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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

## 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 making a schedule change request is by the first day 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.sh.lposd.org](http://www.sh.lposd.org) 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
<b>A</b>	90 - 100	4.0	4.5	5.0
<b>B</b>	80 - 89	3.0	3.5	4.0
<b>C</b>	70 - 79	2.0	2.5	3.0
<b>D</b>	60 - 69	1.0	1.5	2.0

### 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

Testing is 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)

**EXPLORE:** given once in the fall (designed for freshmen)

**ASVAB (Armed Services Vocational Aptitude Battery):** given in fall/spring

### 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 Advanced Placement (AP) classes will enable you to be well prepared for college, enhance your high school curriculum, and possibly provide additional scholarship opportunities. Colleges and Universities vary greatly on whether they use a student's weighted or unweighted grade point average for admissions and scholarship decisions. However, the overall consensus of college representatives is for students to balance their high school course load with as many rigorous courses as they can successfully complete. If you have further questions about honor credits or advanced placement classes please come to the counseling office and visit your counselor.

### Athletic Eligibility

In order to be scholastically eligible, students must be currently enrolled in a minimum of six credit classes and have successfully completed six classes of eight or five classes of seven 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	Biology	Calculus	English Composition -11 <sup>th</sup>	English Literature - 12 <sup>th</sup>
Environmental Science	French IV	Music Theory	Statistics	Studio Art
				US History -11 <sup>th</sup>

### 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 through out 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/Pre-AP:** All classes with Honors or Pre-AP included in their titles are advanced in nature and material, and are highly recommended for gifted, motivated and college-bound students. Honors or Pre-AP 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.

**Recommendation:** Conditions a student should meet 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 2010 and beyond

In addition to a passing grade (D or better) in each Core class, seniors must be enrolled in six (6) 90 minute block periods (3 per day) 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
<b>Total Credits Required</b>	<b>56</b>
<b>Total Credits Offered</b>	<b>64</b>

**Practical Arts courses include:** Welding, Residential Carpentry, Engineering Technology, CAD, Introduction to Technology, A+ Certification, Orientation to Health Occupations, Diversified Health Occupations, Computer Business Applications, Accounting, Student Store Operations, Electronics, Pathways to Success, Career Pathways, Work Based Learning, Cedar Post, Journalism, Digital Photography, Graphic Design, Ecology, Forestry, Environmental Science, Horticulture, and Landscape Design.

**Humanities courses include:** Band, Music Theory, Guitar, History of Rock & Roll, Choir, Art, Painting, Pottery, Drawing, Theater, Acting, Stagecraft, French, Spanish, German, Performing Dance, Sociology, International Relations, Greatest Generation through Film, Anthropology 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 Reading, Language Usage, Math and Science

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).

### For the class of 2013 and beyond...

- o Must take a math course senior year
- o Must take ACT, SAT or COMPASS Test in the spring of junior year
- o Must complete senior project requirements

## Idaho Standard Achievement Test (ISAT)

In the spring of the 10<sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 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 9<sup>th</sup> graders and will be reviewed each spring for 9<sup>th</sup> – 11<sup>th</sup> 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.

### 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.

#### SHS Counselors

*Debra Nusbaum, M.Ed.*

Juniors last names A-G & Class of 2012 (Seniors)

*Linda Sprinkle, M.Ed.*

Juniors last names H-O & Class of 2014 (Sophomores)

*Cindy Albertson, M.Ed.*

Juniors last names P-Z & Class of 2015 (Freshmen)

#### Post Secondary Transition Counselor

*Jeralyn Mire, M.Ed.*

208-263-3034 Extension 4021

#### Counseling Office Coordinator

*Luera Holt*

208-263-3034 Extension 4020

## 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 within 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](http://www.careerclusters.org).

**\*Please note these are not course offerings but rather descriptions of possible career exploration opportunities.**

### 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.

# HUMANITIES

## Academic Decathlon (Honors)

**Year, Elective**      **Honors**

**Recommendation:** Course placement application and selection process through instructor.

**Course Fee:** \$30 dues

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.

## 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 should 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 9-12; 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 10-12; 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.

