use Adobe Illustrator to develop animations.
- Learning and understanding how to use Adobe Dreamweaver to develop and design websites.
- Learning components of newspaper, and annual page layout and design.
- Recognizing, organizing and using principles of graphic design and journalism to expressively create purposeful design compositions.
- Understanding and using basic photography concepts and techniques, as well as photography/design software.
- Complete work accurately, on time, and to a high standard of quality.

- Demonstrate willingness to work and show initiative.
- Display responsible behaviors at work, including avoiding absenteeism and demonstrating promptness.

COURSE TITLE: Introduction to Business

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This class will offer an introduction into the world of business, and will provide students the opportunity to gain hands-on, real-world experience through operating **Gorilla Ink**, a heat press apparel making business that is run by Davenport High School students! This course will help prepare students to actively take part in the roles of consumer, worker, and citizen, roles each student will perform throughout life. Introduction to Business will provide background information for future business courses taken in high school and college and assist now with the decision making process you need as an educated consumer. Some of the topics addressed are: our economic environment, how businesses operate and how they interact with our government, business management, technology in business, financial and banking services, marketing, and more.

COURSE TITLE: Introduction to Welding

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION:

COURSE TITLE: Landscape Design

DEPARTMENT: CTE, 0.5 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Landscape Design will provide students with the basic skills for graphical representation of the landscape, including the development of site plans; plan, elevation and perspective views, plant identification and use, and basic knowledge required to implement plants into the landscape. Learning targets include:

- | | |
|---------------------------|--------------------------------|
| • Graphical communication | • Section/Elevation Drawing |
| • Architectural Lettering | • Perspective Drawing |
| • Conceptual Design | • Plant Identification |
| • Site Analysis | • Basic Landscape Construction |
| • Scale | • Landscape Maintenance |
| • Plan View Drawing | |

COURSE TITLE: Leadership

DEPARTMENT: CTE: Business, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: In this year long course, the focus is on understanding what leadership is, what a leader does, and performing leadership actions to make our school and

community a better place to live. This class represents Davenport High School and provides students leadership opportunities. Leadership is a personal journey that lets you explore components of your personality and apply those to make the school a better place to be. This is the first step in developing skills that help us become better citizens, community members, or a person who has a career in project management.

This course focuses on the following goals:

- Understanding and defining leadership, leadership qualities, characteristics, and traits.
- Identifying and recognizing leadership role models, and the characteristics which make them a leader.
- Understanding and identifying different leadership styles, including when and how to use them.
- Understanding and utilizing the project management cycle through the hands-on planning, development, implementation, and reflection of leadership projects.
- Understanding the parts of effective meetings, and demonstrating knowledge of how to run them using proper Parliamentary Procedure.
- Use a variety of sources to research and organize information to solve a problem and implement a system or plan that benefits DHS.
- Read, understand and communicate in a way to do effective business.
- Use technology such as word processing, desktop publishing, presentation software, and on-line research to complete projects.
- Use numeracy skills and processes to collect, analyze, and present data as it relates to the various projects at DHS.
- Demonstrate the skills needed to be an effective leader by utilizing resources, developing interpersonal skills, accessing information, developing effective systems, and applying technology.

COURSE TITLE: Marketing, including Sports and Entertainment, Fashion, Hospitality and Tourism

DEPARTMENT: CTE: Business, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Students will utilize the computer applications most commonly used in business to create professional documents relating to Marketing. This is a production based class where the students learn and apply Marketing terms and philosophies through creating promotions, advertisements, presentations, as well as other activities.

The first semester serves as an introductory course for Sports and Entertainment, Fashion, Hospitality and Tourism marketing courses. Students may choose from these three to focus on second semester.

