

Asotin High School Course Description Handbook 2020 – 2021



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Dear Students & Parents,

Registration time provides a good opportunity to discuss a student's future goals. In order for a student to select those courses that are in their best interest, it is important for parents to be actively involved in the selection process.

Within the following pages, you will find the current graduation requirements for Asotin High School, along with a recommended pre-college curriculum, and a description of courses offered at AHS. In addition to this handbook, students should be aware of the credits they have already earned and how many they need to meet graduation requirements.

- In general, one credit is equal to the successful completion of a full school year of work in that subject. Most courses would be worth .5 credit per semester.
- Courses may be added or dropped during the first 5 days of each semester, through the Counseling Office.
- Students will be encouraged to maintain the rigor of their program.

9TH GRADE CHECKLIST

- Know the requirements for graduation. Complete your High School and Beyond Plan. Enter the classes you will take this year as well as the classes you plan to take your senior year. Update throughout the year if you change your mind.
- If you qualified for the College Bound Scholarship in Middle School, remember that you must fulfill the College Bound pledge in order to receive the scholarship when you graduate.
- Studying pays off! Your grades count toward your future choices. Whenever you are absent, make sure you stay on top of make-up work.
- Begin developing good study habits you can stick with throughout high school.
- Read for pleasure – and learn new vocabulary.
- If you are struggling in a class, talk with your teacher or visit with the counselor.
- Talk to your parents and counselor about your interests and goals. Find opportunities to meet people who are working in fields that interest you. Investigate job-shadowing opportunities.
- Explore clubs and activities in and outside of school that will offer you the chance to develop your unique interests and abilities and your leadership skills. Consider volunteering in your community.
- Begin a high school resume, keeping track of all your extracurricular activities and any awards or honors you receive.
- Those who are old enough may consider getting a summer job. Others might take on volunteer work to gain experience.

10TH GRADE CHECKLIST

- Complete your High School and Beyond Plan. Enter the classes you will take this year as well as the classes you plan to take your senior year. Update throughout the year if you change your mind.
- If you qualified for the College Bound Scholarship in Middle School, remember that you must fulfill the College Bound pledge in order to receive the scholarship when you graduate.
- Take challenging courses in high school.
- Continue to develop good study skills!
- Start exploring your college and career options. Explore online to create a list of colleges you may be interested in and request more information.
- Determine some goals you would like to achieve during and after high school.
- Participate in volunteer activities.
- Continue building a high school resume, keeping track of all your extracurricular activities and any awards or honors you receive.
- Apply to represent AHS at Sophomore leadership seminars and academic enrichment opportunities, such as HOBY.
- Sign Up to take the PSAT Test in October.

11TH GRADE CHECKLIST

- Complete your High School and Beyond Plan. Enter the classes you will take this year as well as the classes you plan to take your senior year. Update throughout the year if you change your mind.
- If you qualified for the College Bound Scholarship in Middle School, remember that you must fulfill the College Bound pledge in order to receive the scholarship when you graduate.
- If you are considering the military, let your counselor know and meet with the representatives when they visit AHS. Also take the Armed Services Vocational Aptitude Battery (ASVAB) test.
- If you are interested in attending a military academy (ex. West Point, Air Force Academy) after high school, start learning about how to apply. The Academy application process is lengthy, so students must account for enough time to ensure they are academically competitive, medically and physically qualified and have an official nomination. The earlier an interested student begins the process the better; students can apply as early as spring of their junior year.
- If you are interested in participating in college level athletics after high school, start learning about the eligibility requirements through the NCAA at <http://www.ncaa.org> and NAIA at <http://www.naia.org>.
- Explore and visit several colleges. Meet with College Reps that come to AHS. Contact colleges to request information.
- Sign up to take the PSAT test in October. Juniors who score well on the PSAT are considered for a National Merit Scholarship.
- Register early for SAT or ACT college entrance exams, especially if applying for early admission or to an out-of-state college. Many students choose to take these tests 2 or 3 times before submitting their college applications.
- Meet with your counselor to review courses. Pay attention to graduation requirements and college admission requirements.
- Continue to participate in volunteer activities.
- Continue building a high school resume, keeping track of all your extracurricular activities and any awards or honors you receive. You'll need this information for college applications as well as scholarships.

SENIOR CALENDAR 2020 – 2021

September

- Review your HS transcript with your counselor. Know your GPA and class rank. Pay attention to college admission requirements when scheduling your classes.
- Review and gather information about colleges of interest to you. Request free catalogs and admissions information. If you haven't already, visit college campuses you plan to apply to.
- Register for the ACT / SAT if you haven't taken it, or you want to take it again.
- Schedule a Senior interview with your counselor to discuss your post-high school plans. Develop 2 plans.
- Become familiar with your school's college resources. Listen for school announcements about college or military rep visits. Watch for weekly information bulletins that come from the Counseling Office. Check with the Counseling Office for an ongoing list of scholarships available. Check other websites for scholarships.
- Work on a generic essay that can be used for college admissions or scholarships. Save it on your computer. Make sure it is well written! Have others (English teachers) look it over for suggestions and editing purposes.
- Register online with fastweb.com and scholarships.com for scholarship opportunities.
- If you qualified for the College Bound Scholarship in Middle School, remember that you must fulfill the College Bound pledge in order to receive the scholarship when you graduate.
- Attend special programs, such as **Senior/Parent Night**.
- Ask your counselor for advice!

October

- Students & parents need to register for a FSA ID at www.fafsa.ed.gov, click on the FSA ID link on the home page. (This will be needed to complete the FAFSA (Free Application for Federal Student Aid) form after October 1st.)
- Submit your FAFSA form online at www.fafsa.ed.gov. KEEP COPIES OF ALL FORMS YOU SUBMIT.
- Attend special info programs, such as **Financial Aid Night and FAFSA Help Night**.
- Complete your academic resume and individual activity/work resume. These will be a helpful summary of your accomplishments for college and scholarship applications, and very helpful to give to those who write your letters of recommendations.
- Meet with college reps that come to your school. Attend college fairs. Continue to visit colleges.
- Take the ACT and/or SAT exams.

SENIOR CALENDAR CONTINUED...

October cont.

- Begin asking teachers, counselors, employers, coaches for letters of recommendation. Give them a copy of your academic resume. This provides them with some additional information about who you are. Allow them time, checking back within a month. Provide them with a stamped and addressed envelope if the letter is to be sent directly to the college. Don't forget to send them thank you notes!
- Check the Counseling Office & bulletin boards for scholarship opportunities & college/military rep visits.
- Ask your counselor for advice!

