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INTRODUCTION



WE WILL EMPOWER AND ENCOURAGE ALL STUDENTS TO ACHIEVE THEIR FULL POTENTIAL

Parents and Students:

Sandpoint High School provides opportunities for all our students. Our size allows us to offer all students a diverse and comprehensive curriculum. In addition, we have a full slate of extra-curricular activities and athletics. This course description book will give students and parents an overview of the class offerings so they can make appropriate course selections.

We want students to challenge themselves. Fortunately, most young people forego the temptation of “easy” classes, late arrival and early dismissal to absorb everything they can from an individualized and challenging course of study. Our curriculum is designed to offer everyone the knowledge and skills they need to succeed as they pursue further education or the world of work following graduation.

We believe each student should strive to reach his or her full potential. We want all of our students to be successful and to enjoy the wealth of educational opportunities at Sandpoint High School. Please use this booklet as a tool to mine the wealth of the Sandpoint High School curriculum.

Sincerely,

Administration and Staff
Sandpoint High School

DRIVER EDUCATION PROGRAM

Drive safely-Arrive alive!

Eligibility Standards: The Lake Pend Oreille School District Driver Education Program is open to resident students of the ages of fourteen and one-half (14 ½) through twenty-one (21) years, whether or not they are enrolled in a public, private, or parochial school.

The three basic concepts that are emphasized in the program are: the driving task, precision driving and factors that interfere with driving—including alcohol, other drugs and fatigue. These concepts meet the Idaho State Safety Education program general goals, which are: to prepare students with the essential operator competencies needed to drive motor vehicles on the public streets, roads and highways; and to develop growth as a competent and responsible participant in the highway transportation system in both operator and non-operator roles.

Time Requirements: The Driver Education Program shall be offered after regular school hours and during the summer and shall be conducted in a minimum time frame of six weeks duration. Each student shall receive a minimum of thirty (30) clock-hours of classroom instruction, six (6) clock hours of behind the wheel instruction, and a minimum of six (6) clock hours of observation time. Extra time may be allowed to take care of individual differences among students. It is essential that each student attends all classes and drive sessions as make-up time for sessions missed is very limited.

Instructional Permit: Students must obtain a Driver Training Instruction Permit/Supervised Instruction Permit through the Bonner County Driver's License Office (do not get your permit until you are enrolled in a class because the permit is only good for one year).

Where to sign up: You may sign up in the Sandpoint High School front office with Patti Hulce.

Registration Fee: Students will be charged a \$215 registration fee at the time they are enrolled in class.

Class Schedules: TBA

Driver's Ed message phone 263-3034 extension 299

For further information please visit the Lake Pend O'reille School District web site at www.lposd.org

GENERAL INFORMATION

Computer Scheduling

SchoolMaster, a computer program, will schedule classes for every student. The program is designed to balance the number of students in each class. The master schedule sets the periods each class is offered and the teachers assigned to the courses.

Schedule Changes

Schedule changes will be considered if at least one of the conditions stated below is apparent in a student's current schedule.

The deadline for a change is two weeks after the beginning of each semester.

1. A student needs a course to complete Sandpoint High School graduation requirements.
2. A student needs a course for admittance to a post secondary institution or training program (college, technical school, apprenticeship) and the student currently has the necessary prerequisites for the course requested.
3. A student does not have the necessary prerequisites for a course on his/her current schedule.
4. A hole appears in the schedule (usually represented by a "see counselor" notation).

Progress Reports

Academic progress may be monitored through our Schoolmaster Pass system. Parents may access their child's progress reports on-line at www.lposd/SHS using an ID and PIN that may be obtained by visiting the SHS office. "How Am I Doing?" reports may be obtained in the Counseling Career Center. The responsibility for the completion of this report is the student's.

Grading Scale and Credit Weight

Grades are based on an A, B, C, D, and F system indicating a range of performance from superior (A) to not passing (F). A student can earn 1 credit per semester per class; there are 2 semesters per school year.

	Percentage	Regular Un-weighted GPA	Honors/Dual Credit Core Courses Weighted GPA	AP Weighted GPA
A	90 - 100	4	4.5	5
B	80 - 89	3	3.5	4
C	70 - 79	2	2.5	3
D	60 - 69	1	1.5	2

Parent Conferences

At the end of the first quarter, time will be provided so that parents and teachers may have an academic conference concerning the progress of their students at Sandpoint High School. During this time, parents will have the opportunity to discuss their teen's progress with the individual teachers. Parents are invited to schedule a conference with teachers at any time throughout the year.

College Admissions Testing Program

The ACT and SAT are given at Sandpoint High during the following times:

ACT: given in fall/spring

SAT: given in fall/spring

PSAT (Pre-SAT): given once in the fall (designed for juniors)

PLAN (Pre-ACT): given once in the fall (designed for sophomores)

College Requirements

Students, the basic college preparatory classes are: 4yrs English, 3-4 years Math, 3-4years Science, 3 years Social Science and 2 consecutive years of a world language. If you are going into specific fields, you will want to take as many courses in your area of study as possible to help prepare for college. **It is extremely important to research the entrance requirements for your schools of interest.** As an example, some schools require a year of fine or performing arts and/or a year of global studies or world history.

Taking honors or AP classes will enable you to apply for an honor diploma become well prepared for college, enhance your high school curriculum, and provide additional scholarship opportunities. Don't forget, if you have a higher GPA, you could qualify for the Western Undergraduate Exchange, a program that would allow you to attend college in another (western) state without paying the full out of state tuition!! If you have further questions about honors credits or wish to find out specific school requirements and more about the WUE program, come to the counseling office and see your counselor.

Athletic Eligibility

In order to be scholastically eligible, student s must be currently enrolled in a minimum of six credit classes and have successfully completed six classes the previous term of the sport.

Attendance Policy

The Lake Pend Oreille School District requires students to be in attendance for at least 90 percent of the time that school is in session per semester to receive credit. Therefore, a student is in jeopardy of losing a credit earned in a class if he/she misses more than **5 days per semester in a class**. An attendance letter is sent home prior to any action taken by an attendance committee.

Advanced Placement (AP)

Students may take advantage of courses which offer regular high school credit and the opportunity to earn college credit by an Advanced Placement examination. The College Board provides AP exams in a variety of subject areas. The tests are taken while you are still in high school, and you may receive college credit if you receive a 3, 4, or 5 on the exam, depending upon the postsecondary institution you plan to attend.

At this time the following subjects are in the Advanced Placement Program:

American Government	French
Biology	Music Theory
Calculus	Statistics
English Composition	Studio Art
English Literature	US History

Correspondence Courses

Correspondence courses must be taken from schools accredited by Northwest Accreditation, such as IDLA, BYU, NIC, or U of I. The current district school board policy allows for a total of 7 credits that may be accumulated throughout the 4 years of high school with approved application prior to enrollment. Please see your counselor for further information.

Dual Credit

Dual credit is course work in which a secondary student is enrolled in a college level course which is also counted as a secondary course for high school graduation purposes. *Credits may transfer to other colleges & universities depending on their acceptance policy.

Prerequisite for the NIC Classes: 3.00 GPA, teacher and counselor recommendation, and NIC application process.
Course Fees Include: College Registration, Tuition, Lab Fee (if applicable), and Texts are the responsibility of the student.

If you are interested in the dual credit program please see your counselor for more information.

Tech Prep

The Tech Prep Program allows students to receive technical college credit for a high school professional-technical course (or combination of courses) that has been evaluated and determined to be equivalent to a technical college course. Currently, Tech Prep courses are articulated through North Idaho College (NIC).

Prerequisite for Tech Prep courses: Teacher and counselor recommendation.
Course Fees Include: A College Registration and Tuition fee that is responsibility of the student

Terms and Definitions

Advanced Placement (AP): These classes are designed to allow students to take a college placement exam in order to obtain college credit in the subject area.

Correspondence: Courses taken from outside sources such as IDLA, BYU, NIC, or U of I and are limited to 7 credits throughout the 4 high school year.

Elective: A course not required to be taken for graduation, but one a student may get credit for toward graduation.

Honors: All classes with Honors included in their titles are advanced in nature and material, and are highly recommended for gifted, motivated and college-bound students. Honors classes are recommended for Advanced Placement (AP) preparation.

Independent Study – when a course that is part of the Sandpoint High School curriculum is taken under the supervision of a teacher outside the scheduled class time.

Prerequisite: Conditions a student will have met before being eligible to take a course.

Regular: A class designed for students to meet their graduation competencies in a given area.

Required: A class students must successfully complete for graduation.

Special Education: Resource courses are available for students who qualify for special classes. The State of Idaho determines the guidelines for this program.

Strategic or Basic: A class in required subjects for students with lower reading ability or other learning challenges. These classes will be designated with the letter “S” or “B.”

Tech Prep: A PTE course that has been evaluated and determined to be equivalent to a North Idaho College technical course.

GRADUATION REQUIREMENTS

For the class of 2009 and beyond

In addition to a passing grade (D or better) in each Core class, the student must obtain a cumulative (9-12th) grade point average of a 2.0 (C average) in the Core classes (listed below). Seniors must be enrolled in six (6) 90 minute block periods to be eligible to walk at the commencement ceremony. Students must pass six (6) out of eight (8) classes to be eligible for extra-curricular activities.

Class of 2009 and beyond	
Core Required Course	Credits
English	8
Math	6
Science	6
Speech	1
Economics	1
Health	1
U.S. History 10	2
U.S. History 11	2
American Government	2
Practical Arts	2
Humanities	2
Electives (not included in core GPA requirement)	21
PE (not included in core GPA requirement)	2
Total Credits Required	56
Total Credits Offered	64

Practical Arts courses include: Industrial Mechanics, Auto Chassis Fabrication, Residential Carpentry, Cabinetry, Drafting, Introduction to Technology, A+ Certification, Principals of Web Design, Orientation to Health Occupations, Diversified Health Occupations, Adult Living, Nutrition and Foods, Food Preparation/Management & Services, Computer Business Applications, Accounting, Student Store Operations, Electronics, Pathways to Success, Career Pathways, Work Based Learning, Cedar Post, Journalism, Ecology, Forestry, Horticulture, and Landscape Design.

Humanities courses include: Band, Stomp, Choir, Art, Painting, Pottery, Drawing, Theater, Acting, Stagecraft, French, Spanish, German, Performing Dance, Sociology, International Relations, Greatest Generation through Film and World History.

To Graduate from Sandpoint High School

Three Criteria must be met:

- Required Core Courses are successfully completed
- Total Credit Requirements are met
- Demonstrate proficiency on ISATS

If the students wish to participate in the graduation ceremony, they must be enrolled full time their senior year at SHS (6 of the 8 90-minute blocks, 3 each A and B day).

Core Competency

In addition to a passing grade in each Core class, satisfactory achievement in the Core shall be validated for each student through the use of one of the options listed below:

Option 1 - The student must show proficiency on the required Idaho Standard Achievement Tests (ISAT)

Option 2 - The local school district may choose to validate student achievement through the use of a locally developed Core Competency Plan. This plan must follow guidelines established by the State Department of Education and be approved by the State Board of Education.

Idaho Standard Achievement Test (ISAT)

In the spring of the 10th grade year students must achieve a proficient score on the ISAT. **The sub-tests include: Language Usage (proficient score = 226), Reading (proficient score = 220) and Math (proficient score = 238).** If a student does not achieve proficiency, he or she will be required to retake the ISAT until a proficient score is obtained. Students may take the ISAT through the fall semester of their senior year. Students that do not meet proficiency at this time will need to meet with their counselor to implement the Core Competency Plan.

