

# Eastlake High School



*"This is Eastlake. This is home. This is family."*

**WOLF STRONG PACK STRONG**

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### Eastlake High School

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### A Twenty-First Century School

Effective schools require a sense of purpose and direction provided by well developed and clearly articulated vision. This vision, based on beliefs that are publicly articulated, leads, in turn, to clear and specific school **goals** that guide day-to-day activities.

### Lake Washington School District Vision Statement

#### Every Student Future Ready

*Prepared for college,  
Prepared for the global workplace,  
Prepared for personal success*

### Eastlake Mission

Developing the character and intellectual strengths for individual and shared success.

### Eastlake Values

- Intellectual strengths such as curiosity, creativity and effective communication
- Personal attributes such as authenticity, integrity and responsibility
- Interpersonal attributes such as empathy, teamwork and service
- Growth through initiative, work ethic, perseverance and reflection
- Justice through equity and inclusion of diverse lived experiences
- Balancing competition and ambition with gratitude and wellness

### Lake Washington School District

#### Superintendent

Dr. Jon Holmen

#### Board of Directors

Eric Laliberte — Director, District One  
Christopher Carlson — Director, District Two  
Cassandra Sage — Director, District Three  
Mark Stuart — Director, District Four  
Siri Bliesner — Director, District Five

[www.lwsd.org](http://www.lwsd.org)



Lake Washington  
School District

## Academic Supports and Wolf Time

Eastlake recognizes that all students learn at different rates and our teaching staff works tirelessly to accommodate individual student needs during the lesson as well as before/after school. To help with the different learning needs, Eastlake's Master Schedule allows for timely and targeted support for all students. We have Literacy, Math, Science and World Language Labs to support struggling students in their classes. We have dedicated a time within the school day called Wolf Time that allows students to access enrichment and remediation opportunities from their teachers. To schedule Wolf Time, students and teachers use a program called FlexiSched to request support in areas they see the greatest need. Additionally, teachers have office hours before and after school to offer additional support for students.

## Library

Our library serves as the information hub for the school serving students, staff, and the education community. Through our library, students have access to a diverse collection of print and electronic materials with professional staff to help. The classroom teacher and school librarian can help students select the most effective and appropriate resources for their learning among all the resources now available on the internet and in print. All computers at Eastlake access the Lake Washington School District library catalog, a variety of academic subscription research databases, and a selection of additional resources. In addition to resources for research the EHS Librarian can facilitate the use of Noodle Tools, a cloud based digital platform for all student research projects. Students log in at [Noodletools.com](https://noodletools.com) with their Office 365 accounts through the school district. In this platform students can create source lists, virtual note-cards, calendar reminders for research items due, share projects with teachers and other students, and also create their actual research paper. Everything for student research projects is in one place and teaches students important research skills and terms as they use it. Some of the terms and skills are part of the AP Language test, so another benefit of using it is studying for that exam by default. Students and parents can contact the EHS Librarian for more information on this powerful opportunity.

The EHS Library can also assist students with accessing their King County Library System (KCLS) student account with their LWSD ID number. This student account gives all LWSD secondary students access to everything in the KCLS digital collection.

## Guidance Support

Counselors provide a number of services for students and their parents, whether it is in the area of personal concerns, academic decisions, or post high school plans. Providing support to students, parents and staff is the primary role of the counseling staff. Eastlake counselors facilitate communication between students, parents and the community at large in order for our students to work towards becoming successful, well-adjusted, independent young adults.

Guidance services are designed to meet the needs of our diverse population. Programs can be administered in several different ways through the counseling staff, teaching faculty and additional professional personnel when appropriate. Eastlake High School contracts with community support services to provide a part-time substance abuse counselor and interventions specialist for our students. This individual's role includes education, assessment, as well as individual and group counseling and referral to other community agencies when appropriate.

The Eastlake High School Counseling Center web page, linked to the EHS main page, holds a variety of resources for students and their parents to access at anytime. This includes listings of helpful web addresses as well as a link to our Post High School Handbook. Available guidance, either through school wide programming or on an individual basis, can include:

### Academic

- Graduation Advising-individual and group
- Running Start
- New Student Registration
- Academically At-Risk Interventions
- Registration & Course Planning for current students
- Scheduling
- Washington state test requirements
- WANIC Alternatives to High School

### Personal/Social

- Classroom presentations
- Drug & alcohol referral
- Crisis counseling and referral
- Counseling groups
- Community referrals
- Individual counseling
- Study Skills

### College & Career Development

- College Applications/Common Application
- Scholarships and Awards Assistance
- AP class planning/testing
- Classroom Presentations
- College Parent Night
- Financial Aid Night
- Post high school planning
- Dual Credit College in the High School

(See Counseling page for more in-depth information regarding resources in the Career Center and career guidance materials.)

Eastlake High School contracts with Youth Eastside Services to provide a part-time Drug & Alcohol Prevention specialist. This individual's role includes education, assessment, as well as individual and group counseling and referral to other agencies when appropriate. Eastlake also has a partnership with Evergreen Health to provide a social worker at the school. The social worker is on-site (currently, virtually available) to provide crisis intervention, psychosocial and risk assessments, safety planning and brief interventions or skill building. They provide ongoing behavioral health support until they are able to connect students with an outside referral. Staff and parents can also consult with the social worker regarding interventions, psychoeducation and community resources. We also assist with referrals to primary care, specialty care and mental health providers.

Eastlake High School allows all students the opportunity to take the course work necessary to meet university entrance requirements. For students seeking a technical career upon graduation, a variety of opportunities are provided for skill development. These opportunities are offered through programs in our school district, WANIC programs at the Lake Washington Institute of Technology, Running Start and through partnerships with other school districts.

In the counseling center, students are assisted by a counselor, career specialist, psychologist, registrar, data processor and drug and alcohol prevention specialist and mental health social worker for their counseling needs.

### Out of District Credit & Replacement Policy

Credit may be approved for educational courses or experiences that are obtained through an institution or organization outside of Eastlake High School. **An application process is required.** Approval to pursue an outside course or experience for credit must be obtained before the beginning of the course or experience. A maximum of three external credits total may be submitted for approval in grades nine through 12.

Students who choose to take coursework from any accredited academic institution will receive “transfer” on their transcript (e.g. Transfer Math). It is the student’s responsibility to request an official transcript from any institution attended when completing the college application process. If students are to retake a course, the student may elect to have the GPA zeroed out in the course in which they received the lower grade. However, both courses and grades will be reflected on the transcript. **Always contact your school counselor for clarification.**

### Options for Meeting the PE Graduation Requirement

Individual students may be excused from participating in physical education (PE) otherwise required on account of physical disability, employment, or religious belief, or because of participation in direct-athletics or military science and tactics or for other good cause. District policy requires such excused students to either:

- Take and pass a Fitness Assessment
- Submit and pass a Fitness Plan

Both the Fitness Assessment and Fitness Plan require prior approval by the student’s counselor. Students seeking to be excused from physical education must submit “IKF-R Appendix E Class of 2016 and Beyond Request for Excuse from Physical Education” <http://www.lwsd.org/programs-and-services/curriculum-instruction/high-school-guide/graduation-requirements/physical-education-credit-options>.

### Teacher Aide (TA) Positions

A student in good academic standing may register to be a Teacher Aide for a teacher, department, or office at EHS. Grading for TA positions is Pass/No Credit, and elective credit is earned. Students are advised to accept a TA position for no more than 1.0 credit in grades 9-12.

### Student Schedules

During the registration process, Eastlake provides a lot of information to ensure that students make informed decisions about their class selection. After finalizing registration, Eastlake constructs the master schedule, hires new teachers and generates teacher and student schedules based on student requests submitted during registration. Therefore, Eastlake will not make any schedule changes after the close of registration, except in very specific situations such as an improper placement, incomplete schedules or a class needed for graduation. Submitting all requested information by the deadlines communicated by Eastlake High School will assist school staff in meeting student scheduling needs.

### Schedule Change Process

Schedule changes within the first five days will not be recorded on the transcript. A “W” (withdrawn) grade will be recorded on the transcript of students dropping courses after the first five (5) days through the fifth (5th) week of the semester. The course will remain on the student’s official transcript but will not impact the student’s GPA. Students will receive an F grade for courses dropped after the 5th week of the semester except in the case of extenuating circumstances as determined by the principal. All schedule changes must follow designated school process and be approved by counselors/administrators. The ability to schedule students into a different course is limited once registration closes.

\*Deadlines also apply for the registration in special course options like WANIC, CTE Dual Credit College Connections, Running Start, and for registration for AP Examinations.

### Request for Alternative to World Language Courses

#### 1. Competency/proficiency credit

Students who wish to pursue competency/proficiency credit must sign up to participate in “Washington World Language Assessment Days.” Through this state-sponsored program, students complete an assessment and receive a certificate of recognition signed by the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE), with a cover letter indicating proficiency levels attained in the tested language and high school credit equivalencies based on the state’s recommendations for competency-based credits:

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

- Novice Mid – 1 credit
- Novice High – 2 credits
- Intermediate Low – 3 credits
- Intermediate Mid – 4 credits

#### 2. Alternatives to World Language Courses

A student may elect to pursue credit in areas other than World Language if the choice is based on a career-oriented course of study identified in the student’s High School and Beyond Plan. To do so, the student’s parent/guardian (or designee) must agree that credit in other areas is more appropriate than World Language because it better serves the student’s career goals. A meeting must be held with the student, the parent/guardian (or designee), and a high school representative to discuss and sign a form (Appendix / Form G)\* acknowledging they understand the World Language requirement is a college-entrance requirement and that they believe that other alternate course selections are more appropriate given the student’s education and career goals.

\*All Appendices/Forms are available from the Counseling Office and by visiting the Lake Washington School District at <http://www.lwsd.org/programs-and-services/curriculum-instruction/high-school-guide/graduation-requirements/world-language-credit-options>.





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### **Honors, Advanced Placement and/or UW-Participation Agreement**

If you are requesting to be placed in Honors, Advanced Placement (AP), or University of Washington in the High Schools (UWHS) Course for the upcoming school year, please read the following carefully.

Eastlake High School creates opportunities for students to challenge themselves by taking Honors, AP and UW courses. School administrators must balance teacher allocations from the school district with classroom seat counts and classes for students. Student reasons for requesting a drop of course range from not finishing a summer assignment prior to the start of the school year to having an overload of homework or low/failing grades. Course offerings and teacher assignments are based on registration requests gathered in the prior year, and transfers into general level courses are frequently not possible for us to make and still meet district contract requirements for class sizes and teacher student limits. As a result, you will not be allowed to transfer out of the Honors, AP or UW class for which you have registered.

**These classes are commitments for the full duration of the course. Before making this commitment please carefully consider the workload for these classes within the context of your entire schedule (both academically and with extracurricular activities such as sports, part time employment and volunteer work). You can use the information listed in the current course catalog to reasonably estimate the hours of homework each night for each Honors, AP or UW class you select.**

Prior to submitting your course requests into Skyward, we ask that you and your parents please read and understand the information above and your commitment to the items below:

- You have carefully considered the rigors, challenge and instructor expectations for the classes you intend to take.
- You have successfully completed all required prerequisites as outlined in the catalog.
- You are committing to remain in your Honors, AP and/or UW classes for the entire school year and to access all available support necessary to be successful.
- You recognize that the time commitment to completing required projects, assessments and assignments may limit your ability to participate in extracurricular activities, athletics, part time employment etc.

## High School Credits - For EHS Diploma and for College Admission Readiness

Subject	Minimum Requirements for Eastlake High School	Minimum Requirements for Public, Four-Year Colleges and Universities	Recommended Courses for Highly Selective Colleges and Universities
English	4 credits	4 credits	4 credits
Math	3 credits (ALG 1, GEO & Alg 2 **)	3 credits (Minimum ALG 1 & GEO AND ALG2 1.0 credit Math in Senior Year)	3-4 credits
Science	3 credits	2 credits of Lab Science, including one credit of algebra-based biology, chemistry or physics	3-4 credits
Social Studies	3 credits	3 credits	3-4 credits
World Language	2 credits	2 credits (of the same Language)	3-4 credits
Visual or Performing Arts	2 credits	1 credit	2-3 credits
Health & Fitness	1.5 credits PE .5 credit Health	College Admission Requirements will vary by school - check the admission requirements listed at each institution.	
Occupational Education	1 credit		
Electives	To meet total credits needed*	Students must have a minimum 2.00 cumulative grade point average at time of application (most colleges will require a more competitive GPA). Students must complete Algebra 2 or higher.	
<b>TOTAL</b>	24 credits		

\* In addition to earning a minimum of 24 credits, students must complete all additional district and state graduation requirements. This information can be found in the EHS Course Catalog, on the LWSD website and through the Office of the Superintendent of Public Instruction.

\*\*Alg 2 recommended or a 3rd year of high school mathematics aligning with the students interests and high school and beyond plan

# SAMPLE SCHEDULES

## Eastlake High School 2021-22 course catalog

Review the graduation requirements and recommendations for World Language, Arts, PE, Health, Occupational and Elective credits found on page 7 and appendix pg. A1.

Class of 2025	Class of 2024	Class of 2023	Class of 2022
World Literature 1/Civics	World Literature II (regular or honors)	American Literature (regular, honors, AP Lang)	Senior English (regular AP or UW)
World History 1 (regular or honors)	World History 11 (regular or AP)	U.S. History/Civics (regular, honors or AP)	Elective
Physical Science or Honors Chem/Physics	Biology or Honors Biology	3rd Year Science (Chemistry, Physics, elective)	Elective
Math	Math	Math	Elective
PE/Health*	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

\*Health & Fitness is required for all 9th grade students.

Class of 2025	Class of 2024	Class of 2023	Class of 2022
World Literature 1/Civics	World Literature II (regular or honors)	American Literature (regular, honors, AP Lang)	Senior English (regular AP or UW)
World History 1 (regular or honors)	World History 11 (regular or AP)	U.S. History/Civics (regular, honors or AP)	Elective
Biology in the Earth System or Honors Biology in the Earth System	Lab Science	Lab Science	Elective
Math	Math	Math	Elective
PE/Health*	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Class of 2025	Class of 2024	Class of 2023	Class of 2022
World Literature 1/Civics	World Literature II (regular or honors)	American Literature (regular, honors, AP Lang)	Senior English (regular AP or UW)
World History 1/Civics (regular or honors)	World History 2 (regular or AP)	US History (regular, honors or AP)	Elective
Biology in the Earth System or Honors Biology in the Earth System	Lab Science	Lab Science	Elective
Math	Math	Math	Elective
PE/Health*	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

## Eastlake High School Four Year Planner

Name \_\_\_\_\_ Graduation Year \_\_\_\_\_

Ninth Grade	
Semester 1	Semester 2
Eleventh Grade	
Semester 1	Semester 2

Tenth Grade	
Semester 1	Semester 2
Twelfth Grade	
Semester 1	Semester 2

Use the Credit Check form for your graduation class to be sure you are meeting high school graduation requirements.  
Remember that college admission will typically require more core subjects than regular high school graduation.

Possible Careers of Interest:

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Possible Post-High School Program Options:

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# EDUCATIONAL PLANNING RESOURCES

## Eastlake High School 2021-22 course catalog

Month	9th Grade	10th Grade	11th Grade	12th Grade
<b>September</b>	<ul style="list-style-type: none"> <li>Consider club, volunteer, and other experiences to support career exploration choices</li> <li>Attend college and military visits in the EHS Career Center throughout the fall.</li> </ul>	<ul style="list-style-type: none"> <li>Consider club, volunteer and other experiences to support exploration choices</li> <li>Attend college and military visits in the EHS Career Center throughout the fall</li> </ul>	<ul style="list-style-type: none"> <li>Consider club, volunteer and other experiences to support exploration choices</li> <li>Attend college and military visits in the EHS Career Center throughout the fall</li> <li>ACT offered</li> </ul>	<ul style="list-style-type: none"> <li>Use College and Career Teams timeline for detailed senior checklist</li> <li>Sign-up for SAT/ACT as needed</li> <li>Review transcript and graduation requirements</li> <li>Update your resume</li> <li>Finalize college list and begin college applications</li> <li>Attend college and military visits in the EHS Career Center throughout the fall</li> <li>Attend senior seminar</li> <li>ACT offered</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>Explore interpersonal strengths</li> <li>Explore Career Choices</li> <li>EHS College Fair</li> </ul>	<ul style="list-style-type: none"> <li>Take PSAT Test</li> <li>Post-Secondary Exploration</li> <li>Post-Secondary Choices</li> <li>EHS College Fair</li> <li>Fall Seattle National College Fair</li> </ul>	<ul style="list-style-type: none"> <li>Take PSAT Test National Merit Qualifying Test</li> <li>EHS College Fair</li> <li>Fall Seattle National College Fair</li> <li>SAT and ACT offered</li> </ul>	<ul style="list-style-type: none"> <li>Attend EHS Financial Aid and Scholarship Night</li> <li>Submit FAFSA and CSS Profile</li> <li>Request transcripts</li> <li>Check EHS scholarship bulletin</li> <li>Attend EHS Application Support Wolf Time</li> <li>EHS College Fair</li> <li>Fall Seattle National College Fair</li> <li>Submit applications to Early Action and Early Decision schools</li> <li>SAT and ACT offered</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>Skills Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Create resume</li> </ul>	<ul style="list-style-type: none"> <li>Update Career Matchmaker</li> </ul>	<ul style="list-style-type: none"> <li>SAT and ACT offered</li> <li>Check EHS scholarship bulletin</li> <li>Submit college application for any early deadlines</li> </ul>
<b>December</b>		<ul style="list-style-type: none"> <li>CTE Dual Credit registration opens</li> <li>Receive PSAT Results</li> </ul>	<ul style="list-style-type: none"> <li>CTE Dual Credit registration opens</li> <li>Receive PSAT Results</li> <li>SAT and ACT offered</li> </ul>	<ul style="list-style-type: none"> <li>CTE Dual Credit registration opens</li> <li>Last chance to take the SAT and ACT for most schools</li> <li>Check EHS scholarship bulletin</li> <li>Attend Senior Seminar</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>UW/AP Parent Night</li> <li>Plan next year course selections as related to your pathways.</li> <li>Create educational and career goals on HSBP</li> <li>Registration</li> </ul>	<ul style="list-style-type: none"> <li>UW/AP Parent Night</li> <li>Running Start Information</li> <li>Plan next year course selections as related to your pathways.</li> <li>Registration</li> <li>Update educational and career goals on HSBP</li> </ul>	<ul style="list-style-type: none"> <li>Plan ahead to make college visits in the spring and summer</li> <li>UW/AP Parent Night</li> <li>Running Start information</li> <li>Plan next year course selections as related to your pathways.</li> <li>Registration</li> <li>Update educational and career goals on HSBP</li> </ul>	<ul style="list-style-type: none"> <li>Continue to submit applications</li> <li>Both SAT and ACT offered</li> <li>Check EHS scholarship bulletin</li> <li>Continue to submit applications</li> <li>Update educational and career goals on HSBP</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>Update graduation progress</li> </ul>	<ul style="list-style-type: none"> <li>Add Activities to HSBP portfolio</li> <li>Update graduation progress</li> </ul>	<ul style="list-style-type: none"> <li>Update graduation progress</li> <li>ACT offered</li> </ul>	<ul style="list-style-type: none"> <li>Check EHS scholarship bulletin</li> <li>Send mid-term reports to colleges that require them</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>Explore summer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Explore summer opportunities</li> <li>State Testing</li> <li>EHS College and Post HS Planning Night</li> </ul>	<ul style="list-style-type: none"> <li>Explore summer opportunities</li> <li>SAT offered</li> <li>Attend junior conference with counselor</li> <li>EHS College and Post HS Planning Night</li> </ul>	<ul style="list-style-type: none"> <li>Check EHS scholarship bulletin</li> <li>Take the Armed Services Vocational Battery (ASVAB) if desired</li> <li>Explore non-college options</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>Spring Seattle National College Fair</li> </ul>	<ul style="list-style-type: none"> <li>Spring Seattle National College Fair</li> </ul>	<ul style="list-style-type: none"> <li>Spring Seattle National College Fair</li> <li>ACT Test</li> <li>Armed Service Vocational Battery (ASVAB)</li> <li>ACT offered</li> </ul>	<ul style="list-style-type: none"> <li>Check EHS scholarship bulletin</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>Register for summer school if needed</li> <li>Add Activities to HSBP portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Register for summer school if needed</li> <li>Add Activities to HSBP portfolio</li> <li>ELA exit exam</li> <li>AP Testing</li> </ul>	<ul style="list-style-type: none"> <li>Register for summer school if needed</li> <li>Add Activities to HSBP portfolio</li> <li>Create Resume in HSBP portfolio</li> <li>AP Testing</li> <li>SBA Testing</li> <li>Request letters of recommendation for college applications if necessary</li> <li>SAT offered</li> </ul>	<ul style="list-style-type: none"> <li>Notify college of decision to accept offer of admission</li> <li>Submit college housing applications</li> <li>AP Testing</li> <li>Complete the EHS Scholarship Award Reporting form to have your scholarships listed in the graduation program.</li> </ul>
<b>June</b>		<ul style="list-style-type: none"> <li>CTE Dual Credit Registration</li> <li>Plan for final college campuses during the summer</li> <li>Consider SAT/ACT summer test prep</li> </ul>	<ul style="list-style-type: none"> <li>CTE Dual Credit Registration</li> <li>Plan for final college visits over the summer</li> <li>Plan to finalize your college list over the summer</li> <li>Plan to get started on your college essays over the summer</li> <li>SAT and ACT offered</li> </ul>	<ul style="list-style-type: none"> <li>Complete senior check-out survey that includes college choice to send final transcript</li> <li>CTE Dual Credit Registration</li> <li>Graduation</li> <li>Arrange for college placement tests</li> </ul>

## High School and Beyond Plan

Students in grades 9-12 will work towards developing and completing their own High School and Beyond Plan. The High School and Beyond Plan is a state and district graduation requirement that will require students to consider education and career choices post high school. The Lake Washington School District uses Xello to organize and access activities that create the High School and Beyond Plan. Students will be responsible for completing grade level activities that allow them to brainstorm, explore, and organize their plans and ideas for life after high school. Students are encouraged to work with their family, teachers, and counselors on their plan.