November

- Take SAT exam.
- Submit your FAFSA form, if you have not done so already.
- Make sure you are very aware of application and financial aid deadlines for the schools you want to apply to. Mark them on your calendar!
- Find out about upcoming campus visit days at colleges you may be interested in attending.
- Gather official transcripts to send with your college applications if you are interested in early admissions.
- Keep up your grades!
- Ask your counselor for advice!

December

- Take ACT and/or SAT exams.
- Make sure your FAFSA financial aid application is submitted to the colleges of your choice.
- Ask the Counseling Office to send your transcript and immunization record to a colleges once you have applied.
- Work on college admission applications. Goal is to have them finished and submitted by January 1st.
- Continue applying for scholarships.
- Ask your counselor for advice!

January

- Do well on your first semester finals!
- Submit transcripts with mid-year grades as needed to the colleges you have applied to.
- Pay attention to scholarship and college admission deadlines.
- Plan to attend college campus visit days.
- Ask your counselor for advice!

SENIOR CALENDAR CONTINUED...

February

- Apply for more scholarships. Continue to check with your counselor for scholarship opportunities. Some individual college scholarship deadlines are in February, others in March. **KNOW YOUR DEADLINES.**
- If you are planning on taking college classes over the summer, check to see whether you need to take a placement test.
- Let your counselor know when you receive any scholarship awards.
- Ask your counselor for advice!

March

- Watch for your Student Aid Report (SAR) in the mail. This form will provide you with your EFC (Expected Family Contribution) and with information about your eligibility for federal grants (free \$). Compare the financial aid awards you receive from each school.
- Let your counselor know when you receive any scholarship awards.
- Keep up your grades!
- Ask your counselor for advice!

April / May

- Make your decision about which college you will be attending and notify schools of your decision to accept or decline.
- Complete all additional college academic, financial, and housing paperwork.
- Register for summer and/or fall classes, if this applies to you.
- Finalize your High School and Beyond Plan.
- Ask the Counseling Office to send your final High School transcript to the college you will be attending.
- Enjoy your remaining weeks in school and do well on your finals!
- Attend the Senior BBQ.
- Ask your counselor for advice!

GRADUATION REQUIREMENTS

A minimum of 24 credits must be earned in designated areas to graduate from AHS.

Required Courses	Credits
English	4
Math <ul style="list-style-type: none"> ▪ <i>Intermediate Algebra (1 credit)</i> ▪ <i>Geometry (1 credit)</i> ▪ <i>Additional Math (1 credit)</i> 	3
Science <ul style="list-style-type: none"> ▪ <i>2 credits of a lab science</i> 	3
Social Studies	3
Physical Education	1.5
Health	.5
Career Technical Education (Occupational)	1
Fine Arts <ul style="list-style-type: none"> ▪ <i>1 credit can be PPR*</i> 	2
World Language <ul style="list-style-type: none"> ▪ <i>2 credits can be PPR*</i> 	2
Electives	4
Total Credits	24

*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.

Graduation Pathway (students must meet at least one pathway in ELA and Math):

State Assessment – Meet or exceed the graduation cut score in the Smarter Balanced Assessments

Dual Credit – Earn at least one high school credit in a dual credit course (Running Start, College in the High School, and/or Career and Technical Education)

AP/IB/Cambridge – Earn a 3 or higher on the AP or a 4 or higher on the IB or an E on Cambridge exams, or pass the course with at least a C+

SAT/ACT Test – Meet or exceed the graduation cut score on the ELA and/or Math portion

Transition Course – Pass a transition course (Bridge to College) which allows a student to place directly into a credit-bearing college level course

Combination – meet any combination of at least one ELA and one Math option of those listed above

ASVAB Test – Meet the minimum score established by the military for eligibility to serve in a branch of the armed services

CTE Sequence – Complete a sequence of Career and Technical Education courses

Additional WA State Requirements for Graduation:

High School and Beyond Plan

Washington State History

FINE & PERFORMING ARTS AND CTE COURSES

Fine & Performing Arts	Career Technical Education (Occupational)	
Art/Art 100*	Animal Science	Food Science
Graphic Art*	Solid Works*	Nutrition & Wellness
Yearbook *	Horticulture	Careers
Choir*	Agriculture Engineering	Reality 101
Band*	Agricultural Mechanics*	Worksite Learning
Jazz Band*	Ag Business (Economics)	Psychology 1
Guitar*	Floral Design*	Psychology 2
Solid Works*	Computer Applications	Art/Art 100*
Floral Design*	Entrepreneurship	Graphic Art*
History of Rock and Roll	Hands-on Computer Science	Yearbook*
Agricultural Mechanics*	Computer Science Software Engineering	Choir*
Percussion Ensemble	AP Computer Science Principles	Band*
	Economics	Jazz Band*
	Personal Choices	Guitar*
	Independent Living	

**these courses can be used to meet either requirement, but not both*

GENERAL COLLEGE PREPARATORY CURRICULUM

There is no single academic path all college bound students are expected to follow, but the strongest applicants take the most rigorous secondary school curricula available to them. It is strongly recommended that college-bound students follow this plan, and take English, Math, and Science during their senior year. Most schools recommend a four-year preparatory program that includes:

- 4 years** English, with extensive practice in writing
- 4 years** Math (including Algebra I, Algebra II, and Geometry)
- 4 years** Science (Biology, Chemistry, Physics, & an advanced course in one of these subjects)
- 3 years** Social Studies
- 2 years** Foreign Language
- 3 years** Cultural Context coursework (this could include Behavioral or Social Sciences, Visual or Performing Arts, Humanities, or Foreign Languages)

**For the exact course requirements for admission to a college, be sure to check with the individual college, as admission requirements are different for different colleges and can vary from year to year.*

COLLEGE CREDIT OPPORTUNITES

College in the Classroom: Lewis-Clark State College

Through a partnership with Lewis-Clark State College, Asotin High School offers a number of rigorous classes that provide the option for college credit. These courses are held to high academic standards and are reviewed by LCSC faculty. When enrolled in these classes, students have the option of receiving college credit. The following courses provide this opportunity:

Anatomy and Physiology	BIOL 175	4 Credits
Pre-Calculus	MATH 147	5 Credits
ELA Writing/Rhetoric (S1)	ENGL 101	3 Credits
ELA Literature/Ideas (S2)	ENGL 175	3 Credits
Government	POLS 101	3 Credits
US History	HIST 112	3 Credits
Psychology	PSYC 101	3 Credits
Careers	MKTPT 235	3 Credits
Art/Art 100	ART 100	3 Credits

College in the Classroom: Walla Walla Community College

Through a partnership with Walla Walla Community College students have the option for Tech Prep credit in the following Career and Technical Education courses:

Ag. Business (Economics)
Floriculture
Independent Living

Running Start

Students have the opportunity to enroll in courses at Walla Walla Community College. Information for this program is available through Walla Walla Community College.