10 th Grade ISAT Scores				
ISAT Test	"Advanced"	"Proficient"	"Basic"	"Below Basic"
Language Usage	242 & Up	226-241	218-225	217 & Below
Reading	235 & Up	220-234	211-219	210 & Below
Math	251 & Up	238-250	230-237	229 & Below
Science	230 & Up	219-229	213-218	212 & Below
9 th Grade ISAT Scores				
ISAT Test	"Advanced"	"Proficient"	"Basic"	"Below Basic"
Language Usage	239 & Up	224-238	216-223	215 & Below
Reading	232 & Up	217-231	209-216	208 & Below
Math	247 & Up	233-246	226-232	225 & Below
8 th Grade ISAT Scores				
ISAT Test	"Advanced"	"Proficient"	"Basic"	"Below Basic"
Language Usage	236 & Up	221-235	213-220	212 & Below
Reading	229 & Up	214-228	207-213	206 & Below
Math	243 & Up	229-242	220-228	219 & Below

GUIDANCE SERVICES

Resources and Information available to all students:

- Books, Videos, Computer Programs, Internet Sites – to assist with career exploration and choices
- Financial Aid Information – Scholarship applications and Internet accesses to web sites for financial aid.
- SAT/ACT & PSAT/PLAN prep information, registration information and applications.
- College and Technical School Catalogs and website information.
- Military Information on all branches of the service

Parent Information:

- Books and tapes to check out
- Internet Resource Information for Academic Success (Such as Learning Style Inventories, Study Tips, Testing Strategies, etc)
- Community Counseling Referrals

Education and Post-Secondary Career Planning:

Student 4-year Learning Plans are required for all students by the State of Idaho and will assist students in planning their individualized high school course of study. Learning Plans will be developed for all incoming 9th graders and will be reviewed each spring for 9th – 11th graders by the student and parent. Course recommendations will be made based on these plans. Juniors will complete an application for graduation the spring prior to their senior year.

SHS Counselors

Debra Nusbaum, Counselor

Freshman last names A-G & Class of 2012

Linda Sprinkle, Counselor

Freshman last names H-O & Class of 2010

Cindy Albertson, Counselor

Freshman last names P-Z & Class of 2011

Post Secondary Transition Counselor

Jeralyn Mire

208-263-3034 Extension 234

Counseling Office Coordinator

Luera Holt

208-263-3034 Extension 219

CAREER CLUSTERS

Selecting a Career Cluster provides students and their parents with a method of preparation for further education beyond high school and a meaningful career. Career Clusters incorporates the combined value of academic and technical coursework, the opportunities for students to experience the value of their education through School-to-Work activities in the community, and the need for lifelong learning. Within each Career Cluster, students choose or design a career plan. Career plans include course work that prepares students to: enter directly into the workforce; continue education focused on technical college education; or pursue advanced study at a college or university. It is important to understand the sixteen clusters contain only samples of occupations with each cluster. Your guidance counselor can help you research additional options with each cluster.

Career Clusters are groupings of occupations, entry level through management, that share common business functions and activities and require similar core knowledge and skills. The national website for the Career Cluster materials is www.careerclusters.org.

THE 16 CAREER CLUSTERS

Agriculture, Food & Natural Resources

Careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. Also includes related professional, technical, and educational services.

Architecture & Construction

Careers in designing, planning, managing, building, and maintaining the built environment including new structures, restoration, additions, alterations, and repairs.

Arts, AV Technology & Communication

Careers in A/V Technologies and film include the manufacturing, selling, renting, designing, installing, integrating, operating, and repair of the equipment of audiovisual communications. Involved in the presentation of sound, video, and data to groups.

Careers in broadcast and journalism include the gathering and presenting of stories and news. Technical careers include installing, testing, repairing, set up, and operation of electronic equipment used to record and transmit.

Business Management & Administration

Careers in planning, organizing, directing, and evaluating business functions for efficient and productive business operations.

Education & Training

Careers in planning, managing, and providing education and training services and related learning support services.

Finance

Careers in financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration

All careers are represented, but the focus is making and executing public policy and providing vital services.

Health Science

Careers that promote health, wellness, and diagnosis as well as treat injuries and diseases

Hospitality & Tourism

Careers in management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Human Services

Careers related to families and human needs.

Information Technology

Careers in implementing computer systems and software, providing technical assistance and managing information systems; creating and producing interactive multimedia products and services; design, installation, maintenance, and management of network systems; design, development, implementation, and maintenance of computer systems and software.

Law, Public Safety & Security

Careers in planning, managing, and providing legal, public safety, protective services, and homeland security, in professional and technical support services.

Manufacturing

Careers in planning, managing, and performing the processing of materials into intermediate or final products. Related careers in support activities in production planning and control, maintenance and manufacturing/process engineering.

Marketing Sales & Service

Careers in planning, managing, and performing marketing activities.

Science, Technology, Engineering & Math

Careers in planning, managing, and providing scientific research and professional technical services including laboratory and testing services.

Transportation, Distribution & Logistics

Careers in planning, management, and movement of people, materials, and products by road, air, rail, and water; related support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

ELECTIVES

ACADEMIC ELECTIVES

Academic Decathlon (Honors)

Year, Elective **Honors**

Recommendation: Course placement application and selection process through instructor.

Students will study a broad range of topics that are not part of the regular SHS curriculum. Students will study mathematics, economics, art, music, language, literature, social science, and science as it relates to the year's theme. In addition, students will also learn interview skills, practice essay writing and prepare for academic tests and competitions. Students are expected to spend a considerable amount of time outside of class on independent research and study. Students will be required to compete with other high schools as part of the SHS Academic Decathlon Team.

Integrated Studies

Semester, Elective **Regular**

Recommendation: Self directed studies-semester (pass/fail)

It is your turn to study what interests you without regard for traditional subject boundaries. Each student develops their personal curriculum for a semester based on their interests. Controversial topics are given top priority. This class can only be taken with instructor permission (Mr. Aunan) and is recommended for seniors or very mature juniors who are ready to move beyond traditional classroom expectations.

SPECIAL SERVICES

Life Skills

Recommendation: Students must meet Idaho Exceptional Child Criteria

Life-Skills is a special education program where the student receives the majority of instruction in a self-contained setting outside the general education classroom. The student participates in the general education environment and curriculum to the extent that he or she can benefit from it. Involvement with peers without disabilities is provided when possible or appropriate. The curriculum is driven by the Individual Education Plan and it may include areas of self-care, daily living skills, functional academics, vocational training, community functioning and transition.

Academic Support

Recommendation: Referral, evaluation, and approval.

Academic Support provides a wide spectrum of support services to students who have been identified as having special educational needs in one or more areas. Support is offered both to the student and to mainstream teachers in meeting individual needs. Individualized instruction in deficit areas is provided and driven by the IEP. Personalized student-teacher contracts in resource room classes provide students with the opportunity to earn graduation credits while developing compensatory skills and receiving instruction at individually appropriate levels. A written referral from a parent, teacher, or student is required for evaluation.

HUMANITIES

FINE ARTS

The art instructors at SHS are professional artists as well as teachers. Both have high values and expectations for students in all of their respective courses. If you choose to enroll in art classes, know that you will be expected to produce and participate to the absolute best of your ability. *In some circumstances, seniors (only) who have not been able to get into basic art classes, may petition to get into more advanced classes. These students must first obtain the permission of the instructor.

Basic Art

Semester, Elective Regular

Recommendation: Grades 9-12; Basic Art is the prerequisite for all other offerings in the art department. Students wishing to take drawing, painting, pottery or AP art must pass basic art with at least a B average.

Course Fee: \$15

Basic Art serves as an introduction to visual art for any student regardless of ability or previous experience. Students will learn how to draw during the first part of the course, so it is not necessary for students to already have this ability. We will also cover color theory, design theory, and the history of the various methods and media we will be using. Students will have an opportunity to experience several different media including painting, printmaking, and other two dimensional techniques. Through these experiences students will learn to recognize and appreciate the difference between good and poor design in a work of art (esthetics). They will also gain an appreciation for the amount of effort artists put into a successful artwork by doing research and production themselves.

Drawing

Semester, Elective Regular

Recommendation: Grades 11-12; Basic Art with a grade of "B" or better, or portfolio review by instructor.

Course Fee: \$25

In this class students will follow a series of drawing activities that will continue to teach fundamentals of drawing along with a diversity of techniques. A full spectrum of drawing practices will be covered that will build on the knowledge and skills gained in Basic Art, will challenge the art student and recognize the indispensable role of drawing in every aspect of art making. Activities will work with concepts of line quality, functions of value, shape and volume and functions of color in drawing, along with some printmaking. This class will better prepare students wanting to take painting, or advanced art classes.

Painting I

Semester, Elective Regular

Recommendation: Grades 9-12; Basic Art

Course Fee: \$25

This course includes painting techniques in tempera, acrylic, and watercolor with an emphasis on color theory and composition. Students will create and critique original paintings and participate in the annual student art show.

Painting II

Semester, Elective Regular

Recommendation: Grades 9-12; Painting I or instructor permission

Course Fee: \$25

This course includes painting techniques in tempera, acrylic, oil, and watercolor with an emphasis on principles and elements of art. Traditional painting exercises, mixed media techniques and an exploration of art/craft forms from around the world will be done. Students will also participate in the annual student art show.

Pottery I

Semester, Elective Regular

Recommendation: Grade 10-12; Basic Art

Course Fee: \$25 lab fee is required which covers all clay, glazes, and any other materials necessary for the course.

This class is structured as a beginning course in ceramics. Students will learn various clay forming techniques, including: wheel throwing and hand forming methods, ceramic design concepts; development of a personal design style; glaze technology and basic formulation as well as basic kiln firing techniques.

This class is open to any 10-12 grade students who have completed basic art in good standing. Students should be good independent workers and capable of working responsibly in the somewhat relaxed atmosphere of the art room.

Pottery II

Semester, Elective Regular

Recommendation: Grades 10-12; Pottery I

Course Fee: \$25 lab fee is required which covers all clay, glazes, and any other materials necessary for the course.

Students will continue to work on the skills learned in Pottery I. Students will begin to develop a body of work, and work on a series of more advanced and complex projects. Students should have an excellent ability to work responsibly and independently.

Advanced Art**Year, Elective Regular****Recommendation: Grades 11-12; portfolio of artwork; Basic Art and at least two other art classes (painting, pottery) and have earned a "B" or better in each course. Exemption from this prerequisite may be given to students who can demonstrate a strong desire and exceptional basic skills along with the permission of the instructor.****Course Fee: \$25 per semester**

Students will work in and research a variety of two and three-dimensional media. They will learn how to work with the elements and principles of design, develop an understanding of the historical importance and context of visual art, and be expected to create high quality work for display in a variety of local and regional art shows.

Studio Art (AP)**Year, Elective Advanced Placement****Recommendation: Grades 11-12; Basic Art and at least two other art offerings. A portfolio of 3 or 4 pieces of work must be submitted as well as a parent meeting in the fall prior to enrollment is expected.****Course Fee: There is a fee of about \$60. Students will be required to buy their own supplies or pay a \$25 lab fee.**

AP Studio Art is an intensive course that addresses advanced concepts in drawing, painting and beyond. Students will produce portfolios of slides for use in the college admissions process and are prepared to submit portfolios of slides and original work for AP evaluation. Students are expected to perform at an advanced skill level while taking initiative to develop their own commitments to content and personal voice. Each student designs a concentration focused on a particular visual concern in which he or she has a compelling interest, and explores and develops a body of work over a 10 week period of time in the second semester. A substantial amount of work is required outside of class.

PERFORMING ARTS**Introduction to Guitar****Year, Elective****Recommendation: Personal guitar required – acoustic guitars are preferred.**

A class for beginning level and intermediate guitar students. Beginning music notation, theory, chords, and performance skills will be studied.

Stomp**Semester, Elective****Recommendation: Grade 9-12**

This course will explore alternative rhythmic and percussion devices in combination with movement and theatrical performance. Students will be creating their own stomp routine. This class is designed for every student with or without a musical background.

Concert Band**Year, Elective Regular****Recommendation: Previous experience recommended**

This band is designed to stress fundamentals and techniques in order to prepare students for Symphonic Band and Jazz Band. The students will participate in all concerts, field trips, home football games, and festivals such as IEMA Solo & Ensemble and Large Group Festival. The students will also participate in various small ensembles and to be in the Pep Band. The students will perform frequently after school and evenings.

Symphonic Band**Year, Elective Regular****Recommendation: Audition Only**

This is a select band mainly composed of students in grades 10-12. All new members must audition to fill open positions. The band students are expected to be committed to excellence and will perform at home football games, concerts, IEMA Festivals, the spring trip, small ensembles, and in Pep Band. The group will play more difficult and advanced music. The students perform frequently after school and evenings.

Jazz Band I/II (Honors)**Year, Elective Honors****Recommendation: Audition only**

This class is by audition only. The selected students must also enroll in Symphonic or Concert Band unless given special permission by the director. The class teaches jazz forms, theory, listening, and jazz history. The students perform frequently after school and evenings. The jazz students will also be expected to be committed to excellence and to participate in festivals, field trips, community and school concerts, social performances, home football games, and Pep Band.