## College and Career Center Resources

The Eastlake Career Center provides information, resources, and services to students and families to aid in the exploration of college and career options.

### Post-graduation options

Explore four-year colleges, two-year colleges, technical schools, military, apprenticeships, gap year and direct-to-work opportunities.

### Xello

Leverage a powerful set of online planning tools to manage your four years and beyond, including career interest assessments, detailed career information and videos, college search engine/profiles, Eastlake course planner and registration tool, financial aid exploration, resume builder and High School and Beyond Plan tracker.

### College representative visits

Hear from colleges and universities through hosted visits in the Career Center and our annual fall all-school College Fair. Learn about admission requirements, the application process and next steps.

### College application support

Take advantage of Wolf Time college application support and resources.

### SAT/ACT

Learn more about college admission testing, test optional schools, recommended timing and preparation strategies.

### Scholarship and financial aid information

Find ways to pay for college, career or technical school through need-based and merit aid, including scholarships, grants, loans, work-study, and FAFSA resources.

### Military representative visits and options

Visit with representatives from all branches of the military. Learn more about enlisted and officer-level programs, including ROTC scholarships and the United States Service Academies.

### Career Speakers

Listen to speakers from a variety of professions. Learn about potential careers, typical pathways and ask questions.

### Field trips

Take the classroom out into the real world through college and/or career focused field trips.

### Volunteer opportunities for students

Explore year-round and single-event volunteer opportunities. Volunteering is a great way to give back to the community, explore interests and learn more about potential careers.

### Summer enrichment programs

Looking for summer ideas? Learn more about summer classes, camps, work opportunities and pre-college programs.

### Student job board

Search the EHS job board for part-time student job opportunities.

## Resumes and interviews

Create a resume and polish interview skills for both college and work opportunities.

### WANIC (Washington Network for Innovative Careers)

Earn high school credit (and sometimes college credit) while learning technical skills, many that lead to industry certifications. WANIC ([wanic.lwsd.org](http://wanic.lwsd.org)) is a regional Skills Center cooperative of seven school districts in Northeast King County offering daily courses at the central facility in Kirkland and at other high school campuses. Courses range from DigiPen Game Design to Automotive Technology to Medical Careers.

### CTE Dual Credit class information

Earn dual high school and college credit without leaving Eastlake's campus. Students enrolled in CTE Dual Credit ([www.pnwcollegedecredit.org](http://www.pnwcollegedecredit.org)) can earn college credit in Eastlake courses (marked as "CTE Dual Credit" in this catalogue) that are formally aligned – articulated – with college courses. Most of the 'CTE Dual Credit' high school classes articulated are part of a Career and Technical Education (CTE) program that connect with a professional/technical certificate or degree.

### College and Career Classroom TEAM

Comprehensive resources on the above and other important college and career topics are housed in the College and Career Microsoft Classroom Team.

### World Language

Two years of progressive study are required. The two years must be devoted to a single language. Any natural language that has been formally studied usually satisfies this requirement, including American Sign Language (ASL), and languages no longer spoken, such as Latin and ancient Greek. Neither computer “languages” nor forms of signing aside from ASL are acceptable. A world language course taken in the eighth grade may satisfy one year of the requirement if the second year is completed in high school.

*Note: The World Language admission requirement will be considered satisfied for students from non-English speaking countries who entered the United States educational system in the eighth grade or later.*

### Fine, Visual And Performing Arts Or College Prep Elective

One year of study is required in the fine, visual, and performing arts. The fine, visual, or performing arts include art appreciation, band, choir, dance, dramatic performance and production, drawing, graphic arts, music appreciation, music theory, orchestra, painting, photography, print making, and sculpture. Courses generally not acceptable include drafting, architecture, color guard, creative writing, fashion design, interior design, sewing, and woodworking.

*Note: The UW and WWU specify that one-half year of this requirement must be in the fine, visual, or performing arts; the other half-year may be either in the arts or in an academic elective. University of California schools recommend one year of progressive study in the same fine art elective area.*

### Factors Considered in the College Application Process

#### Comprehensive Application Review

The application review for many institutions considers a variety of factors including course rigor, grades, activities, community service and standardized test scores.

### Admission Requirements Post-Secondary Schools

Entrance requirements can vary greatly between schools. Research entrance requirements of each school in which you are interested in applying by using the school's website directly. You may also gather additional college search information by referencing the Higher Education Guide. Be sure to check which college entrance tests are required for admission (ACT, SAT and/or SAT Subject Tests). If you are interested in a specific major within a college or university, it is worthwhile to research specific department requirements in order to declare a particular major.

### College Credit Earned during High School

Students earning college credit while in high school through Running Start, AP, IB, College-in-the High-School or CTE Dual Credit are generally considered freshmen for admissions purposes but also granted transfer credit and advanced course access when appropriate. Applicants generally must complete freshman admission requirements. Credit acceptance for college credit earned during high school is determined individually by each school.

### Student Athletics

Prospective student athletes who plan to participate in intercollegiate athletics at an NCAA Division I or II institution should register with the NCAA Clearinghouse at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). This website also contains the Guide for the College-Bound Student-Athlete, which includes the high school eligibility requirements. See NCAA Reference guide at the end of the catalog.

### Division III

Division III does not use the eligibility center. Contact your Division III college regarding its policies on admission, financial aid, practice and competition.

### Advanced Placement Information (AP)

Students who enroll in AP classes in the high school will have AP class designation and a grade for the coursework on their high school transcript. These students are prepared to take the AP exam in the spring. High scores on AP tests may earn college credit. Scores for AP exams range from 1 to 5. Colleges determine credit for such scores individually. Occasionally, students may prepare for and take the AP tests individually without taking the corresponding high school AP class. This requires outstanding independent work skills and preparation time. Students who prepare for and pass AP exams independently will not have AP designation on their high school transcript but are able to submit AP scores to colleges for consideration for college credit. AP test scores for collegiate credit are reported directly from College Board to the colleges designated by the student. Universities determine credit for AP scores at the collegiate level.

### University of Washington in the High School (UWHS)

#### Learn in Your School

UW in the High School (UWHS) courses are taught by your teacher, in your classroom, with your peers. If you need a study partner or want to talk about an upcoming test, your support system is here. As one student put it, “I really enjoyed the experience because it was in an environment where I was with other students that were serious about their education.”

These classes are college level courses taught on high school campuses. Students pay tuition to receive credit for these courses through the University of Washington. Students need instructor approval to enroll and register in the spring for the upcoming school year. Courses available are Astronomy 101 and 150 (register as a year-long class), Calculus 124, Calculus 125, Precalculus 120, Composition 131, Comparative Literature 240 Margins and Centers: Who's In, Who's Out, and Why It Matters to All of Us, and Psychology 101.

#### Teaching

Your teacher is approved and trained by UW faculty to teach UW courses. Your teacher will deliver a university-level learning experience.

#### Establish a UW Transcript

If you register to earn UW credit, you receive a UW ID number, gain access to the world-class UW library system, and establish an official UW transcript.

#### Challenge Yourself

UWHS enables you to take UW courses with the same rigor and quality of those taught on campus. These are challenging courses that will prepare you for your next steps in higher education. One former UWHS student, after completing her bachelor's degree, wrote that UWHS gave her a “huge advantage” over her classmates when she made it to college.

#### Count All of Your Work for Your Final Grade

Your final UW grade is determined by your effort throughout the course: all of the UW quizzes, tests, projects, and assignments, and not just one final exam. The average grade that students earn on a UW course taken through UWHS is 3.2 (B+), and more than 90% of students successfully complete their coursework with at least a 2.0 (“C”) and earn UW credit.

#### Earn University of Washington Credits

You can earn UW credits for the courses you successfully complete. These credits are accepted by many colleges and universities across Washington and around the country. If you matriculate to UW—more than one out of five UWHS students do—your UW credits are already on your official transcript and will count towards your UW graduation requirements.

#### Save Money on College

UWHS courses cost less than a quarter of what the same course on campus costs. In 2019-20 UW courses cost \$325 each plus a one-time registration fee of \$45. This is a total of \$370 for the first University of Washington course and that's a bargain!

#### Learn More

[uwhs@uw.edu](mailto:uwhs@uw.edu)  
206-535-0692  
[www.uwhs.uw.edu](http://www.uwhs.uw.edu)

## Business and Marketing Education

1. Provide students with a thorough understanding of the organization, functions, methods and social significance of the American system of business enterprise. Emphasis is also placed on managing personal business affairs.
2. Develop proficiency skills for initial employment or for consumer use. Although Eastlake students may acquire business information and develop business skills sufficient to qualify for initial positions in stores or offices, the majority do not expect to enter directly into their vocation upon graduation from Eastlake. Special emphasis, therefore, is placed on understanding the fundamental principles which provide an excellent background not only for more specialized business training at the college level but also for practical consumer use.

### Accounting - CDM101

#### .5 Credit - Grades 10, 11, 12

Meets Occupational Education and Math graduation requirement

Accounting is the language of business. In this course students will be introduced to the growing profession of accounting the United States. Actual accounting forms and software will be used to record business transactions for an entire accounting cycle for a service business that is organized as a sole proprietorship. Students will also study accounting vocabulary, the relationship between accounting and business and utilize Microsoft Excel to organize, analyze and report financial information. Business ethics, career exploration, workplace skills and professional behaviors will be identified and practiced throughout the course. This class is highly recommended for all college-bound students planning to major in business administration, accounting, finance, marketing or economics.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Personal Finance - CDX651

#### .5 Occupational Credit - Grades 10, 11, 12

#### CTE Dual Credit

Personal Finance helps students build skills in financial responsibility and prepares them for financial decision making. These skills include balancing a monthly budget, opening a checking and savings account, managing credit and strategies for staying out of debt, understanding a paycheck, paying taxes, renting an apartment and buying a home, purchasing a car, and investment options. Students leave this class prepared to deal with finance considerations and living within their means. Career exploration, workplace skills, and professional behaviors will also be identified and practiced throughout the course.

Semester-long course recommended for students who are interested in learning personal financial management and exploring college and career options.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Business and Marketing Foundations - CDX401/CDX402

#### 1.0 Occupational Credit - Grades 9, 10, 11, 12

#### CTE Dual Credit

This exploratory course focuses on an introduction to business within American Free Enterprise and today's global business climate. Students will develop essential skills for success in the 21st Century through applied learning. Projects will connect economics, business and marketing while reinforcing entrepreneurial endeavors. Units of study will teach about business structures, human resources, finance, operations and the fundamentals of marketing such as market research, product development, distribution, pricing and promotion. Business ethics, career exploration, workplace skills and professional behaviors will be identified and practiced throughout the course.

This year-long course is recommended for students who are interested in exploring a program of study within business and marketing. Curriculum is also designed to support students who compete as part of the DECA program.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Microsoft Office Specialist Certification I - CDX301

#### .5 Occupational Credit - 10, 11, 12

#### CTE Dual Credit

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

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

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Microsoft Office Specialist Certification II - CDX303

#### .5 Credit CTE or Elective - Grades 10, 11, 12

#### CTE Dual Credit

#### Prerequisite

Microsoft Office Specialist I (MOS Certifications)

The expert-level version of Microsoft Office Specialist (MOS) Program provides the opportunity to earn advanced industry-recognized certifications in Word, Excel and/or Access. This course will be project-based, and students will design and develop business documents within each application. This advanced course will test skills as they would in the real world and validate their understanding of the advanced Microsoft Office program functionality. This guarantees that every advanced certified user has demonstrated the ability to operate the full features of the programs which gives students an advantage as employers recognize, value, and hire advanced MOS



certified individuals. In addition to the development of technical skills, students will identify and practice workplace skills and professionalism throughout the course. Semester-long course recommended for students who are interested in continuing to learn advanced technical skills to earn Microsoft Office Specialist credentials necessary for entry and advanced-level employment.

## Estimated Homework

Students should be spending less than 1 hour a week on homework.

## Digital Marketing and Social Media - CVX415

.5 Occupational Credit - 10, 11, 12

### Prerequisite

Strongly recommended: Business & Marketing Foundations or at least one year of competitive DECA experience

This course is designed to teach advanced marketing concepts and skills with an application to digital and social media. Topics include integrating different digital and social media strategies into the promotional mix of a product, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to assess the effectiveness of the digital and social media strategies for a small business and suggest ways to create and improve marketing efforts. Ethics, marketing careers, workplace skills and professional behaviors will be identified and practiced throughout the course. In addition, students will reflect on their own use of social media as it applies to their digital reputation and how to be more responsible digital citizens. Semester-long advanced marketing course recommended for students who want to continue a marketing program of study. *This course is designed to support students who compete as part of the Eastlake DECA program; however, it is not a class requirement to participate.*

## Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Worksite Learning - CVX111/CVX112

180 hrs. work = .5 credits. Students can earn up to two credits during high school career

Grades 10, 11, 12

### Requirements

Previous or concurrent enrollment in an occupational course. Must be 16 years old. Must be employed in a job in which taxes are paid and employer has tax ID number.

Students who are taking or have taken and successfully completed an occupational course are eligible to earn credit for learning on the job. Students will be registered in an after-school class but the actual time for this course will be the hours the students spend working at their jobs before/ after school. Students must be employed in an approved, supervised job during the time they are registered for this course. Students must complete a minimum of 180 hours of work for each .5 credit awarded. In addition, students will have to sign a training agreement, turn in work hours on a monthly basis, and participate in a formal evaluation process before credit can be awarded. Depending on the student's high school credit status, he/she may be able to qualify for early release or late start from school in order to go to work. Counselor and administrator permission will be required for early release or late start. For more information about registering for this course, please contact Brittanie Petersen ([bpetersen@lwsd.org](mailto:bpetersen@lwsd.org)).

## Yearbook I – CDA151/CDA152

1.0 Credit – Grades 10, 11, 12

Meets Occupational Education and Fine Arts graduation requirement

### CTE Dual Credit

### Prerequisites

None

### Recommendations

Successful completion of Photography I or II

### Requirements

Student must supply external storage for photographs

Yearbook 1 teaches students about the technical and creative skills and tools that are needed to create and publish The Pack – our school's yearbook. Students will be trained in and required to utilize their learned skills in journalism, photography, and digital design using multiple digital production tools. Students will also be required to exhibit professionalism and be able to work well in a team environment. This class is an opportunity to learn skills in New Media Design and Publication that will be helpful in starting a career in Journalism, Editing, Copywriting, Communications, Public Relations, Graphic Design, and more. Students should have an interest in photography, design, and/or journalism and be committed to covering some school activities and events during the school day, evenings and weekends is required.

## Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Yearbook II – CVA153/CVA154

1.0 Occupational Credit – Grades 11, 12

Meets Occupational Education and Fine Arts graduation requirement

### Prerequisites

Yearbook 1

Students who have taken and successfully completed Yearbook 1 can sign up for Yearbook 2. Students in Yearbook 2 will serve as a leader on the editorial team.

## Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Leadership I – CVX151/CVX152

1.0 Occupational Credit – Grades 11, 12\*

This year-long course is primarily experientially based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Also covered will be listening skills, synergy, perceptions, conflict styles, personality and group formation. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the year. Students who have taken and passed a year of Eastlake Leadership can earn additional credit by taking Leadership 2.

## Estimated Homework

Students should be spending 1-2 hours a week on homework.

*\*All class and ASB officers are required to take the class.*

*Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.*

## Leadership II – CVX153/CVX154

### 1.0 Occupational Credit – Grades 11, 12\*

This year-long course is designed to give students the opportunity to learn the ways in which they can become successful leaders in their school and community. This course will instruct students in the various methods and techniques for planning, implementing and evaluating projects related to school activities as well as challenge them to build their character and strive to be the best possible version of themselves. Must have taken and passed a year of Eastlake Leadership as a prerequisite to taking this class.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

*\*All class and ASB officers are required to take the class. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.*

## # AP Macroeconomics/Microeconomics - CVS351/ CVS354

### 1.0 Credit - Grades 10, 11, 12

Meets both Occupational and Social Studies graduation requirement

#### CADR

AP Economics course is designed to give high-ability students the opportunity to earn college credit while still in high school. AP gives students the chance to try college-level work in high school, and to gain valuable skills and study habits for college. The course helps student develop critical thinking skills through understanding the basic concepts of economic theory. Students are expected to apply theoretical economic logic to better understand the dynamics and intricacies of what influences today's economy. The course prepares the student to take both the AP Microeconomics and AP Macroeconomics tests. Ultimately, students will improve their decision making skills and learn to apply quantitative and mathematical skills to economic problems.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

## AP Psychology/UW Psychology 101 - CVS561/CVS562

### 1.0 Credit - Grades 11, 12

Meets both Occupational and Social Studies graduation requirements

#### CADR

This is a yearlong college level course. It is a combo of lecture and application activities. The course surveys major areas of psychological science. Core topics include human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology. This course is It is not required for students to take Psychology in order to register for this class, however if you have taken Psychology, then you must pass the class in order to take AP/UW Psychology 101. A fee of \$370 UW tuition is charged per semester for students enrolling for college credit. For more information please see the University of Washington in the High School website: [www.uwhs.uw.edu](http://www.uwhs.uw.edu). Alternatively, students may take the Advanced Placement Psychology Exam in May, which may give college credit. Check with your college choices regarding acceptance of AP or UW credit.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

## Psychology - CVS551/CVS552

### .5 Credit - Grades 11, 12

Meets both Occupational and Social Studies graduation requirements

#### CADR

This course will introduce students to the fascinating field of psychology in one semester. Psychology is about the individual; how people function and why they do the things they do. The course focuses on small group work, discussions, research experiments, and problem solving. You will discover what psychology is, be introduced to research methods, identify how the brain works, recognize different levels of consciousness and how they are achieved, how people learn, the different theories about personalities and personality disorders, and finally explore psychological disorders. Take this class if you interested in understanding people and their behavior.

#### Estimated Homework

Students should be spending 2-3 hours a week on homework.

## Information Technology Education

## # AP Computer Science Principles - CDM913/CDM914

### 1.0 Credit - Grades 9, 10, 11, 12

Meets Occupational Education and either Math or Science graduation requirement

#### CADR (senior year), CTE Dual Credit

#### Prerequisite

Algebra 1

#### Dual College Credit Available

Students may potentially receive college credit and/or advanced placement from the University they plan to attend depending on the score they earn on the AP Exam.

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Computer Science Principles is an entry-level course that introduces students to the foundations of modern computing. Students will use JavaScript to develop applications and learn general principles of algorithms and program design that apply to any programming language. No previous programming experience is required.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

## # AP Computer Science A - CDM911/CDM912

**1.0 Credit - Grades 10, 11, 12**

Meets Occupational Education and either Math or Science graduation requirement

**CADR (senior year), CTE Dual Credit**

### Prerequisite

Algebra 2 or AP Computer Science Principles

### Dual College Credit Available

Students may potentially receive college credit and/or advanced placement from the University they plan to attend depending on the score they earn on the AP Exam.