STUDENT ORGANIZATIONS

Career and Technical Student Organizations

FFA

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

FCCLA

Since 1945, FCCLA members have been making a difference in their families, careers and communities by addressing important personal, work and societal issues through family and consumer sciences education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision-making and interpersonal communication -- necessary in the home and workplace.

FBLA

FBLA-PBL is a dynamic organization of young people preparing for success as leaders in our businesses, government, and communities. This site was created to help current and prospective FBLA-PBL members find information about the association, its programs and services, and its members.

National Honor Society

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

Tri-M Music Honor Society

Tri- M stands for Modern Music Masters. The club is for musicians who have at least a 3.5 GPA in music. Membership in National Honor Society also qualifies students. Members are inducted in the fall. Students are asked to do community service projects and work with younger musicians. Pink honor cords are presented at graduation. Tri-M is an affiliate of National Association for Music Education.

Associated Student Body (ASB)

ASB (Associated Student Body) is a group of dedicated students made up of class, club, band and cheer presidents and/or representatives. This student organization represents the interests and goals of the entire Asotin High School student body. Students in ASB meet regularly to govern finances, organize activities and represent the students of AHS. The students are elected by the student body and must maintain high academic, leadership and character standards. Students must participate in ASB sponsored events such as Homecoming, spirit week and assemblies. Students in ASB strive to increase school spirit and get students involved in serving the community.

Ignition Mentor

Ignition is a mentor program that engages and supports students transitioning from middle school to high school and high school to life. The program promotes connections with school, peers, and activities. Juniors and Seniors apply to be mentor. Mentors work with a group of 10-12 freshmen students throughout the school year, provide peer to peer mentoring, and become a resource for the freshmen.

CAREER TECHNICAL EDUCATION (OCCUPATIONAL)

AGRICULTURE

ANIMAL SCIENCE

Grade 9 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Lab Science

NCAA Approved: No

This year-long class consists of two basic areas: animal science and leadership/public speaking. Animal science topics include live animal evaluation, animal nutrition and digestion, reproduction, genetics, muscle and skeletal anatomy, and meat science evaluation. Leadership areas include public speaking, basic parliamentary procedure, and the history of FFA. This class is primarily for freshmen.

SOLIDWORKS

Grade 10 Semester (Fall)

Credit: .5

Credit for Graduation: CTE/Occupational or Fine & Performing Arts

NCAA Approved: No

This fall semester class includes the basics of design using the 3-dimensional computer-aided-drafting software known as SolidWorks. Students learn the fundamentals of SolidWorks by sketching various parts that become progressively more complex. Students will also learn how to read plans, put parts into sketches and how to put sketched parts into assemblies. Considerable time is spent on a student driven individual project that allows for the application of all the skills used. This class is primarily for sophomores.

HORTICULTURE

Grade 10 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational

NCAA Approved: No

This is the spring semester class following SolidWorks. This is a hands-on class where students spend considerable time in the greenhouse planting seeds, plugs and cuttings. Students will also learn the basic anatomy and physiology of greenhouse plants. Later in the spring the students will prepare for and work during plant sales held at the greenhouse. Other areas included in the class are basic carpentry fundamentals and the application of parliamentary procedure. This class is primarily for sophomores.

AGRICULTURE ENGINEERING

Grade 10-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational

NCAA Approved: No

This class is year-long and is also one of our PLTW courses (Computer Integrated Manufacturing). Units covered include the history of manufacturing, precision measuring, advanced SolidWorks design, programming robotic FlowArms, Vex robotics, g-code basics, CNC machining as well as precision machining using a milling machine/lathe. Considerable time is spent from January through March designing, building and programming a robot for the FIRST robotics competition. This class is primarily for juniors and seniors.

AGRICULTURAL MECHANICS

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Fine & Performing Arts

NCAA Approved: No

This year-long class includes basic power tool safety, measuring, arc welding, wire feed welding, & oxy-acetylene cutting. Once basic skills are learned, students move on to mild steel fabrication projects. All students will also design and fabricate metal art projects using SolidWorks and the TorchMate table. This class is open for students to take multiple years.

ECONOMICS (AG. BUSINESS)

Grade 12 Semester (Fall)

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

WWCC Tech Prep Credit Available

This fall semester class covers two basic principles of economics: micro economics and personal finance. Students will gain an understanding of supply and demand principles and basic business types. The personal finance lessons will include topics/guest speakers in investing, banking principles, insurance, identity theft, stock market and the application of spreadsheets. This class counts as the Economics graduation requirement.

FLORAL DESIGN

Grade 12 Semester (Spring)

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Fine & Performing Arts

NCAA Approved: No

WWCC Tech Prep Credit Available

This is a hands-on class during the spring semester which emphasizes the basic principles of flower arranging. Along with learning the history and different arrangement styles, students will complete many labs cutting fresh flowers for arrangements and centerpieces. Students will do some live plant labs in the greenhouse as well as work with artificial flowers. Basic art principles such as the color wheel and coordinating colors are also emphasized. The class counts as art credit and is primarily for seniors.

ELA SPEECH (AG. COMMUNICATIONS)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational or English

NCAA Approved: Yes

Face the fear! The spoken word should inspire and motivate yourself and others. Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods as well as improving verbal and non-verbal skills. Activities involve preparing and presenting the following types of speeches: autobiography, informative, persuasive, impromptu, PowerPoint presentation, entertainment and job interview as well as broadcasting and more!

COMPUTER APPLICATIONS

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational

NCAA Approved: No

Students learn Microsoft Office products, with a special focus on Word, Excel, Powerpoint, and Access. Students will have the opportunity to earn certification in Word and Excel. If there is time, additional units will be added: Intro to SolidWorks, Photo editing with GIMP, Programming, etc.