### Beginning Glass Work

**Semester, Elective**      **Regular**

**Recommendation:** Grades 10-12; grade of "B" or higher in Basic Art and one other art class to enroll

**Course Fee:** \$25 lab fee is required for materials necessary for the course.

This course is meant to offer the beginner glass worker a broad knowledge of the equipment it takes to be a glass worker, the safety in using it and the basic skills needed to manipulate hot glass. The students will learn design techniques such as latticino, millefiori and encasing. The students will also learn how to make beads, buttons and marbles. The final project will apply a combination of all skills learned to make a sculpture based on human rights theme.

### Advanced Art (Pre-AP)

**Year, Elective**      **Honors**

**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. Students will be completing at least one quality piece of art per week, so it should be understood that the pace of the class is challenging, and that students are expected to be working on artwork at home.

### Studio Art (AP)

**Year, Elective**      **Advanced Placement**

**Recommendation:** Grade 12; Basic Art and at least two other art offerings. Pre AP is highly recommended. Summer assignments are a requirement for this class.

**Course Fee:** There is a fee of \$87 to take the AP exam. The lab fee is \$25 and it is highly recommended that students have art supplies at home.

AP Studio Art is an intensive course that addresses advanced concepts in drawing, painting and beyond. Students will produce digital portfolios of slides for use in the college admissions process and are prepared to submit portfolios of 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.

### Intermediate/Advanced Guitar

**Year, Elective**

**Recommendation:** Proficient level of playing on the guitar or Introduction to Guitar.

This course will allow students to explore many different venues of music on the guitar. Theory, notation and musicianship will be studied. This class is primarily project-based, allowing students to work on music that interests the individual.

### 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 (Honors)**

**Year, Elective Honors**

**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 (Honors)/II (Regular)**

**Year, Elective Honors/Regular**

**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, 5<sup>th</sup> 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.

**This course is offered every other year – 2010, 2012, 2014...**

### **History of Rock & Roll and Popular Music**

**Year, Elective Regular**

**Prerequisite:**

This course will be an historical overview of popular music primarily from the second half of the 20<sup>th</sup> century to the present. The course examines rock and roll in all its forms, starting with the precursors of rock and roll and ending with current trends in the popular music scene. Changes in music production and distribution, evolutions of instrumentation and style and the advent of electronics and technology will be addressed.

### **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 9<sup>th</sup> 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: Grades 9-12**

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.

**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, lyrical, hip hop, contemporary and some basic ballet and modern techniques. 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. Performance at the dance team year end show may also be part of this class for selected students.

**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****Recommendation: Audition process**

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.

## WORLD LANGUAGES

**Honors, Pre-AP/AP and Strategic enrollment is determined through the course placement application under the following criteria:**

Honors, Pre-AP/AP 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 229, language 236, math 243); (10th grade Reading 235, Language Usage 244, Math 251), 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 Pre-AP, or AP classes. The counseling department recommends no more than three (3) AP or Pre-AP 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.

### 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: "B" average in Spanish I; course placement application**

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

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

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 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.

## LANGUAGE ARTS

**Honors, Pre-AP/AP and Strategic enrollment is determined through the course placement application under the following criteria:**

Honors, Pre-AP/AP 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 229, language 236, math 243); (10th grade Reading 235, Language Usage 244, Math 251), 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 Pre-AP, or AP classes. The counseling department recommends no more than three (3) AP or Pre-AP 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 Unweighted**

**Recommendation: Teacher recommendation; designed for students who need more in-depth practice to achieve mastery.**

English I (S) covers grammar, mechanics, composition, spelling, and vocabulary with an emphasis on Greek roots, prefixes, and suffixes. English I (S) 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 Unweighted**

**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 I (Pre-AP)

**Year, Required Regular Honors**

**Recommendation: Course placement procedure.**

This advanced class is designed to offer English I Pre-AP students a complete background in grammar, word usage, mechanics, composition and word study. Word study consists of a 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. A great deal of emphasis will be placed upon the writing process. Compositions will include journal entries, paragraph and essay development, book reports, creative writing assignments, a research project and poetry. These are dealt with in much more detail than in regular English I, and these classes are designed to best prepare students who wish to take English II (Pre-AP) and the AP (Advanced Placement) classes.