COURSE TITLE: Personal Finance

DEPARTMENT: CTE, 0.5 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This course uses Dave Ramsey's Foundations in Personal Finance as the basis for the curriculum. It explores the opportunities and pit falls of having money in a fun and dynamic environment. The students will be creating budgets for immediate use as well as one set in the future as well as the cost of borrowing. Proposed topics to be covered:

- Credit
- Evaluating credit card offers
- Using credit
- Banking
 - Loans
 - Checking account
 - Savings account
- Budgets
- Housing
- Cost of living
- Insurance

COURSE TITLE: Project Lead the Way (PLTW) Civil Engineering & Architecture

DEPARTMENT: CTE, 1 credit

PREREQUISITE: recommended CAD

COURSE DESCRIPTION: Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

This course focuses on the following goals:

Unit 1: Overview of Civil Engineering & Architecture

- Unit 1 provides an introduction and overview to the past accomplishments within the fields of civil engineering and architecture as well as a brief introduction to the wide variety of careers within the fields of civil engineering and architecture.

Unit 2: Residential Design

- This unit of study introduces students to standard practice in the design of single family homes and provides an opportunity for students to develop a small single family home design that incorporates sustainable design practices as well as universal design features. Students will be introduced to building codes and their impact on design as well as common wood-framed residential construction techniques and practices. Students also will investigate the cost of construction and the significant impact of the choice of construction materials and practices on the ongoing cost of energy for heating and cooling. They will apply this knowledge to the design of a small, affordable home.

Unit 3: Commercial Applications

- This unit will provide students with an opportunity to discover the diversity and complexity of commercial building design as they design a renovation to a commercial facility. The design of commercial facilities includes multiple building systems and involves a wide range of engineering and architectural considerations. In this unit students will learn about site considerations important to the function of the building. Students will learn about common built-up systems that provide the building envelope such as wall and roofs. They will learn about the utilities and services that supply power, water, and communication services to the building. In addition students will learn about common structural systems employed to support all of the building components. Applying the knowledge they gain from this unit of study, students will design a renovation to a commercial facility and document that design using 3D architectural software.

Unit 4: Commercial Building Design Problem

- This unit will allow students to collaborate on the design and documentation of a small commercial facility within a project design team. They will identify a need within their community, investigate a

potential site, develop a preliminary design, and document the design of the facility as a team. They will also present their design concept to a panel that will critique their design and offer feedback to the team related to their design and presentation.

COURSE TITLE: Project Lead the Way (PLTW) Principles of Biomedical Science

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

This course focuses on the following goals:

Unit 1: The Mystery

- The goal of Unit 1 is to provide the foundation and develop the theme for the course. Students investigate a scene, gather evidence, and then move to the lab to analyze their findings. Through their examination of key evidence, students learn notebook organization, observation and documentation skills, and the fundamentals of experimental design. Students are introduced to the structure of DNA and investigate how basic molecular biology techniques can be used to connect suspects with a crime scene. Students also discuss the bioethics of scientific research and explore the bounds of HIPAA legislation.

Unit 2: Diabetes

- The goal of Unit 2 is for students to walk through the diagnosis of diabetes by completing simulated laboratory tests. Given results of the tests, students can deduce the basic biology of both Type 1 and Type 2 diabetes. Students investigate the connection between insulin and glucose and discuss how feedback systems in the body regulate the function of key hormones. Students investigate the biochemical makeup of food and complete experiments to demonstrate the relationship between energy and food. As students explore diabetes, they are introduced to basic chemistry, the structure and function of macromolecules, and the relationship of these molecules to metabolic function. The causes, symptoms, treatments, and side effects of diabetes are studied as well as the lifestyle implications associated with this disease. Students examine complications related to diabetes and finally brainstorm and develop an innovation to help with the management or treatment of the disease.

Unit 3: Sickle Cell Disease

- The goal of Unit 3 is for students to learn basic concepts of genetics and inheritance as they explore sickle cell disease. Students examine sickled red blood cells under a microscope and learn what life is like with the disease by reading and writing patient diary entries. They simulate the process of protein synthesis, examine the assembly of the protein hemoglobin, and demonstrate how sickle cell disease results from a mutation that alters a protein product. Students examine the structure of chromosomes and show how traits are passed through generations on the chromosomes in our cells.