### Recommendation

Completion of AP Computer Science Principles.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

This class prepares the student for the AP Computer Science A exam. By the end of this rigorous programming course, students will be able to design, implement, and analyze solutions to problems; use and implement commonly used algorithms; use standard data structures; develop and select appropriate algorithms and data structures to solve new problems; write programs fluently in an object-oriented paradigm; write, run, test, and debug solutions in the Java programming language. Students will learn important elements of the Java programming language including object-orientation, encapsulation, abstraction, and polymorphism. Prior programming experience is recommended, but not required.

### Estimated Homework

Students should be spending 2-3 hours a week on homework.

## Data Structures - CVX921/CVX922

**1.0 Credit - Grades 11, 12**

### Prerequisite

AP Computer Science A

Data Structures extends the knowledge of object-oriented programming learned in AP Computer Science A. The content of the course is similar to what students would learn in a second semester college computer science course. Students will be able to analyze fundamental algorithms and their relative efficiencies and computational complexities, choose appropriate data structures for specific computational tasks, write clear and efficient code using good syntax and style, and understand and explain the theory and application of Linked Lists, Stacks, Queues, Hash Tables, Dictionaries, and Trees. Conceptual knowledge will be pragmatically applied to projects that emphasize video game design and programming.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## STEM and Technology Education

Technology Education focuses on applying knowledge and skills of other academic disciplines by using critical thinking skills to seek answers to problems. Students work individually and in groups, using new and existing technologies, to create solutions that take into account the needs of society, the environment and the available technology. As you select courses, notice which graduation requirements they offer. Be sure that you are signing up for courses that will meet all of your requirements.

## Technology Elective Courses

### Introduction to Engineering Design - CDM801/CDM802

**1.0 Credit - Grades 9, 10, 11, 12**

Meets Occupational Education and Math graduation requirement

**CTE Dual Credit**

### Prerequisite

None

Introduction to Engineering Design's major focus is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Students hone their skills through projects using 3D modeling software and a 3D printer. There is a \$15 lab fee for project materials for this course. CTE Dual Credit available.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Principles of Engineering - CDC803/CDC804

**1.0 Occupational Credit - Grades 10, 11, 12**

Meets Occupational Education and Science graduation requirement

**CTE Dual Credit**

### Prerequisite

Completion of Engineering Design with a C- or better. Completion of Geometry with a C- or better.

Principles of Engineering is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Activities include robotics, structures, electronics, energy sources, and motion. There is a \$15 lab fee for project materials for this course. CTE Dual credit available.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Materials Science I - CDC811/CDC812

**1.0 Credit - Grades 10, 11, 12**

Meets both Occupational Education credit and Science graduation requirement

### CADR, CTE Dual Credit

Material Science Technology (MST) is a multidisciplinary approach to science and technology which teaches students to better understand the properties and uses of materials. It combines scientific theories, practical applications of technology, and hands-on experiences to prepare students to work in a technologically rich environment. The course is separated into the categories of Solids, Metals, Ceramics, Polymers, and Composites. A key feature of MST is the ability to use materials to solve problems. There is a \$60 course fee for project materials. This course can be used for lab science credit. College credit available.

### Estimated Homework

No work is expected to be completed outside of school.

## Materials Science II - CVC813/CVC814

**1.0 Occupational Credit - Grades 11, 12**

Meets Occupational Education and Science graduation requirement

### Prerequisite

MST I

MST II is a continuation of MST I. Students will be able to choose more of their own projects, based on the current unit of study. There is a \$60 course fee for project materials.

### Estimated homework

No work is expected to be completed outside of school.

## Biotechnology - CDC121/CDC122

**2 Semesters/1.0 CTE and/or Science Lab Credit - Grades 11, 12**  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

### CADR

### Prerequisites

Successful completion of Biology in the Earth System & successful completion or concurrent enrollment in Chemistry in the Earth System, honors or on-level equivalent.

If you like thinking about Biology, get ready to explore the exciting world of biotechnology in this one-year elective. You'll experience technologies that allow you to understand cells, DNA, and proteins at the molecular level. In addition, we'll consider how these technologies are used to develop vaccines and pharmaceutical drugs, explore career opportunities, and discuss bioethical issues based on biotechnology research. Students in this class may be eligible to compete in the Student Bio Expo. According to Dr. Leroy Hood of Seattle's Institute for Systems Biology, "The 21st century will be the century of biology and medicine. During this century we will unlock their mysteries...". Are you ready? This class has a \$35 materials fee. Additionally, college credit will be offered for completing the class with a 'B' or higher.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

## Photography I - CVA411/CDA412

**1.0 Credit - Grades 9, 10, 11, 12**

Meets Occupational Education and Art graduation requirement.  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

### CADR, CTE Dual Credit

### Prerequisite

None

### Requirements

Student must supply their own digital camera for frequent out of class photo sessions; a compact camera is acceptable.

In this class students will learn foundational concepts for digital image creation, processing, and publishing. Topics include visual aesthetics and communication, functions and capabilities of digital cameras, image processing in several Adobe programs, past and current trends, and media ethics. Students will develop a portfolio to showcase their work. This course requires a significant time commitment outside of class and students must have access to a digital camera (camera phones, compact cameras, mirrorless cameras, and DSLR cameras are all acceptable). Ability to meet deadlines and work independently is essential for success. Course fee: \$20 for materials.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Photography II - CVA413/CDA414

**1.0 Credit - Grades 10, 11, 12**

Meets both Occupational Education and Art graduation requirement.  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

### CADR, CTE Dual Credit

### Prerequisite

Two semesters of photography or with teacher's recommendation

### Requirements

Student must supply their own digital camera for frequent out of class photo sessions; a compact camera is acceptable.

This digital photography class builds on knowledge and skills gained in previous photography courses to allow students to pursue a creative application of digital image creation. A portfolio will be developed through a mix of teacher-directed and student-directed projects to fulfill the student's personal artistic vision. Students will apply advanced composition techniques to create dynamic and engaging images with a focus on the Principles of Design. Advanced editing and digital manipulation will be taught. In collaboration with the instructor, students will choose one or more of the following focus areas to guide their work for this class: Adobe Certification in Photoshop, AP credit through the submission of a portfolio to the AP Studio Art: 2D Design exam, or a personalized capstone project. This course requires a significant time commitment outside of class and students must have access to a digital camera (camera phones, compact cameras, mirrorless cameras, and DSLR cameras are all acceptable). Ability to meet deadlines and work independently is essential for success.

Course fee: \$20 for materials. Students completing the AP portfolio option will have an additional AP exam fee.

### Estimated Homework

Students should be spending 2-3 hours a week on homework.



## **Video Production I - CDA201/CDA202**

**1.0 Credit – Grades 10, 11, 12**

Meets Occupational Education and Art graduation requirement  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

### **Prerequisite**

None

### **CTE Dual Credit**

Video Production is an introductory class for those interested in video production. You will learn the process, tools, & techniques of digital storytelling through hands-on training and experience. Students work independently and in teams to write, shoot, and edit their own creations. Throughout this yearlong course, students will produce a variety of work including narrative, experimental, and documentary videos. This course may be repeated for credit.

\*Following registration, each student will be contacted via school email by the teacher and prompted to begin an application process. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.

### **Estimated Homework**

Students should be spending 1-2 hours a week on homework.

## **Video Production II - CDA203/CDA204**

**1.0 Credit – Grades 10, 11, 12**

Meets Occupational Education and Art graduation requirement  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

### **CTE Dual Credit**

### **Prerequisite**

Video Production I

Video Production II is offered concurrently with the Broadcast Communications class and focuses on the technical aspects of broadcasting and includes collaboration on Pack News and other Eastlake publications. Utilizing real-world mentality in the studio, students will learn production roles, equipment and terminology simulating a live broadcast environment. They will use and build on the skills learned in Video Production I with the added challenge and rigor of producing a weekly show with real deadlines and the creation of purposeful unique content. The skills learned in this area will mainly be practices “on the job”. Students will explore the history and developments of video and its effect on local, national and international culture.

\*Following registration, each student will be contacted via school email by the teacher and prompted to begin an application process. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.

### **Estimated Homework**

Students should be spending 1-2 hours a week on homework.

## **Broadcast Communications - CVX207/CVX208**

**2 Semesters/1.0 CTE and/or English (Pending) - Grade 10, 11, 12**

### **Prerequisite**

Interest and/or experience in journalism and writing

### **Course Description**

Broadcast Communications is offered concurrently with the Video Production II class and focuses on journalistic writing for broadcast, including collaboration on Pack News and other Eastlake publications. This introductory course teaches the fundamentals of creatively and effectively communicating written and visual stories through the lens of various social and digital media tools, including web publication, video production, audio podcasts and on air-talent. Students will engage in journalistic writing, research and ethical media practices and then publish these stories in current and emerging technologies. Types of productions may include investigative, feature, documentary, news, informational, and podcasts. Students will be expected to work on projects outside of the classroom, including coverage at community or student events and activities.

## **Anatomy & Physiology - CDC561/CDC562**

**1.0 Science/Lab Credit - Grades 11, 12**

Meets Occupational Education and Science graduation requirement

### **CADR, CTE Dual Credit**

### **Prerequisites**

Grades 11, 12; completion of 1 year high school biology, completion or concurrent enrollment in chemistry is recommended

Students enrolled in this course will complete a survey of all the major human body systems, starting at the cellular level and progressing through how the different systems interact to maintain an organism's homeostasis. In each unit, students will learn to recognize and manage traumatic injuries and medical emergencies and may earn American Heart Association Heart Saver First Aid with CPR certification. In addition to human systems, physiology of some non-human animals will be covered. Students interested in careers in medicine, veterinary medicine, emergency medical services and athletic training will find this course beneficial. Students will have the opportunity to complete dissections and a number of laboratories investigating both anatomy and physiology concepts. Course fee \$40.

### **Estimated Homework**

Students should be spending 1-2 hours a week on homework.

## Human Services Courses

### American Sign Language I - CDL011/CDL012

**1.0 Credit - Grade 9, 10, 11, 12**

Meets Occupational Education and World Language graduation requirement

#### CADR, CTE Dual Credit

#### Prerequisite

None

This beginning course introduces students to the remarkable visual/gestural language as well as the culture of the Deaf. This course provides insights and/or experience into Deaf cultural values, community and historical aspects of the language. By the end of the year, students will have a novice conversational knowledge of ASL. Two years of ASL satisfies the World Language requirement; one year of ASL satisfies an occupational credit. \*Students will have the option to receive college credit with additional fee and grade requirement.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

#### Cost

Purchase of supplemental materials may be required for World Language courses.

### American Sign Language II - CDL021/CDL022

**1.0 Credit - Grade 10, 11, 12**

Meets Occupational Education and World Language graduation requirement

#### CADR, CTE Dual Credit

#### Prerequisite

Completion of ASL 1

In ASL II students will build on the basics of ASL I (i.e. vocabulary, fingerspelling, numbers and grammatical structure) as well as continue to develop expressive and receptive skills. Deaf awareness will continue to be a focus through research of Deaf history and culture. Students will be required to attend Deaf community events at least one evening per quarter and follow the "voices off" rule as an attempt to immerse students in the language. The overall goal of ASL II is for students to be able to have the ability to communicate in ASL at the survival level and to deepen their appreciation and respect of ASL as a unique language, while encouraging engagement with the Deaf community and culture. Students will have the option to receive college credit with an additional fee and grade requirement.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

#### Cost

Purchase of supplemental materials may be required for World Language courses.

### American Sign Language III - CDL031/CDL032

**1.0 Credit - Grade 11, 12**

Meets Occupational Education and World Language graduation requirement

#### CADR, CTE Dual Credit

#### Prerequisite

Completion of ASL 2

This course will allow third year students to develop intermediate level ASL skills. Students will develop a deeper understanding of and appreciation for cultural and linguistic aspects of the Deaf community. Deaf awareness will be reviewed and built upon through research of Deaf culture and history. Opportunities to participate within the Deaf community with the prospect of learning more about the Deaf culture will be required. Students will follow the "voices off" rule as an attempt to assimilate and assist the student in understanding what it is like to have a hearing loss by experiencing some obstacles one faces when communicating in a hearing-oriented society. The overall goal of ASL III is for students to master the intermediate level of ASL in order to express themselves in casual conversations as well as to receptively understand ASL through visual instructions and conversations. ASL III can also be used as an occupational credit.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

#### Cost

Purchase of supplemental materials may be required for World Language courses.

## Fine Arts

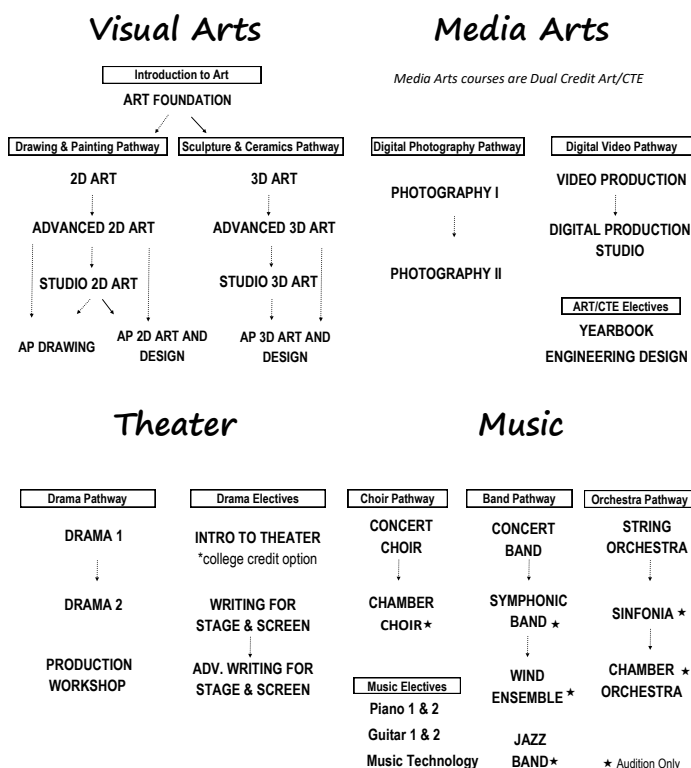
The Fine Arts Department at Eastlake High School is committed to providing high quality, hands-on arts experiences to all students. Arts education is essential to a well-rounded education, building creative thinking and problem solving skills, curiosity, empathy, and reflection, as well as instilling perseverance and a strong work ethic. Come explore how to express yourself through the arts!

### Fine Arts Pathways

When reviewing the pathway options in Fine Arts, be sure to check the individual course descriptions for information about course length, pre-requisites, and other helpful information that will help in the course selection process.

As you select courses, notice which graduation requirements they offer. Be sure that you are signing up for courses that will help you meet all of your requirements. Note: Some colleges require specific year-long art courses. Students should check with their individual choices for verification. (Example University of California school system has very specific fine arts requirements.)

Note: the arrows indicate recommended flow of coursework; in some cases, students may be able to skip certain courses in the pathway (for example, auditioned music classes). See course descriptions and prerequisites.



## Visual Arts Courses

The Visual Arts department at Eastlake High School is committed to balanced, sequential, and personalized instruction that integrates visual literacy and creative thinking skills with traditional and experiential arts instruction. Instruction and assessment respect each individual's creativity and ability in the development of technical skills and craftsmanship.

To provide opportunities which allow students to expand their personal vision and develop their ideas and images, the objectives of the Visual Arts Program include:

- exploring the visual arts through hands-on art production, techniques, and processes
- developing and strengthening creative thinking skills, problem solving, and originality
- communicating and expressing ideas, feelings, and messages
- engaging in reflection and critical analysis process in order to knowledgeably view, describe, discuss, and evaluate artwork.
- understanding the visual arts through historical, social, philosophical, and cultural perspectives.

### Art Foundation (ART 1) – ART011/ART012

1.0 Fine Arts Credit - Grades 9, 10, 11, 12

#### CADR

#### Prerequisites

None

New to art? Explore art and expand your creativity! This introductory art class is for students who want to sample a range of 2D and 3D art forms. Students will learn about the Art elements & principles, develop basic techniques, and use art history as a jumping off point for fun & interesting projects that allow creativity and personal investigations. A wide variety of drawing, painting, and sculpture projects will be completed. NO experience is needed, just a willingness to learn! There is a \$40 Art materials fee for this course.

### 2D Art (2D Art 1) - ART711/ART712

1.0 Fine Arts Credit - Grades 9, 10, 11, 12

#### CADR

#### Prerequisites

Art Foundation, middle school art, or previous art experience strongly recommended

This visual art class is ideal for students with some previous art experience who want to develop their creativity and skills through engaging projects in drawing, painting, and 2-dimensional design. Learn the basics of composition to be able to create successful, eye-catching, and original work. We will work with a variety of art media: pencil, colored pencil, marker, collage, printmaking, pen & ink, oil pastels, charcoal, tempera paint, watercolor, and acrylic. Major units include: visual design, composition, realistic observational drawing, color theory, linear perspective, landscapes, portrait drawing, and personal expressionism. A sketchbook will be developed. There is a \$50 art materials fee for this course.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## **Advanced 2D Art (2D Art 2) - ART721/ART722**

**1.0 Fine Arts Credit – Grades 10, 11, 12**

### **CADR**

#### **Prerequisites**

2D Art

This class builds upon the skills learned in 2D Art 1 to allow students to further develop skills in drawing, painting, and design. New areas of study include life drawing, advanced portraiture, development of texture and detail, and advanced techniques in a range of art media. Personal artistic vision will be explored through teacher and student-directed projects. Students will develop and execute ideas for original work, discuss and evaluate their work in detail, observe techniques and artistic styles, and evaluate the work of master and student artists. Students will learn to document work in process of building a portfolio. This course requires daily homework through the development of an art journal. There is a \$60 art materials fee for this course.

## **Studio 2D Art (2D Art 3) - ART731/ART732**

**1.0 Fine Arts Credit - Grades 11, 12**

#### **Prerequisites**

Advanced 2D Art (2D Art 2)

Building upon skills and techniques learned in 2D Art 1 and 2D Art 2, this advanced studio art course supports continued development of creative thinking skills and artistic vision in 2-dimensional art processes. Student and teacher will work collaboratively to develop a learning plan to support student interest and portfolio development. A range of traditional and experimental 2D art media and tools will be accessible during studio work time. A strong work ethic and self-direction are essential. Students will relate their artistic ideas and works with societal, cultural, and historical context to deepen understanding, as well as connect their art practice to explore career and community opportunities related to 2D art. Students may take this course as a final portfolio course or use this as a preparatory course for AP Studio Art: 2D Design or AP Studio Art: Drawing. There is a \$60 art materials fee for this course.

## **AP Drawing (AP Art) - ART183/ART184**

**1.0 Fine Arts Credit – Grades 11, 12**

### **CADR**

#### **Prerequisites**

2D Art (Advanced 2D Art strongly recommended)

#### **Requirements**

Students must attend mandatory informational meeting in June and complete summer assignments due on first day of school.

This advanced level art class is for experienced, motivated student artists who seek a rigorous visual arts challenge. Students will focus on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. Student must be able to demonstrate knowledge of figure, landscape, still life/observational drawing, value, color, form, and mark-making to create dynamic compositions. Continuation of 2D Art and Advanced 2D Art, extending skills and building a portfolio of original works showing a personal artistic vision, with focus on development and submission of the AP Drawing portfolio to complete the AP Drawing exam in May. Over the course of the year, students will produce a body of work to fulfill the two sections of the AP Draw-

ing portfolio: Sustained Investigation and Selected Works. For the Sustained Investigation (previously called Concentration) students will submit a minimum of 15 digital images of their original works of art and design, as well as writing to document their inquiry-guided investigation through practice, experimentation, and revision. For Selected Works (previously called Quality), students will submit 5 physical works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas. Ability to meet deadlines and work independently is essential. Students must be prepared to work on their art outside of class in order to meet deadlines. There is a \$90 art materials fee for this course, plus an additional AP exam fee that must be paid prior to the AP exam (portfolio submission) in May.

## **AP 2D Art and Design (AP Art 2D) – ART185/ART186**

**1.0 Fine Arts Credit – Grades 11, 12**

### **CADR**

#### **Prerequisites**

2D Art (Advanced 2D Art strongly recommended)

#### **Requirements**

Students must attend mandatory informational meeting in June and complete summer assignments due on first day of school.

This advanced level art class is for experienced, motivated student artists who seek a rigorous visual arts challenge. Students will focus on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. Student must be able to demonstrate knowledge of the Principles of Design to create effective visual compositions. Continuation of 2D Art and Advanced 2D Art, extending skills and building a portfolio of original works showing a personal artistic vision, with focus on development and submission of the AP 2D Art and Design portfolio to complete the AP 2D Art and Design exam in May. Over the course of the year, students will produce a body of work to fulfill the two sections of the AP 2D Art and Design portfolio: Sustained Investigation and Selected Works. For the Sustained Investigation (previously called Concentration) students will submit a minimum of 15 digital images of their original works of art and design, as well as writing to document their inquiry-guided investigation through practice, experimentation, and revision. For Selected Works (previously called Quality), students will submit 5 physical works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas. Ability to meet deadlines and work independently is essential. Students must be prepared to work on their art outside of class in order to meet deadlines. There is a \$90 art materials fee for this course, plus an additional AP exam fee that must be paid prior to the AP exam (portfolio submission) in May.