Music Theory (AP)**Year, Elective** **Advanced Placement****Prerequisite: Musical experience recommended**

All the content of this course are tested in the AP Music Theory Exam. A textbook and workbook are required. The books are: The Practice of Harmony, 5th edition by Peter Spencer. The class will include elements of pitch, elements of rhythm, triads, seventh chords, chord progressions, four-part writing, and composition. Access to keyboard at home or music theory lab after school will be important for success.

Mixed Choir**Year, Elective** **Regular****Recommendation: Grade 9-12**

Members will sing all types of music from pop to classical and learn to use their voice properly with good tone and breathe control. Students will also learn to read music and participate in festivals and music clinics including programs for the community. This is the entry-level choir at SHS so most students will be 9th graders.

Concert Choir**Year, Elective** **Regular****Recommendation: 2 semesters of mixed choir, audition by instructor.**

This class is a performing group that performs everything from classical to jazz. The students perform frequently after school and evenings.

Women's Performing Choir (Honors)**Year, Elective** **Honors****Recommendation: Must be female; 2 current or past semesters of mixed choir, audition by instructor**

This class is a performing group that performs classical, pop and jazz literature. They perform frequently after school, in the evenings, and at luncheons for clubs and organizations in the community. These students sometimes travel to festivals and do many extra fundraisers to help get them to these festivals.

Men's Performing Choir (Honors)**Year, Elective** **Honors****Recommendation: Must be male; 2 current or past semesters of mixed choir, audition by instructor**

This class is a performing group that performs classical, pop and jazz literature. They will learn to use their voice properly with good tone and breathe control. These students will also learn to read music. They perform frequently after school, in the evenings, and at different community organizations and functions. These students sometimes travel to festivals and do many extra fundraisers to help get them to these festivals.

Introduction to Theatrical Arts**Semester/Year** **Regular****Recommendation**

This course offers students history of theater. The students will practice techniques of pantomime, improvisation and interpretation of a script. Class is designed to help students understand what goes into the creation of a play, and the roles of director, playwright, actor, scene designer, costumer, and producer.

Acting**Year** **Regular****Recommendation: Intro to Theatrical Arts and/or teacher's permission**

Students will build upon skills learned in Introduction to Theatre Arts. Emphasis will be on performance techniques. Actors will learn to perform Shakespeare, dialects, modern scenes and children's theater. Some stage combat will be included.

Advanced Acting I/II**Year** **Regular****Recommendation: Acting AND audition**

Students will refine acting skills learned in previous classes. Care will be taken to strengthen and develop characters. Students will focus on establishing scenes in multiple styles. Students will view live theater plays and musicals in the Spokane/Coeur d'Alene/Sandpoint area and write reviews. Guest lecturers will speak to class on all aspects of theater. Students, working in a group, will write and produce an original One-Act play. Students will perform for area schools. Students will complete a personal portfolio by the end of their second year. Out of class time is required. Class may be repeated for credit.

Stagecraft I/II/III

Year Regular

Recommendation: Intro to Theater Arts

Students will build upon skills learned in Introduction to Theatre Arts. This course is an in-depth study of the behind-the-scenes life of theatre. Students will work in multiple facets of technical theatre including, but not limited to, costumes, make-up, hair design, set construction, set painting, lighting, sound, properties, production, and script/screen writing. Class may be repeated for credit.

WORLD LANGUAGES

Honors and Basic enrollment is determined through the course placement application under the following criteria:

Honors enrollment standards: Two (2) of the following criteria must be met for placement. Students should be maintaining at least a 3.0 in their English classes, score at or above the "advanced" level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 234, Language Usage 241, Math 250), and secure the recommendation of the student's English teacher. **Since it is difficult to change classes during the year, students should evaluate carefully their ability to handle a number of Honors, or AP classes. The counseling department recommends no more than three (3) AP or Honors courses per semester.**

*A student must pass each level of Language before he/she can go on to the next level. For example: if a student fails a year in Spanish I, he/she must retake it before he/she can take Spanish II.

French I

Year, Elective Regular

Recommendation: "B" average in English; Students in Strategic freshman and sophomore English classes should wait to take French I until their junior or senior year or until they meet the ISAT recommended proficiency scores for language and reading.

French I is a beginning course which introduces the four language skills of listening, speaking, reading, and writing in French at an academic level. Francophone cultures will be explored through various classroom activities. Students will be encouraged to use basic oral communication in their daily interactions in class with the teacher and other students. Students are expected to spend about 10-15 minutes every night with homework and/or studying vocabulary.

Vocabulary groups: Basic greetings, alphabet, numbers, calendar, time, people, classroom, house, family, food, travel, adjectives to describe people, clothing, colors, and team sports.

Grammar topics: subject pronouns; regular -er, -ir, and -re verbs and common irregular verbs in present and past tenses; adjective/noun agreement; definite, indefinite and partitive articles; interrogative expressions; comparisons.

French II

Year, Elective Regular

Recommendation: "C" average in French I

French II is an intermediate course that further develops the four language skills through an in-depth analysis of grammar and oral communication at an academic level. Francophone cultures will be explored through various classroom activities. Students will be required to use French in their daily interactions in class with the teacher and other student. Students are expected to spend about 20 minutes every night with homework and/or studying vocabulary.

Vocabulary groups: Individual sports, seasons and weather, daily routine, the arts, health, telecommunications, travel, bank, post office, food and cooking, car and driving.

Grammar topics: Complete review of French I topics; study of all present tense verbs (regular, irregular, stem-changing, reflexive); study of the past tenses and their usage; commands, future and conditional tenses; usage of reflexive, direct object, indirect object, and all other object pronouns.

French III (Honors)

Year, Elective Honors

Recommendation: "B" average in French II; Course placement application & teacher recommendation

French III Honors is a pre-AP advanced course conducted in French which focuses on listening, speaking, reading, and writing French at a highly academic level. Francophone cultures will be explored through classroom activities, literary and journalistic reading, film, novels, and research. Novels may include *Le Petit Prince* (Antoine de Saint-Exupéry), *Candide* (Voltaire), or *La Chatte* (Colette). Students will be required to use French in their daily interactions in class with the teacher and other students. Students are expected to spend about 30 minutes every night with homework and/or studying vocabulary. At the honors level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers. There is a summer grammar and reading assignment to be completed prior to the first day of school.

Vocabulary groups: Travel, weather, youth, leisure activities, shopping, slang, theater, francophone African countries and culture, media, social problems, human interest stories, life celebrations and holidays, health and well-being, French heritage.

Grammar topics: Complete review of French II. All verbs in the subjunctive, the literary past tense, the perfect tenses. Relative, interrogative, demonstrative, and possessive pronouns. Complex sentence structure.

French IV (AP)**Year, Elective Advanced Placement****Recommendation: "B" average in French III; Course placement application & teacher recommendation**

French IV AP is an advanced course conducted 100% in French, which focuses on listening, speaking, reading, and writing French at a highly academic level. French history and literature will be explored through classroom activities, literary reading, film, novels, and research. Novels may include *Le Petit Prince* (Antoine de Saint-Exupéry), *Candide* (Voltaire), or *La Chatte* (Colette). Students will be required to use French in the classroom. Students are expected to spend a minimum of 30 minutes every night with homework and studying. At the AP level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers. There is a summer grammar and reading assignment to be completed prior to the first day of school. The AP French Language exam is administered in May.

Vocabulary groups: continual expansion of previously learned vocabulary topics; literary and historical terms; other topics will be determined by the teacher according to the needs of the class.

Grammar topics: Review of all verb tenses and moods and parts of speech; continued reinforcement of complex sentence structures and advanced syntax.

Spanish I**Year, Elective Regular**

Recommendation: "B" average in English; Students in Strategic freshman and sophomore English classes should wait to take Spanish I until their junior or senior year or until they meet the ISAT recommended proficiency scores for language and reading.

Spanish I is a beginning course which introduces the four language skills of listening, speaking, reading, and writing in Spanish at an academic level. Hispanic cultures will be explored through classroom activities. Students will be encouraged to use basic oral communication in their daily interactions in class with the teacher and other students. Students are expected to spend about 10-15 minutes every night with homework and/or studying vocabulary.

Vocabulary groups: Basic greetings, alphabet, numbers, calendar, people, adjectives to describe personality and appearance, family, classroom, pastimes, food, shopping, the house, body parts, sports, and weather.

Grammar topics: Subject pronouns; adjective/noun agreement, the verbs to express to be; regular -ar, -er, and -ir verb conjugation in the present and preterite tenses; common irregular verb conjugation in the present tense; direct object pronouns; interrogative expressions; comparisons.

Spanish II**Year, Elective Regular****Recommendation: "C" average in Spanish I**

Spanish II is an intermediate course which focuses on listening and speaking Spanish at an academic level. Hispanic cultures will be explored through classroom activities, internet activities, and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students are expected to spend about 20 minutes every night with homework and/or studying vocabulary.

Vocabulary groups: Train, food and restaurant, computers and internet, hobbies and games, hotel, travel, and more.

Grammar topics: Complete review of Spanish I topics; study of all present tense verbs (regulars, irregulars, stem-changers, reflexives); study of the past tenses and their usage; passive voice; commands; future and conditional tenses; usage of reflexive, indirect, and direct object pronouns; comparatives and superlatives.

Spanish II (Honors)**Year, Elective Regular****Recommendation: Course placement application; "B" average in Spanish I**

Spanish II Honors is a more in-depth intermediate course which focuses on listening, speaking, reading, and writing Spanish at an academic level. Students will be challenged to synthesize all previously learned material. Hispanic cultures will be explored through classroom activities, internet activities, and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students are expected to spend about 20 minutes every night with homework and/or studying vocabulary. At the honors level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers.

Vocabulary groups: Train, food and restaurant, computers and internet, hobbies and games, hotel, travel, and more.

Grammar topics: Complete review of Spanish I topics; study of all present tense verbs (regulars, irregulars, stem-changers, reflexives); study of the past tenses and their usage; passive voice; commands; future and conditional tenses; usage of reflexive, indirect, and direct object pronouns; comparatives and superlatives.

Spanish III**Year, Elective Regular****Recommendation: "C" average in Spanish II**

Spanish III is an advanced course conducted in an increasingly immersed atmosphere and which uses authentic selections of Hispanic literature to improve listening, speaking, reading, and writing skills in Spanish at a highly academic level. Hispanic cultures will be explored through classroom activities, literary reading, internet activities, and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students are expected to spend about 20 minutes every night with homework and/or studying vocabulary.

Vocabulary groups: Food and restaurant, airline, hotel, and other travel: city (post office, medical office, etc.); transportation; other topics to be determined.

Grammar topics: Complete review of Spanish II while concurrently studying the following: all verb tenses in the subjunctive, verbs in the perfect tenses; complex sentence structure.

Spanish III (Honors)

Year, Elective Honors

Recommendation: Course placement application; "B" average in Spanish II

Spanish III Honors is an advanced course conducted in an increasingly immersed atmosphere which uses authentic selections of Hispanic literature to improve listening, speaking, reading, and writing skills in Spanish at a highly academic level. Hispanic cultures will be explored through classroom activities, literary reading, internet activities, and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students will be required to complete summer grammar exercises as well as maintain a journal through the year. Students are expected to spend about 30 minutes every night with homework and/or studying vocabulary. At the honors level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers.

Vocabulary groups: Food and restaurant, airline, hotel, and other travel: city (post office, medical office, etc.); transportation; other topics to be determined.

Grammar topics: Complete review of Spanish II while concurrently studying the following: all indicative verb tenses, the subjunctive mood, verbs in the perfect tenses; complex sentence structure.

Spanish IV (Honors)

Year, Elective Honors

Recommendation: Course placement application; "B" average in Spanish III

Spanish IV Honors is an advanced course conducted 100% in Spanish which focuses on listening, speaking, reading, and writing Spanish at a highly academic level. Hispanic cultures will be explored through classroom activities, literary reading, internet activities, and independent research. Students will be required to use Spanish in the classroom. Students will also study Hispanic authors and read a selection of their work in Spanish. Novels include *El Lazarillo de Tormes* (anonymous author) and *Cronica de una muerte anunciada* (Gabriel Garcia Marquez). Students are expected to spend a minimum of 30 minutes every night with homework and/or studying vocabulary. At the honors level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers.