Unit 4: Heart Disease

- The goal of Unit 4 is for students to examine the normal function of the human heart and investigate malfunctions in the cardiovascular system that can lead to heart disease. Students complete a dissection to tour heart anatomy and study heart function using probes and data acquisition software. They collect and analyze heart data, including heart rate, blood pressure, and EKG readings and analyze cardiac test results of Anna Garcia. Students explore the role cholesterol plays in the body. Students further their knowledge of molecular biology as they run gel electrophoresis and complete RFLP analysis to diagnose familial hypercholesterolemia. Students design models to simulate the function of a pump and design visuals to show interventions for blocked coronary vessels.

Unit 5: Infectious Disease

- The goal of Unit 5 is to introduce students to microbiology and infection. Students follow the spread of a simulated epidemic in order to conduct a thorough examination of the agents of disease. Through a

series of laboratory investigations, students learn the fundamentals of aseptic technique, complete visual identification of bacterial morphology, use the Gram stain to examine bacterial cell structure, and analyze the results of metabolic tests to pinpoint the particular bacterium at the heart of the illness. Students explain the functioning of the human immune system in a visual project and explore how this system is designed to protect against invaders.

Unit 6: Post Mortem

- The goal of Unit 6 is for students to put together all they have learned throughout the course. Students will investigate the structure and function of key human body systems and relate the illnesses in the course to a breakdown in these systems. Students will begin to recognize the coordination and interconnections of the body systems required to maintain homeostasis, a precursor to the theme of the PLTW Human Body Systems (HBS) course.

COURSE TITLE: Jobs for Washington's Graduates

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: This course is designed to help students see the connections between school and work. It is a hands on class focusing on attendance, goal setting, leadership, organizing, and taking responsibility for own learning. There are field trips to explore different post-secondary educational opportunities as well as career opportunities. A commitment is made among student/parents/teacher encouraging attendance and a positive attitude toward leaning.

COURSE TITLE: SolidWorks Computer Aided Design (CAD)

DEPARTMENT: CTE, 1.0 credit

PREREQUISITE: NA

****Dual credit available! Students are eligible to earn college credit through EWU.**

COURSE DESCRIPTION: This course is a project oriented course introducing the student to graphic design using SolidWorks. SolidWorks is a three dimensional solid modeling program used to produce computer design models. Learning targets include:

- SolidWorks basics and the User Interface
- Introduction to Sketching
- Basic Part Modeling
- Symmetry and Draft, Patterning
- Resolved Features
- Shelling and Ribs
- Repairs
- Design Changes
- Configurations

COURSE TITLE: Student Store

DEPARTMENT: CTE, 1 credit

PREREQUISITE: NA

COURSE DESCRIPTION: Student Store, the class where school takes on a whole new meaning! This class is designed to help you find your way in the work place, and demonstrate all the skills you need to be a successful employee. In this year long course, you will learn and gain basic business entrepreneurship and restaurant management skills while working "The Student Store."

This course focuses on the following goals:

- Understand and apply food safety and food handling standards and techniques.

- Obtain Washington State Food Handler’s permit.
- Develop a basic business plan for a restaurant.
- Implement the business plan and successfully run a restaurant.
- Gain an understanding of basic restaurant, business, entrepreneurship, marketing, and management principals.
- Complete work accurately, on time, and to a high standard of quality.
- Work in teams to achieve mutual goals and objectives.
- Follow work related rules and regulations.
- Demonstrate willingness to work and show initiative.
- Display responsible behaviors at work, including avoiding absenteeism and demonstrating promptness.
- Demonstrate work place communication skills such as: read with understanding, speak so others can understand, listen actively, and observe critically.
- Apply decision making skills such as: use math to solve problems and communicate and solve problems and make decisions.
- Demonstrate how to resolve conflict, negotiate and cooperate with others.
- Develop lifelong learning habits by taking responsibility for learning and using information and communications technology.