ENTREPRENEURSHIP (offered on even-numbered years, ie 2020-21)

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational

NCAA Approved: No

Entrepreneurship teaches students skills and knowledge needed to start and operate a small business, as well as general intro-to-business terms and concepts. Business plans, marketing, customer service, accounting.

HANDS-ON COMPUTER SCIENCE (offered on odd-numbered years, ie 2021-22)

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Science

NCAA Approved: No

This course seeks to offer an introductory computer science experience more appropriate to the concrete thinker and kinesthetic learner. Students will explore computer science through the Arduino and Raspberry Pi computer-boards. They will build robots and other required projects. They will get hands-on time with cutting-edge 3d printing systems. They will document their projects on their own website. The second half of the course will involve student-directed projects, overseen by the teacher, and managed by the student.

COMPUTER SCIENCE SOFTWARE ENGINEERING

Grade 10-12 (9th Grade with instructor approval) Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational

NCAA Approved: No

Computer Science Software Engineering introduces the workings of computers, concepts of computer programming, and high-tech issues. Students will work in: Scratch IDE, Android app development, HTML, CSS, Java, PHP and MySQL, and coding in Python. This class counts as a non-lab science course for college entrance requirements.

AP COMPUTER SCIENCE PRINCIPLES

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational, Science, or Math (math credit awarded as long as the student has passed their SBA math assessment)

NCAA Approved: No

PREREQUISITE: Computer Science Software Engineering

Open to students who have excelled in CSE (above), this class offers the chance for Advanced Placement through the College Board assessment. Students will review and deepen their mastery of the topics covered in CSE. Students who pass the AP exam at the end of the year qualify for Advanced Placement credit, recognized by most universities.

ECONOMICS

Grade 12 Semester

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

Economics is the study of getting the most of what you want with what you have; at the personal, national, and international level. Students will cover budgeting, career planning and job hunting, national economic health, international trade, debt, investing, and current issues in Economics.

COMPUTER SCIENCE SOFTWARE ENGINEERING

Grade 10-12 (9th Grade with instructor approval) Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational

NCAA Approved: No

Computer Science Software Engineering introduces the workings of computers, concepts of computer programming, and high-tech issues. Students will work in: Scratch IDE, Android app development, HTML, CSS, Java, PHP and MySQL, and coding in Python. This class counts as a non-lab science course for college entrance requirements.

AGRICULTURE ENGINEERING

Grade 10-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational

NCAA Approved: No

This class is year-long and is also one of our PLTW courses (Computer Integrated Manufacturing). Units covered include the history of manufacturing, precision measuring, advanced SolidWorks design, programming robotic FlowArms, Vex robotics, g-code basics, CNC machining as well as precision machining using a milling machine/lathe. Considerable time is spent from January through March designing, building and programming a robot for the FIRST robotics competition.

FAMILY AND CONSUMER SCIENCE

PERSONAL CHOICES

Grade 9-10 Semester (Fall)

Credit: .5

Credit for Graduation: CTE/Occupational

NCAA Approved: No

This one-semester course helps students understand and cope with personal, family, and social challenges. Emphasis is placed on communication, decision-making skills, and building stable relationships with family and peers. The course enables students to implement positive coping mechanisms, promotes understanding of self, and teaches lifelong skills. It addresses issues that impact teenagers: self-concept, family and peer relationships, substance abuse, personal loss, dating, and child abuse. Emphasis is placed on students taking personal responsibility for life. FCCLA may be an integral part of the course.

INDEPENDENT LIVING

Grade 9-10 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational

NCAA Approved: No

WWCC Tech Prep Credit Available

Life is full of choices – be prepared! In this one-semester course learn about foods and nutrition, relationships and families, communication and job skills, finances, clothing and housing and interior design. Develop the skills necessary to manage your time, money and personal dynamics. Each area comes with laboratory experience and projects to help you better understand the choices and consequences of life.

FOOD SCIENCE

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: CTE/Occupational or Lab Science

NCAA Approved: No

PREREQUISITE: Personal Choices/Independent Living to enroll as a 10th grader or special permission by instructor

In this one-semester course, students learn the knowledge, skills, and practices required for careers in food science, dietetics, and nutrition. The course focuses on the relationship between food consumption, food preparation, health, and human development. Instruction includes risk management procedures, food preparation, and technology in food production. Science is integrated throughout the course in such experiments as the caramelization of sugars and starches, the production and growth of yeast, or the effects of temperature on chocolate. Students may study such topics as the effects of antioxidants on humans, the shelf life of food products, and the positive and negative effects of bacteria on food. Students will conduct laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Throughout the course, students will discover exciting careers in the food science industry based on the National Family & Consumer Sciences (FACS) industry standards and in alignment with the Washington Next Generation Science Standards.

FAMILY AND CONSUMER SCIENCE

NUTRITION & WELLNESS

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational or Lab Science

NCAA Approved: No

PREREQUISITE: Personal Choices/Independent Living to enroll as a 10th grader or special permission by instructor

In this one-semester course, students learn the knowledge, skills, and practices required for careers in food science, dietetics, and nutrition. The course focuses on the relationship between food consumption, food preparation, health, and human development. Instruction includes risk management procedures, nutritional therapy, food preparation, and diet and nutritional analysis and planning. Science is integrated throughout the course in such experiments as the caramelization of sugars and starches, the production and growth of yeast, or the effects of temperature on chocolate. Students will conduct laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Throughout the course, students will discover exciting careers in the food science industry based on the National Family & Consumer Sciences (FACS) industry standards and in alignment with the Washington Next Generation Science Standards.

CAREERS

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: CTE/Occupational

NCAA Approved: No

LCSC College Credit Available (3 credits – MKTPT 235 Career Skills)

In Careers, students will learn to integrate multiple life roles and responsibilities in family, work and community settings. This course integrates the essential concepts and skills of managing work and family, focuses on the linkage between individual capabilities and needs, and the job market. Includes instruction in the variety and scope of available employment, how to access job information, and techniques of self-analysis.

REALITY 101

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational

NCAA Approved: No

This class focuses on the role of the family in helping individuals reach the highest potential by addressing concerns of the community and global society. Emphasis is given to the dynamics of family life, developing and strengthening relationships, communication, crisis management, civic responsibility, healthy living, housing decisions, and trends affecting families. This class is the “Adulthood” class you need to prepare you for Life!