### English II (Strategic)

**Year, Required Basic**

**Recommendation: Course placement application**

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

English II (S) offers a review of grammar, sentence structure, vocabulary, with an emphasis on Latin roots, prefixes, and suffixes. English II (S) 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 (Pre-AP)****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. Pre-AP classes are not required to take the AP test but are strongly recommended. A great deal of emphasis will be placed upon the writing assignments, a research project and poetry. 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

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

English IV is divided up into composition and literature. The composition portion focuses on essay writing, which included proofreading, editing, and revising techniques. A research project is required, as well as a book study, which included a literary analysis paper. The literature portion features a survey of British and world literature. Vocabulary is also studied.

**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 meaning and tone as informed by diction, imagery, syntax, symbolism, and structure.

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, including informal, exploratory, and formal writing as well as research and literary criticism. Spelling, vocabulary development, and timed writing/practice AP exams will be employed.

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.

**Technical English: Fundamentals for Writing****Year, Required Regular****Recommendation: Grade 12**

This course is designed to meet the needs of vocational technology students at North Idaho College as **English 099** and senior English at SHS. Major writing assignments will focus on workplace writing situations and conventions. Students will work to produce effective pieces of written communication designed for the work environment. We will focus on the reading fluency and critical analysis skills expected of college-level readers and life-long learners.

Our classroom will be a workshop in which you develop yourselves as professional writers and as readers. You will spend class time engaging in the writing process—pre-writing, drafting, giving and receiving response, revising, and editing. Revision will be a major focus of this course. In order to help you and your fellow writers revise with purpose and audience in mind, you will be expected to closely and critically read your own work and each other's work. You will also work in small groups and participate

in whole-class discussions on the assigned readers. You will need to keep up with your reading and your journal assignments in order to be successful.

### Creative Writing I

**Semester, Elective**      **Regular**

**Recommendation: Grade 10-12**

Creative Writing I is a workshop-based format which explores a variety of writing genres. Class time is divided between instruction and application with time spent working individually and in groups. Each month will focus on different writing genres, requiring at least two writing pieces. Students will also work in peer review groups and share their work with the class. Along with writing, the following will also be part of class: writing clinics, vocabulary, and mechanics. Various writing genres will be explored such as fiction, (mystery, poetry, science fiction, plays and screenplays) and non-fiction (essays, memoirs, reviews). There will also be opportunities to enter contests and submit manuscripts for publication. Students are expected to maintain a portfolio of assignments as part of their final grade.

### Creative Writing II

**Semester, Elective**      **Regular**

**Recommendation: Grade 10-12; Creative Writing I with a grade of "B" or better; recommendation of teacher.**

Creative Writing II is designed for those students interested in continuing on with polishing their creative writing skills. Class time is divided between instruction and application with time spent working individually and in groups. Along with a variety of writing assignments, the following will also be part of class: editing and revising; writing techniques; studying various authors and their writing styles and manuscript preparation. There will also be numerous opportunities to enter contests and submit manuscripts for publication. Students are expected to maintain a portfolio of assignments as part of their final grade. This class will have the opportunity of working on the on-line student magazine which is part of the Journalism II curriculum.

### 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.

### Dual Credit Options for English

**Recommendation: Grade 11-12**

These courses may be offered through North Idaho College and include English 101/102. For further information please refer to page 7 of this guide book and your counselor.

# MATHEMATICS

**Honors, Pre-AP/AP and Strategic enrollment is determined through the course placement application under the following criteria:**

Honors, Pre-AP/AP 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 229, language 236, math 243); (10th grade Reading 235, Language Usage 244, Math 251), 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 Pre-AP, or AP classes. The counseling department recommends no more than three (3) AP or Pre-AP 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 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 8<sup>th</sup> 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.