## **3D Art (Sculpture 1) - ART511/ART512**

**1.0 Fine Arts Credit - Grades 9, 10, 11, 12**

### **CADR**

#### **Prerequisites**

Art Foundation, middle school art, or other previous visual art experience strongly recommended

Explore your creativity in 3 dimensions! This class is a hands-on introduction to 3D design and sculpture – perfect for students who like to experiment and get their hands dirty and create unique, original objects. We will explore the Elements of Art and Principles of Design as we design and build original creative projects using a range of 3D art techniques. We will discuss form and function issues in 3D design, through making a variety of decorative and useable forms in a range of art media which may include paper, chipboard, cardboard, papier mâché, wire, found objects, wood, fiber, plaster, and clay. Approximately half of the year will be focused on learning the basics of working with clay, various hand building techniques, and introduction to glazing and surface decoration approaches. Ceramic projects will range from decorative sculptures to functional dishes and other creations. Students will make and keep a number of creative 3D projects. Drawing skills will be used to plan and sketch ideas for projects and students will design and make their own art journal. Students will build their art vocabulary through writing and discussing their art and the art of others, as well as explore how to express and communicate ideas, messages, and feelings through visual art. A digital portfolio will be developed to document work throughout the year. There is a \$60 art materials fee for this course.

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Advanced 3D Art (Sculpture 2) - ART521/ART522**

**1.0 Fine Arts Credit - Grades 10, 11, 12**

### **CADR**

#### **Prerequisites**

3D Art (Sculpture 1)

This class will build upon skills and techniques learned in 3D Art (Sculpture 1), while allowing students to further explore their creativity through original 3-dimensional works. Students will continue to study space through sculptural work utilizing a range of traditional and experimental 3D art media, while learning advanced techniques and creating more challenging forms. Through a mix of teacher and student-directed projects, students will continue to develop creative thinking skills and develop their artistic vision. Approximately half of the year will be focused on clay. Advanced clay techniques will be introduced as students continue to develop hand building skills. The pottery wheel will be introduced. Students will enhance their art vocabulary through writing and discussing their art and the art of others, as well as explore how to express and communicate their original ideas, messages, and feelings through visual art. A digital portfolio will be developed to document work throughout the year. There is a \$70 art materials fee for this course.

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Studio 3D Art (Sculpture 3) - ART531/ART532**

**1.0 Fine Arts Credit - Grades 11, 12**

### **Prerequisites**

Advanced 3D Art (Sculpture 2)

Building upon skills and techniques learned in Sculpture 1 and Sculpture 2, this advanced studio art course supports continued development of creative thinking skills and artistic vision in 3-dimensional art processes. Student and teacher will work collaboratively to develop a learning plan to support student interest and portfolio development. A range of traditional and experimental 3D art media and tools will be accessible during studio work time. A strong work ethic and self-direction are essential. Students will relate their artistic ideas and works with societal, cultural, and historical context to deepen understanding, as well as connect their art practice to explore career and community opportunities related to 3D art. Students may take this course as a final portfolio course or use this as a preparatory course for AP 3D Art and Design. There is a \$70 art materials fee for this course.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **AP 3D Art and Design (AP Art 3D) – ART187/ART188**

**1.0 Fine Arts Credit - Grades 11, 12**

### **CADR**

#### **Prerequisites**

3D Art (Advanced 3D Art strongly recommended)

#### **Requirements**

Students must attend mandatory informational meeting in June and complete summer assignments due on first day of school.

This advanced level art class is for experienced, motivated student artists who seek a rigorous visual arts challenge. Students will focus on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. Student must be able to demonstrate knowledge of 3D design principles, spatial relationships, proportion/scale, balance, color, form, occupied/unoccupied space, and craftsmanship in a variety of sculptural media. Continuation of 3D Art and Advanced 3D Art, extending skills and building a portfolio of original works showing a personal artistic vision, with focus on development and submission of the AP 3D Art and Design portfolio to complete the AP 3D Art and Design exam in May. Over the course of the year, students will produce a body of work to fulfill the two sections of the AP 3D Art and Design portfolio: Sustained Investigation and Selected Works. For the Sustained Investigation (previously called Concentration) students will submit a minimum of 15 digital images of their original works of 3D art and design, as well as writing to document their inquiry-guided investigation through practice, experimentation, and revision. For Selected Works (previously called Quality), students will submit digital images of 5 works (2 views each) with typed responses describing the materials, processes, and ideas used. Ability to meet deadlines and work independently is essential. Students must be prepared to work on their art outside of class in order to meet deadlines. There is a \$90 art materials fee for this course, plus an additional AP exam fee that must be paid prior to the AP exam (portfolio submission) in May.

## Media Arts Courses

Digital Arts classes at Eastlake provide the opportunity for students to be creative while engaging with technology. Students will be able to learn current software and computer applications in the service of creating digital art works as well as gaining future ready skills. Note: the following classes are dual credit, meeting both Fine Art and Occupational Education (CTE) graduation requirements.

### Photography I - CVA411/CDA412

#### 1.0 Credit – Grades 9, 10, 11, 12

Meets Occupational Education and Art graduation requirement  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

#### CADR, CTE Dual Credit

#### Prerequisite

None

#### Requirements

Student must supply their own digital camera for frequent out of class photo sessions; a compact camera is acceptable.

In this class students will learn foundational concepts for digital image creation, processing, and publishing. Topics include visual aesthetics and communication, functions and capabilities of digital cameras, image processing in several Adobe programs, past and current trends, and media ethics. Students will develop a portfolio to showcase their work. This course requires a significant time commitment outside of class and students must have access to a digital camera (camera phones, compact cameras, mirror-less cameras, and DSLR cameras are all acceptable). Ability to meet deadlines and work independently is essential for success. Course fee: \$20 for materials.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### Photography II - CVA413/CDA414

#### 1.0 Credit – Grades 10, 11, 12

Meets both Occupational Education and Art graduation requirement  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

#### CADR, CTE Dual Credit

#### Prerequisite

Photography I

#### Requirements

Students must supply their own digital camera.

This digital photography class builds on knowledge and skills gained in previous photography courses to allow students to pursue a creative application of digital image creation. A portfolio will be developed through a mix of teacher-directed and student-directed projects to fulfill the student's personal artistic vision. Students will apply advanced composition techniques to create dynamic and engaging images with a focus on the Principles of Design. Advanced editing and digital manipulation will be taught. In collaboration with the instructor, students will choose one or more of the following focus areas to guide their work for this class: Adobe Certification in Photoshop, AP credit through the submission of a portfolio to the AP Studio Art: 2D Design exam, or a personalized capstone project. This course requires a significant time commitment outside of class and students must have access to a digital camera (camera phones, compact cameras, mirrorless cameras, and DSLR cameras are all acceptable). Ability to meet deadlines and work independently is essential for success.

#### Estimated Homework

Students should be spending 2-3 hours a week on homework.

Course fee: \$20 for materials. Students completing the AP portfolio option will have an additional AP exam fee that must be paid prior to the AP exam (portfolio submission) in May.

### Video Production I - CDA201/CDA202

#### 1.0 Credit – Grades 10, 11, 12

Meets Occupational Education and Art graduation requirement  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

#### Prerequisite

None

#### CTE Dual Credit

Video Production is an introductory class for those interested in video production. You will learn the process, tools, & techniques of digital storytelling through hands-on training and experience. Students work independently and in teams to write, shoot, and edit their own creations. Throughout this yearlong course, students will produce a variety of work including narrative, experimental, and documentary videos. This course may be repeated for credit.

\*Following registration, each student will be contacted via school email by the teacher and prompted to begin an application process. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.

#### Estimated homework

Students should be spending 1-2 hours a week on homework.

### Video Production II - CDA203/CDA204

#### 1.0 Credit – Grades 10, 11, 12

Meets Occupational Education and Art graduation requirement  
Dual College Credit Available - Must Complete 2 Semesters (1.0 Credit)

#### CTE Dual Credit

#### Prerequisite

Video Production I

Video Production II is offered concurrently with the Broadcast Communications class and focuses on the technical aspects of broadcasting and includes collaboration on Pack News and other Eastlake publications. Utilizing real-world mentality in the studio, students will learn production roles, equipment and terminology simulating a live broadcast environment. They will use and build on the skills learned in Video Production I with the added challenge and rigor of producing a weekly show with real deadlines and the creation of purposeful unique content. The skills learned in this area will mainly be practices "on the job". Students will explore the history and developments of video and its effect on local, national and international culture.

\*Following registration, each student will be contacted via school email by the teacher and prompted to begin an application process. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Yearbook I - CDA151/CDA152

1.0 Credit - Grades 10, 11, 12

Meets Occupational Education and Fine Arts graduation requirements

### CTE Dual Credit

### Prerequisites

None

### Recommendation

Successful completion of Photography I or II

### Requirements

Student must supply external storage for photographs

Yearbook 1 teaches students about the technical and creative skills and tools that are needed to create and publish The Pack – our school's yearbook. Students will be trained in and required to utilize their learned skills in journalism, photography, and digital design using multiple digital production tools. Students will also be required to exhibit professionalism and be able to work well in a team environment. This class is an opportunity to learn skills in New Media Design and Publication that will be helpful in starting a career in Journalism, Editing, Copywriting, Communications, Public Relations, Graphic Design, and more. Students should have an interest in photography, design, and/or journalism and be committed to covering some school activities and events during the school day, evenings and weekends is required.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Yearbook II - CVA153/CVA154

1.0 Occupational Credit – Grades 11,12

Meets Occupational Education and Fine Arts graduation requirement

### Prerequisites

Yearbook 1

Students who have taken and successfully completed Yearbook 1 can sign up for Yearbook 2. Students in Yearbook 2 will serve as a leader on the editorial team.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Drama Courses

### Drama 1 – DRA111

.5 Fine Arts Credit - Grades 9\*, 10, 11, 12

### CADR

### Prerequisites

None

Students will begin with theatre vocabulary and etiquette and begin building their foundation of theatre knowledge. Students will learn the basics of storytelling and scene creating. Students will then begin learning and exploring movement, vocal techniques, abstract thinking, improvisation, problem solving, creative thinking, and collaboration. This class is performance based and most work will be done in class with groups. \*9th grade students wanting to take Drama 1 must sign up for both Drama 1 and Drama 2.

### Estimated Homework

No work is expected to be completed outside of school

### Drama 2 – DRA121

.5 Fine Arts Credit - Grades 9\*, 10, 11, 12

### CADR

### Prerequisites

Drama 1

Building off the foundations students learned in Drama 1, students will advance their skills as actors and directors. Students will learn about the audition process and will memorize monologues for a mock audition. There will play analysis and scene work from published plays. Directing skills of stage pictures, transitions, and levels will be practiced.

### Estimated Homework

Students should be spending 1-2 hours a week on homework

### Intro to Theatre - DRA101

.5 Fine Arts Credit - 11, 12

Why is theatre important to our culture and society? How can theatre be used as a tool to better understand other cultures both past and present? This course will use those broad questions as a basis to explore the basic elements of theatrical productions, technical theatre, dramatic structure, and the development of theatre throughout history. Students will have the option to receive college art credit upon successful completion of the course. This class will be writing intensive and participation in class is crucial to be successful. Seeing a play outside of class is required.

### Estimated Homework

Students should be spending 2-3 hours a week on homework

### Writing for Stage and Screen – DRA411

.5 Fine Arts Credit - Grades 10, 11, 12

### CADR

### Prerequisites

None

This class allows for students to learn the art form of creating theatrical or cinematic scripts. Students explore how to write story arch, character development, and action. Scripts will be performed for the class so the playwright can see how their written work will be adapted by directors and actors. By applying different techniques. Students will explore different genres and styles of creation for stage and screen. There will be opportunities to partner with students in the video production class or to have scripts performed in the annual Dramafest.

### Estimated Homework

Students should be spending less than an hour a week

### Writing for Stage and Screen 2 - DRA413

.5 Fine Arts Credit - 10, 11, 12

### Prerequisites

Writing for Stage and Screen

This class allows for students to learn the art form of creating theatrical or cinematic scripts. Students explore how to write story arch, character development, and action. Scripts will be performed for the class so the playwright can see how their written work will be adapted by directors and actors. By applying different techniques. Students will explore different genres and styles of creation for stage

and screen. There will be opportunities to partner with students in the video production class or to have scripts performed in the annual Dramafest.

### Estimated Homework

Students should be spending less than an hour a week

### Theater Production Workshop - DRA331

.5 Fine Arts Credit - Grades 9, 10, 11, 12

### Prerequisites

Audition and application only. If interested, contact Kate Wold: [kawold@lwsd.org](mailto:kawold@lwsd.org)

This is a production class for the EHS Theatre Arts Department. Students will work in various roles to produce live theatre productions for the public. Students are expected to fulfill the duties of their assigned role, participate in all required rehearsals, performances, load in, and strike.

### Estimated Homework

Students should be spending 3-4 hours a week

## Music Courses

Music is an integral part of the human experience. The Eastlake Music Department strives to offer an opportunity for all students to express themselves through music, whether it is singing, playing an instrument, or using technology. Through our music course offerings, we hope to challenge musicians at any level and we invite anyone, regardless of experience, to sign up for a music elective! We have classes to challenge beginning as well as advanced musicians. If you are unsure of where you fit in, please talk to a member of the music faculty. We hope to instill a lifelong love and appreciation for music in all of our students!

### Guitar 1 – MUS211

.5 Fine Arts Credit - Grades 9\*, 10, 11, 12

### CADR

### Prerequisites

\*9th grade students wanting to take Guitar 1 must sign up for both Guitar 1 and Guitar 2

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

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Guitar 2 – MUS221

.5 Fine Arts Credit – Grades 9, 10, 11, 12

### CADR

### Prerequisites

Guitar 1, or teacher permission

This class is for intermediate to advanced guitarists. Students will continue to learn more advanced chords, techniques, and various music styles. All assigned work can be completed during class time. The course requires a strong individual work ethic, as students in the class may be at varying skill levels.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Piano 1 – MUS241

.5 Fine Arts Credit - Grades 9\*, 10, 11, 12

### CADR

### Prerequisites

9th grade students wanting to take Piano 1 must sign up for both Piano 1 and Piano 2

This course introduces students to the art of playing the piano through the study and performance of piano literature. While this class is designed primarily for students with little or no piano playing experience, piano players of all abilities and skills are welcome. This course requires a strong individual work ethic, as students in the class may progress at varying levels. Topics of study include piano fundamentals, performance skills, music theory and history. Literature from all genres and time periods are presented throughout the semester which may include folk songs, classical and contemporary literature, Jazz, Broadway, and Pop/Rock. Fee: \$20.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Piano 2 – MUS251

.5 Fine Arts Credit – Grades 9, 10, 11, 12

### CADR

### Prerequisites

Piano 1, or teacher permission

This class is for intermediate to advanced pianists. Students will continue to learn more advanced chords, techniques, and various music styles. All assigned work can be completed during class time. The course requires a strong individual work ethic, as students in the class may be at varying skill levels. Fee: \$20.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Music Technology - MUS521

.5 Fine Arts Credit - Grades 10, 11, 12

### CADR

### Prerequisites

None

Music Technology will provide hands on learning through the use of up-to-date software and computer lab that will help students create compositions. Students will learn basics of music theory and music/song writing. Team work and research will be emphasized. At the higher levels of this class, recording equipment will be available to record and reproduce student's work.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.



### **Concert Choir (Chorus 1) – MUS411/MUS412** **.5 or 1.0 Fine Arts Credit - Grades 9\*, 10, 11, 12**

#### **CADR**

#### **Prerequisites**

None

Note: This choir meets during regular school day.

This course is mixed ensemble (soprano, alto, tenor, bass) designed to teach students the art of choral music through study and performance. This course is designed for students with little or no music experience; singers of all abilities and skills are welcome. Advanced singers will have opportunities for leadership and skill development. Topics of study will include basics of vocal technique and ensemble skills, basic music theory, ear training, sight-singing, and performance skills. Music from all genres and time periods will be presented throughout the year which may include Classical, Romantic, Spirituals, Gospel, Contemporary A Cappella, Pop, Rock, and Broadway. Enrichment opportunities by invitation or audition will be offered to all students throughout the year such as LWSD Honor Choir, All-State, All-Northwest, and All-Nation Honor choirs. The Concert Choir will participate in regional and out-of-state choral festivals. The course may be taken as one semester or full year, and may be repeated for credit. \*9th grade students must sign up for a yearlong class

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

### **Chamber Choir (Chorus 2) – MUS421/MUS422** **.5 or 1.0 Fine Arts Credit - Grades 9\*, 10, 11, 12**

#### **CADR**

#### **Prerequisites**

Audition and/or permission of the director

This course is an intermediate to advanced level mixed ensemble that is designed for singers who have passion for performing multi-part choral music of various styles and genres including (but not limited to) Classical, Romantic, Contemporary Classical, Contemporary A Cappella, Spiritual, Gospel, Vocal Jazz, and Broadway. Topics of study will include advanced vocal technique and ensemble singing skills, harmonization, advanced ear training, sight-singing, advanced performance skills, music theory and history. Enrichment opportunities by invitation or audition will be offered to all students throughout the year such as LWSD Honor Choir, All-State, All-Northwest, and All-Nation Honor choirs. The Chamber Choir will participate in regional and out-of-state choral festivals and competitions. The course may be taken as one semester or full year, and may be repeated for credit. \*9th grade students must sign up for a yearlong class.

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

### **String Orchestra (Orchestra 1) - MUS311/MUS312** **1.0 Fine Arts Credit - Grades 9, 10, 11, 12**

#### **CADR**

#### **Prerequisites**

Previous string instrument experience.

Through the String Orchestra setting, students continue to develop individual musicianship and technical skills through the study and performance of a variety of music. This class encourages musical

expression, self-discipline, and dedication to group efforts. The ensemble performs at school concerts, district festivals, the Northlake Orchestra Festival, and other community events. Students are instructed in the fundamentals of musical performance (tone, rhythm, scales, theory, string technique), with an emphasis on group performance. All performances are mandatory. Students must practice regularly, perform assigned music accurately, maintain equipment in top condition, and use department facilities in a responsible manner. By the end of this course students will be able to sight read string and orchestral music at a level 2+, perform at level 3-4, analyze and evaluate individual performance to aid improvement and understand preparation and performance skills used by professional musicians. Fees required for uniforms, field trips, and use of school instruments.

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

### **Sinfonia (Orchestra 2) - MUS321/MUS322** **1.0 Fine Arts Credit - Grades 9, 10, 11, 12**

#### **Prerequisites**

Audition and/or permission of the director. Membership is also granted depending on instrumentation needs.

Sinfonia is an auditioned ensemble comprised of a select group of musicians ready to perform at a high level. Students will work to develop individual musicianship and technical skills through the study and performance of a variety of music. This class encourages musical expression, self-discipline, and dedication to group efforts. Students are instructed in the fundamentals of musical performance (tone, rhythm, scales, theory, string technique), with an emphasis on high level group performance. All performances are mandatory. The ensemble performs at school concerts, district festivals, the Northlake Orchestra Festival, and other community events. Students must practice regularly, perform assigned music accurately, maintain equipment in top condition, and use department facilities in a responsible manner. By the end of this course students will be able to sight read string and orchestral music at a level 3, perform at a level 4, analyze and evaluate individual performance to aid improvement and understand preparation and performance skills used by professional musicians. Fees required for uniforms, field trips, and use of school instruments.

#### **Estimated Homework**

Students should be spending 1-2 hours a week on homework

### **Chamber Orchestra (Orchestra 3) - MUS331/MUS332** **1.0 Fine Arts Credit - Grades 9, 10, 11, 12**

#### **CADR**

#### **Prerequisites**

Audition and/or permission of the director. Membership is also granted depending on instrumentation needs.

This is an advanced level course that is intended for the string student that wishes to continue to study string technique and repertoire in an in-depth, advanced orchestral and chamber music performance setting. This is a performance-based class. Attendance at all performances is mandatory. This group performs at school events, the LWSD HS Honor Orchestra, Northlake High School Orchestra Festivals, and competitive and non-competitive festivals as opportunities arise. Performances are also in small and large chamber music groups. By the end of this course, students will be able to sight read grade 4 string/orchestral music, perform grade 5+ string/orchestral



music, analyze and evaluate individual performance to aid improvement and understand preparation and performance skills used by professional musicians. Fees required for uniforms, field trips, and use of school instruments.