FAMILY AND CONSUMER SCIENCE

WORKSITE LEARNING – INDEPENDENT STUDY

Grade 11-12 Semester

Credit: .5

Credit for Graduation: CTE/Occupational

NCAA Approved: No

Students will learn on-the-job work skills in a local business or school. The type of business and position will be determined by the student's interest, experience, abilities, and the availability of job positions in the local community. Must earn at least 180 hours of on-the-job experience per semester in order to pass the class. Students interested in Elementary Education and/or Early Childhood Development could work as an Elementary Aide. Pass/Fail.

PSYCHOLOGY 1 (HUMAN DEVELOPMENT)

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

LCSC College Credit Available if taken with Psychology 2 (3 credits – PSYC 101 Introduction to Psychology)

This one-semester course is an introduction to the factors which influence human behavior and thinking, as well as the complexities of the mind/body relationship. The outcome of this study should be a clearer understanding of individual behavior which will greatly impact students' effectiveness with relationships and appreciation for diversity. Critical thinking skills & practical applications are emphasized. Topics include Approaches to Psychology, Memory & Thought, Research Methods, Infancy & Childhood, Adolescence, Body & Behavior, & Psychological Disorders.

PSYCHOLOGY 2 (FAMILY SYSTEMS)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

LCSC College Credit Available if taken with Psychology 1 (3 credits – PSYC 101 Introduction to Psychology)

This one-semester course is an Introduction to Psychology focused on the evaluation of the significance of family and its impact on the well-being of individuals and society. Demonstration of an appreciation for diverse perspectives, needs, and characteristics of individuals and families is a significant outcome. The course includes instruction in related principles of psychology, sociology, behavioral sciences and the humanities. Topics include Altered States of Consciousness, Sensation & Perception, Learning & Memory, Motivation & Emotion, Personality, Stress & Health, Group Interaction, and Attitudes & Social Influence.

ENGLISH

9TH GRADE ENGLISH

Grade 9 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: English

NCAA Approved: Yes

English/Language Arts I (9th grade) builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing exercises often linked to reading selections.

10TH GRADE ENGLISH

Grade 10 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: English

NCAA Approved: Yes

English/Language Arts II (10th grade) offers a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

ELA CREATIVE WRITING

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: English

NCAA Approved: Yes

This class focuses on the process of writing non-traditional forms of writing such as short stories, poetry, music, drama and writing for different types of media. The class format will be collaborative in nature: discussions, critiques, presentations, performances, etc. as well as written compositions.

ELA SPEECH (AG. COMMUNICATIONS)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational or English

NCAA Approved: Yes

Face the fear! The spoken word should inspire and motivate yourself and others. Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods as well as improving verbal and non-verbal skills. Activities involve preparing and presenting the following types of speeches: autobiography, informative, persuasive, impromptu, PowerPoint presentation, entertainment and job interview as well as broadcasting and more!

ELA 11/12 (AMERICAN LITERATURE SURVEY OF CULTURES)

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

This course explores a variety of American cultures through different forms of literature including plays, film analysis, novels, and narratives. Through close reading, writing, speaking, listening, and research, students examine different the elements of literature and consider various literary viewpoints and how they affect cultures and society. Possible studies include Death of a Salesman, 12 Years a Slave, Their Eyes Were Watching God, and Absolute Diary of a Part-Time Indian.

ELA 11/12 (ENGLISH DIGITAL LITERACY)

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

This course explores the digital literary skills necessary for communicating, networking, evaluating, and creating information. Students will use a variety of reading, writing, listening, speaking, and research skills to create and participate in various digital forums: blogs, vlogs, podcasts, Ted Talks, and Youtube videos.

ELA 11/12 (COLLEGE SKILLS AND TEXT PREP)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

This course explores key literary skills for preparing for and succeeding in college academics. Topics include: the value of time-management and planning, habits of mind, college-level word study, ACT/SAT prep, college entrance and scholarship personal essays, on-demand writing, non-fiction literary studies, and college academic expectations.

ELA 11/12 (SHORT STORIES)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

This course explores the literary skills needed to analyze, respond to, and write about the key elements of the short story. The texts include a wide variety of authors who explore various historical/social perspectives through a number of interactive activities including sketch notes, literary maker-space, readers theater, one-pagers. It is not a creative writing course.

ELA 11/12 (20TH CENTURY AMERICAN LITERATURE)

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

Fiction, novels, art, plays, poetry, short stories, music, and memoirs. Through close reading, writing, speaking, listening, and research, students examine different the elements of literature and consider various literary viewpoints and how they affect society. Possible studies include *The Great Gatsby*, Harlem Renaissance, and *The Things They Carried*.

ELA 11/12 (ENGLISH 101 – COLLEGE WRITING)

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

LCSC College Credit Available (3 credits – ENGL 101 College Writing)

The fundamental skills of reading and writing the essay—personal narrative, argument, and informative/explanatory. Successful students will be able to: 1. Understand writing as a process, including prewriting, revision, and editing (including using correct spelling, punctuation, and grammar); 2. Read and respond thoughtfully and analytically and through argument; 3. Control a main idea and develop and organize support for a main idea; 4. Identify and write to a variety of audiences.

ELA 11/12 (ENGLISH 175 – LITERATURE AND IDEAS)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: English

NCAA Approved: Yes

*LCSC College Credit Available (3 credits – ENGL 175 Literature and Ideas - *Prerequisite: ENGL 101)*

An introduction to reading and understanding literature and literary genres. Successful students will be able to: 1. Read and respond thoughtfully and analytically; 2. Identify the terminology of literature and literary genres; 3. Think critically about historical and contemporary aspects of the human condition; 4. Write several college level literary analysis essays.

FINE & PERFORMING ARTS

BAND

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

Band helps students develop techniques for playing brass, woodwind, and percussion instruments and the ability to perform a variety of concert band literature styles. This course emphasizes rehearsal and performance experiences in a range of styles (e.g., concert, marching, classical, modern, and pop).

JAZZ BAND

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

PREREQUISITE: Concurrent enrollment in band or contract through director

This course focuses on helping students perform jazz, rock, pop, and Latin music. At the same time, this course helps cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic.

CHOIR

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

Choir helps students develop vocal techniques and refine their ability to sing parts in small ensembles. Course goals include helping students develop their solo singing ability and emphasizes several ensemble literature styles, including: concert, classical, pop, jazz, and rock.

GUITAR

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

Beginning guitar class is designed for the student with little or no musical experience. Guitar basics such as tuning, chords, and fingerings are explored. The method book starts with how to hold the guitar and play. The class progresses to being able to play full length songs in the pop, country, jazz, and other genres. Students are given the opportunity to explore bass guitar, drums, keyboards and vocals as well. Students have a direct input on music selection. By the end of the year the class forms a rock band to experience performance for each other and the public. The class is graded on effort and participation.