Vocabulary groups: Continual expansion of previously learned vocabulary topics, especially through the study of suffixes, prefixes, and cognates; literary and historical terms; other topics will be determined by the teacher according to the needs of the class.

Grammar topics: Review of all the verb tenses (indicative and subjunctive); continued reinforcement of complex sentence structures and advanced syntax.

German I

Year, Elective Regular

Recommendation: "B" average in English; Students in Strategic freshman and sophomore English classes should wait to take German I until their junior or senior year or until they meet the ISAT recommended proficiency scores for language and reading.

German I is a beginning course which introduces listening and speaking German at an academic level. German culture will be explored through classroom activities. Students will be encouraged to use basic oral communication in their daily interactions in class and are expected to spend 10-15 minutes every night with homework or vocabulary study.

Vocabulary groups: Basic greetings, alphabet, numbers, calendar, classroom objects, school subjects, telling time, pastimes, family, colors and clothing, shopping, food and restaurants, weather, countries and languages, the house.

Grammar topics: Subject pronouns; definite and indefinite articles, word order, possessive pronouns; verb conjugations including many common regular, stem-changing, and modal verbs in the present tense; future tense, direct object usage, and accusative prepositions.

German II

Year, Elective Regular

Recommendation: "C" average in German I

German II is an intermediate course which focuses on listening and speaking German at an academic level. German cultures will be explored through classroom and internet activities. Students will be required to use German in their daily interactions in class and are expected to spend about 20 minutes every night with homework or vocabulary study.

Vocabulary groups: Celebrations, hobbies, leisure activities, chores, sports, body parts, means of transportation, city directions, travel, music and dance.

Grammar topics: The present perfect tense, separable verbs, commands, subordinating conjunctions; modal verbs in the imperfect past tense; accusative and dative prepositions (and pronouns) and either/or prepositions.

German III (Honors)

Year, Elective Honors

Recommendation: "B" average in German II; Course placement application & teacher recommendation

German III Honors is an advanced course which focuses on listening, speaking, reading and writing German at a more academic level. German culture and history will be explored through classroom activities, literary reading, internet activities and research. Students will be required to use German in their daily interactions in class. Students will be required to spend

about 30 minutes every night with homework or vocabulary study. At the honors level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers.

Vocabulary groups: Travel, transportation, vacation, camping, hotels, weather forecasts, chores, city life, farm life and animals, fairy tales, more food, dining and shopping, outdoor activities, festivals and holidays, communication (mail, newspapers, computer, radio) medical vocab.

Grammar topics: Narrative past tense, strong adjective endings, weak adjective endings, reflexive verbs, the genitive case, comparisons, da/wo compounds, and the past perfect tense.

German IV (Honors)

Year, Elective Honors

Recommendation: "B" average in German III; Course placement application & teacher recommendation

German IV Honors is an advanced course which focuses on listening, speaking, reading and writing German at a highly academic level. German culture will be explored through classroom activities, literary reading, internet activities and independent research. Students will be required to use German in the classroom. Students will read and discuss the novel Sophie Scholl and view the corresponding film The White Rose. Students are expected to spend 30 minutes every night with homework or vocabulary study. At the honors level, students should be able to extend what they have learned outside the classroom and become more independent learners and researchers.

Vocabulary groups: World geography, train travel, city sights, bicycle and car parts, hiking, sports gear, career choices and interviews, health and nutrition. Also climate, sociology, political, technology vocab.

Grammar topics: Review of comparisons, and adjective endings; relative clauses, verb-preposition combinations, if/then clauses, using modal verbs in the present perfect, narrative past, subjunctive, double infinitives. Also, the passive voice and subjunctive mood.

LANGUAGE ARTS

Honors and Basic enrollment is determined through the course placement application under the following criteria:

Honors enrollment standards: Two (2) of the following criteria must be met for placement. Students should be maintaining at least a 3.0 in their previously taken English classes, score at or above the “advanced” level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 234, Language Usage 241, Math 250), and secure the recommendation of the student's English teacher. **Since it is difficult to change classes during the year, students should evaluate carefully their ability to handle a number of Honors, or AP classes. The counseling department recommends no more than three (3) AP or Honors courses per semester.**

Strategic enrollment standards: Two (2) of the following criteria must be met for placement. Students that receive a 2.0 or lower in their previously taken English classes, score at or below the “basic” level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 219, Language Usage 225, Math 237), and secure the recommendation of the student's English teacher.

English I (Strategic)

Year, Required Basic

Recommendation: Course placement application

***Designed for students who need more in-depth practice to achieve mastery.**

English I (B) covers grammar, mechanics, composition, spelling, and vocabulary with an emphasis on Greek roots, prefixes, and suffixes. English I (B) students will study various literature selections and will read William Shakespeare's Romeo and Juliet, among other selected literary readings. Composition will include journal entries, book reports, creative writing assignments, essays, and poetry.

English I

Year, Required Regular

Recommendation: Completion of Jr. High requirements.

English I offers students a complete background in grammar, word usage, mechanics, composition and word study. Word study consists of a vocabulary lesson each week based on the study of Greek roots, prefixes, and suffixes. It will include work with definitions, pronunciations, parts of speech, and spelling. English I students will study various literature selections and will read William Shakespeare's Romeo and Juliet, and other selected classics. Composition will include journal entries, paragraph development, book reports, creative writing assignments, essays, and poetry.

English II (Strategic)

Year, Required Basic

Recommendation: Course placement application

***Designed for students who need more in-depth practice to achieve mastery.**

English II (B) offers a review of grammar, sentence structure, vocabulary, with an emphasis on Latin roots, prefixes, and suffixes. English II (B) students will study various literature selections and will read William Shakespeare's Julius Caesar, among other selected literary readings. Composition will include journal entries, book reports, creative writing assignments, essays, and poetry.

English II

Year, Required Regular

Recommendation: English I

***Preparation for ISAT testing**

This course is designed to cover the areas of grammar, composition, literary genres, composition, novel study, and research skills. Word study consists of a vocabulary lesson each week based on the study of Latin roots, prefixes, and suffixes. English II students will read Shakespeare's Julius Caesar, among other literary selections.

English II (Honors)

Year, Required Honors

Recommendation: Course placement application. Summer reading required.

This advanced class is designed to cover the areas of grammar, vocabulary, literary genres, composition, novel study, and research skills. These are dealt with in much more detail than in regular English II. These classes are Pre-AP (Pre-Advanced Placement) and are designed to best prepare students who wish to take the AP (Advanced Placement) class and accompanying test. Pre-AP classes are not required to take the AP test but are strongly recommended.

English III (Strategic)

Year, Required Basic

Recommendation: Course placement application

This class is structured for the student who has difficulty with written language. The emphasis of this class is a grammar review, sentence development, paragraph forms and types. This class includes a general survey of American literature, literary movements and high interest reading. Spelling and vocabulary development are also included. Occupational writing and vocabulary will be included in this class. Alternative projects and testing for class grades can also be employed.

English III**Year, Required Regular****Recommendation: English II successfully completed.**

This class features a chronological survey of American literature. Also included in this class are a grammar review and the expanded use of grammar in composition. Composition studies include essay writing, real world, and creative writing. A research project is also included. In class and outside readings are assigned. Spelling and journal writing may be featured. SAT vocabulary preparation is also presented.

English III (AP)**Year, Required Advanced Placement****Recommendation: Course placement application. Summer reading required. AP test fees required.**

AP Language and Composition is an authorized class which is designed to culminate in a successful completion of the Collegeboard Advanced Placement Language and Composition test in May. (The successful completion of this test and the college credit possibility are not guaranteed as this is up to the individual student and college attended) The class involves reading a majority of non-fiction genre, writing in a variety of formats, and thinking on a deeper level than most students have experienced. This class promises challenges and stimulation and advanced rigor which will demand a participant's best effort. This is a rhetoric class (rhetoric is the "art of crafting effective texts for specific audiences" (Joeliff). In this class students will read texts critically to examine an author's purpose and how that purpose affects the audience and write for specific audiences and purposes. Spelling, vocabulary development, and timed writing/practice AP exams will be employed. As of 2007-2008, all classes which carry the AP designation must be approved by Collegeboard as having a curriculum of sufficient rigor and application as in a college class.

English IV (Strategic)**Year, Required Remedial****Recommendation: Course placement application**

This course will assist students in developing their reading, writing, listening, speaking, and viewing skills. Students will read and respond to literature from the classical to the contemporary, and will practice the writing process, prewriting to proofreading. Students will study rules for punctuation, grammar, mechanics, usage, and will also engage in business communications activities. They will set goals, explore career options, write resumes, complete applications, and undergo the interview process.

English IV**Year, Required Regular****Recommendation: English III.**

English IV offers students a review of grammar, usage, mechanics, composition, and word study. Emphasis is placed upon spelling and writing development and SAT preparation. A survey of English Literature will be undertaken; in addition, students will examine and respond to various pieces outside the Western Canon. Vocabulary will be studied from literary contexts as well. A research project is required.

English IV (AP)**Year, Required Advanced Placement****Recommendation: Course placement application. Summer reading required.**

AP English Literature and Composition is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading and critical analysis of selected texts, students deepen their understanding of the ways writers use language to provide meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery symbolism, and tone. The College Board works with the development committees to provide descriptions of typical introductory college courses and to assess equivalent achievement in them. Our course is structured according to College Board recommendations. The College Board administers exams in May. A student who receives a score of 3 or better might expect to receive credit for the course at his or her university; students should read carefully the placement and credit policies published by the college they expect to attend.

This course invites students to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely. Students will write often, at least once a week, and their assignments will vary considerably. Some might be informal and exploratory; others might include research or work with literary criticism; still others might be timed, so students can practice writing under conditions similar to those of the AP Exam.

By the end of the course, students have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives.

Contemporary Literary Authors**Semester, Elective Regular****Recommendation: Grade 9**

A course designed to study several contemporary young adult authors who have had an influence or impact on society. Authors and books will vary. There will be a variety of excerpts read and discussed, as well as watching visual media on selected authors. There will be individual, as well as group projects required.

Literary Authors**Semester, Elective Regular****Recommendation: Grade 10-12****First Semester: American Authors****Second Semester: British Authors****Who are the writers behind the books?**

A course designed to study several authors, both novelists and poets, who have had an influence or impact on society. Authors and poets will vary. Examples of first semester focus are Mark Twain, Edgar Allen Poe, Walt Whitman, and Emily Dickinson. A variety of works will be read and discussed, as well as watching visual media on selected authors. There will be individual, as well as group projects required.

Another aspect of the course will be mini book clubs, where 4-6 students select the same book and meet within class for discussion.

Creative Writing**Semester, Elective Regular****Recommendation: Grade 10-12**

Creative writing is designed around the writing process; with a majority of class time spent working individually and in groups. Along with writing, the following will also be studied: journal writing, reading and studying published works, writing clinics, understanding the proper use of grammar, spelling, punctuation and vocabulary. Various writing genres will be explored such as fiction, non-fiction, mystery, science fiction, plays and screenplays. There will also be numerous opportunities to enter contests and submit manuscripts for publication. Students are expected to maintain a portfolio of assignments.

Speech – Fundamentals of Communication**Semester, Required Regular****Recommendation: Grade 11**

This course explores the elements of communication: listening, observing, thinking, and speaking. Exercises in interpersonal communication and speaking are designed to increase students' self-confidence in expressing themselves orally. Students will be required to give an informative and persuasive speech among others that will better prepare them for taking speech at the college level.

MATHEMATICS

Honors and Basic enrollment is determined through the course placement application under the following criteria:

Honors enrollment standards: Two (2) of the following criteria must be met for placement. Students should be maintaining at least a 3.0 in their math classes, score at or above the “advanced” level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 234, Language Usage 241, Math 250), and secure the recommendation of the student’s math teacher. **Since it is difficult to change classes during the year, students should evaluate carefully their ability to handle a number of Honors, or AP classes. The counseling department recommends no more than three (3) AP or Honors courses per semester.**

Strategic enrollment standards: Two (2) of the following criteria must be met for placement. Students who receive a 2.0 or lower in their math classes, score at or below the “basic” level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 219, Language Usage 225, Math 237), and secure the recommendation of the student’s math teacher.

A student must pass the prerequisite math course before moving on to the next level. If a student fails the first semester of a math class, but passes the second semester, he or she may take the next level and make up the failed class during the same semester. If a student passes the first semester of a class, but fails the second semester, it is strongly recommended that the student repeat the entire course.