### Estimated Homework

Students should be spending 1-2 hours a week on homework

### Concert Band - MUS111/MUS112

1.0 Fine Arts Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisites

At least one year playing a standard woodwind, brass, or percussion instrument, or director's permission.

This course is designed to prepare students for admittance into Symphonic Band. This band will focus on basic musical concepts, tone production, and improving technical facilities. Music ranges from pep band to concert literature of moderate difficulty, chosen to best fit the ensemble. Three concerts are given school each year, with some additional performances. Members of Concert Band are part of the Eastlake Marching Band. Students will perform at all home football games and a select number of basketball games. Students are expected to maintain a practice routine outside of class. This course may be repeated for credit. A \$75-100 uniform is required and there is a rental fee for use of school-owned instruments. Members of this group are eligible to audition for Jazz Band.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Symphonic Band - MUS121/MUS122

1.0 Fine Arts Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisites

Audition Required. Must play one of the standard woodwind, brass, or percussion instruments.

This is an auditioned ensemble comprised of a select group of musicians. Auditions take place in the spring of the previous school year. Focus will be placed on intermediate and advanced skill development, concepts and ensemble playing. Music studied will come from a variety of genres and musical periods. Members of Symphonic Band are part of the Eastlake Marching Band. Students will perform at all home football games and a select number of basketball games. Students are expected to maintain a practice routine outside of class. This course may be repeated for credit. A \$75-100 uniform fee will be required and there is a rental fee for use of school-owned instruments. Members of this group are eligible to audition for Jazz Band.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Wind Ensemble Honors - MUS164/MUS165

1.0 Fine Arts Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisites

Audition required. Must play one of the standard woodwind, brass, or percussion instruments.

This is an auditioned ensemble comprised of a select group of musicians, usually juniors and seniors. Auditions take place in the spring of the previous school year. Focus will be placed on advanced skill development as well as advanced musical concepts and ensemble playing. Music studied will come from a variety of genres and musical periods. Members of Wind Ensemble are part of the Eastlake Marching Band. Students will perform at all home football games and a select number of basketball games. Students are expected to maintain a practice routine outside of class. This course may be repeated for credit. A \$75-100 uniform fee will be required and there is a rental fee for use of school-owned instruments. Members of this group are eligible to audition for Jazz Band.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Jazz Band - MUS175/MUS176

1.0 Fine Arts Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisites

Audition required. Must be in another major performing ensemble (Concert Band, Symphonic Band, Wind Ensemble, or Orchestra)

Auditions are held in the fall of each year. Jazz Band members must be enrolled and participate fully in the concert band or orchestra program (Concert Band, Symphonic Band, Wind Ensemble, Orchestra) or by director's permission. Music is focused on all styles and periods of jazz music as well as improvisation. A high level of commitment is expected, including regular individual practice and attendance at all performances. Evening performances occur throughout the year as well as trips to festivals and clinics. This course may be repeated for credit. A \$5 uniform fee will be required and there is a rental fee for use of school-owned instruments.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

## Humanities Required Courses

The English/Social Studies course of studies at Eastlake is a program designed to encourage students to become actively engaged, thinking persons. All courses emphasize the skills of close reading, discussion, and presentation, as well as mastery of various forms and strategies of written composition. From the richness of ideas and events explored in the study of literature and history, the student can recognize and appreciate the varieties of the human experience and gain an understanding of the power of the mind. Ninth, tenth, and eleventh grade English and Social Studies courses use an integrated curriculum to promote learning and to provide students with the knowledge and skills to live in a diverse and complex world. Students cultivate a cultural literacy encompassing history, literature, government, economics, religion, philosophy, and the arts. The Eastlake experience helps students to reach sound conclusions, respect other points of view, respect diversity, and develop into responsible citizens.

### 9th Grade World Studies – YBK101

.5 Civics/.5 World History 1 Credit/1.0 World Literature Credit

#### CADR

9th Grade World Studies is an integrated course in which students will develop essential skills and confidence in critical thinking, writing and reading through Language Arts, Civics, and World History. They will also have opportunities to practice effectively working in collaborative groups, utilizing technology, and conveying their thoughts and ideas clearly. As students examine political processes and the world through both the past and present, they will not only be prepared for success throughout high school, but they will also be equipped with the knowledge and understandings to be engaged, contributing members of society. Humanities will be a challenging course; however, it is also an exciting and engaging class that will leave students proud of their accomplishments and growth.

### 10th Grade World Studies - YBK201

1.0 World History 2 Credit/1.0 World Literature Credit

#### CADR

10th Grade World Studies is integrated course in which students will develop essential skills and confidence in critical thinking, writing, and reading through Language Arts and World History. Students study the political, economic, and social themes that have shaped the modern world, and read a variety of novels, plays, memoirs, short stories, and poems that express these themes. In addition to analytic and synthesis writing, students develop technology, presentation, and group work skills.

#### Estimated Homework

Students should be spending 2-3 hours a week on homework.

### 11th Grade American Studies - YBK301

1.0 English Credit/1.0 credit US History

#### CADR

11th Grade American Studies is an integrated course that examines literature, non-fiction texts and the arts in the context of American history. Students will study the political, economic, literary, and artistic heritage of modern America. Current events will also be used to study the most recent developments in our culture and history. The course is designed to encourage the development of critical thinking skills through project-based learning, analytical reading and thinking, and

structured writing and discussion. Students will also develop their abilities to work effectively with others as well as to work independently. Units of historical study are taught chronologically and are based on essential questions.

#### Estimated Homework

Students should be spending 2-3 hours a week on homework (given the blocked nature of the course).

## 12th Grade English

Seniors are expected to take a full year of English, which can be met in one of three classes:

- English 12
- UW Composition and UW Margins Centers
- Innovation and Imagination

### English 12 (Senior English) - ENG421/ENG422

1.0 English Credit - Grade 12

Through a year-long course dedicated to preparing students for greater college and career readiness, English 12 is broken into two semesters with different primary emphasis. The first semester is primarily designed to prepare students for college and career writing. It will provide the technical writing skills necessary to communicate effectively. Major emphasis will be placed on writing to persuade, synthesize and analyze.

The second semester of the course will focus on developing the students' ability to appreciate and process different forms of literature and writing. The reading portion of the course will focus on reading for students' academic and personal futures. Some units will be teacher directed and focused on themes of identity and empathy. Other units will offer student choice and emphasize reading as a life-time activity. All reading offers students the opportunity to reflect on their own beliefs in contrast with literary characters. As students work in their "book clubs" they will gain skills and practice in teamwork, responsibility and effective communication.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### English 12: Innovation and Imagination – ENG443/ENG444

1.0 English Credit – Grade 12

#### CADR

This year-long course is designed to help students develop the intellectual strength and character necessary for future success. The class is divided into three units: Who We Are, which explores students' cores and who they want to be; Showing a Story, which examines innovative and effective storytelling techniques; and Changing Us, in which students use design thinking to improve the world around us. Through the course of the class, we will focus on skills such as ingenuity and imagination, along with empathy, reflection, and creative writing. Students will also have the opportunity to practice relevant formal writing, such as personal statements, college essays, and resumes. This course meets the 12th grade English requirement for graduation.

#### Estimated Homework

Students should spend no more than one hour per week on homework.

## AP/Honors and College in the High School Courses

### Advanced Courses

Honors Humanities options are offered all four years at Eastlake High School, and available to all students. Ninth grade students self-select into an honors English and Social Studies integrated block. Tenth through twelfth grade students can choose from a variety of UW, AP, and Honors courses.

### Honors World History/English Literature - YBK111 .5 Civics/.5 Honors World History Credit/1.0 Honors World Literature Credit - Grade 9

#### CADR

#### Prerequisite

None

9th Honors Humanities block is for students who desire a complex and enriched curriculum that will prepare them for future advanced courses, and becoming a responsible global citizen. This course integrates Civics, Honors Social Studies and Honors English, offering a blended- approach of studying politics and global justice through a literature and historical lens. Using student-centered approaches, the course is based on challenging students to demonstrate their learning. Group collaboration, public speaking, and the successful completion of projects are essential to this course. Major projects include historical simulations, creative response projects, poetry recitation, and a group documentary project that is presented to a greater Seattle network.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework

### AP World History/Honors English Block - YBK212 1.0 AP World History 10/1.0 Honors English 10 Credit - Grade 10

#### CADR

#### Prerequisites

None

AP World/10th English Honors is designed to help students critically read literature and informational texts and to write clearly and analytically. AP World History includes themes and connections from prehistory to the present. Honors English focuses on a wide selection of world literature. Students should expect substantial homework (on average 1.5 hours per night) followed by regular checks for reading comprehension to help prepare students for rigorous in-class activities that support student learning. Students will be expected to take the AP World History exam in May and complete a summer assignment in history to better prepare students for the rigor of this course. This course fulfills both the sophomore world history and English requirements.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

### # AP English Language and Composition/Honors U.S. History Block (11 AP LA/US Hon) - YBK371

1.0 AP Language and Composition Credit /1.0 Honors U.S. History Credit - Grade 11

#### CADR

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts in addition to becoming skilled writers who compose for a variety of purposes. The purpose of the AP curriculum is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will study a wide variety of prose styles from many disciplines and historical periods to gain understanding of the connections between interpretive skill in reading and writing. Major assignments include timed writes, Socratic discussions, and synthesis projects. By the end of this course, students will be able to write college level essays, have the skills necessary to complete a college level exam, and demonstrate control of language at the college level. In addition students will also engage in a historical exploration of United States History. The honors portion of the class will focus on project based learning and ask the essential question: What does it mean to be an American?

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

### # AP U.S. History/Honors English Block (11 AP US/LA Hon) - YBK361

1.0 AP US History Credit/1.0 Honors English 11 Credit - Grade 11

#### CADR

This course is designed to provide students with the analytical skills, reading/writing abilities, and factual knowledge necessary to deal critically with the problems and issues of American culture. The course not only meets the requirements for American history and American literature, but also prepares students for the AP American History examination. The aim of the course is to provide students with a learning experience equivalent to that obtained in most college introductory American History courses. Students in this course will focus on the historical thinking skills that have been outlined by the College Board and will work on improving the thinking skills required of a historian. Successful completion of the examination may result in students obtaining college credit for introductory American History. Student Learner Traits: This class not only builds and strengthens but also requires strong skills for success. Due to the extensive homework (1-2 hours per night, per class) and work on reading comprehension skills, test-taking abilities, and writing skills, students who enjoy taking initiative and who desire challenging learning experiences should take the class. Students are expected to prepare diligently for, and take the AP US History exam in May and will be required to complete a summer reading assignment. Students should be spending 3-4 hours a week on homework.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

**UW English Composition 131/UW Comparative Literature 240 Margins and Centers: Who's In, Who's Out, and Why That Matters For All of Us (UW Comp - Margins) - ENG881/ENG882**  
**1.0 English Credit - Grade 12**

**CADR**

**English 131:** The Course is designed to facilitate your development of critical academic writing skills that will help you become a successful writer in any discipline. We will focus on key transferable traits of "good writing" (and yes, we will define what this is). Using a framework that we will refer to as the outcomes, we will practice creating cohesive, complex and conscientious arguments rooted in detailed analysis. The overall theme is "American Ethnic English" (AEE). Our class will generally be organized around AEE and how authors employ, challenge, and define this term in relationships to power, culture, and identity. Our first sequence will move to critically engage more broadly with how power operates and its ties to culture and identity.

**Comparative Literature 240:** Margins and Centers: Who's In, Who's Out, and Why That Matters For All Of Us. This class focuses on literature that will help us think about how people categorize each other on the basis of various social and biological features, including gender, race, ethnicity, language, citizenship status, sexuality, and ability. In all societies around the globe, some are part of the Center—often with status and the power to make and enforce rules—and some are relegated to the Margin—often with less power and subject to the rules and regulations that the Center dictates. These dynamics play out in terms of international relations between countries on the world stage, as well as in our own seemingly smaller lives with family and friends. What's going on? Why does this keep happening? And what does this have to do with you and me? The novels we read this term will help us imagine people who might seem different from us, and provoke us to ask larger questions about identity, power, privilege, society and the role of culture in our lives. 1.5 hours of homework most nights. Students who opt to take this course for UW credit can receive 5 quarter hours for UW Eng. 131 first semester, and 5 for UW Comp Lit 240 second semester. Students buy their textbooks each semester and must take both semesters. A fee of \$370 UW tuition is charged per semester for students enrolling for college credit.

**Estimated Homework**

Students should be spending 3-4 hours a week on homework.

**# AP Microeconomics/Macroeconomics - CVS351/ CVS354**

**1.0 Credit - Grades 10, 11, 12**

Meets both Occupational and Social Studies graduation requirement

**Dual College Credit Available**

Students may potentially receive credit and/or advanced placement from the university they plan to attend depending on the score they earn on the AP Exam.

**CADR**

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use

graphs, charts, and data to analyze, describe, and explain economic concepts. Advanced level reading, graphical analysis, and active participation will be required.

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Advanced level reading, graphical analysis, and active participation will be required. Students should be spending 3-4 hours a week on homework.

**# AP Government and Politics: United States - SOC481/SOC482**

**1.0 Social Studies Credit - Grade 11, 12**

**CADR**

**Prerequisites**

None

This course is designed as a college level introductory American Government class. A primary goal of the class is to prepare for the Advanced Placement examination which is given each spring and which may give college credit. This course is intended to develop writing, speaking, and organization skills and to provide a thorough knowledge of information and topics related to American government. Students will review major political documents, such as the Declaration of Independence and Federalist papers, as well as examine and analyze basic government institutions including the courts, Presidency, bureaucracy, and Congress. Students will also study the political process including elections, civil rights, and the freedoms inherent in the Bill of Rights. The class will include regular reading of a college level text, advanced level political articles, and the analysis of trends in contemporary politics. Course may include participation in the national We The People competition with a possible trip to Washington, D.C. if the team qualifies for nationals. Course fee: \$20.

**Estimated Homework**

Students should be spending 1-2 hours a week on homework.

**# AP Government and Politics: Comparative - SOC471**  
**.5 Social Studies Credit - Grades 11, 12**

**Recommendation**

Strong interest in international government and politics

AP Comparative Government and Politics is an introductory political science course that uses case studies of six countries (Great Britain, Mexico, Russia, Iran, China, and Nigeria) to provide students with the theoretical tools to be able to analyze different political and economic systems. Through a comparative approach, students will evaluate the political structures; policies; and the political, economic, and social challenges of each country. The course will introduce students to the exciting world of political life outside the United States, and will foster the intellectual curiosity of students that want to learn more about different models of government, international affairs, economic development, and public policy. Students will have the opportunity to take the Advanced Placement examination, which may give college credit.

**Estimated Homework**

Students should be spending 2-3 hours a week on homework.



## **AP Psychology/UW Psychology 101 - CVS561/CVS562** **1.0 Credit - Grades 11, 12**

Meets both Occupational and Social Studies graduation requirements

### **CADR**

This is a yearlong college level course. It is a combo of lecture and application activities. The course surveys major areas of psychological science. Core topics include human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology. This course is not required for students to take Psychology in order to register for this class, however if you have taken Psychology, then you must pass the class in order to take AP/UW Psychology 101. A fee of \$370 UW tuition is charged per semester for students enrolling for college credit. For more information please see the University of Washington in the High School website: [www.uwhs.uw.edu](http://www.uwhs.uw.edu). Alternatively, students may take the Advanced Placement Psychology Exam in May, which may give college credit. Check with your college choices regarding acceptance of AP or UW credit.

### **Estimated Homework**

Students should be spending 3-4 hours a week on homework.

## **Humanities Elective Courses**

### **Creative Writing - ENG611**

**.5 English Credit - Grades 10, 11, 12**

### **CADR**

Creative Writing is a semester-long exploration of what it means to be a writer. This course is designed for students who want to grow as writers. We will focus on three major units: Fiction, Poetry, and Creative Nonfiction, each of which will contain multiple writing projects. A key component of this class will be revising and sharing work. Throughout the class, students will write in a variety of genres, workshop their writing in a close and supportive environment, and create professional portfolios of their work.

### **Estimated Homework**

Students will spend 1-2 hours a week on homework.

### **Film as Literature - ENG535**

**.5 English Credit - Grades 11, 12**

### **CADR**

Recommendations: None

This one semester course will examine the strategies filmmakers use to tell stories. Students will view movies to examine both literary and technical aspects of filmmaking, including characterization, narration, camera work, and set design. Students will be expected to write critical responses, participate in seminar-based discussions, and deliver presentations analyzing films viewed in class. Because the film viewing and assessments will be done primarily in class, good attendance and participation are essential. The films in this course range from silent to contemporary, and ratings range from "PG" to "R". Students should be spending less than 1 hour a week on homework.

## **America in Film (History - Film) - SOC903**

**.5 Social Studies Credit - Grades 11, 12**

This one semester course will examine societal and cultural history of the US through films. Students will learn how to read popular movies as cultural and historical texts. Students will also explore how movies shape our attitudes and ideas, offer competing perspectives on American history, culture, and society, and foster discussions on important real-world issues. Students will be expected to analyze messages in movies watched in class, participate in seminars and informal discussions, complete short readings for context, and occasionally write short responses. Because students' film viewing and assessments are mostly completed in class, regular attendance and participation are essential. Please also be aware, we will watch movies on mature subjects, with ratings from PG to R.

### **Estimated homework**

Students should spend no more than one hour per week on homework.

## **Contemporary America in the World - SOC724**

**.5 Social Studies Credit - Grades 11, 12**

This elective Social Studies course focuses on current US and world issues. The class will be structured as a student-centered classroom with students choosing current world and US issues to explore in depth. Students will evaluate political, economic, social, and cultural changes through weekly current events and discussions.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Psychology - CVS551/CVS552**

**.5 Credit - Grades 11, 12**

Meets both Occupational and Social Studies graduation requirements

### **CADR**

This course will introduce students to the fascinating field of psychology in one semester. Psychology is about the individual; how people function and why they do the things they do. The course focuses on small group work, discussions, research experiments, and problem solving. You will discover what psychology is, be introduced to research methods, identify how the brain works, recognize different levels of consciousness and how they are achieved, how people learn, the different theories about personalities and personality disorders, and finally explore psychological disorders. Take this class if you interested in understanding people and their behavior.

### **Estimated Homework**

Students should be spending 2-3 hours a week on homework.

## **World Religions - SOC731**

**.5 Social Studies Credit - Grades 11, 12**

### **CADR**

The purpose of this one semester elective is to introduce students to the five major religions of the world: Buddhism, Christianity, Hinduism, Judaism, and Islam. We will study the core beliefs of these religions and consider the impact each of these religions has had on the world politically, economically, and culturally. Additionally, students will visit the worship center for each of these faiths and meet and talk with people who practice these faiths.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.



## **Public Speaking - ENG665**

**.5 English Credit - Grades 10,11,12**

This course is fundamentally a communication course designed to prepare you for public speaking in school, work, personal, and professional environments with a focus on audience analysis, goal-setting, stage presence, rhetoric, and delivery.

Deliver the Following Types of Speeches:

- Informative
- Persuasive (How To, This I Believe)
- Impromptu (Dramatic Reading)
- Educational
- Speeches for Special Occasions (Eulogy)

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Sociology - SOC671**

**.5 Social Studies Credit - 10, 11, 12**

Sociology is an elective course centered on the behavior of people in groups. This course covers such topics as socialization, institutions, social interaction, social change, collective behavior, competition in society, social deviation, the family, religion, racial and ethnic minorities, poverty and crime. The latter portion of this course deals specifically with the pressing problems of our society, their causes, and possible solutions. Students should be spending 1-2 hours a week on homework.

## **Broadcast Communications - CVX207/CVX208**

**2 Semesters/1.0 CTE and/or English (Pending) - Grade 10, 11, 12**

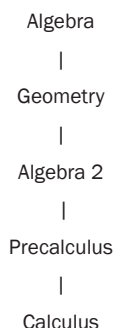
### **Prerequisite**

Interest and/or experience in journalism and writing

### **Course Description**

Broadcast Communications is offered concurrently with the Video Production II class and focuses on journalistic writing for broadcast, including collaboration on Pack News and other Eastlake publications. This introductory course teaches the fundamentals of creatively and effectively communicating written and visual stories through the lens of various social and digital media tools, including web publication, video production, audio podcasts and on air-talent. Students will engage in journalistic writing, research and ethical media practices and then publish these stories in current and emerging technologies. Types of productions may include investigative, feature, documentary, news, informational, and podcasts. Students will be expected to work on projects outside of the classroom, including coverage at community or student events and activities.