FINE & PERFORMING ARTS

PERCUSSION ENSUMBLE

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts

NCAA Approved: No

PREREQUISITE: One or more years of band at the Middle or High School level is required without instructor permission.

The emphasis in Percussion Ensemble coursework is on mastering the skills necessary for the performance of intermediate high school band literature. Students in this course are required to participate in school performances as well as the SEWMEA District Festival. Students may also participate in the following optional events: Honor Band Auditions (students are required to participate in these events if selected), All-State/All Northwest auditions and Solo & Ensemble Performance Assessment. Small ensemble and/or solo work as well as music theory and history will be components of this course. This is a performance-based class and requires participation in concerts/performances and rehearsals outside of class time. Students are expected to practice an average of 30 minutes per day.

***Required Material:** Each student will need to purchase their own 5A drumsticks, medium hard yarn wrapped mallets (for vibraphone), felt covered timpani mallets, and medium hard rubber mallets (for bells & xylophone). A carrying bag is also a necessity. Several package deals (like the Liberty One Basic Stick Pack) are available online at Steve Weiss Music

<https://www.steveweissmusic.com/category/stick-mallet-pack>.

HISTORY OF ROCK & ROLL

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Social Studies or Fine & Performing Arts

NCAA Approved: No

This course seeks to balance understanding the development and significance of Rock and Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Through listening, analysis, discussion, music, and film students will explore the music and the culture and society of the day. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which really signaled the arrival of rock's second generation, the rock explosion and social upheaval of the late 1960's, and the changes in Rock & Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons including rap/hip hop. The ultimate goal of this course is to help you understand the music that you are listening to: where it comes from, what it is made of, where it is going, and to help make you an educated consumer of music.

FINE & PERFORMING ARTS

ART/ART 100

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

LCSC College Credit Available (3 credits – ART 100 Art Survey)

This course focuses on the theories, methods and techniques, historical creative perspective, and will include traditional art media such as graphite, ink, paint, as well as experiences with glass, metal, ceramic, wood, polymers, and mixed media. Includes instruction in core Art EALRs, design, concepts sketching, technical drawing, and color theory. This course will also focus on career exploration in the fields of Design and Professional Production Arts.

GRAPHIC ART

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

A course that prepares individuals to apply artistic and computer techniques and technical skills to the commercial art and advertising art fields. Includes instruction in computer-assisted art and design, printmaking, concepts sketching, technical drawing, color theory, imaging, studio technique, communication skills and commercial art business operations.

YEARBOOK

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Fine & Performing Arts or CTE/Occupational

NCAA Approved: No

A course that focuses on the process of managing the creation, publication, and distribution of print and electronic books and other text products and prepares individuals to manage the editorial, technical, and business aspects of publishing operations. Includes instruction in product planning and design, editing, author relations, business and copyright law, publishing industry operations, contracting and purchasing, product marketing, electronic publishing and commerce, history of publishing, and professional standards and ethics. Major publication produced in this course is the Asotin High School yearbook.

AGRICULTURAL MECHANICS

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Fine & Performing Arts

NCAA Approved: No

This year-long class includes basic power tool safety, measuring, arc welding, wire feed welding, & oxy-acetylene cutting. Once basic skills are learned, students move on to mild steel fabrication projects. All students will also design and fabricate metal art projects using SolidWorks and the TorchMate table. This class is open for students to take multiple years.

FOREIGN LANGUAGE

SPANISH 1

Grade 10-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: World Language

NCAA Approved: Yes

Spanish 1 is an introduction to Spanish and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to prepare students for the next level Spanish, communicate effectively in basic Spanish, and become aware of the cultural influences of the Spanish heritage. They will learn Spanish and basic vocabulary including numbers, colors, time, phrases, and greetings. Students will be expected to master proper Spanish sentence structure, articles and adjectives, subject-verb agreement, and regular and irregular verb conjugations. As part of the course, students will be provided opportunities to read, write, listen, and speak Spanish while they work towards becoming linguistically and culturally literate.

SPANISH 2

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: World Language

NCAA Approved: Yes

Spanish 2 begin with a detailed review of Spanish 1 grammar. There is an emphasis on increasing opportunities to use the language in real world situations, as students develop their listening, speaking, reading, and writing skills. They will enhance their grammar and vocabulary, all while getting multiple opportunities to increase their cultural awareness and understanding of the Spanish Speaking world. A wide variety of methods and techniques will be used to reach, motivate, and challenge each student.

MATH

GENERAL MATHEMATICS

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: No

General Mathematics courses reinforce and expand students' foundational mathematic skills, such as arithmetic operations using rational numbers; area, perimeter, and volume of geometric figures, congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.

PRINCIPLES OF ALGEBRA & GEOMETRY

Grade 8-9 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: No

PREREQUISITE: Instructor recommendation

Principles of Algebra and Geometry combines the study of pre-algebra and algebra topics with introductory geometry topics. This course includes the study of formulas, algebraic expressions, first degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, and properties of triangles and circles. Students will use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. This course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. It is designed to prepare students for Intermediate Algebra.

INTERMEDIATE ALGEBRA

Grade 9 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: Yes

This course deepens and extends student understanding built in previous math courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data.

GEOMETRY

Grade 9-10 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: Yes

PREREQUISITE: Intermediate Algebra

This course emphasizes an abstract formal approach to the study of geometry. Topics of study include properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proof; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurements in triangles.

ADVANCED ALGEBRA

Grade 10-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: Yes

PREREQUISITE: At least a C or better in Geometry

Algebra 2 is the third course in a five-year sequence of rigorous college preparatory mathematics courses that starts with Algebra I and continues through Calculus. Algebra 2 aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with Trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

MODELING OUR WORLD WITH MATHEMATICS

Grade 11 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: No

PREREQUISITE: Intermediate Algebra and Geometry

Modeling Our World with Mathematics (MOWWM) is a mathematics course designed to follow Geometry. It contains career-connected thematic units where students use high school mathematics to analyze everyday life and work.

PRE-CALCULUS

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: Yes

PREREQUISITE: At least a C or better in Advanced Algebra

LCSC College credit Available (5 credit – MATH 147 Pre-Calculus)

This course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; sequences and series, limits, and continuity.