General Electives

COURSE TITLE: Creative Writing

DEPARTMENT: Elective, 0.5 credit

PREREQUISITE: English 9

COURSE DESCRIPTION: Creative Writing is a semester long course that focuses on five units of short stories and one unit of poetry. The primary learning goal is to strengthen writing—organization, sentence structure, and language usage—across all genres through fiction writing. The class’ focus is mainly on understanding types of plots and their construction. Students create their own adventure, quest, escape (and more) to demonstrate their understanding of literature and story-telling. Students read and edit peer work to practice the collaborative process through the editing and revising. At the end of the course, students will print and publish their stories in the form of a book.

COURSE TITLE: Culminating Project

DEPARTMENT: Elective, 0.5 credit

PREREQUISITE: Senior status

COURSE DESCRIPTION: This course is designed to support students during their senior year with the completion of the following:

- Culminating Project
- High School and Beyond Plan

- Portfolio
- College Applications
- Scholarships and Financial Aid

The Culminating Project, High School and Beyond Plan, and Portfolio are required for graduation. Students will be walked through a basic college application and respond to sample admission/scholarship essay prompts as part of the course; they are encouraged to apply for additional college and scholarship opportunities with ongoing support. Students will focus on their individual post-secondary pathways and complete the necessary steps for life after high school.

COURSE TITLE: Film Studies

DEPARTMENT: Elective, 0.5 credit

PREREQUISITE: English 9

****Dual credit available! Students are eligible to earn college credit through EWU.**

COURSE DESCRIPTION: Film Studies is the second semester to Creative Writing. After becoming story-tellers, students evaluate the story-telling abilities of others. Through both classic and modern films—from *Wizard of Oz* to *King Kong* to *Selma*—students evaluate perspective, film making techniques, story-telling, adaptations, the impact of culture, and many more aspects of movie creation. Students evaluate films for both cinematic quality and cultural relevance. The class is also offered as a College in the High School Course through EWU, which has the added component of an annotated bibliography.

Special Education

COURSE TITLE: Functional English 9-12

DEPARTMENT: Special Education, 1.0 credit

PREREQUISITE: IEP required for specially designed instruction

COURSE DESCRIPTION: This course is designed to improve the reading and writing skills of the students enrolled. Students will be placed in small group settings to work with instructors in a curriculum that has been specifically chosen to fit their needs.

Goals: The goal for this course is to close the achievement gap between the students in this course and the students involved in the general education curriculum. Each students will be designed a goal based on their assessment performance. This overarching goal will be to improve two (2) grade levels on the assessments over three (3) consecutive trials. It is also a goal of this course to prepare students for life outside of school.

Evaluation: Students will be evaluated every Monday with AIMS web progress monitoring. This will work directly with identifying each student's individual goals and marking progress toward those goals. Each semester will have a final as well which will cover the information discussed in the curriculum. Furthermore, the curriculum has built in assessments at certain

points to ensure students are making progress with the information or able to correctly answer the questions.

COURSE TITLE: Functional Math 9-12

DEPARTMENT: Special Education, 1.0 credit

PREREQUISITE: IEP required for specially designed instruction

COURSE DESCRIPTION: This course is designed to improve the mathematics skills of the students enrolled. Students will be placed in small group settings to work with instructors in a curriculum that has been specifically chosen to fit their needs.

Goals: The goal for this course is to close the achievement gap between the students in this course and the students involved in the general education curriculum. Each student will be designed a goal based on their assessment performance. This overarching goal will be to improve two (2) grade levels on the assessments over three (3) consecutive trials. It is also a goal of this course to prepare students for life outside of school.

Evaluation: Students will be evaluated every Monday with AIMS web progress monitoring. This will work directly with identifying each student's individual goals and marking progress toward those goals. Each semester will have a final as well which will cover the information discussed in the curriculum. Furthermore, the curriculum has built in assessments at certain points to ensure students are making progress with the information or able to correctly answer the questions.

COURSE TITLE: Core Support

DEPARTMENT: Special Education, 1.0 credit

PREREQUISITE: IEP required for specially designed instruction

COURSE DESCRIPTION: This course is designed to provide individualized support for students who qualify for special education services to bridge the gap between special education and general education settings. Students will receive additional assistance with assignment completion, test preparation, and concept mastery introduced in the general education classroom.

Appendix