Pre-Algebra

Year Basic 2 block course

Recommendation: Course placement application; for Grade 9; Algebra readiness Exam given in the 8th grade

Pre-Algebra is a double block year long math course that will review basic operations, arithmetic, and pre-algebra content. This course is designed to provide students with the understanding of the concepts and skills needed to be successful in algebra I and geometry. The students study quantitative relationships by using algebraic terminology and learn to simplify and evaluate numerical expressions and solve equations with use of arithmetic properties. In addition, students receive remediation in fractions, decimals, percents, ratio and proportions.

Algebra I

Year Regular

Recommendation: Course placement application; for Grade 9

Algebra is an important step in the study of mathematics and problem solving. This year long course will assist students in their understanding of the language of algebra and its applications. Students passing this course should be prepared to follow it with Geometry and Algebra II. This course is intended for college bound students.

Algebra I (Basic)

Year Basic

Prerequisite: Course placement application; for Grade 9-8th grade spring ISAT score under 230

This year long course will assist students in their understanding of the language of algebra and its applications. Algebra I basic focuses on meeting the Idaho State Content Standards in Algebra including: using algebraic symbolism as a tool to represent mathematical relationships, evaluating algebraic expressions, solving algebraic equations and inequalities, solving simple linear systems of equations, understanding the concept of functions, and applying functions to a variety of problems. This course may be more appropriate for the student who does not plan to attend a four-year college.

Geometry (Basic)

Year Basic

Recommendation: Course placement application; a passing grade in Algebra I

An informal treatment of geometry includes: the study of angles, lines, circles, polygons, and elementary problems. Includes projects and hands-on experiments; may be more useful to the student who does not plan to attend a four-year college.

Geometry

Year Regular

Recommendation: A passing grade for fall and spring semesters of Algebra

A year long course, Geometry includes 3-dimensional figures, the study of plane figures, rectangles, triangles, and circles—but more importantly it is the study of a system of ideas in which a few simple statements are assumed and then used to derive more complex ideas. This course is to help develop logical thinking. Many algebraic applications in geometry will be addressed. Students wishing to advance to an AP level in mathematics should complete this course by the end of the sophomore year and/or take this course concurrently with Algebra II Honors. Taking this course concurrently with Algebra II Honors requires a teacher recommendation.

Algebra II

Year Regular

Prerequisites: Passing grades in both Algebra I and Geometry or Algebra I (Basic) and Geometry (Basic)

This course examines the real number system and its underlying structure. Topics of study include equations, inequalities, matrices, complex numbers, quadratic equations, functions, powers, roots, and probability and statistics. Students wishing an additional year of math following this course are advised to take Probability and Statistics or Math Excursions.

Algebra II (Honors)**Year Honors****Recommendation: Course placement application; “A” or “B” in Geometry and Algebra I**

This course examines the real number system and its underlying structure in depth. Topics of study include those of regular Algebra II, with assignments, projects, and study at a significantly more rigorous level. Students wishing an additional year of math following this course are advised to take Pre-Calculus or AP Statistics. Teachers will recommend that students enrolled in Honors Algebra II, who does not have a C average or better at the end of first semester, be moved to a regular Algebra II class. **This course may be taken concurrently with Geometry, for students who received an “A” in Algebra I and with teacher recommendation.**

Technical Math**Year Regular****Recommendation: Course placement application; Passed Algebra I and Geometry; PTE students will have priority**

Technical Math uses problem situations, physical models, and appropriate technology to extend mathematical thinking and engage student reasoning. Problem solving situations, including those related to a variety of careers and technical fields will provide all students an environment which promotes communication and fosters connections within mathematics to other disciplines and to the technological workplace. Students will use hands-on activities to model, explore, and develop abstract concepts. The use of appropriate technology will help students apply math in an increasingly technological world. Collaboration between math and professional-technical teachers is an integral part of this course.

Statistics (AP)**Year Advanced Placement****Recommendation: Algebra II honors or regular Algebra II; course placement application*****AP test can be taken for college credit.**

This is a year long course equivalent to a one semester, non-calculus-based, college course in statistics. At the college level, a course similar to this is required for majors such as social sciences, health sciences, and business. Students will be exposed to the following themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students are expected to take the AP test at the conclusion of this course. This course may be taken concurrently with Pre-Calculus or AP Calculus.

Pre-Calculus (Honors)**Year Honors****Recommendation: Algebra II Honors; course placement application**

This course is designed to teach the use of precise mathematical language in the development of problem solving skills. Topics include algebra of real number vectors, complex numbers with polynomials and work with analytical geometry, circular functions, and trigonometry. This course will prepare the students to take AP Calculus the following year.

Calculus (AP)**Year Advanced Placement****Recommendation: Pre-Calculus; course placement application*****AP test can be taken for college credit.**

This course will contain a brief review of trigonometry, math analysis, and advanced algebra topics. During the remainder of the year the emphasis will be on calculus. Topics included will be functions, limits, continuity, derivatives, the integral, and the application of all these topics to problem solving. Students are expected to take the AP test at the conclusion of this course.

PHYSICAL EDUCATION and HEALTH

Sandpoint High School PE dress code: gym shorts, PE specific tee-shirt, gym suitable shoes. Other attire may be required depending on the course, teacher and seasonal needs.

Physical Education 1-Girls

Semester/Year Regular

Recommendation: 9th grade girls only

Students will learn and participate in traditional indoor and outdoor team related activities, dual sports and individual activities. A variety of fitness activities which emphasize resistance training, agilities, flexibility, cardiovascular fitness and core strengthening techniques will also be taught.

Physical Education 1-Boys

Semester/Year Regular

Recommendation: 9th grade boys only

Students will learn and participate in traditional indoor and outdoor team related activities, dual sports and individual activities. A variety of fitness activities which emphasize resistance training, agilities, flexibility, cardiovascular fitness and core strengthening techniques will also be taught.

Physical Education 2 -Co-Ed

Semester/Year Regular

Recommendation: Physical Education 1-Boys, Physical Education 1-Girls

This course is designed for students in the 10th, 11th, and 12th grades who have already taken Physical Education 1 at SHS. Advanced concepts in individual, dual and team sports will be emphasized and students will be required to demonstrate leadership abilities in order to accomplish group goals. A variety of advanced fitness activities which emphasize resistance training, agilities, flexibility, cardiovascular fitness and core strengthening techniques will also be taught.

Lifetime Sports and Recreation- Co-Ed

Semester/Year Regular

Recommendation: Physical Education 1-Boys, Physical Education 1-Girls

Course Fees: \$25 will be required for the use of special equipment/facilities throughout the semester. Additional fees for students choosing to participate in skiing/snowboarding will be imposed at the time of activity.

This upper-level course of physical activities is designed to teach a variety of lifelong activities and to provide students with the skill and knowledge that is needed to stay active and healthy throughout life. Activities included in the course may include (these activities are all very dependent upon weather and the availability of facilities): weight training, beach volleyball, bowling, tennis, racquetball, squash, handball, table tennis, golf, Frisbee games, archery, horseshoes, bocce, running/walking, hiking and cycling. Cooperation with other students will be stressed in all activities.

Strength and Conditioning

Semester/Year Regular

Recommendation: Participation in school athletic program(s).

This course is designed for athletes but is open to any student. The curriculum is designed to improve all aspects of athletic performance, including strength, power, speed, agility, and flexibility. Advanced power lifting and weight training techniques will be taught and students will be required to participate in the scheduled workouts and training regiment.

Cardiovascular Strength and Fitness

Semester/Year Regular

Recommendation: Physical Education 1-Boys, Physical Education 1-Girls

This is an aerobic/fitness workout class utilizing a variety of workouts including kickboxing, tae bo, bench step, circuits, free weights, resistance training, yoga, and strength and endurance exercises. Emphasis is on learning the components of a fitness program and living a healthy lifestyle. Physical fitness components are measured with pre and post fitness tests with emphasis on individual improvement. Fitness tests include cardio-respiratory fitness, muscular strength, muscular endurance, and flexibility. If you enjoy a variety of workouts and would like to develop fitness skills for life – this class is for you!

Beginning Dance

Semester/Year Regular

Recommendation: Grades 9-12

This is a course of instruction designed to include applications of beginning dance movement and techniques. The students will learn to express themselves through a variety of movement techniques as well as express themselves on paper with demonstrations of critique writing. Styles will include – jazz, ballet, and some modern dance. Vocabulary, beginning choreography concepts and some dance history may be explored. Daily course content will involve warm up, across the floor technique and choreography combinations.

Intermediate Dance**Semester/Year Regular****Recommendation: A or B in Beginning Dance and teacher recommendation.**

This is a course of instruction designed to include applications of intermediate dance movement and techniques. The students will learn to express themselves through a variety of movement techniques as well as express themselves on paper with demonstrations of critique writing. Styles will include but not limited to – jazz, ballet, hip-hop, lyrical, and modern dance. Vocabulary, intermediate choreography concepts and some dance history will also be explored. Daily course content will involve intermediate warm up, strength training, across the floor technique and intermediate choreography combinations. Performance at the dance team year end show may also be part of this class.

Performing Dance**Year Regular****Meets humanities requirement for graduation****Recommendation: Audition process TBA**

This is a high performance dance class. Students from this class will be trained for the SHS Performing Dance Team. SHS Performing Dance Team tryouts are conducted each spring. Previous dance experience is recommended. The daily dance regimen will include intense jazz warm-up with ballet technique incorporated, advanced across the floor combinations and technique (including but not limited to jazz, ballet hip-hop, lyrical, prop and modern styles) and advanced level of choreographed routines (of all dance styles). Students will participate in performances including but not limited to: athletic events, community affairs and competitions. Students will also be involved with preparing staging, lighting and costuming for this event. Vocabulary, and some choreography concepts and dance history will also be explored.

Health**Semester, Required Regular****Recommendation: Grades 9-12**

Information presented during this course will help students develop the skills and knowledge they need in order to make responsible decisions in regard to their personal level of health and well being. This course focuses on the relationships between an individual's physical, emotional, social, and mental health. Throughout this course, students are provided opportunities to apply their understanding of health information. Students will practice making healthy choices by using decision-making skills.

PROFESSIONAL TECHNICAL EDUCATION

BUSINESS

Computer Business Applications I

Semester, Elective **Regular**

Recommendation: Grades 9-12

Recommended for All Freshmen!

Master Document Formatting! This is the first class taken in the PTE Business Department at SHS. Learn or review your Keyboarding skills using popular educational software MicroType and Lost Keys. Using Microsoft Word students will complete creative, teen-based projects that will make learning Microsoft Office applications practical and fun to the students. Students will create teen-related projects that teach a sequential progression of word processing — from introductory to advanced. In addition, students will have the opportunity to use their Microsoft PowerPoint knowledge to create a PowerPoint Music Video. The semester will end with learning the basics of web page design using HTML and Microsoft Frontpage. File Management and the Sandpoint High School Network structure will be strongly emphasized!

Computer Business Applications II

Semester, Elective **Regular**

Recommendation: Computer Business Applications I; Grades 9-12

Learn the Advanced Office Applications! This is the second class taken in the PTE Business Department at SHS. Using Microsoft Excel and Microsoft Access students will complete creative, teen-based projects that will make learning these Microsoft Office applications practical and fun to the students. Students will create teen-related projects that teach a sequential progression of spreadsheet and database management skills. Students will also review and utilize advanced skills using Microsoft Publisher.

Students who complete CBA I and CBA II will be adequate at applying their Microsoft Office software skills in the following areas: Word Processing, Desktop Publishing, Web Design, Spreadsheet Applications, Electronic Presentation and Database Management.

Computer Business Applications III

Semester, Elective **Regular**

Recommendation: Computer Business Applications II; Grades 10-12

Learn Advanced Microsoft Office Skills! Integrate all the Microsoft Office Applications!

OK, you've learned software and created applications associated with; Word Processing, Desktop Publishing, Web Design, Presentation, Spreadsheet and Database applications. Now let's go one step further and apply it all. Students will complete a simulation in which they will demonstrate mastery in the integration of all the office software packages. Students will also learn many new advanced commands associated with these applications through our LearnKey program. LearnKey is a self paced, web-based learning system.

*Students enrolled in this course may be able eligible to arrange for college credit with North Idaho College.