STATISTICS

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: Yes

PREREQUISITE: Advanced Algebra, can be concurrent

Statistics courses involve the major concepts and methods used to collect, analyze, and draw conclusions from data. Topics typically include populations and samples, measures of central tendency and variability, hypothesis testing, presentation, and making statistical inferences.

AP COMPUTER SCIENCE PRINCIPLES

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational, Science, or Math (math credit awarded as long as the student has passed their SBA math assessment)

NCAA Approved: No

PREREQUISITE: Computer Science Software Engineering

Open to students who have excelled in CSE (above), this class offers the chance for Advanced Placement through the College Board assessment. Students will review and deepen their mastery of the topics covered in CSE. Students who pass the AP exam at the end of the year qualify for Advanced Placement credit, recognized by most universities.

BRIDGE TO COLLEGE

Grade 12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: No

PREREQUISITE: Score a level 1 or 2 on the Math Smarter Balanced Assessment.

The Bridge to College Mathematics course is a math course for Seniors who score a 2 on the Smarter Balanced 11th grade assessment. The course curriculum emphasizes modeling with mathematics and the CCSS Standards for Mathematical Practice. Topics include building and interpreting functions (linear, quadratic & exponential), writing, solving and reasoning with equations and inequalities, and summarizing, representing, and interpreting data. This course must be taught using the Bridge to College Mathematics curriculum.

CALCULUS

Grade 12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Math

NCAA Approved: Yes

PREREQUISITE: At least a C or better in Pre-Calculus or successful completion of CPM Intermediate Algebra, Geometry, and Advanced Algebra with at least an A in all three courses and instructor permission.

This course includes the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

PHYSICAL AND HEALTH EDUCATION

HEALTH

Grade 9 Semester

Credit: .5

Credit for Graduation: Health

NCAA Approved: No

This class is designed to help prepare you for WELLNESS in life. Wellness includes the physical, social, mental, and emotional aspects of your life. You will understand how good choices can lead to true HEALTH. Topics covered include: Understanding Health & Wellness, Lifetime Fitness, Taking Charge of your Health, Achieving Mental & Emotional Health, Managing Stress, Mental & Emotional Problems (suicide prevention), Healthy Relationships, Substance Abuse, Nutrition for Health, Beginning of Life Cycle, Abstinence & Contraceptive Education, Sexually Transmitted Diseases, and First Aid/CPR Training. This is a one-semester course and is required for graduation.

FITNESS

Grade 9-12 Semester

Credit: .5

Credit for Graduation: Physical Education

NCAA Approved: No

The Asotin-Anatone School District's Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

ELEMODE

Grade 9-12 Semester

Credit: .5

Credit for Graduation: Physical Education

NCAA Approved: No

Students assist instructors in preparing, organizing, or delivering course curricula. Students provide tutorial or instructional assistance to elementary or middle school students in physical education.

SCIENCE

EARTH SCIENCE

Grade 9 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Lab Science

NCAA Approved: Yes

Earth Science offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, this course explores oceanography, geology, astronomy, meteorology, and geography.

ANIMAL SCIENCE

Grade 9 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Lab Science

NCAA Approved: No

This year-long class consists of two basic areas: animal science and leadership/public speaking. Animal science topics include live animal evaluation, animal nutrition and digestion, reproduction, genetics, muscle and skeletal anatomy, and meat science evaluation. Leadership areas include public speaking, basic parliamentary procedure, and the history of FFA. This class is primarily for freshmen.

HANDS-ON COMPUTER SCIENCE (offered on odd-numbered years, ie 2021-22)

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational or Science

NCAA Approved: No

This course seeks to offer an introductory computer science experience more appropriate to the concrete thinker and kinesthetic learner. Students will explore computer science through the Arduino and Raspberry Pi computer-boards. They will build robots and other required projects. They will get hands-on time with cutting-edge 3d printing systems. They will document their projects on their own website. The second half of the course will involve student-directed projects, overseen by the teacher, and managed by the student.

BIOLOGY

Grade 10 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Lab Science

NCAA Approved: Yes

PREREQUISITE: Earth Science

This course is designed to develop an understanding of living things. Major topics will include cell biology, genetics, molecular biology and ecology. We will work to develop fundamental concepts in biology in a context that is relevant. Our class will include readings and case studies, concept mapping, and hands-on activities.

ANATOMY & PHYSIOLOGY

Grade 10-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Lab Science

NCAA Approved: Yes

PREREQUISITE: Biology recommended, can be concurrent with instructor permission

LCSC College credit Available (4 credit – BIOL 175 Human Biology)

This course emphasizes the form and function of the human body. Topics will include: human systems including organization, support and movement, processing and transport, integration and coordination, and reproduction and development. Students will develop basic knowledge of anatomy and physiology and medical terminology required of a variety of health occupations.

CHEMISTRY

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Lab Science

NCAA Approved: Yes

PREREQUISITE: Advanced Algebra recommended, can be concurrent with instructor permission

Chemistry is a college prep chemistry class. This course will show the properties of matter are a consequence of the structure of matter. A combination of chemical theory, quantitative problems, and laboratory work will be used to investigate and learn about the chemical world that affects our lives.

PHYSICS

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Lab Science

NCAA Approved: Yes

PREREQUISITE: Advanced Algebra recommended, can be concurrent

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

ECOLOGY

Grade 11-12

Credit: 1.0 (.5 per semester)

Credit for Graduation: Lab Science

NCAA Approved: Yes

PREREQUISITE: Earth Science and Biology

This course examines the mutual relationships between organisms and their environment. We will study key concepts from life, earth, chemical, and physical sciences. Students will learn to analyze risks, assess trade-offs, make decisions using scientific data, and apply scientific concepts to real world situations.

AP COMPUTER SCIENCE PRINCIPLES

Grade 11-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: CTE/Occupational, Science, or Math (math credit awarded as long as the student has passed their SBA math assessment)

NCAA Approved: No

PREREQUISITE: Computer Science Software Engineering

Open to students who have excelled in CSE (above), this class offers the chance for Advanced Placement through the College Board assessment. Students will review and deepen their mastery of the topics covered in CSE. Students who pass the AP exam at the end of the year qualify for Advanced Placement credit, recognized by most universities.