## 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**

**Recommendation: Passing grades in both Algebra I and Geometry or Algebra I and Geometry**

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**

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 -Co-Ed

**Semester/Year Regular**

**Recommendation: Grades 9-12**

P.E. Course Description;

- This class will include Individual sports such as; yoga, aerobics, handball, squash, racquetball, tennis, badminton, wrestling, judo, and bowling
- Team sports such as; ultimate Frisbee, softball, basketball, volleyball, indoor soccer, football, and floor hockey
- Strength and conditioning such as; navy seal training, P90X, core, Olympic weight lifting and Plyometrics. Life sports component with activities like; skiing, snow boarding, beach volleyball, and pickle ball

## 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 Fitness and Strength

**Semester/Year Regular**

**Recommendation: Grades 9-12**

This is an aerobic/fitness workout class utilizing a variety of workouts including jogging, kickboxing, tae bo, bench step, circuits, abdominal/core focus, free weights, resistance training, yoga, jump roping, and strength and endurance exercises. Most activities are done with music and rhythm oriented. This class also participates in some traditional indoor and outdoor team related activities. The teacher will focus on encouraging teenagers to find a fitness style they can enjoy for a lifetime. If you enjoy a variety of workouts and would like to develop fitness skills for life - this class is for you! \* this is a moderate level fitness class, not advanced.

## Health

**Semester, Required Regular**

**Recommendation: Grades 9**

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 new students to SHS unless they have prior permission from instructors.**

**Course Fee: \$5**

*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*.

### 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 been introduced to *Microsoft Office* 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 learn some advanced commands and applications. The majority of what you do in this class will be integrating all of the software applications through simulations. Individual and group projects are emphasized.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

### Computer Business Applications IV

**Semester, Elective**      **Regular**

**Recommendation: Computer Business Applications III; Grades 11-12**

*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 in word processing, spreadsheet, database, web design and desktop publishing projects. Projects completed may be 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.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

### Accounting I/II

**Year, Elective**      **Regular**

**Recommendation: Computer Business Applications II; Grades 11-12**

***Part of the Advanced Courses in the Business Program at SHS! Ask about that T-Shirt!***

We will use Spreadsheets, Automated Accounting, and Quickbooks to show how businesses keep track of their money. We will also play the board game "Monopoly" to demonstrate accounting concepts and financial statements. Other business concepts are introduced such as stock investing, business career possibilities, and "real business" field trips through our FLOAT program. This is not the same, boring-manual accounting that your parents took.

Accounting I or II students can earn 4 NIC College Credits

Senior and junior students at Sandpoint High School will be eligible to receive 4 college credits from North Idaho College for taking Accounting I and/or Accounting II. Upon successful completion of the "college" component of Accounting I, students will receive credit in:

ACCT 110 – Small Business Accounting (3 credits) and

CAOT 130 – Spreadsheets/Excel (1 credit).

"One out of four students that go to college study business," says Mr. Nityc who will be teaching the class. "Every college business curriculum in the country makes students take an Accounting class. Why not take it in high school."

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

### 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.

## 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 a broad range of health careers; job seeking skills; growth & development; taking ownership of responsibility; effective communication; medical terminology; understanding body systems, and care of the body.

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

### Diversified Health Occupations (Honors)

**Year, Elective, 2 period block Honors**

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

**Required: Uniform and shoes; CPR certification, proof of vaccinations; TB, HEP B, MMR**

**Certification Fee: \$75**

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. **Optional: HOSA activities – academic and leadership competitions (State Competition – April & National Competition – June) - \$20 registration fees.**

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

## 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.

## MANUFACTURING & TECHNOLOGY

### Welding 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.

### Welding 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.

### Welding III

**Year, Elective, 2 period block      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.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

### Fundamentals of Engineering & Robotics Technology

**Semester, Elective      Regular**

**Recommendation: Grades 9**

**Course Fee: \$10**

Communication skills and tools are the major focus of this course. Students will be exposed to communications, manufacturing, power/energy/transportation and construction systems. An engineering focus of problem solving requires students to define a given problem, conduct appropriate research, develop solutions to the problem, construct prototypes and evaluate their work. Students learn to sketch solutions to problems, create technical drawings and presentations, build models and apply creative problem solving methods. Emphasis is placed on accessing and communicating information, using simple and complex tools in a safe manner and increasing the students' awareness of the historical and contemporary implications of technology. Students are introduced to computer-aided graphics, design software, and computer-aided manufacturing. Students develop an understanding of the tools, techniques and processes of technology using design principles, computers, problem solving and model making.