Computer Business Applications IV

Year, Elective **Regular**

Recommendation: Computer Business Applications III

Become an Expert! You've taken all the computer business classes. Let's apply it in a real-world situation. This class is intended for the junior or senior student who is pursuing the business field as a possible career. Students will create advanced projects using word processing, spreadsheet, database, web design and desktop publishing skills. This may include projects for school or community interests. Students will also complete a simulation in which they will demonstrate mastery in the integration of all the office software packages.

*Students enrolled in this course may be able eligible to arrange for college credit with North Idaho College.

Accounting I/II

Year, Elective **Regular**

Recommendation: Computer Business Applications II; 11-12 – Course is designed for upper classmen who are serious about Business

Prepare for College Business Classes! Take Advantage of block scheduling your Junior or Senior Year! Every business curriculum in any university requires students to take an Accounting class. Why not take one in high school! If you like basic math and business and want to understand the details of how a business operates, this course is for you! This is not a "slacker" class! Students will also get to work with several automated accounting software packages including QuickBooks. Accounting offers great career opportunities and this course allows students a chance to see if it might be a career track that interests them. This is the last class in the Business Department, 4 year plan, at Sandpoint High School.

Student Store Operations

Year, Elective Regular

Recommendation: Computer Business Applications II; 10-12 – Course is designed for upper classmen who are serious about Business; Instructor permission required.

Learn how to operate a real business. This course is for students who have the desire to go into business. Students will learn the business functions involved in running a successful school based enterprise, as well as the skills and attitudes required in any job. Students study accounting, promotion, planning, managing, and selling and then they translate that knowledge into a successful store operation. During the course of the year students will research the market place, develop an operating plan, and make the store operational. Students will be assigned different roles that are common in any business, such as Managers, Marketing, Operations and Accounting. We will be operating a real store with the end goal of producing a profit. Students will leave this class with a clear understanding of the inner workings of a business.

FAMILY and CONSUMER SCIENCES

Adult Living

Semester/Year, Elective Regular

Recommendation: Grades 11-12

Course Fee: \$10

The Adult Living curriculum focuses on the young adult as an individual preparing for responsibilities in a home, family and work environment. The student will gain life management skills, utilize problem-solving methods, develop management processes, and practice employability skills. Adult Living is designed as two independent but sequential semester units recommended for 11th and 12th grade students. One semester will focus on life management skills and the second will focus on relationship skills.

Nutrition and Foods

Semester, Elective Regular

Recommendation: Grades 10-12

Course Fee: \$10

A course designed to address nutrition, wellness and personal lifestyle. Content emphasis includes food safety and sanitation, food preparation techniques, meal management skills, consumer skills, nutrition, and career options in nutrition and related fields.

Food Production, Management, and Services

Semester/Year, Elective Regular

Recommendation: Grades 11-12; Nutrition and Foods

Course Fee: \$20

This course provides students with a foundation in professional food preparation with practical application in career opportunities, reinforced basic skills, food safety and sanitation, use of commercial equipment, industrial food preparation, business management, service techniques and employability skills. FCCLA (Family, Career and Community Leaders of America) leadership activities are an integral part of this course. Food production, Management, and Services may articulate to a culinary arts program at a postsecondary technical college.

HEALTH OCCUPATIONS

Orientation to Health Occupations

Year, Elective Regular

Recommendation: Grade 10; Interest in Health Profession as future goal; at least "C" averages in math and science.

Meets graduation Health requirement

An exploratory course that provides the student initiative and acquisition of knowledge in: basic human body systems and how to care for them; human growth and development; effective communication; medical terminology; a broad range of health careers; and job seeking skills.

Diversified Health Occupations

Year, Elective, 2 hour block Regular

Recommendation: Grades 11-12; seniors preferred; Health Occ, interest in health care field

Required: CPR certification, proof of vaccinations; TB, HEP B, MMR

This course is designed to prepare students for beginning employment in the medical field, in extended care facilities, hospitals, home health and other settings. Successful completion of the course qualifies the student for the Idaho State Board of Nursing Registry for Nursing Assistants. The students also receive the assistance with Medications Certificate. Contents include understanding human growth and development, human behavior, medical terminology, diseases affecting the body. The student will participate in approximately 130 hours of clinical lab time in extended care facilities, the hospital setting, and their choice of health care job shadow experience. *Students enrolled in this course may be eligible to arrange for college credit with North Idaho College.

HOSA activities – academic and leadership competitions (State Competition – April & National Competition – June)

INDIVIDUALIZED OCCUPATIONAL TRAINING PROGRAM**Pathways to Success****Semester, Elective Regular****Recommendation: Grade 9**

This course is open to freshmen, and is designed to explore, practice and implement the skills necessary to life success. Students will learn strategies for a successful high school experience, by learning how to study, take tests, communicate with teachers, and make post secondary plans. Students will also complete some preliminary Career Pathways modules which will enable them to follow through with that particular class as sophomores or juniors. Students will complete a variety of self-exploration activities and learn about their personal learning styles, emotional quotient, communication styles, etc., in order to facilitate growth and success in school and the world of work.

Career Pathways**Semester, Elective Regular****Recommendation: Grades 10-12**

Career Pathways is a one-semester course in which students explore the sixteen National Career Pathways. Students perform a number of exercises and take a variety of assessments to help them determine a career path suitable to their interests and strengths. The students will hear presentations from members of the community who perform jobs in the career categories. Students will then use this career path to perform a variety of exercises including a job shadow experience and a detailed report on their career path, including materials about schooling/training, financial aid, and the outlook/market wage for their chosen career.

Students will practice and produce a portfolio of materials including a letter of introduction, career plan; applications; resume and cover letter; samples of work in their career path; letters of recommendation; college/training applications; applications for financial aid/apprenticeship; thank you notes.

Career Pathways offers students an opportunity to prepare for work and careers by learning to access the extensive information available and create the materials crucial to success in seeking work.

Work-Based Learning I, II, III, IV**Semester, Elective Regular****Recommendation: Grades 11-12; Career Pathways course passed with a "C" or better; must be 16 years of age;****Instructor Approval**

Work-Based Learning is a follow-up course to Career Pathways, where students perform work related to their specific career pathway, at either a community or school job site. Students have the choice of finding their own suitable work sites or working with employers and the Work-Based Learning Coordinator to find a suitable placement.

Work-based learning provides students an opportunity to practice and acquire necessary job skills through real-life work experiences at approved community work sites. Employers, students, and the work-based learning facilitator work together to develop 1) skills in the students' chosen field, 2) understanding of workplace culture, and 3) the habits crucial to successful employment.

Students will be required to submit monthly documentation regarding their WBL placement and hours. The WBL coordinator will conduct on-site visits to observe and evaluate work activity. Supervisors will also be asked to evaluate the student on work skills performance. Students will submit a final report demonstrating mastery of successful employment practices.

Job Shadowing**This is not a scheduled course offering, but rather a component of Career Counseling or Career Pathways.**

Job shadowing is a work experience where students spend time (typically 4 to 8 hours) at a work site observing and asking questions about daily activities. This is an opportunity for students to be introduced to actual work in their chosen career fields. Job Shadow experiences are arranged by the counselor and/or work-based learning coordinator in partnership with the work-site. For evaluation, the student provides a report and a completed questionnaire.

MANUFACTURING & TECHNOLOGY**Industrial Mechanics I****Semester, Elective Regular****Recommendation: Grades 9-10; No juniors or seniors are allowed****Course Fee: \$10 shop fee and safety goggles are required**

This will be an exploratory course for freshmen and sophomores in industrial skills. Safety, work habits, hand tools, and shop equipment in the industry will be covered. Students will need to provide safety glasses for shop work and pay a \$10 shop fee for the semester. Students will learn to gas weld, braze, and solder various types of metal as well as skills in metal fabrication. This course will be offered as a semester class for freshmen and sophomores only.

Industrial Mechanics II**Year, Elective Regular****Recommendation: Grades 10-11; successful completion of Industrial Mechanics I with "B" or higher****Course Fee: \$20 shop fee and safety goggles are required**

This course increases the skill levels in all areas covered in Industrial Mechanics I. Students will learn to arc weld with electrode welders and MIG welding equipment. Students will learn to use plasma cutting equipment and complete metal fabrication projects. Welding projects will require students to weld all types of joints in all positions. This is a one year class for sophomores and juniors. All students will provide their own safety glasses and be required to pay a \$20 lab fee for the year.

Industrial Mechanics III**Year, Elective Regular****Recommendation: Grades 11-12; Industrial Mechanics II with a grade of "B" or better****Course Fee: \$20 shop fee and safety goggles are required**

This course is designed for serious junior and senior students who will be entering the work force, continuing in vocational education at the post secondary level, or planning to attend a trade school. Career selection and student interest will allow some flexibility in the covered study areas. Problem solving, diagnostic skills and repairing to industrial standards will be emphasized. All students will learn to TIG weld ferrous and non-ferrous metals, as well as complete metal fabrication projects. All students will complete a certified OSHA 10 hour course, and will have the opportunity to become state welding certified. This will be offered as a one year class for juniors and seniors. All students will be required to provide their own safety glasses and pay a \$20 lab fee for the year.

Auto and Chassis Fabrication I**Year, Elective Regular****Recommendation: Grades 11-12; Industrial Mechanics I & II with a grade of B or better****Course Fee: \$20 shop fee and safety goggles are required**

Students will need to have welding skills and be familiar with our shop equipment. Students will develop skills in critical thinking, problem solving, and fabrication skills while building a custom vehicle. Students will participate in frame modifications, engine rebuilding, body and fender work, drive train modifications, and preparing for paint. Students will be required to pay a \$20 shop fee and provide their own safety glasses.

Cabinetry I**Semester, Elective Regular****Recommendation: Grades 9-12**

This class is for those students who want to learn basic cabinetry, furniture and woodworking skills. We will build a large variety of small woodworking projects that are used around the home, such as: a towel holder, a match holder, a shelf and a toilet paper holder and some other great projects. We also will be doing some basic house wiring where you will learn how to install a switch, an outlet, a breaker box and apply some basic electrical trouble shooting techniques. We also construct some interesting and fun projects such as: a mini speed boat that we actually race, a mini trebuchet patterned after an ancient weapon used in the middle ages, a mini glider that will really fly, and a mouse trap car that we race. You will learn how to use all the tools and machines in the shop safely and efficiently. You will not only develop pride but also a great feeling of accomplishment when you complete your beautiful wood project to take home to show your family and friends.

Advanced Cabinetry II**Year, Elective Regular****Recommendation: Cabinetry I with a "C" or better**

This class will concentrate on a more advanced level of cabinetry and furniture making where you will start by building some miniature cabinets that will incorporate several advanced cabinetry techniques. You will have a great opportunity to build projects you have always wanted, such as: a gun rack, an end table, night stand, and a variety of other great wood projects that you will take pride in. Along with all of this you will also learn advanced house wiring. These are just a few of the interesting things you will have an opportunity to do at level 2.

Advanced Cabinetry III**Year, Elective Regular****Recommendation: Cabinetry II with a "C" or better**

Cabinetry III will give the advanced student a chance to build those projects you have always wanted, such as: a lamp, a night stand, a desk, a gun rack, a dog house, and a table. Those are just a few of the projects you will have the opportunity to build. We will explore the real world of cabinetry, the machines, and the tools that are used. We will concentrate on more advanced cabinetry skills.

Residential Carpentry/Building Technology I

Semester, Elective **Regular**
Recommendation: Grades 9-12

This is an introductory course in carpentry. The student will develop skills in the following areas: Safety skills for hand and power tools, scaffold and ladder safety; basic blueprint reading, construction math, estimating, materials and fasteners, project layout, classroom and field experience.

Residential Carpentry/Building Technology II

Semester Elective

Recommendation: Grades 9-12; successful completion of Residential Carpentry I with a grade of "C" or better.

The student will develop skills in the following areas: O.S.H.A. Construction safety certification, blueprint reading, construction math, estimating, floor and wall construction, stair construction, roof construction advanced framing, and intro to building science Classroom and field experience.

Residential Carpentry/Building Technology III

Year, Elective, 2period block

Recommendation: grades 11-12; this course may be repeated; Residential Carpentry /Building Technology II with a grade of "C" or better and/ or instructor approval. The classroom is located at SHS however; the house is constructed on location at a selected site. Students must have their own transportation to and from the construction site.

This is an advanced course in residential building construction. Students further develop skills learned in Residential Carpentry Technology I and II. Students will apply their skills to build a house. All students (including seniors) are required to continue building on the house, at the close of the school year, until the house is completed.