All mathematics courses at Eastlake High School place emphasis on the National Council of Teachers of Mathematics standards. In all areas of study, importance is placed on investigating real data, recognizing patterns, proposing mathematical models, testing those models, making predictions based on the model, reflecting and communicating work. A progression of courses at Inglewood/Evergreen middle schools and Eastlake High School could look as follows:



**Statistics through Applications and AP Statistics can be taken after Algebra 2, and concurrently with any advanced math course.**

### Mathematics Required Courses

A minimum of 3 credits in math are required for graduation. A student must also have taken Algebra 2 and earn credit in the class. It is recommended that seniors take mathematics. Washington state universities require students to have three credits of math to apply and they must have taken a math course their senior year. Algebra 2 is the minimum entrance requirement. Students expecting to major in math-related fields should finish calculus if at all possible.

### Calculators

A TI-83, TI-84 or TI-84 Silver Edition Plus graphing calculator is highly recommended for all math students.

### Algebra 1 - MAT241/MAT242

**1.0 Math Credit - Grades 9, 10**

#### CADR

District-adopted curriculum: Big Ideas Algebra 1

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

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### Geometry - MAT321/MAT322

**1.0 Math Credit - Grades 9, 10, 11**

#### CADR

#### Prerequisites

Algebra 1 credit earned

District-adopted curriculum: Big Ideas Geometry

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

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### Algebra 2 - MAT261/MAT262

**1.0 Math Credit - Grades 9, 10, 11, 12**

#### CADR

#### Prerequisites

Algebra 1 credit earned and Geometry credit earned or concurrently enrolled in Geometry.

### Math Department Recommendations

Geometry concurrently only if "A" earned for both semesters of Algebra 1.

District-adopted curriculum: Big Ideas Algebra 2

Students extend their work with functions to further explore and analyze the function families of quadratics, polynomials, rationals, exponentials, and logarithms. Students work through transformations, solving, graphing, and applications for each function family. Students will also work with developing ideas around probability and trigonometry. The Mathematical Practice Standards apply throughout the course, and together with the content standards allow students to experience math as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Algebra 2 Honors - MAT271/MAT272

1.0 Math Credit - Grade 9, 10, 11, 12

### Prerequisite

Algebra 1 credit earned and Geometry credit earned or concurrently enrolled in Geometry

### Math Department Recommendation

Algebra 1 and Geometry

Algebra 2 Honors is a course designed for students who wish to extend and deepen their mathematical knowledge. It transitions students to a high level of mathematical maturity and prepares students for college level math. Students build on their work with functions to further explore and analyze function families of quadratics, polynomials, rationals, exponentials, and logarithms. Students work through transformations, solving, graphing, and applications for each function family. Students will also work with developing ideas around probability and trigonometry. The Mathematical Practice Standards apply throughout the course and, together with the content standards, they allow students to experience math as a coherent, useful, and logical subject that utilizes their ability to make sense of problems.

### Estimated homework

Students should be spending 1-2 hours a week on homework.

## Precalculus

### Math Analysis/Precalculus - MAT511/MAT512

1.0 Math Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisites

Geometry and Algebra 2 credit earned

District-adopted curriculum: Precalculus with Limits 4e

This course prepares students for further rigorous study in advanced mathematics and leads into calculus. This class satisfies college entrance requirements for precalculus. One semester is focused on deepening students' understanding of polynomial, rational, exponential and logarithmic functions. Students will also study how to graph and algebraically manipulate conics. The other semester is the intensive study of the unit circle, trigonometric functions, and related topics. A graphing calculator is suggested for this class. This course requires excellent study and homework habits.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### UW in the High School Precalculus 120

(UW Precalculus) - MAT551/MAT552

1.0 Math Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisite

Geometry and Algebra 2 credit earned

This year long course is a concurrent enrollment class. Courses offered through UWHS are official UW courses and therefore demand considerable work outside of the classroom. Successful students have discipline and are willing to dedicate more time than the typical high school course demands. Students can earn both high school and college credit.

The course covers basic properties of functions, graphs; with emphasis on linear, quadratic, trigonometric, rational, exponential, logarithmic functions and their inverses. Emphasis will be on multi-step problem solving. The cost of a UWHS course is \$325, plus a \$45 UW registration fee. The course fee covers the cost of all five credits. UW in the High School courses offer students UW credits at a substantial savings over on-campus rates. This total is approximately \$65 per credit: less than half of campus tuition rates. Check with

your college choices regarding acceptance of this credit. Course fee: \$10 for textbook and materials.

### Estimated Homework

Students should be spending 3-4 hours a week on homework.

## Calculus

### Foundations of Calculus - MAT541/MAT542

1.0 Math Credit - Grades 9, 10, 11, 12

### Prerequisites

Math Analysis or UW Precalculus credit earned.

This course is designed for students who desire to continue studying higher-level mathematics in college. Students will gain a foundation understanding of many calculus topics to prepare them to be successful in AP Calculus AB or a calculus course at college. Topics covered include limits, derivatives, applications of derivatives, and an introduction to integration. The course will prepare students for math in fields such as engineering, business, computer science, physical sciences and life sciences.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### # AP Calculus AB - MAT631/MAT632

1.0 Math Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisite

Math Analysis or UW Precalculus credit earned

District Adopted Curriculum: Calculus of a Single Variable AP Edition 11e

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, applications of derivatives and integration, applications of integration, slope fields and differential equations. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and to make connections amongst these representations. Students learn how to use technology to help solve problems, explore, interpret results, and support conclusions. The grade in the class itself will not determine if college credit will be earned. The curriculum is dictated by the College Board which results in a fast paced class when compared with non AP classes. Students are expected to have a solid knowledge of trigonometry concepts (including values and graphs of all 6 trig functions and their inverses and basic identities), and knowledge of the graphs of all the algebraic functions families.

### Estimated Homework

Students should be spending 3-4 hours a week on homework.

### # AP Calculus BC - MAT641/MAT642

1.0 Math Credit - Grades 9, 10, 11, 12

### CADR

### Prerequisites

AP Calculus AB credit earned

District Adopted Curriculum: Calculus AP Edition 11e

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course

covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## Math Electives

### Statistics through Applications (Statistics) - MAT503/MAT504

1.0 Math Credit - Grade 11, 12

#### CADR

#### Prerequisite

Geometry and Algebra 2 credit earned

#### Math Department Recommendation

For seniors only

#### Course Description

This course is designed to introduce statistical thinking. The focus of this class is on statistical ideas and reasoning, and on its relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. Activities, applications, and data explorations give students an opportunity to investigate, discuss, and make use of statistical ideas and methods. This class invites discussion and even argument about statistical ideas rather than focus exclusively on computation (though some computations remain essential). Students who take this course will use technology, such as, TI graphing calculators, statistical software packages, such as Minitab, Excel, and Fathom, and internet resources. Some major assignments in this course include designing and implementing a statistical survey/observational survey and designing and analyzing games of chance. By the end of this course, students will have a working knowledge of the ideas and tools of practical statistics and be able to make informed decisions based on data.

#### Estimated Homework

No work is expected to be completed outside of school.

### # AP Statistics – CVM301/CVM302

2 Semesters/1.0 CTE and Math Credit - Grade 9, 10, 11, 12

#### CADR

#### Prerequisite

Algebra 2

#### Dual College Credit Available

Students may potentially receive credit and/or advanced placement from the university they plan to attend depending on the score they earn on the AP Exam.

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

#### Estimated Homework

Students should be spending 2-3 hours a week on homework.

Requirement: Graphing Calculator. A TI-83, TI-84, or TI-84 Silver Edition Plus model is highly recommended.

### # AP Computer Science Principles - CDM913/CDM914

1.0 Credit - Grades 9, 10, 11, 12

Meets Occupational Education and Math graduation requirement

#### CADR (senior year), CTE Dual Credit

#### Prerequisites

Algebra 1

#### Dual College Credit Available

Students may potentially receive college credit and/or advanced placement from the University they plan to attend depending on the score they earn on the AP Exam.

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Computer Science Principles is an entry-level course that introduces students to the foundations of modern computing. Students will use JavaScript to develop applications and learn general principles of algorithms and program design that apply to any programming language. No previous programming experience is required.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### # AP Computer Science A - CDM911/CDM912

1.0 Credit - Grades 10, 11, 12

Meets Occupational Education and Math graduation requirement

#### CADR (senior year), CTE Dual Credit

#### Prerequisite

Algebra 2 or AP Computer Science Principles

#### Dual College Credit Available

Students may potentially receive college credit and/or advanced placement from the University they plan to attend depending on the score they earn on the AP Exam.

#### Recommendation

Completion of AP Computer Science Principles

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. This class prepares the student for the AP Computer Science A exam. By the end of this rigorous programming course, students will be able to design, implement, and analyze solutions to problems; use and implement commonly used algorithms; use standard data structures; develop and select appropriate algorithms and data structures to solve new problems; write programs fluently in an object-oriented paradigm; write, run, test, and debug solutions in the Java programming language. Students will learn important elements of the Java programming language including object-orientation, encapsulation, abstraction, and polymorphism. Prior programming experience is recommended, but not required.

#### Estimated Homework

Students should be spending 2-3 hours a week on homework.

At Eastlake High School we believe that an individual's quality of life is enhanced by their ability to develop and maintain a habit of physical fitness. Therefore, the Wellness Department's philosophy is to offer courses founded in the principles of musculoskeletal and cardiovascular fitness and the understanding and application of healthy lifestyles. Each student is required to earn 1.5 credits in Wellness prior to graduation. Students have the flexibility to choose from a variety of courses representing a breadth of interests. Each class will utilize a standard assessment to assist students in evaluating their personal fitness levels and work with instructors to meet appropriate fitness levels.

## Required Courses

### 9th Grade Health and Fitness - HEA511/PED012

#### 1 year course (.5 Health Credit, .5 Fitness Credit) - Grade 9

This Health & Fitness class will be team-taught using flexible grouping and an integrated curriculum throughout the year. The fitness emphasis in this course will be promoting life-long fitness habits by introducing and improving the student's cardiovascular endurance, muscular strength and endurance, flexibility, and movement skills. In the health component of the course, students will explore their own identity and develop a general knowledge of physical, mental and emotional health and how they relate to an individual's overall well-being.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Health 1 - HEA512

#### .5 Health Credit - Grades 10, 11, 12

#### Prerequisites

Unable to take 9th Grade Health and Fitness

Students will develop in-depth knowledge of all areas of wellness. Class topics include individual wellness plans, nutritional philosophies, substance abuse patterns and support, communication techniques and sexual health resources. This one semester course satisfies the .5 Health graduation requirement and is only offered to students who are/were unable to meet this requirement through the 9th Grade Health and Fitness course.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Elective Courses

### Net Sports (Racquet/Net Sports) - PED421

#### .5 Fitness Credit - Grades 10, 11, 12

This course is for all ability groups who want to develop and enhance physical fitness and the skills necessary to play and enjoy a variety of net and racquet sports. Volleyball, badminton, pickleball, table tennis and tennis are taught with an emphasis on game play after the basic skills have been mastered. Other net sports may be included.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Team Sports - PED411

#### .5 Fitness Credit - Grades 10, 11, 12

This course is for all ability groups as a means of promoting physical fitness in a team setting. Sports such as basketball, team handball, flag football, ultimate frisbee, soccer, softball and volleyball are taught with emphasis on game play after mastery of basic skills.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Lifetime Sports - PED441

#### .5 Fitness Credit - Grades 10, 11, 12

This course will offer students of all ability levels the opportunity to travel off campus for active field trips during the semester. These field trips may include a golf driving range, bowling alley, rock climbing, ice skating, and golf putting course. On-campus activities will include: physical fitness, archery, tennis, ultimate frisbee, soccer, badminton, softball, team handball, golf, volleyball, and table tennis. Some additional activities may be included. A lab fee of \$85-\$95 will be charged to each student to pay for bus transportation and admission fees.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Golf 1 - PED425

#### .5 Fitness Credit - Grades 10, 11, 12

This one-semester course provides students an opportunity to experience the sport of golf from many different angles. There will be a physical and a classroom component of this course. Students will work through in-depth breakdowns of the skills and strategies needed to play the sport. This may include film breakdown of swing paths, weight room and cardio-respiratory components focusing on the physical fitness involved in golf, and a study of the wide range of strategies and variables that come up during a round of golf. Students will practice their skills at EHS and have opportunities to travel off campus for some activities during the semester. Please note there will be a class fee of approximately \$85-100 that will be charged to each student to pay for bus transportation and a variety of golf fees that will be associated with the course.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Outdoor Adventures - PED435

#### .5 Fitness Credit - Grades 10, 11, 12

This is a one-semester class created for students who range from being simply interested in exploring outdoor fitness and related skills, to students who are passionately involved in outdoor activities and want to expand their knowledge and skill set. The class will include multiple field trips to help students develop skills for everything from basic camping skills, such as setting up shelters and tents, to back country safety and survival techniques. Additional field trips expose students to outdoor fitness activities such as hiking, rock climbing, challenges course, geocaching and kayaking. Students will participate in fitness-based activities to increase the strength, endurance and flexibility that every outdoor enthusiast needs to have in order to be successful in the great outdoors. Please note there will be field trips, and a class fee of \$115-\$125 will be collected at the beginning of the semester.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.

### Walking & Yoga - PED526

#### .5 Fitness Credit - Grades 9, 10, 11, 12

Do you like to be active but don't want a class that involves sports and games? Take Walking & Yoga! This one-semester course is designed to improve all fitness components cardio-respiratory endurance, muscular endurance, muscular strength, flexibility and body composition levels. We'll do this through a variety of cardio activities, yoga and core-strengthening workouts. Each class period will be organized to meet multiple fitness components and strong emphasis will be placed on mental health through the practice of meditation and relaxation for stress relief. Walking & Yoga will involve both on and off campus walks and students will be expected walk the 5K semester final. No class fee required.

#### Estimated Homework

Students should be spending less than 1 hour a week on homework.



## **Advanced Walking & Yoga – PED528**

**.5 Fitness Credit – Grades 9, 10, 11, 12**

### **Prerequisite**

None

This is an advanced class and you therefore must have prior knowledge and experience in yoga. Similar to Walking & Yoga above, focus will be on improving all components of fitness in addition to the strong emphasis on mental health. Advanced students will be expected to take on a leadership role during the semester by leading off-campus walks, teaching yoga flows and assisting peers with technique. Students will be walking the 5K for the semester final. No class fee required.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Beginner Strength Training (Weight Train 1) - PED551**

**.5 Fitness Credit – Grades 10, 11, 12**

Beginner Strength Training is focused on the students who are new to the weight room but have a desire to want to improve their overall fitness. This course concentrates on the implementation of a variety of exercises and activities to enhance and develop mental and physical strength. This one semester course progresses the individual through many phases of training for all areas of the body. This includes muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility. There is a heavy emphasis on teaching proper technique to ensure safety while exercising. Students will develop individualized plans to reach personal goals.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Advanced Strength Training (Weight Train 2) - PED561**

**.5 Fitness Credit – Grades 10, 11, 12**

Advanced Strength Training is focused on the students who are familiar with the weight room and are passionate about improving their muscular strength, power and sports performance. This course concentrates on the implementation of a variety of exercises and activities to enhance and develop mental and physical strength. This one semester course progresses the individual through many phases of training for all areas of the body. This includes muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility. There is a heavy emphasis on teaching proper technique to ensure safety while exercising. Students will develop individualized plans to reach personal goals.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Womens Strength Training (Weight Train 1) - PED553**

**.5 Fitness Credit – Grades 10, 11, 12**

Womens Strength Training is focused on the students who identify as female and have a desire to want to improve their overall strength. This course concentrates on the implementation of a variety of exercises and activities to enhance and develop mental and physical strength. This one semester course progresses the individual through many phases of training for all areas of the body. This includes muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility. There is a heavy emphasis on teaching proper technique to ensure safety while exercising. Students will develop individualized plans to reach personal goals.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Principles of Leadership - ELE207**

**.5 Elective Credit - Grades 10, 11**

The class emphasizes the importance of communication, character, personal growth and building strong relationships and teams. Also covered will be listening skills, synergy, perceptions, conflict styles, personality, and group formation. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester.

## **Leadership I – CVX151/CVX152**

**1.0 Occupational Credit – Grades 11, 12\***

This year-long course is primarily experientially based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Also covered will be listening skills, synergy, perceptions, conflict styles, personality, and group formation. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the year. Students who have taken and passed a year of Eastlake Leadership can earn additional credit by taking Leadership 2.

### **Estimated Homework**

Students should be spending 1-2 hours a week on homework.

*\*All class and ASB officers are required to take the class. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.*

## **Leadership 2 – CVX153/CVX154**

**1.0 Occupational Credit – Grades 11, 12\***

This year-long course is designed to give students the opportunity to learn the ways in which they can become successful leaders in their school and community. This course will instruct students in the various methods and techniques for planning, implementing and evaluating projects related to school activities as well as challenge them to build their character and strive to be the best possible version of themselves. Must have taken and passed a year of Eastlake Leadership as a prerequisite to taking this class.

### **Estimated Homework**

Students should be spending 1-2 hours a week on homework.

*\*All class and ASB officers are required to take the class. Preference will be given to those who have displayed an interest in leadership, the ability to build trust and positive relationships, strong work ethic and self-discipline, and the ability to utilize both individual and group time in order to ensure the success of others.*

## **Peer Tutor – ELE101**

**.5 Elective Credit – Grades 11,12**

### **Prerequisite**

Teacher and counselor permission

### **Graduation Content Requirement**

Elective

Following registration, each student will be contacted by a teacher/department and prompted to begin an application/interview process. Preference will be given to those who have displayed leadership, the ability to build positive relationships, strong work ethic, self-discipline, and ability to work one on one or with a group of students. Peer tutor's often work 1-on-1 with students helping them with their homework, running small groups, and partnering with students who need additional help for in class work.

## **Peer Tutor – Transition – ELE161**

**.5 Elective Credit - Grades 11, 12**

### **Prerequisite**

Teacher and counselor permission

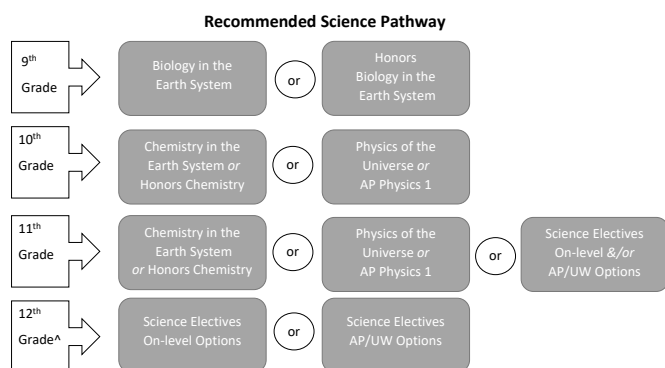
### **Graduation Content Requirement**

Elective

Following registration, each student will be contacted by the transition teachers and prompted to begin an application/interview process. Preference will be given to those who have displayed an interest in special education, leadership, the ability to build positive relationships, strong work ethic, self-discipline, and the ability to work one on one or with a group of transition students. Peer tutor's often work 1-on-1 with a student in the transition classroom to support them with specific job responsibilities, class work as well as small group work. Peer tutor's may also accompany a transition student to a general education class and work 1-on-1 with them there as well.

Science at Eastlake High School is designed to provide courses of study that allow all students to access all standards. All science courses are designed to help students prepare for success in their post-secondary plans by developing problem-solving skills, perseverance, critical thinking, and effective communication. Introductory level courses are designed to prepare students for success in the higher level offerings which are designed as college preparatory courses. All courses designated as providing a "Lab Credit" include student interaction with data drawn from the material world using the tools, data collection techniques, models and theories of science.

The courses offered are aligned to the Next Generation Science Standards (NGSS) which were adopted by Washington State in 2013 to identify student learning in science that should occur by the end of the high school. These standards will be assessed in the Washington Comprehensive Assessment of Science (WCAS) in Spring of the 11th grade year. While all science courses may be used to fulfill the science requirements for graduation, the recommended pathway below ensures that students are able to access all of the standards necessary for success on the WCAS.