### Technological Design

**Semester, Elective**      **Regular**

**Recommendation:** Grade 10; "B" or better in Fund of Engineering Tech.

**Course Fee:** \$10

Students in engineering teams apply technology, science and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test and analyze engineering designs using criteria such as design effectiveness, public safety, human factors and ethics.

### Advanced Design Applications

**Semester, Elective**      **Regular**

**Recommendation:** Grade 11; "B" or better in Tech Design.

**Course Fee:** \$10

Advanced Design Applications consists of four units including Manufacturing, Energy and Power, Construction and Transportation. The Manufacturing unit examines the advances that maintain manufacturing efficiency, how human consumption affects manufacturing, how manufacturing affects the standard of living of various peoples, and how processing and changing raw materials can produce more desirable products. The Construction unit examines a number of the factors influencing the design and construction of permanent and semi-permanent structures, the practices related to construction maintenance, alteration, and renovation, and the functions of the primary systems installed in those structures. The Energy & Power unit explores the relationship between energy and power technologies and all other technologies, and how modern energy and power systems impact cultures, societies, and the environment. It also offers an examination of how energy and power systems can be made more efficient and how they may be utilized in problem solving. The Transportation unit examines the complex networks of interconnected subsystems that each transportation system comprises and the roles of these components in the overall functional process of the system. It also analyzes of the improvements and the impacts of transportation technologies on the environment, society, and culture.

### Engineering Design Applications

**Year, Elective**      **Regular**

**Recommendation:** Grade 12; "B" or better in Adv Design Appl.

**Course Fee:** \$10

Students will experience design engineering in the creation, synthesis, iteration and presentation of design solutions. Students will coordinate and interact in authentic ways to produce the form, fit and function documentation with appropriate models to completely define a product. This course will maintain a focus on how engineers apply their creativity, resourcefulness, mathematical, scientific and technical knowledge and skills in the creation or refinement of technological products/systems. Both independent and collaborative work will be carefully analyzed as students perform within an authentic engineering enterprise environment.

### 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.

### Introduction to CAD I

**Semester, Elective**      **Regular**

**Recommendation:** Concurrent enrollment in Algebra I or higher; Grades 9-12.

**Course Fee:** \$10

A course designed to introduce students to basic concepts in drafting, whether by board or computer-aided. Mental math and calculations are conducted daily so students must have solid math framework to be successful.

**Introduction to CAD II****Year, Elective Regular****Recommendation: Intro to CAD I; Grades 10-12.****Course Fee: \$10**

A course designed to provide students with some architectural and mechanical drafting applications. Basic entry level skills are developed for a variety of drawings. Each of the major areas of the two will be explored. Basic technical information directly relates to the operation and application of computer software for a hands-on class environment.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

**Introduction to CAD III****Year, Elective Regular****Recommendation: Intro to CAD II; Grades 11-12.****Course Fee: \$10**

A course designed to provide student team work, critical thinking, problem solving, diagnostics and repairing/developing to industry standards. Working outside of the class may be a component for mastery. Basic technical information directly relates to the operation and application of computer software for a hands-on class environment. Junior and seniors will complete the capstone assessment required by the State.

**CAD – 3D Modeling/Senior Design****Year, Elective Regular****Recommendation: Grades 12; Intro to CAD III****Course Fee: \$10**

Course designed to give the student experience in 3D modeling and in the knowledge, skills, and attitudes necessary to succeed at an independent design project. Seniors will complete the capstone assessment required by the State. Junior and seniors will complete the capstone assessment required by the State.

**Advanced CAD – Animation****Year, Elective Regular****Recommendation: Intro to CAD****Course Fee: \$10**

This course is only available for students who have completed the Intro courses with the instructor's approval. It is an independent study class with an overview of cartooning, storyboarding, writing and animation using Maya or 3DSMAX. This is a college level class and so are the expectations.