Introduction to Drafting Technology

Year, Elective **Regular**

Recommendation: Concurrent math of Algebra I or higher; Grades 9-12.

Course Fee: \$10

An entry-level course, which addresses the concepts, needed to transfer ideas into an easily understood graphic language or drawing. The use of computers at least 50 percent of the time is essential for student studies.

*Students enrolled in this course may be eligible to arrange for college credit with North Idaho College.

Advanced Drafting

Year, Elective **Regular**

Recommendation: Grades 10-12; Intro to Drafting Tech with a "C" or higher and geometry or concurrent enrollment.

Course Fee: \$10

This course is taught either in Architectural or Mechanical arenas.

Architectural (year 2): Understanding the design process and developing a complete set of floor plans are the focus of this class
 Mechanical (year 3): Pictorial and multi-view drawings with dimensioning are the focus of this class. Advanced Machine parts will be the base elements.

* Students enrolled in these courses **may be eligible** to arrange for college credit with North Idaho College.

Electronics I

Semester, Elective **Regular**

Recommendation: Grades 9-12

This is the beginning level course of the Engineering & Industrial Systems Electronics Technology program. Students should have basic mathematics skills, preferably Algebra I, prior to enrolling in the course. The course will reinforce skill development in applied mathematics and physics through theory and laboratory assignments based on industry procedures. Students will be provided instruction on safety, introduction to the electronics industry, tool and equipment use, soldering techniques, and employability skills and habits. Students will be involved in projects, which will reinforce Problem Solving, Teaming Language Arts, Science, and Mathematics skills through real-life industry examples and procedures. The course will give students the opportunity to study devices that use DC to Series-Parallel circuits and AC concepts.

Electronics II

Year, Elective **Regular**

Recommendation: Electronics I or permission of instructor

This is the second level course in the Engineering & Industrial Systems Electronics Technology program. This course is a semester or yearlong offering. Students will be required to develop a Project Development Plan and do research on the various projects they will build as a part of the course. Students will be involved on projects, which will reinforce Problem solving, Teaming, Language Arts, Science and Mathematics Skills through real-life industry examples and procedures. The course will give students the opportunity to build and test devices that use DC to Series Parallel circuits, AC concepts, digital, and solid-state circuits.

Electronics III**Year, Elective Regular****Recommendation: Electronics II**

This is the third level course in the Engineering & Industrial Systems Electronics Technology program. This course consists of a multiple period block of instruction offered for a full year. Students will refine their Project Development Plan and develop more detailed projects in final form during the course. The course will give students the opportunity to build and test advanced level devices that use DC principles for RC and RL circuits and AC concepts. Digital and solid state circuits including FET, IC, and combinational logic applications will be studied and tested. Academic field will be reinforced throughout all aspects of the course and students will be expected to practice proper Customer Relations skills at all times. All students will be expected to complete an internship and a number of special projects to earn credit in the course.

Introduction to Technology**Semester, Elective Regular****Recommendation:****Course Fee: \$15**

Introduction to Technology is a hands-on course where students will be given the opportunity to construct many projects. This course is designed to introduce students to skills such as design and problem solving, team decision-making, and safety. The student will learn about the progress of technology and its effects on people, the environment, and society. Students will learn the basic use and safety of hand and power tools. Measuring skills, injection molding, space, basic graphic design, animation, robotics, and many other aspects of technology are covered in this course. Students will learn about careers associated with each of the subjects covered.

A+ Certification**Year, Elective Regular****Recommendation: Grade 10; at least a "C" in 9th grade math**

The first part of this course is an introduction to setting up and working with computer hardware. The course includes hands on experience in installing and upgrading hardware components. Troubleshooting techniques will be emphasized including fixing computer problems. Peripheral devices will be discussed from a compatibility and capability standpoint. Students will install and work with diagnostic software used for troubleshooting computer hardware. College credit may (junior standing, B or better, and instructors consent) be obtained by taking this course. A+ Certification is a required course in the Computer Information Technology certificate program at North Idaho College.

The second part of this class is on computer operating systems. The course discusses basic concepts of how operating systems work and how applications interact with operating systems. Emphasis will be placed on system functions and commands so that students will be able to effectively create and manage files, run programs, and use system devices. Microsoft Windows and MS-DOS are utilized to illustrate the concepts. College credit may (junior standing, B or better, and instructors consent) be obtained by taking this course. This is a required course in the Computer Information Technology certificate program at North Idaho College.

Principles of Web Design**Semester, Elective Regular****Recommendation: Grade 10; Fundamentals of Tech or A+ Certification**

Principles of Web Design is a hands-on course where students will be given the opportunity explore graphic design software. Students will learn the basic skills in Flash, Dreamweaver and Photoshop. Students create simple yet impressive animations they can add to web sites.

PUBLICATIONS**Journalism I****Semester, Elective Regular****Recommendation: Grades 10-11; "B" average in English; Computer Business Applications I.**

Journalism I is part of Professional Technical Education, and strives to duplicate a real-world news writing experience. Students are expected to write professionally and adhere to deadlines. Because this is a writing class, students must have a solid background in English, including grammar, vocabulary and spelling. The goal of Journalism I is to provide a starting point for those wishing to pursue a career in media, or to provide an overview for those curious about how news works and its role in society. Journalism I will introduce students to mass media, newspapers, the role of journalists, basic news writing, interviewing, and AP style. The subject matter will emphasize journalistic style, including the traditional 5-W leads, inverted pyramid structure, headline writing, and the fundamentals of newspaper layout. This is the initial step for students interested in working for The Cedar Post, Sandpoint High School's newspaper.

This course is part of a series of courses in Professional/Technical Education, Journalism. Students are encouraged to go on from this course to complete Journalism II and Journalism III

Journalism II**Semester, Elective Regular****Recommendation: Grades 11-12; "B" average in English; Journalism I; teacher recommendation.**

Journalism II is part of Professional Technical Education, and strives to duplicate a real-world news writing experience. Students are expected to write professionally and adhere to deadlines. Journalism II is a continuation of Journalism I. The goal of Journalism II is to provide instruction for students wishing to pursue a career in academic or professional media. Students will continue to write in traditional news style, as well as explore other forms such as editorials, opinion columns, reviews, sports, and feature writing. Students will learn more about writing, AP style and copy editing. The class will examine more in depth issues of law and ethics in print and electronic media. Students also will explore photojournalism and free-lance journalism careers. This course is required for all students who wish to work for The Cedar Post, Sandpoint High School's newspaper.

This course is part of a series of courses in Professional/Technical Education, Journalism. Students are encouraged to go on from this course to complete Journalism III.

Cedar Post I/Journalism III**Year, Elective, 2 period block Regular****Recommendation: Grades 11-12; grade of "B" or better in Journalism I and either Journalism II or Digital Photography; permission of the newspaper advisor. Additionally, a 3.0 GPA, and a grade of at least a "B" average in English must be maintained in student's general coursework.**

Staff positions on the student newspaper will be assigned primarily on the basis of performance in Journalism I and II class. While adding to and polishing skills learned the previous school year, staff members also will gain knowledge of computer use in story construction and layout design and the details of business operations, including advertising. Student journalists learn the significance of belonging to a group working toward the single goal of producing a publication: meeting deadlines, fulfilling assignments by getting the story completely and reporting it accurately, managing time, helping one another when necessary, being part of something larger than oneself. This course is the capstone course of the PTE program (Professional Technical Education) in Journalism and requires completion of both journalism 1 and II.

Monticola**Year, Elective Regular****Recommendation: Completion of Jr. High requirements, application, teacher recommendation and "B" or better in English classes.**

Monticola is designed to produce the school yearbook. Students will learn the basics of yearbook production including design, copy writing, sales, and photography skills. Students are expected to be trustworthy, responsible, punctual in meeting deadlines, cooperative, and skilled in their individual assignments. Monticola meets in the classroom for daily announcements, learning etc. Then, students spend the rest of the hour completing their individual responsibilities or being of assistance to others. Students are expected to show initiative by learning their jobs, observing what needs to be done and not waiting for someone to tell them what to do. Above all, students should remember the importance of never abusing or sacrificing the integrity and tarnishing the reputation of the Monticola or the school.

Monticola Editor (Honors)**Year, Elective Honors****Recommendation: Completion of at least one year of Monticola, Journalism I, or Photojournalism and "B" or better in English classes.**

Monticola is designed to produce the school yearbook. Students will continue learning the basics of yearbook production including design, copy writing, sales, and photography skills in addition to teaching these principles to first year members of the staff. Students are expected to be trustworthy, responsible, punctual in meeting deadlines, cooperative, and skilled in their individual assignments. Monticola meets in the classroom for daily announcements, learning etc. Then, students spend the rest of the hour completing their individual responsibilities or being of assistance to others. Students are expected to show initiative by learning their jobs, observing what needs to be done and not waiting for someone to tell them what to do. In addition, Monticola students should always strive to be good examples for younger journalists by sharing their knowledge, meeting deadlines, acting professionally and producing outstanding work. Above all, students should remember the importance of never abusing or sacrificing the integrity and tarnishing the reputation of the Monticola or the school.

SCIENCE

Honors and Basic enrollment is determined through the course placement application under the following criteria:

Honors enrollment standards: Two (2) of the following criteria must be met for placement. Students should be maintaining at least a 3.0 in their previously taken science classes, score at or above the "advanced" level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 234, Language Usage 241, Math 250), and secure the recommendation of the student's science teacher. **Since it is difficult to change classes during the year, students should evaluate carefully their ability to handle a number of Honors, or AP classes. The counseling department recommends no more than three (3) AP or Honors courses per semester.**

Integrated Science

Year Basic

Recommendation: Course placement application

The central goal of this course is to increase a student's understanding of fundamental core concepts in inquiry, physical science, life science, and earth-space science. Science is presented in contexts that are relevant to students, enhancing a student's critical-thinking and problem-solving skills, and increasing the student's interest and achievement in science. It is meant to provide a solid foundation for further study in any of the science disciplines.

Physical Science

Year Regular

Recommendation: Course placement application; Algebra I or concurrent enrollment

Physical science is a required, yearlong, lab-based science course. This class will cover physical science as well as select earth/space science standards mandated by the state of Idaho. A strong focus on the use of the scientific method and inquiry will be applied throughout the course. This class will integrate science principles with basic mathematic operations, preparing students for future science courses. Basic concepts of physics and chemistry are the key topics.

Biology I

Year, Lab Science Regular

Recommendation: Physical Science

This lab science is a yearlong introductory course that explores the various branches of biology. The main objective of the course is for students to understand fundamental biological concepts and how they relate to life as we know it. The course provides a basic foundation in classification, biochemistry, cell structure and function, the cell cycle, protein synthesis, genetics, photosynthesis, cellular respiration, ecology, evolution, and the diversity of life (with an emphasis on the chordates). This course meets the Idaho State Achievement Standard.

Biology I (Honors)

Year, Lab Science Honors

Recommendation: Physical Science and course placement application

This lab science course is designed not only to meet the objectives of regular biology, but also the student will study the areas in greater depth. An accelerated pace will be maintained. This class is for those students who excel and are interested in science. This course is designed to meet the Idaho State Achievement Standard.

Anatomy and Physiology

Year, Lab Science Regular

Recommendation: Biology I and course placement application

This course is a second year biology class intended for students with strong interest in how the human body works, especially students interested in entering the medical field. The main objective of the course is for students to understand the interrelationship of organ systems and complement of structure and function within the human body. The course begins with an introduction to the human body and the key chemistry concepts needed to understand its processes. Each of the organ systems of the body will then be covered in detail. Laboratory experiences, including at least one major dissection, are a required part of the course.

Biology (AP)

Year, Lab Science Advanced Placement

Prerequisite: Biology I, Chemistry, and course placement application

The AP Biology course is designed to be the equivalent of a college introductory biology course. This course includes the study of molecules and cells, heredity/molecular genetics, evolution, and diversity of organisms. Students will be encouraged to take the AP examination at the completion of the year.

General Chemistry

Year, Lab Science Regular

Recommendation: Biology I, Algebra II or concurrent enrollment

Understanding how things stick together and fall apart is the focus of this lab science; however, the pace of the class and depth of material covered is class dependent. The course emphasizes intuition, common sense, and is intended to develop a student's sense of ratio as well as provide a strong base for applications of algebra to the real world.