Science Electives (Year-long Courses Unless \*):

Biotechnology    Forensics Science    Botany\*    Anatomy & Physiology    UW Astronomy  
 AP Biology    AP Chemistry    AP Environmental Science    AP Physics 1    AP Physics 2    Marine Science\*  
 Materials Science Technology 1    AP Computer Science A    AP Computer Science Principles

## Science Recommended Pathway Courses

### Biology of the Earth System - SCI231/SCI232

1.0 Science/Lab Credit - Grade 9

#### CADR

This year-long course is designed to help students understand the principles of life science with connections to Earth science. Students will use science and engineering practices as well as crosscutting concepts to investigate living systems at various scales. Specific topics include structure and function, growth and development of organisms, and matter and energy flow in organisms. Students will also explore cycles of matter and energy in ecosystems as well as ecosystem dynamics, functioning, and resilience and social interactions and group behavior. Students will investigate inheritance and variation of traits, evidence of common ancestry and diversity, natural selection, adaptation, biodiversity, Earth and human activity, and biogeology.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### Honors Biology in the Earth System Honors - SCI277/SCI278

1.0 Science/Lab Credit - Grade 9

#### CADR

This course contains the same standards as the Biology of the Earth System course while extending on depth of knowledge in each standard with an emphasis on research and student developed understanding. This year-long course is designed to help students investigate living systems at various scales with connections to environmental Earth science.

Students choosing to take this class should anticipate working both independently and in groups to accomplish tasks which require skills of perseverance, taking initiative, and in-depth research. As inquiry-driven groups students will be asked to apply the science and engineering practice of analyzing and interpreting data and the crosscutting concept of recognizing patterns as part of the Next Generation Science Standards. Specific topics include structure and function, growth and development of organisms, and matter and energy flow in organisms. Students will also explore cycles of matter and energy in ecosystems as well as ecosystem dynamics, functioning, and resilience and social interactions and group behavior. Students will investigate inheritance and variation of traits, evidence of common ancestry and diversity, natural selection, adaptation, biodiversity, Earth and human activity, and biogeology. There is a \$15 lab fee for this course.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### Chemistry in the Earth System - SCI331/SCI332

1.0 Science/Lab Credit - Grades 9, 10, 11, 12

#### CADR

This course satisfies the requirement for an algebra-based science.

#### Prerequisite

Successful completion of Algebra 1, concurrently enrolled in Geometry or higher math course, concurrently enrolled or completion in Biology in the Earth System.

This year-long course is designed to help students understand the principles of chemistry in the context of Earth science phenomena. Students will use science and engineering practices and crosscutting concepts to investigate chemical processes within Earth systems. Specific topics include structure and properties of matter, chemical reactions, and chemical processes in everyday life. Students will also explore conservation of energy and energy transfer. Students will investigate the history of planet earth as well as earth materials and systems, including natural resources, natural hazards, the role of water in Earth's surface processes, and climate. There is a \$15 lab fee for this course.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Honors Chemistry in the Earth System - SCI377/SCI378

1.0 Science/Lab Credit - Grades 9, 10, 11, 12

### CADR

This course satisfies the requirement for an algebra-based science.

### Prerequisites

Successful completion of Algebra 1, concurrently enrolled in Geometry or higher math course, concurrently enrolled or completion in Biology in the Earth System

Honors Chemistry in the Earth System will focus on student-led discussions and experiments while applying advanced mathematical reasoning. This course will contain the same standards as the Chemistry in the Earth System course while extending on depth of knowledge in each standard with an emphasis on research and student developed understanding. Students choosing to take this class should anticipate regularly working as independent learners to accomplish tasks which require skills of perseverance, taking initiative, and in-depth research.

This year-long course is designed to help students understand the principles of chemistry in the context of Earth science phenomena. Students will use science and engineering practices and crosscutting concepts to investigate chemical processes within Earth systems. Specific topics include structure and properties of matter, chemical reactions, and chemical processes in everyday life. Students will also explore conservation of energy and energy transfer. Students will investigate the history of planet Earth as well as earth materials and systems, including natural resources, natural hazards, the role of water in Earth's surface processes, and climate. There is a \$15 lab fee for this course.

### Estimated Homework

Students should be spending 2-3 hours a week on homework.

## Physics in the Universe - SCI431/SCI432

1.0 Science/Lab Credit - Grades 10, 11, 12

This course satisfies the requirement for an algebra-based science.

### CADR

### Prerequisites

Successful completion of Algebra 1 and Biology in the Earth System (on-level or honors equivalent). Concurrent enrollment in geometry or higher math.

This year-long course is designed to help students understand physics as a fundamental science in our everyday lives, in the context of Earth and space. Students will explore basic motion, forces, momentum, energy, electricity, and waves on Earth. In addition we will also connect these concepts to our solar system and universe. Students will use the Next Generation Science Standards Science and Engineering Practices and Crosscutting Concepts to investigate physical processes within these macroscopic systems. Students will develop proportional and algebraic skills while expanding their problem-solving abilities. There is a \$20 fee for this course.

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## Science Elective Courses

### UW in the High School Astronomy 101

(UW Astronomy) - SCI703/SCI704

1.0 Science/Lab Credit - Grades 10, 11, 12

### CADR

### Prerequisites

Take concurrent with or after successful completion of Chemistry In the Earth Systems. The UW recommends a "B" average in all previous science classes and completion of Algebra 2 with a "C" or better.

This course offers a unique opportunity to earn UW college credit in a specialized science. Students who successfully complete the course (with a C or higher) earn 5 college-quarter credits in science. Astronomy 101 is an exploration of the history of astronomy; the elementary physics of motion and gravity; the physics of light and what we can "read" from light spectra of distant objects; telescopes and how we make observations in all parts of the electromagnetic spectrum. These topics set the foundation for studying the evolution of stars, galaxies, black holes, pulsars, quasars and the universe as a whole. We end with a discussion of how we are trying to detect other solar systems and how we continue the search for extraterrestrial life. This course also satisfies the UW exit requirement in Quantitative and Symbolic Reasoning (QSR).

### Estimated Homework

Students should be spending 1-2 hours a week on homework.

### Cost

\$40 fee includes lab supplies, online homework interface and textbook. UW Credit requires a payment of \$325 tuition and \$45 registration fee (less than half the in-state campus tuition rates!).

## Biotechnology - CDC121/CDC122

1.0 Science/Lab Credit - Grades 11, 12

Meets both Occupational Education and Science graduation requirement

### CADR, CTE Dual Credit

### Prerequisites

Successful completion of Biology in the Earth System & successful completion or concurrent enrollment in Chemistry in the Earth System, honors or on-level equivalent.

If you like thinking about Biology, get ready to explore the exciting world of biotechnology in this one-year elective. You'll experience technologies that allow you to understand cells, DNA, and proteins at the molecular level. In addition, we'll consider how these technologies are used to develop vaccines and pharmaceutical drugs, explore career opportunities, and discuss bioethical issues based on biotechnology research. Students in this class may be eligible to compete in the Student Bio Expo. According to Dr. Leroy Hood of Seattle's Institute for Systems Biology, "The 21st century will be the century of biology and medicine. During this century we will unlock their mysteries...". Are you ready? This class has a \$35 materials fee. Additionally, college credit will be offered for completing the class with a 'B' or higher.

### Estimated Homework

Students should be spending less than 1 hour a week on homework.

## AP Biology - SCI281/SCI282

1.0 Science/Lab Credit - Grades 10, 11, 12

### CADR

#### Prerequisites

Students must have successfully completed a full year of Biology in the Earth System and Chemistry in the Earth System, on-level or honors equivalent. Students who have completed or are enrolled in other science courses such as Biotechnology, Anatomy & Physiology, or AP Chemistry are well positioned to be successful in AP Biology. There is a mandatory informational meeting in June to discuss the summer assignment which must be completed and turned in on the first school day of the school year.

AP Biology is designed as the equivalent of a full-year undergraduate Biology course taken by science majors. The course has a significant lab component and students will be challenged to develop their scientific analytical skills as well as grow their background knowledge in Biology. The course is academically rigorous, fast-paced and students should expect to do significant work outside of class to meet the learning objectives of the class. Topics covered in this course include biochemistry, cell structure and energetics, cell biology, molecular biology, genetics, evolution and ecology. Students completing this course will be skilled at applying core scientific practices to answer biological questions. Course Fee \$40.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

## AP Chemistry - SCI381/SCI382

1.0 Science/Lab Credit - Grades 10, 11, 12

This course satisfies the requirement for an algebra-based science.

### CADR

#### Prerequisites

Successful completion of Algebra 2 and Chemistry in the Earth System, honors or on-level equivalent.

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will be expected to take the Advanced Placement exam at the end of the year. If successful in this test, students will be able to undertake, as college freshman, second year work in chemistry at some schools, or register in courses in other fields where general chemistry is the prerequisite. Advanced chemistry will be academically rigorous. It is assumed that each student will spend at least three hours a week in unsupervised study. Students will receive a copy of the text for the class with the included class fee. There is a \$35 class fee for this course.

#### Estimated Homework

Students should be spending 1-2 hours a week on homework.

## AP Environmental Science - SCI541/SCI542

1.0 Science/Lab Credit - Grades 10, 11, 12

### CADR

#### Prerequisites

A strong interest in environmental issues; successful completion of a year of high school biology; successful completion of, or concurrent enrollment in, a year of high school chemistry.

#### Purpose

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. To accomplish this goal, the AP Environmental Science Course and Exam Description defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. This class is designed to explore environmental issues as well as prepare students for the AP Environmental Science exam in a lab environment. Topics will include, but not limited to, the areas of ecosystems measurements, human populations, pollution, energy use, forestry issues, global health, agriculture (GMOs), and conservation biology. Students will gain lab skills that directly translate to job skills in today's growing biotech and biomed industries. Ramifications and solutions to these problems are discussed.

#### Estimated Homework

Students should be spending 3-4 hours a week on homework.

## AP Physics 1 - SCI483/SCI484

1.0 Science/Lab Credit - Grades 9, 10, 11, 12

### CADR

This course satisfies the requirement for an algebra-based science.

#### Prerequisites

No prior course work in physics is necessary. Students should be concurrently enrolled or have completed Biology in the Earth Systems. Students should also have completed geometry and be concurrently enrolled in Algebra 2 or an equivalent math course.

AP Physics 1 a high school physics course that is equivalent to a first-semester college course in algebra-based physics. It uses a college-like lab and lecture approach with a rather heavy work load. Homework is assigned most class periods. Topics covered include Newtonian mechanics (Basic Motion, Forces and Newton's Laws, Circular Motion, Momentum and Impulse, rotational dynamics and angular momentum, work/energy/power; mechanical waves and sound, simple harmonic motion). The course will also introduce electricity and simple electric circuits. Students will be expected to take the AP Physics 1 exam at the end of the year. There is a \$30 lab fee for this course.

#### Estimated Homework

Students should be spending 2-3 hours a week on homework.



## **AP Physics 2 – SCI487/SCI488**

**1.0 Science/Lab Credit - Grades 10, 11, 12**

This course satisfies the requirement for an algebra-based science.

### **CADR**

#### **Prerequisites**

AP Physics 1 (or high-level students in general physics, with AP Physics teacher's permission). Pre-calculus or equivalent – may be concurrent.

AP Physics 2 is an algebra-based, introductory college-level physics course that is the equivalent of a second-semester college course in algebra-based physics. It uses a college-like lab and lecture approach with a heavy work load. Topics covered include fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students will be expected to take the AP Physics 2 exam at the end of the year. There is a \$30 lab fee for this course.

#### **Estimated Homework**

Students should be spending 3-4 hours a week on homework.

## **Botany - SCI511**

**.5 Science/Lab Credit - Grades 10, 11, 12**

### **CADR**

#### **Prerequisites**

Successful completion of one semester of Biology

Students in Horticulture explore plants and their environments. The class emphasizes hands-on experiences in growing plants and in using plants as a medium to study science. Students become familiar with the more common plants, trees and flowers of the Pacific Northwest. The semester allows time for the students to work on their own production and landscaping. The students also use the greenhouse to learn how to grow and care for house plants, seedlings and newly propagated plants. \$40 will be charged to cover the costs associated with the projects that the students take home from class.

#### **Estimated Homework**

No work is expected to be completed outside of school.

## **Anatomy & Physiology - CDC561/CDC562**

**1.0 Science/Lab Credit - Grades 11, 12**

Meets Occupational Education and Science graduation requirement

### **CADR, CTE Dual Credit**

#### **Prerequisites**

Completion of one year high school biology, completion or concurrent enrollment in chemistry is recommended

Students enrolled in this course will complete a survey of all the major human body systems, starting at the cellular level and progressing through how the different systems interact to maintain an organism's homeostasis. In each unit, students will learn to recognize and manage traumatic injuries and medical emergencies and may earn American Heart Association Heart Saver First Aid with CPR certification. In addition to human systems, physiology of some non-human animals will be covered. Students interested in careers in medicine, veterinary medicine, emergency medical services and athletic training will find this course beneficial. Students will have the opportunity to complete

dissections and a number of laboratories investigating both anatomy and physiology concepts. Students should expect to spend up to 2 hours per week on homework. Course fee \$40.

#### **Estimated Homework**

Students should be spending 1-2 hours a week on homework.

## **Material Science I - CDC811/CDC812**

**1.0 Credit - Grades 10, 11, 12**

Meets both Occupational Education and Science graduation requirement

### **CADR, CTE Dual Credit**

Material Science Technology (MST) is a multidisciplinary approach to science and technology that teaches students to better understand the properties and uses of materials. It combines scientific theories, practical applications of technology, and actual hands-on experiences to prepare students to work in a technologically rich environment. The course is separated into the categories of Solids, Metals, Ceramics, Polymers, and Composites. A key feature of MST is the ability to use materials to solve problems. There is a \$60 course fee for project materials. This course can be used for lab science credit and may be applied towards the *CTE Dual Credit* sequence.

#### **Estimated Homework**

No work is expected to be completed outside of school.

## **Materials Science II - CVC813/CVC814**

**1.0 Occupational Credit - Grades 11, 12**

Meets Occupational Education and Science graduation requirement

#### **Prerequisite**

MST I

MST II is a continuation of MST I. Students will be able to choose more of their own projects, based on the current unit of study. There is a \$60 course fee for project materials.

#### **Estimated Homework**

No work is expected to be completed outside of school.

## **Forensics - SCI641/SCI642**

**1.0 Science/Lab Credit - Grades 11, 12**

### **CADR**

#### **Prerequisites**

Successful completion of Biology

Forensics will offer students multiple opportunities to engage in the application of scientific knowledge and problem solving in a variety of fields such as fingerprinting, trace evidence, toxicology, blood and DNA, and crime scenes. This course will build on knowledge from prior classes such as Biology. This class has a \$25 materials fee.

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

## **Marine Science - SCI611**

**.5 Science/Lab credit - Grades 10, 11, 12**

### **Prerequisites**

Completion of one full year of Biology in the Earth System (on-level or honors)

Marine Science is the study of the organisms that live in the sea. In this class, students will study a variety of marine organisms, their ecosystems, and understand the importance of these ecosystems to humanity. Class labs and activities will focus on the characteristics of different groups of marine organisms and the conditions for which they survive. Students will learn the techniques needed to evaluate how different variables affect the environment. This is a lab science class and the course fee of \$20 will go towards supplies that will be used in class.

### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

Eastlake High School offers a spectrum of services for students on individual education plans. The special education department is designed to be flexible and responsive to the student's skill level and IEP goals. Students are allowed to take regular classes, with additional classes offered to help the student be successful and earn credit toward graduation. Eastlake students have a variety of career and vocational opportunities available to them. Some programs and classes are offered elsewhere in the district, region, or community. Students are encouraged to review these program options carefully and discuss them with parents, counselors. Special Education students are expected to meet district standards with specific accommodations and/or modifications as specified in the IEP.

## **Functional Math - ELE007/ELE008**

**1.0 Credit**

### **Prerequisites**

Enrollment by signature of IEP Provider.

This course is designed to give students an alternative to the regular math curriculum by offering material that will cover pre-algebra skills, basic computation skills, as well as practical and consumer applications. This curriculum is designed around enrolled students' skill levels and IEP goals.

## **Concept of General Math - ELE015/ELE016**

**1.0 Credit**

### **Prerequisites**

Enrollment by signature of IEP Provider.

This course is designed to give students an alternative to the regular math curriculum by offering material that will cover practical, consumer and business applications, as well as pre-algebra, algebra, and geometry concepts in real world applications.

## **Concept of English 9 - ENG117/ENG118**

**1.0 Credit - Grade 9**

### **Prerequisites**

Enrollment for freshmen; signature by IEP provider.

This course is designed to meet the graduation requirements in English while providing meaningful, specially-designed instruction in the areas of reading and writing.

## **Concept of English 10 - ENG217/ENG218**

**1.0 Credit - Grade 10**

### **Prerequisites**

Enrollment for sophomores; signature by IEP provider.

This course is designed to meet the graduation requirements in English while providing meaningful specially designed instruction in the areas of reading and writing.

## **Concept of English 11 - ENG317/ENG318**

**1.0 Credit - Grade 11**

### **Prerequisites**

Enrollment for juniors, by signature of IEP provider.

This course is designed to meet the graduation requirements in English while providing meaningful specially designed instruction in the areas of reading and writing.

## **Concept of English 12 - ENG417/ENG418**

**1.0 Credit - Grade 12**

### **Prerequisites**

Enrollment for seniors, by signature of IEP provider.

Course is designed to meet graduation standards in English while providing meaningful specially designed instruction in reading and writing. Support for the culminating senior project is also provided.

## **Study Skills - ELE011/ELE012**

**1.0 Credit - Grade 9, 10, 11, 12**

### **Prerequisites**

Enrollment by signature of IEP provider

This course is designed for students with IEPs to receive direct instruction on specific goals and objectives based on their IEP. Time will be allowed for implementation and demonstration of acquired skills using curriculum from general education classes. Direct teaching of study skills and strategies for use in high school and beyond will also be incorporated. Students will also work on skills needed for transitioning out of high school such as post-secondary planning, soft skills and self-advocacy.

## **Adaptive - ELE071/ELE072**

**1.0 Credit**

### **Prerequisites**

Enrollment by signature of IEP Provider

This course is designed to provide students with adaptive services the skills to aid in the transition from high school to their post-secondary lives. The curriculum offers opportunities to practice independent functional life skills: including developmentally appropriate and/or vocational career path instruction, community experiences, Community Based Instruction (CBI), and the development of employment and other post-secondary adult living skills.

The World Language Department supports the belief that languages are essential for success in a culturally diverse community. The department serves as the primary resource for information for all students of language and is dedicated to providing a place where all students are able to access information on language and culture in French, Spanish, Japanese and American Sign Language.

The study of culture is a part of all levels of language instruction. The cultural connections allow students to recognize the need for another language, to realize the relevancy of language learning, and to develop insight into the nature of language and culture in order to interact with cultural competence.

## World Language Required Courses

Admission to most colleges and universities requires the study of a world language through the completion of Level 2. However, more credits may be required for admission to some degree programs within a specific university and some private and out of state universities require additional years of study.

## World Language Elective Courses

**French 1 - FOR111/FOR112**

**Spanish 1 - FOR511/FOR512**

**Japanese 1 - FOR311/FOR312**

1.0 World Language Credit - Grades 9, 10, 11, 12

**CADR**

This course allows students to develop basic proficiency in the four skills of communication: listening, speaking, reading and writing. Content includes vocabulary common to daily needs, courtesy requirements, basic grammatical structures, comprehension of family topics, development of, sensitivity to, and an acceptance of cultural differences. Students are expected to actively participate in class, memorize vocabulary, and practice grammar outside of class. Demonstration of proficiency via oral and written examinations is required. One year toward the two-year LWSD high school graduation and Washington state college/university admission requirements is met upon course completion.

### Estimated Homework

Level 1 students should be spending 2-3 hours a week on homework.

### Cost

Purchase of supplemental materials may be required for World Language courses.

**French 2 - FOR121/FOR122**

**Spanish 2 - FOR521/FOR522**

**Japanese 2 - FOR321/FOR322**

1.0 World Language Credit - Grades 9, 10, 11, 12

**CADR**

### Prerequisites

Completion of Level 1 course

This course further develops and reinforces the proficiency levels of oral and written expression and reading comprehension. Demonstration of proficiency via oral and written examinations is required.

### Estimated Homework

Level 2 students should be spending 2-3 hours a week on homework.

### Cost

Purchase of supplemental materials may be required for World Language courses.

**French 3 - FOR131/FOR132**

**Spanish 3 - FOR531/FOR532**

**Japanese 3 - FOR331/FOR332**

1.0 World Language Credit - Grades 9, 10, 11, 12

**CADR**

### Prerequisites

Completion of Level 2 course

At this level, students communicate on a variety of topics and expand communication and reading skills. They demonstrate the ability to express thoughts more naturally and effectively. Students gain a more global perspective through readings and discussions. Demonstration of proficiency via oral and written examinations is required.

### Estimated Homework

Level 3 students should be spending 2-3 hours a week on homework.

### Cost

Purchase of supplemental materials may be required for World Language courses.