**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.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with College of Western Idaho.**

**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.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with College of Western Idaho.**

**Electronics III****Year, Elective, 2 period block 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: Grades 9-12**

**Course Fee: \$10**

Student will experience computer technologies and an understanding of how computers are used in the world. An introduction to computer programming, 3-D animation, hardware, troubleshooting and maintenance, green computer technologies, electronics, computer graphics, CNC technologies, problem solving, communication skills and lab safety are also covered.

### A+ Certification

**Year, Elective Regular**

**Recommendation: Grade 10; Grade of "B" or better in Introduction to Technology**

**Course Fee: \$10**

This advanced course involves in-depth computer exploration. All aspects of industry current operating systems and hardware are examined. Course includes many practical lab activities. Students will be prepared to take the A+ Certification exam ([www.comptia.org](http://www.comptia.org)). This is a required course in the Computer Information Technology certificate program at North Idaho College. Six (6) NIC credits may be obtained by taking this course. Students will have the ability to obtain the latest Microsoft operating systems (XP & 7) for home use.

**\* Juniors and seniors enrolled in this course may be eligible to arrange for college credit with North Idaho College.**

### IT Internship (Not a scheduled course)

**Semester/Year, Elective Regular**

**Recommendation: Grade 11 or 12; Instructor Consent**

Arrangements made on student by student cases based on interest, skill-level, schedule and other factors.

## PUBLICATIONS

### Journalism I

**Semester, Elective Regular**

**Recommendation: Students can pair Journalism I with Digital Photography or Graphic Design**

Journalism I is designed as a survey course where students can learn about the history and current trends in journalism. Students will also learn about media literacy, student and community journalism, while discovering the different roles journalists play in our society. Students will also learn about the journalistic writing style and write some news stories. Journalism I is a PTE class and prerequisite for Journalism II and Cedar Post/Journalism III.

### Journalism II

**Year, Elective Regular**

**Recommendation: Successful completion of Journalism I, Graphic Design and/or Digital Photography**

Journalism II introduces students to being part of a publication. In the class, students produce a digital magazine using the skills they learned in Journalism I, Graphic Design and/or Digital Photography. The class does focus on media writing, as students have the opportunity to earn three college credits (Media Writing 101) through the University of Idaho's school of Journalism and Mass Media. This class is required for all students who wish to work for the Cedar Post.

### Journalism III/Cedar Post

**Year, Elective, 2 period block Regular**

**Recommendation: Grades 11-12; Completion of Journalism I, Graphic Design or Digital Photography and either Journalism II or 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. Students will produce 10 issues of the Cedar Post, Sandpoint High School's student-run, award-winning newspaper. This course is the capstone course of the PTE program (Professional Technical Education) in Journalism.

### Digital Photography

**Semester, Elective Regular**

**Recommendation: Students can pair Digital Photography with Journalism I or Graphic Design**

**Course Fee: \$15 and Digital Camera Required**

Digital Photography strives to duplicate the experience of photography as it is practiced by photojournalists especially on high school magazine, newspaper and yearbook staffs. Students are expected to conduct themselves professionally and meet deadlines. The course will address the fundamentals of digital camera operation, the

principles of digital photography, basic photography methods and composition, and the processing of digital photographs using industry-standard software. Students will be tasked with preparing photography projects that demonstrate knowledge of photographic composition, photojournalism, processing, history, law, and ethics. Digital photography is a PTE class and prerequisite for Journalism II and Cedar Post/Journalism III.

### Graphic Design

**Semester, Elective Regular**

**Recommendation: Students can pair Graphic Design with Journalism I or Digital Photography**

**Course Fee: \$10**

Students will learn design elements involved with producing newspapers, magazines and other forms of media. Students will work primarily with Adobe InDesign and Photoshop in the Cedar Post's Mac lab on projects. The intent of the class is to teach students page layout and other graphic art elements using industry standard software they can use for real world projects. Graphic Arts is a PTE class and a prerequisite for Journalism II and Cedar Post/Journalism III.

## ELECTIVES

### Monticola (Yearbook)

**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.

### Exploratory Studies

**Semester/Year, Elective Regular**

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

It is your turn to study what interests you without regard for traditional subject boundaries, using twenty-first century technology. Each student develops their personal curriculum for a semester or year 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.