Chemistry (Honors)**Year, Lab Science Honors****Recommendation: Biology I, Algebra II or concurrent enrollment; course placement application**

Understanding how things stick together and fall apart is the focus of this honors lab science. The course emphasizes intuition, common sense, and critical thinking skills. This course emphasizes self-examined learning and the overall importance of applying concepts to real world situations. This course is highly recommended for college bound students.

Physics (Honors)**Year, Lab Science Honors****Recommendation: Algebra II; course placement application*****Recommended but not required: Chemistry I or consent of instructor**

Physics is the most basic of all sciences. It is common sense combined with the power of numbers. Understanding motion, gravity, sound, light, electricity, magnetism, and the nature of time/relativity are at the center of learning how the world works. This class meets the lab science requirement. This course is highly recommended for college bound students.

Ecology/Natural Resources Management**Year, Lab Science Regular****Recommendation: Biology I**

Ecology and Natural Resources Management is a class with both practical and scientific applications. Time will be spent in lecture, discussion, and independent projects; however, all classroom work will be directed toward preparation for various field trips and field studies. The class will provide an overview of all facets of ecology, wildlife management, outdoor recreation, and forestry, but will emphasize management issues particular to North Idaho. A thorough understanding of how ecosystems work will be essential. The practical applications of this course will range from flora and fauna identification to participating in the annual Idaho State Forestry Contest. The class will give students a better understanding of all ecological issues facing our culture. Guest speakers in the fish, wildlife, and outdoor recreation professions as those in forest management will also enhance the educational experience.

Advanced Forestry Science**Year, Lab Science Regular****Recommendation: Year of Ecology/Natural Resource or Instructor Permission**

This course is a companion course to Ecology/Natural Resource Science. It provides an advanced level of instruction in the biological, environmental and ecological concepts that are encountered in the temporal forest environment. Emphasis will be on modern silvicultural practices and the issues that surround them. This course will also include the principles of conservation, preservation, natural resources management, forest ecology, and fish/wildlife science. Much of work will be outdoors, regardless of weather. There will be frequent applications to the workplace and the opportunity for job shadowing in the industry. A culminating experience will be participating in the Idaho State Forestry Contest.

Horticultural Plant Science**Semester Regular****Recommendation: Biology I or concurrent enrollment**

This class will provide students hands-on experience with various techniques of propagating new plants, grafting, floral arrangement, vegetable care, maintaining the greenhouse environment, and many other greenhouse activities. The science of plant structure, function, and classification will be covered in depth. Weed and pest control, plant identification, and careers in horticulture will also be covered. Students will have many opportunities to produce their own plants and greenhouse projects.

Landscape Design**Semester Regular****Recommendation: Biology I or concurrent enrollment**

This course prepares a student to design, install, and maintain residential and commercial landscapes. Emphasis will be on analyzing the site and customer desires, choosing appropriate plant material, and the elements of design. Students will learn identification of nursery plants, identification of common pests and diseases, proper planting techniques, cost estimation, and introductory hard scaping. A culminating experience will be the installation of student-designed landscapes within our community.

Applied Science**Year Regular****Recommendation: 11th & 12th grade students who struggle with science and who do not have a specific area of interest.**

The purpose of this class is to expose students to a variety of scientific topics including: earth science, biology, ecology, and the physical sciences (chemistry, physics, astronomy, etc.) Specific curriculum will be driven by the teacher's specialties and the class interests.

SOCIAL STUDIES

Honors and Basic enrollment is determined through the course placement application under the following criteria:

Honors enrollment standards: Two (2) of the following criteria must be met for placement. Students should be maintaining at least a 3.0 in their social studies or English classes, score at or above the “advanced” level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 234, Language Usage 241, Math 250), and secure the recommendation of the student's social studies or English teacher. **Since it is difficult to change classes during the year, students should evaluate carefully their ability to handle a number of Honors, or AP classes. The counseling department recommends no more than three (3) AP or Honors courses per semester.**

Basic enrollment standards: Two (2) of the following criteria must be met for placement. Students who receive a 2.0 or lower in their social studies or English classes, score at or below the “basic” level on ISAT tests (8th grade reading 213, language 220, math 228); (10th grade Reading 219, Language Usage 225, Math 237), and secure the recommendation of the student's social studies or English teacher.

World History

Year, Elective Regular

Meets humanities requirement for graduation

Recommendation:

This course will provide a survey of world history. Themes and concepts developed in the course will include: Developing Societies; Diffusion of World Cultures; Conflict and Change in the modern world; and Relationships among cultural, political and economic groups in the 20th Century.

U.S. History 10

Year, Required Regular

Recommendation: Grade 10

This course is a graduation requirement that meets the Idaho Achievement Standards for United States History 1. This course provides a survey of United States History from the Pre-Columbian era to 1890. The topics covered in this course include: evolution of democracy; political, social and economic response to industrialization and technological innovation; international relations and conflicts; cultural and social development; foundations of the American political system and the American system of government; citizen responsibilities and rights; economic fundamentals and influences; geography.

U.S. History 10 (Honors)

Year, required Honors

Recommendation: Grade 10; course placement application; required for US History 11 AP

This college preparatory course is a graduation requirement that meets the Idaho Achievement Standards for United States History 1. An Honors course requires significantly more outside reading and writing than a regular course. This course provides a survey of United States History from the Pre-Columbian era to 1890. The topics covered in this course include: evolution of democracy; political, social and economic response to industrialization and technological innovation; international relations and conflicts; cultural and social development; foundations of the American political system and the American system of government; citizen responsibilities and rights; economic fundamentals and influences; geography. These topics will be covered in more depth than a regular U. S. History 10 course. This class is highly recommended but not limited to those wanting to take US History 11 AP.

U.S. History 11

Year, Required Regular

Recommendation: Grade 11

This course is a graduation requirement that meets the Idaho Achievement Standards for United States History 2. This course provides a survey of United States History from 1890 to present day. The topics covered in this course include: evolution of democracy; political, social and economic response to industrialization and technological innovation; exploration and expansion; migration and immigration; international relations and conflicts; cultural and social development.

U.S. History 11 (Honors)

Year, required Honors

Recommendation: Grade 11; course placement application

This college preparatory course is a graduation requirement that meets the Idaho Achievement Standards for United States History 2. An Honors course requires significantly more outside reading and writing than a regular course. This course provides a survey of United States History from 1890 to present day. The topics covered in this course include: evolution of democracy; political, social and economic response to industrialization and technological innovation; exploration and expansion; migration and immigration; international relations and conflicts; cultural and social development. These topics will be covered in more depth than a regular U.S. History 11 course.

U.S. History 11 (AP)**Year, required Advanced Placement****Recommendation: Grade 11; course placement application**

This college level course is a graduation requirement that meets the Idaho Achievement Standards for United States History 2. An Advanced Placement course requires significantly more outside reading and writing than a regular course. In addition, an AP course moves at a faster pace than a Regular or Honors US History course. This course provides a survey of United States History from 1890 to present day. The topics covered in this course include: evolution of democracy; political, social and economic response to industrialization and technological innovation; exploration and expansion; migration and immigration; international relations and conflicts; cultural and social development

This class is an in-depth survey of U.S. History from colonial to the present day. The purpose of this class is to take an advanced placement test for college credits. This class is for the highly motivated student.

Economics/Personal Family Finance**Semester, Required Regular****Recommendation: Grade 12**

This course is a graduation requirement that meets the Idaho Achievement Standard for Economics. The standards of economic instruction are meant to prepare high school students for entry into the workforce and entrepreneurship as well as for postsecondary education. The topics and skills covered in this course include: Critical Thinking and Analytical Skills; Evolution of Democracy; Economic Influences and Fundamentals; Economic Institutions; Concept of Money; Personal Finance.

Economics (Basic)**Semester, Required Basic****Recommendation: Grade 12; course placement application**

This course is a graduation requirement that meets the Idaho Achievement Standard for Economics. The standards of economic instruction are meant to prepare high school students for entry into the workforce and entrepreneurship as well as for postsecondary education. The topics and skills covered in this course include: Critical Thinking and Analytical Skills; Evolution of Democracy; Economic Influences and Fundamentals; Economic Institutions; Concept of Money; Personal Finance.

American Government (Basic)**Year, Required Basic****Recommendation: Grade 12; course placement application**

This course is a graduation requirement that meets the Idaho Achievement Standards for Civics and Government. The topics covered in this course include: evolution of democracy; organization and formation of the American system of government; United States foreign affairs; civic life, politics and government; foundations of the American political system; citizen responsibilities and rights.

American Government**Year, Required Regular****Recommendation: Grade 12**

This course is a graduation requirement that meets the Idaho Achievement Standards for Civics and Government. The topics covered in this course include: evolution of democracy; organization and formation of the American system of government; United States foreign affairs; civic life, politics and government; foundations of the American political system; citizen responsibilities and rights.

American Government (AP)**Year, required Advanced Placement****Recommendation: Grade 12; course placement application**

This is a college level course that meets the Idaho Achievement Standards for Civics and Government. An Advanced Placement course requires significantly more outside reading and writing than a regular course. In addition an AP course moves at a faster pace than an Honors or Regular Government course. Successful students will be prepared to pass the Advanced Placement exam, which will give them college credit for the course from most colleges and universities. This class is only recommended for highly motivated students. The topics covered in this course include; evolution of democracy; organization and formation of the American system of government; United States foreign affairs; civic life, politics and government; foundations of the American political system; citizen responsibilities and rights.

Sociology

Semester, Elective Regular

Recommendation: Grade 11-12

Meets humanities requirement for graduation

Sociology, the social science of groups within societies, is a structural and functional scientific study of cultures, attitudes, values, needs, and social processes of the human groups of family, education, politics, economics, and religion. This class also provides background and concepts useful for all other social sciences including psychology, as well as in literature classes. Additionally, there is the study of the person in adolescence and adulthood. Anthropology is also included since each student investigates a past or current culture's traditions, customs, and outlooks on life.

The Greatest Generation through Film

Semester, Elective Regular

Meets humanities requirement for graduation

Recommendation: Grades 9-12

This one semester class will use film as a source in the study of twentieth century United States social and cultural history. The focus of this course will be upon the lives and culture of the people of the United States in the 20th century. Topics will include: pop culture, music, art, sports, major events, and other social trends of 20th century American life.

International Relations/Model United Nations (Honors)

Year, Elective Honors

Meets humanities requirement for graduation

Recommendation: Course placement application and selection process through instructor.

Course Fee: Cost of trip to New York City for the National High School Model United Nations Conference (NHSMUN) = approximately \$1300 - \$1500

This is an Honors level course that will meet college entrance requirements for a one year social science course that includes the study of world history, cultures and geography. It is a global studies course. This class will introduce the history and modern day workings of the United Nations. The focus of the course will be on current world events and related foreign policy. It will take a problem-solving approach to the subject matter and require students to develop an understanding of the history, culture & present day politics related to current global issues. The course will involve simulation of the United Nations as students act as representatives of various countries with the task of writing, debating and voting upon resolutions that propose solutions to present day world problems. Students are expected to spend a considerable amount of time outside of class on independent research, study and fundraising. Students will learn research and documentation skills through the process of writing a country research paper and position papers on current global topics. The course culminates with participation in the National High School Model United Nations conference in New York City in March. Fundraising opportunities will be organized through the class to raise at least a portion of the cost of the trip. From March to June students will be involved in preparing presentations of their MUN experience and engage in further discussion and debate on current international controversies. This course may be repeated for credit (much like the Academic Decathlon course). Each year the class will be assigned new countries to study based on country assignments given from the NHSMUN conference.

Introduction to Psychology 101 (NIC Dual Credit)

Semester Course NIC Dual Credit Students Only

Meets Humanities requirement for graduation; Offered Each Semester

Recommendation: Juniors and Seniors; Strong reading and writing skills necessary

Proposed Time: Tuesday and Thursday from 3:30 to 5:00 at Sandpoint High School

Lecture: 3 hours per week

This course provides students with a general overview of the science which seeks to understand and explain behavior and mental processing. Variations in psychology faculty training and research interest influence topic emphasis. However, students will be introduced to many of the major contemporary theories and concepts in psychology. This course will prove interesting and useful to those students wishing to better understand human behavior and thinking. It should prove helpful to students preparing for a career that will bring them into contact with other people. This course fulfills a social science elective for both the A.A. and A.S. degrees.