**French 4 Honors - FOR143/FOR144**

**Spanish 4 Honors - FOR543/FOR544**

**Japanese 4 - FOR341/FOR342**

1.0 World Language Credit - Grades 10, 11, 12

**CADR**

### Prerequisites

Completion of Level 3 course

Students refine oral and written proficiency through the discussion of literature, history, the arts, and other elements of the cultural curriculum. Classes are conducted primarily in the target language. Students progress to advanced levels of performance in extended conversations and writing activities on a variety of subjects. Demonstration of proficiency via oral and written examinations is required.

### Estimated Homework

French 4 Honors students should be spending 3-4 hours a week on homework. Spanish 4 Honors students should be spending 1-2 hours a week on homework. Japanese 4 students should be spending 3-4 hours a week on homework.

### Cost

Purchase of supplemental materials may be required for World Language courses.



**French 5 Honors - FOR153/FOR154**  
**Spanish 5 Honors - FOR553/FOR554**  
**1.0 World Language Credit - Grade 12**

**CADR**

**Prerequisites**

Completion of Level 4 Honors or AP Language

Students refine oral and written proficiency through the discussion of literature, history, the arts, and other elements of the cultural curriculum. Classes are conducted primarily in the target language. Students progress to advanced levels of performance in extended conversations and writing activities on a variety of subjects. Demonstration of proficiency via oral and written examinations is required.

**Estimated Homework**

Level 5 students should be spending 3-4 hours a week on homework.

**Cost**

Purchase of supplemental materials may be required for World Language courses.

**AP French Language - FOR171/FOR172**  
**AP Spanish Language - FOR571/FOR572**  
**1.0 World Language Credit - Grades 11, 12**

**CADR**

**Prerequisites**

Successful completion of Level 3 or 4 course and junior or senior status.

The AP French and Spanish Language and Culture course is comparable to a high intermediate or advanced low level college or university French or Spanish language course. Emphasizing the use of French and Spanish for active communication in real life tasks, it focuses on developing students' abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening their cultural competency through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature. Grammar and vocabulary are developed through contextualized study. Students have the opportunity to earn college credit by passing the AP Spanish/French Exam. Demonstration of proficiency via oral and written examinations is required.

**Estimated Homework**

Students should be spending 3-4 hours a week on homework.

**Cost**

Purchase of supplemental materials may be required for World Language courses.

**Spanish for Heritage Speakers 1 - FOR591/FOR592**  
**1.0 World Language Credit - Grades 9, 10, 11, 12**

**Prerequisite**

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

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who can comprehend Spanish but are not able to speak fluently, read or write,

to those who are more proficient and/or literate in Spanish. This class is conducted in Spanish and will focus on Hispanic art, literature, history and current events. Core skills such as writing conventions, written expression and presentational skills will also be taught.

**Estimated Homework**

Students should be spending less than 1 hour a week on homework.

**American Sign Language I - CDL011/CDL012**

**1.0 Credit - Grade 9, 10, 11, 12**

Meets both Occupational Education and World Language graduation requirement

**CADR, CTE Dual Credit**

**Prerequisite**

None

This beginning course introduces students to the remarkable visual/gestural language as well as the culture of the Deaf. This course provides insights and/or experience into Deaf cultural values, community and historical aspects of the language. By the end of the year, students will have a novice conversational knowledge of ASL. Two years of ASL satisfies the World Language requirement; one year of ASL satisfies an occupational credit. \*Students will have the option to receive college credit with additional fee and grade requirement.

**Estimated Homework**

Students should be spending less than 1 hour a week on homework.

**Cost**

Purchase of supplemental materials may be required for World Language courses.

**American Sign Language 2 - CDL021/CDL022**

**1.0 Credit - Grade 10, 11, 12**

Meets both Occupational Education and World Language graduation requirement

**CADR, CTE Dual Credit**

**Prerequisite**

Completion of ASL 1

In ASL II students will build on the basics of ASL I (i.e. vocabulary, fingerspelling, numbers and grammatical structure) as well as continue to develop expressive and receptive skills. Deaf awareness will continue to be a focus through research of Deaf history and culture. Students will be required to attend Deaf community events at least one evening per quarter and follow the "voices off" rule as an attempt to immerse students in the language. The overall goal of ASL II is for students to be able to have the ability to communicate in ASL at the survival level and to deepen their appreciation and respect of ASL as a unique language, while encouraging engagement with the Deaf community and culture. Students will have the option to receive college credit with an additional fee and grade requirement.

**Estimated Homework**

Students should be spending less than 1 hour a week on homework.

**Cost**

Purchase of supplemental materials may be required for World Language courses.

## **American Sign Language 3 – CDL031/CDL032**

**1.0 Credit – Grade 11, 12**

Meets both Occupational Education and World Language graduation requirement

### **CADR**

#### **Prerequisite**

Completion of ASL 2

This course will allow third year students to develop intermediate level ASL skills. Students will develop a deeper understanding of and appreciation for cultural and linguistic aspects of the Deaf community. Deaf awareness will be reviewed and built upon through research of Deaf culture and history. Opportunities to participate within the Deaf community with the prospect of learning more about the Deaf culture will be required. Students will follow the “voices off” rule as an attempt to assimilate and assist the student in understanding what it is like to have a hearing loss by experiencing some obstacles one faces when communicating in a hearing-oriented society. The overall goal of ASL III is for students to master the intermediate level of ASL in order to express themselves in casual conversations as well as to receptively understand ASL through visual instructions and conversations. ASL III can also be used as an occupational credit.

#### **Estimated Homework**

Students should be spending less than 1 hour a week on homework.

#### **Cost**

Purchase of supplemental materials may be required for World Language courses.

## AP Capstone

Eastlake High School is one of 1100+ schools worldwide to implement AP Capstone – an innovative program that allows students to develop skills that matter most for college and career success: research, collaboration, and communication. The program is focused on skills, not content and includes a two-course sequence: AP Seminar and AP Research.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Students explore issues and topics using a pedagogical framework provided by the College Board. This framework lets them develop, practice, and hone critical and creative thinking skills and make connections between various issues and their own lives. This recursive process allows students to go back and forth between the skills as they encounter new information.

AP Seminar is a foundational course that engages students in cross-curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

AP Capstone was developed in response to feedback from higher education and is easily implemented, and flexible. It has the potential to differentiate and transform high schools and their students by elevating the learning environment through a challenging, college-level program with high standards of assessment.

### AP Capstone 1 (AP Seminar) – ELE901/ELE902

**1.0 Credit / 1 Year – Grade 10, 11**

#### Prerequisite

10th or 11th grade standing. Commitment to work hard.

#### Homework

2-3 hours per week.

#### Course Description

AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. This course is the first of two courses available for students to earn the AP Capstone Diploma. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Students may also elect to take this course (AP Seminar) and AP Research and earn the AP Seminar and Research Certificate by receiving a 3 or higher on both exams; students are not required to take additional AP courses outside these two to earn that certificate.

### AP Capstone 2 (AP Research) – ELE903/ELE904

*(Offered during the 2021-22 school year)*

**1.0 Credit / 1 Year – Grade 11, 12**

#### Prerequisite

11th or 12th grade standing. Commitment to work hard. Completion of AP Seminar (Capstone 1).

#### Homework

2-3 hours per week.

#### Course Description

AP Research is a year-long course and students must have taken AP Seminar first. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

### AVID Elective

**9th grade ELE361/ELE362**

**10th grade ELE363/ELE364**

**11th grade ELE365/ELE366**

**12th grade ELE367/ELE368**

**1 Credit / 1 Year – Grade 9, 10, 11, 12**

Enrollment in this course is by invitation only. Applicants are selected based on application and personal interview.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, that strengthen metacognitive development, analytical reading and writing, communication skills, motivational activities, and academic success skills. Students are expected to use these strategies in their other classes and enroll in the most challenging course of study that is suitable to their skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. Enrollment is by invitation only. Applicants are selected based on an application and a personal interview.

#### Homework

1-2 hours a week

## District Graduation Requirements

### Credit Requirements at a Glance

Subject	Credits
Language Arts	4.0
Science	3.0 <sup>^</sup>
Mathematics	3.0 <sup>+</sup>
World Language (same language)	2.0 <sup>^^</sup> 2 can be (PPR)
Social Studies	3.0
Arts	2.0 <sup>^^</sup> 1 can be (PPR)
Physical Education (P.E.)	1.5 <sup>^^</sup>
Health	0.5
Occupational/Career & Technical Education	1.0
Electives	4.0
<b>Total</b>	<b>24.0</b>

<sup>^</sup> 2.0 lab science, 1.0 non-lab science

<sup>+</sup> Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and high school and beyond plan.

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

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

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

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

#### 1. Earn High School Credits as shown in the table to the left

Students must earn at least 24 credits to graduate.

#### 2. Complete a High School and Beyond Plan

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

#### 3. Meet the requirements of at least one graduation pathway option\* in English Language Arts and Mathematics:

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

For more information about graduation requirements, go to:  
[www.lwsd.org](http://www.lwsd.org) > Schools > High Schools > High School Guide.

*\*Subject to LWSD Board of Education approval*



## Advanced Placement (AP®) Courses and Exams

### Purpose of Advanced Placement

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

### The AP experience

Taking AP classes in high school helps students prepare for the college-level work load. Students learn to:

- Develop effective study habits
- Improve writing skills
- Sharpen critical thinking skills

AP also teaches discipline and helps students grow and mature academically. Students report that they enjoy the challenge of the AP program. High school faculty report that AP courses greatly enhance student confidence and academic interest. College faculty find that AP students are far better prepared for serious academic work.

### Receiving college credit for AP through AP exams

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

### Graduation pathways requirement

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

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

### More information about AP

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

## Career and Technical Education (CTE)

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

### Career and Technical Education (CTE) Classes

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

### CTE Dual College Credit

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

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

### CTE Equivalency/“Two-for-One” Courses

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

The CTE Equivalency/“Two-for-One” policy does not change the total number of credits the student needs to graduate.

## WANIC Skill Center Programs (<https://wanic.lwsd.org/>)

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

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

### WANIC program offerings:

- Automotive Technology (Bellevue HS, Bothell HS, WANIC)\*
- Building Industry Technologies - Core Plus Construction (Interlake HS)
- Cisco Networking (Newport HS)\*
- Culinary Arts (Newport HS)\*
- Dental Careers (WANIC)
- DigiPen Art & Animation (DigiPen)\*
- DigiPen Music & Sound Design (DigiPen)
- DigiPen Video Game Programming (DigiPen)\*
- Fire & EMS (WANIC)\*
- Health Science Careers – Nursing (WANIC, Sammamish HS, Woodinville HS)
- Medical Careers (WANIC)
- Sports Medicine (Issaquah HS)

*\*Two-year program available*

Visit <https://wanic.lwsd.org> for course descriptions.

## CADR Courses

### CADR courses meet new college admission requirements

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

## High School Credit for Courses Taken in Middle School

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

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

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

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

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

## LWSD Online Courses

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

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

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

### Courses

- **Online Washington History**

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

- **Online Health**

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

This class meets the Health graduation requirement.

## Physical Education Credit Options

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

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

- **Fitness Knowledge Assessment**

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

- **Fitness Plan**

The Fitness Plan will be offered to students beginning in the students' 11th grade school year. Students choosing the Fitness Plan option will complete a substantial written assignment that covers similar content as the Fitness Knowledge Assessment. Students will have six opportunities to submit a fitness plan before their graduation date starting the beginning of junior year. Student must meet with counselor and complete necessary paperwork before completing the plan.

For more information about these options: <https://www.lwsd.org/schools/high-school/high-school-guide/physical-education-credit-options>.

## Running Start

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

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

In addition, students may be required to attend high school classes for the purpose of completing high school graduation requirements. Students must be in contact with their Running Start Graduation Coordinator. Students who do not qualify for junior or senior status will not be approved for entry to Running Start and their tuition fees will not be paid by the school district. Parents and students will be responsible for course fees in the case that students attend community college without adequate

standing or approval as determined by counselor or administrator. To begin Running Start in a fall quarter, students must apply in the previous March.

## Seven Period Schedule

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

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

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

## STEM Signature Programs

Every high school in the district offers "Signature Courses" and/or "Signature Programs."

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

### Students enrolled in Signature Courses or Signature Programs:

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

### STEM Signature programs available to 11th graders are:

- Environmental Engineering and Sustainable Design
- Forensics/Psychology

### STEM Signature programs available to 12th graders are:

- Biomedical Engineering
- Advanced Physics/Global Engineering

Due to student capacity and space limitations, there are a limited number of openings in each of the school's Signature Programs for eleventh and twelfth grade students who attend one of the district's comprehensive high schools. If more students apply for each lab than space is available, selection will be done through a lottery process. Students chosen through the lottery must work with their home school counselor to ensure

that attendance in the STEM Signature Program of their choice fits within their plan to meet district high school graduation requirements. These students will continue to attend courses in their home high school in the other three periods when they are not attending the STEM Signature Program, and/or complete other courses through Running Start.

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

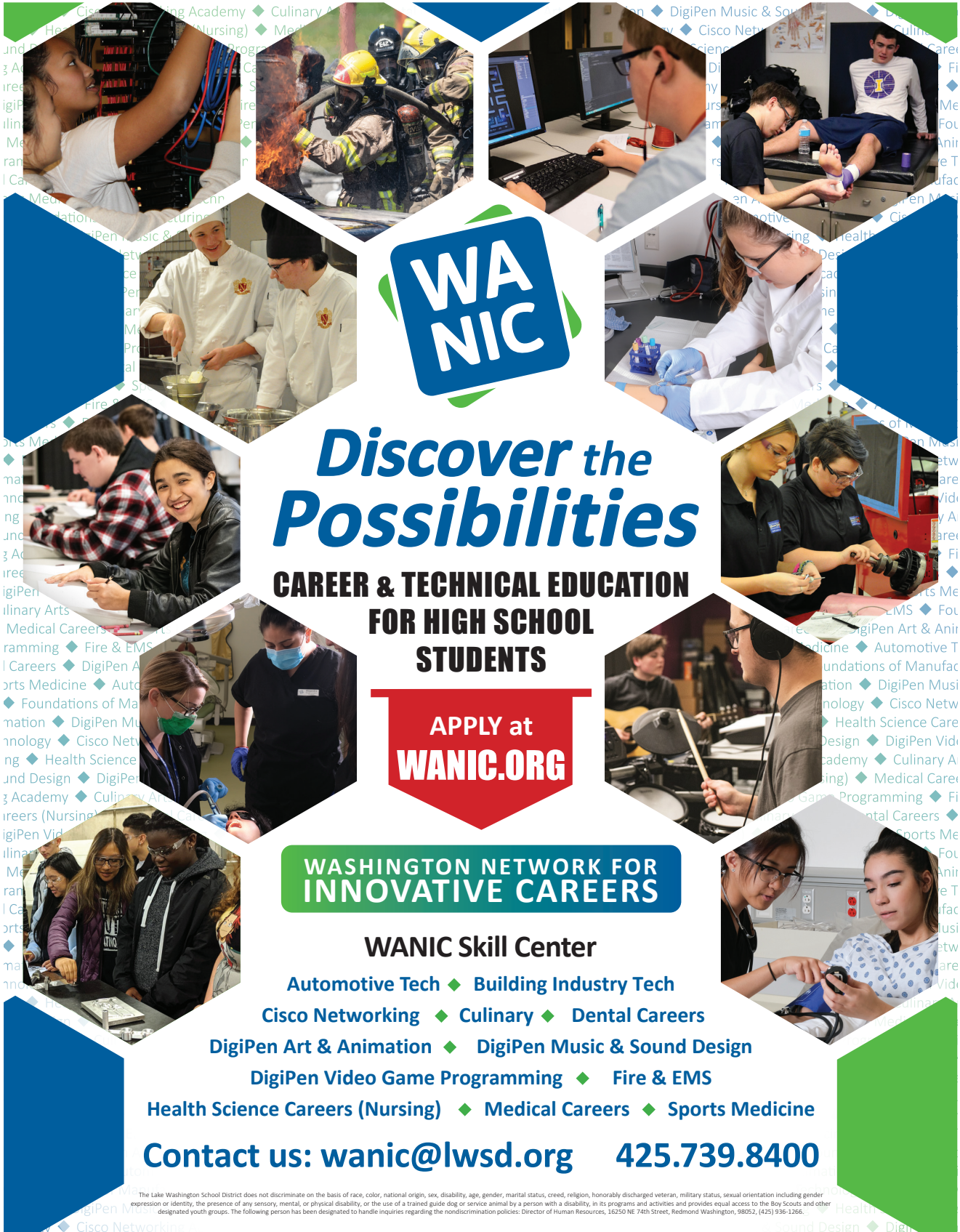
## World Language Credit Options

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

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

Civil Rights Coordinator	Title IX Coordinator	Section 504/ADA Coordinator
Executive Director of Human Resources 16250 NE 74th Street Redmond, WA 98052 425-936-1266 <a href="mailto:civilrights@lwsd.org">civilrights@lwsd.org</a>	Director of Athletics & Activities 16250 NE 74th Street Redmond, WA 98052 425-936-1367 <a href="mailto:titleix@lwsd.org">titleix@lwsd.org</a>	Director of Special Services 16250 NE 74th Street Redmond, WA 98052 425-936-1407 <a href="mailto:section504@lwsd.org">section504@lwsd.org</a>





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**Health Science Careers (Nursing) ♦ Medical Careers ♦ Sports Medicine**

**Contact us: [wanic@lwsd.org](mailto:wanic@lwsd.org) 425.739.8400**

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 16250 NE 74th Street, Redmond Washington, 98052, (425) 936-1266.

## Overview of Minimum College Admission Standards

Revised 09/2014

### The Washington Student Achievement Council Sets Minimum Standards

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

### Freshmen Admission Policy

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

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

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

### College Academic Distribution Requirements (CADR)

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

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

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

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

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

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

### Holistic Review of Applications for Admission

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

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

#### Further Details

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

#### Relevant Legislation

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

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

WSAC Document-Revised 09/2014

## Overview of Minimum College Admission Standards

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

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

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

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

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

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

**English – 4 credits** including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.

**Mathematics – 3 credits:** Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).

**Note:** Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).

**Senior Year Math-Based Quantitative Course:** During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; by completing a math-based quantitative course like statistics, applied math, appropriate career and technical courses, a senior year AP Computer Science course, or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below. **Note:** The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math. **Exception:** Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).

**Science – 3 credits.** At least two (2) of the credits must be laboratory science based. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington high schools may satisfy the laboratory science requirement.

**Note:** Western Washington University specifies two (2) credits and that one credit must be an algebra-based chemistry or physics course.

**World Languages – 2 credits** must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

**Note:** A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.

**Social Science – 3 credits** of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).

**Arts – 1 credit** of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.

**Note:** The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts. The other half may be in the arts or in an academic elective.

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

WSAC Document-Revised 2016



## Graduation Pathways: Class of 2021

The following pathways are now in place for the class of 2021 and beyond.

### Career/Technical Field = CTE Course Sequence

- ✓ Complete 2.0 or more credits that either include a dual credit course or lead to an industry recognized credential
- ✓ Complete a Core Plus program

### Military Career Interest = ASVAB Exam (AFQT Section)

- ✓ Score for Class of 2021 = 31
- ✓ Check the State Board of Education website by September 1 annually  
([www.sbe.wa.gov/our-work/graduation-pathway-options/asvab](http://www.sbe.wa.gov/our-work/graduation-pathway-options/asvab))

### Postsecondary Education = English Language Arts (ELA) and Math Courses & Exams

(Can use any combination of the ELA and math options listed in this section.)

- ✓ ACT (ELA = 14; math = 16) or SAT (ELA = 410; math = 430)
- ✓ Dual credit courses (1.0 credit total):
  - AP/IB/Cambridge: Earn a C+ in state-approved course (each term)
  - CTE Dual Credit (must earn high school credit)
  - College in the High School or Running Start courses (local approval)
- ✓ Dual credit exams (for state-approved courses):
  - AP = 3+
  - Cambridge = E or better
- ✓ State assessments:
  - Smarter Balanced: ELA = 2548; math = 2595
  - WA-AIM: ELA = 104; math = 103
- ✓ Transition courses (1.0 credit total):
  - Local articulation agreements between districts and sponsoring colleges

With questions, please contact OSPI staff at [graduation.pathways@k12.wa.us](mailto:graduation.pathways@k12.wa.us).

Updated 8/13/2020



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

## Divisions I and II Initial-Eligibility Requirements

### Core Courses

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

### Test Scores

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

### Grade-Point Average

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

#### **DIVISION I 16 Core Courses**

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

#### **DIVISION II 14 Core Courses**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

#### **DIVISION II 16 Core Courses (2013 and After)**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).