### Life Choices

**Semester/Year, Elective Regular**

**Recommendation: Grades 9-12**

Life Choices is designed to equip students with the knowledge and tools to understand and achieve success from the "real life" choices ahead of them. Students will develop self awareness, goals & mission statements; improve decision making and problem solving skills; identify how to become successful in the workplace, family and relationships; and understand the foundations of personal finance. Outdoor education activities/games are used regularly to emphasize the development of teamwork, character and people skills.

## SCIENCE

**Honors, Pre-AP/AP and Strategic enrollment is determined through the course placement application under the following criteria:**

Honors, Pre-AP/AP 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 229, language 236, math 243); (10th grade Reading 235, Language Usage 244, Math 251), 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 Pre-AP, or AP classes. The counseling department recommends no more than three (3) AP or Pre-AP 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 science teacher.

### 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 freshman a solid foundation for further study in any of the science disciplines. Students must pass a minimum of one semester to move on to the next science.

### Physical Science

**Year Regular**

**Recommendation: Course placement application; Algebra I or concurrent enrollment**

Physical science is a required, yearlong, lab-based science course for freshman. 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. Students must pass a minimum of one semester to move on to biology I.

### Biology I

**Year, Lab Science Regular**

**Recommendation: Passed at last one semester of Physical Science or Integrated 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. Students must pass a minimum of one semester to move on to the next science.

### Biology I (Pre-AP)

**Year, Lab Science Pre-AP (Honors weighted GPA)**

**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: Passed Biology I and course placement application**

This course is a second year biology course intended for students with strong interest in how the human body works. 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. Each of the organ systems of the body will be covered in detail. The course will also provide an overview of the healthy maintenance and common diseases of the human body. Laboratory experiences, including at least one major dissection, are a required part of the course.

### Anatomy and Physiology (Honors)

**Year, Lab Science Honors**

**Recommendation: Passed Biology I and course placement application**

This honors course is an advanced biology course intended for students with strong interest in how the human body works, especially students who excel in science and are interested in entering the medical field. Compared to regular A&P, this

honors course will require students to be independent learners, understand a higher level of detail, and maintain an accelerated pace. Laboratory experiences, including at least one major dissection, are a required part of the course.

### Biology (AP)

**Year, Lab Science**      **Advanced Placement**

**Recommendation: 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.

**This course is offered every other year – 2009, 2011, 2013...**

### General Chemistry

**Year, Lab Science**      **Regular**

**Recommendation: Passed 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.

### 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: Passed a minimum of one semester of Biology I or concurrent enrollment**

**Dual Enrollment: Students may elect to take this course or 2 University of Idaho credits; fees apply**

**Course Fee: \$10**

This class will provide students hands-on experience with various techniques of propagating new plants, grafting, vegetable care, maintaining the greenhouse environment, and many other greenhouse activities. The science of plant structure, function, and classification will be covered in depth as will beginning soil science. 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 conduct independent plant investigation projects in the greenhouse.

### Landscape Design

**Semester**      **Regular**

**Recommendation: Passed a minimum of one semester of 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 hardscaping. A culminating experience will be the installation of student-designed landscapes within our community.

**Ecology/Environmental Science****Year Regular****Recommendation: Passed a minimum of one semester of Biology I**

Ecology/Environmental Sciences is a class with both practical and scientific applications. Time will be spent in lecture, discussion, lab 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 and world.

**Environmental Science (AP)****Year Advanced Placement****Recommendation: Completion of Biology I and Algebra I with a "B" or better, concurrent enrollment in Chemistry. Course Fee: \$10**

Advanced Placement (AP) Environmental Science is a college level course that gives broad and rich exposure to the field of environmental sciences. Students will do qualitative and quantitative science using major scientific principles and methodologies to understand the natural world around them. Students will identify and analyze environmental problems, both local and global, detail multiple solutions, and examine social and political realities involved with these issues. Students will gain a solid understanding of the principles of Ecology and Population Biology. This course will give students the scientific knowledge needed to make informed decisions regarding environmental issues facing society. Students will develop the skills to design and conduct original scientific inquiry.