FOOD SCIENCE

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: CTE/Occupational or Lab Science

NCAA Approved: No

PREREQUISITE: Personal Choices/Independent Living to enroll as a 10th grader or special permission by instructor

In this one-semester course, students learn the knowledge, skills, and practices required for careers in food science, dietetics, and nutrition. The course focuses on the relationship between food consumption, food preparation, health, and human development. Instruction includes risk management procedures, food preparation, and technology in food production. Science is integrated throughout the course in such experiments as the caramelization of sugars and starches, the production and growth of yeast, or the effects of temperature on chocolate. Students may study such topics as the effects of antioxidants on humans, the shelf life of food products, and the positive and negative effects of bacteria on food. Students will conduct laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Throughout the course, students will discover exciting careers in the food science industry based on the National Family & Consumer Sciences (FACS) industry standards and in alignment with the Washington Next Generation Science Standards.

NUTRITION & WELLNESS

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: CTE/Occupational or Lab Science

NCAA Approved: No

PREREQUISITE: Personal Choices/Independent Living to enroll as a 10th grader or special permission by instructor

In this one-semester course, students learn the knowledge, skills, and practices required for careers in food science, dietetics, and nutrition. The course focuses on the relationship between food consumption, food preparation, health, and human development. Instruction includes risk management procedures, nutritional therapy, food preparation, and diet and nutritional analysis and planning. Science is integrated throughout the course in such experiments as the caramelization of sugars and starches, the production and growth of yeast, or the effects of temperature on chocolate. Students will conduct laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Throughout the course, students will discover exciting careers in the food science industry based on the National Family & Consumer Sciences (FACS) industry standards and in alignment with the Washington Next Generation Science Standards.

SOCIAL STUDIES

HISTORY OF ROCK & ROLL

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Social Studies or Fine & Performing Arts

NCAA Approved: No

This course seeks to balance understanding the development and significance of Rock and Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Through listening, analysis, discussion, music, and film students will explore the music and the culture and society of the day. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which really signaled the arrival of rock's second generation, the rock explosion and social upheaval of the late 1960's, and the changes in Rock & Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons including rap/hip hop. The ultimate goal of this course is to help you understand the music that you are listening to: where it comes from, what it is made of, where it is going, and to help make you an educated consumer of music.

CONTEMPORARY WORLD ISSUES

Grade 9-12 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Social Studies

NCAA Approved: No

Discussions on current issues affecting society world wide. Learn to develop a comparative analysis between past events and how they would be handled today. Review the development of world religions and how they play key roles in today's society. Review cultures through food, music, and language.

US HISTORY

Grade 11 Full Year

Credit: 1.0 (.5 per semester)

Credit for Graduation: Social Studies

NCAA Approved: Yes

This course provides students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

PSYCHOLOGY 1 (HUMAN DEVELOPMENT)

Grade 11-12 Semester (Fall)

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

LCSC College Credit Available if taken with Psychology 2 (3 credits – PSYC 101 Introduction to Psychology)

This one-semester course is an introduction to the factors which influence human behavior and thinking, as well as the complexities of the mind/body relationship. The outcome of this study should be a clearer understanding of individual behavior which will greatly impact students' effectiveness with relationships and appreciation for diversity. Critical thinking skills & practical applications are emphasized. Topics include Approaches to Psychology, Memory & Thought, Research Methods, Infancy & Childhood, Adolescence, Body & Behavior, & Psychological Disorders.

PSYCHOLOGY 2 (FAMILY SYSTEMS)

Grade 11-12 Semester (Spring)

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

LCSC College Credit Available if taken with Psychology 1 (3 credits – PSYC 101 Introduction to Psychology)

This one-semester course is an Introduction to Psychology focused on the evaluation of the significance of family and its impact on the well-being of individuals and society. Demonstration of an appreciation for diverse perspectives, needs, and characteristics of individuals and families is a significant outcome. The course includes instruction in related principles of psychology, sociology, behavioral sciences and the humanities. Topics include Altered States of Consciousness, Sensation & Perception, Learning & Memory, Motivation & Emotion, Personality, Stress & Health, Group Interaction, and Attitudes & Social Influence.

ECONOMICS

Grade 12 Semester

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

Economics is the study of getting the most of what you want with what you have; at the personal, national, and international level. Students will cover budgeting, career planning and job hunting, national economic health, international trade, debt, investing, and current issues in Economics.

ECONOMICS (AG. BUSINESS)

Grade 12 Semester (Fall)

Credit: .5

Credit for Graduation: Social Studies or CTE/Occupational

NCAA Approved: Yes

WWCC Tech Prep Credit Available

This fall semester class covers two basic principles of economics: micro economics and personal finance. Students will gain an understanding of supply and demand principles and basic business types. The personal finance lessons will include topics/guest speakers in investing, banking principles, insurance, identity theft, stock market and the application of spreadsheets. This class counts as the Economics graduation requirement.

GOVERNMENT

Grade 12 Semester

Credit: .5

Credit for Graduation: Social Studies

NCAA Approved: Yes

LCSC College Credit Available (3 credits – POLS 101 American National Government)

This course provides an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

The Asotin-Anatone School District Notice of Non-Discrimination

DISCRIMINATION

The Asotin-Anatone School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Civil Rights – Dale Bonfield, dbonfield@asd.wednet.edu, 509-243-1100

Title IX – Brendan Johnson, bjohnson@asd.wednet.edu, 509-243-4151

504 Coordinator – Dale Bonfield, dbonfield@asd.wednet.edu, 509-243-4151

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <https://app.eduportal.com/publicfolders/1094975/list/49248>

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://app.eduportal.com/publicfolders/1094975/list/49248>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](#)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

The Asotin-Anatone School District is an Equal Opportunity Employer

The Asotin-Anatone School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Compliance Officer: Brendan Johnson, High School Principal at 509-243-4151 or bjohnson@asd.wednet.edu, or contact Section 504/ADA/RCW 28A.640 Compliance Officer: John Heley, Student Services Director at 509-243-4146 or jheley@asd.wednet.edu or contact the Civil Rights Coordinator, Dale Bonfield, Superintendent at 509-243-1100, dbonfield@asd.wednet.edu. Address for all compliance officers is Asotin-Anatone School District No. 420 P.O. Box 489 Asotin, WA 99402.

Civil Rights Requirements

- Full Handbook disclosure required in all major publications including the complaint process.
- Handbook page can be provided in employee and welcome back packets as a supplement
- Full training to review the OSPI power point and our policies required each year
- Scan and email the policies 5010 & 5011 to all staff and refer to website
- Must have a meeting and get verification of attendance for all staff
- 1st Day meeting agenda showing Civil Rights Training as an agenda item
- All sign in forms and agenda submitted to the District Office for filing for the next review