**Applied Science****Year Regular****Recommendation: Teacher placement/recommendation for 11<sup>th</sup> & 12<sup>th</sup> grade students. Students must have passed a minimum of one semester of Bio I**

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, Pre-AP/AP and Strategic enrollment is determined through the course placement application under the following criteria:**

Honors, Pre-AP/AP 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 229, language 236, math 243); (10th grade Reading 235, Language Usage 244, Math 251), and secure the recommendation of the student's English or history teacher. **Since it is difficult to change classes during the year, students should evaluate carefully their ability to handle a number of Pre-AP, or AP classes. The counseling department recommends no more than three (3) AP or Pre-AP 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 or history teacher.

### World History

**Year, Elective Regular**  
**Meets humanities requirement for graduation**  
**Recommendation: Grades 9-12**

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 20<sup>th</sup> 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 (Pre-AP)

**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 (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****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.

**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.

**Cultural Anthropology****Semester/Year, Elective Regular****Recommendation: Grade 9-12****Meets humanities requirement for graduation**

Cultural anthropology is a subfield of anthropology that studies contemporary societies. It focuses on patterns in human behavior and on culture as the way people live and adapt to their various situations. The emphasis will be on the diversity of cultural patterns throughout the world and the essential humanity of all people. Examples from a wide variety of cultures are presented in a variety of formats.

**The Greatest Generation through Film****Semester, Elective Regular****Recommendation: Grades 10-12; (Some rated "R" movies are shown.)****Meets humanities requirement for graduation**

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 20<sup>th</sup> century. Topics will include: pop culture, music, art, sports, major events, and other social trends of 20<sup>th</sup> century American life.

**International Relations I (Model United Nations) (Honors)****Year, Elective Honors****Recommendation: Grades 9-12****Meets humanities requirement for graduation**

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. 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. It is recommended for students interested in current events and the more recent history not covered in our required history courses. It is recommended for students interested in foreign policy & Foreign Service careers. This course

may be repeated for credit (much like the Academic Decathlon course) during each of a student's four high school years. This course is also a pre-requisite for enrollment in International Relations II.

### International Relations II (Model United Nations) (Honors)

**Year, Elective Honors**

**Recommendation: Successful completion of International Relations I**

**Meets humanities requirement for graduation**

**Course Fee: Cost of trip to New York City for the National High School Model United Nations (NHSMUN) Conference.**

This course will only be offered every other year, beginning in school year 2012-2013. This is an Honors level course that differs from International Relation I, only in that it will involve simulation of the United Nations as students act as representatives of a country with the task of writing, debating and voting upon resolutions that propose solutions to present day world problems. This class will introduce the history and modern day workings of the United Nations. Students are expected to spend a considerable amount of time outside of class on independent research, study and fundraising. Students will write a country research paper and two position papers on current global topics. The course culminates with participation in the National High School Model United Nations conference in New York City held every March. Fundraising opportunities will be organized through the class to raise at least a portion of the cost of the trip. The total cost of the trip is approximately \$1800 but after fundraising most students pay significantly less than that amount. Some are able to raise the entire cost of the trip through fundraising. Student financial aid scholarships are also made available to students through an application process to pay all or part of the costs of the conference trip. From March to June students will be involved in preparing presentations of their MUN experience and engaged 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 participates in the NHSMUN conference students will be assigned new countries to study. This course is available to students twice over the course of their four high school years.

### Introduction to Psychology 101 (NIC Dual Credit)

**Semester Course NIC Dual Credit Students Only**

**Recommendation: Juniors and Seniors; Strong reading and writing skills necessary; 3.0 GPA or better; counselor recommendation.**

**Lecture: 3 hours per week**

**Meets Humanities requirement for graduation; Offered Each Semester**

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.

## 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.

### Independent Living

**Recommendation: Students must meet Idaho Exceptional Child Criteria**

The Independent Living Class is a senior-only class that will provide instruction and hands-on experiences in the areas of clothing care, meal planning and preparation, home cleaning and organization, home maintenance, home safety, mobility and travel, time management, money management and shopping, community participation and safety. This class will also focus on completion the Moving-On Transition Binder all special education students will take with them when they leave high school.

### 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.