

# Vancouver School of Arts and Academics

## Program of Studies 2017-2018

Vancouver School of Arts and Academics

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### Vancouver School District #37 Notice of Nondiscriminatory Policy

*The Vancouver School District is an Equal Opportunity district in education programs, activities, services, and employment. Vancouver School District does not discriminate on the basis of race, creed, color, religion, sex, national origin, marital status, sexual orientation, including gender expression or identity, age, families with children, honorably discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal. We provide equal access to the Boy Scouts of America and other designated youth groups. We also comply with Section 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Older Worker Protection Act, and all other state, federal, and local equal opportunity laws.*

*If you have a physical or mental disability that causes you to need assistance to access school facilities, programs, or services, please notify the school principal. This district endeavors to maintain an atmosphere free from discrimination and harassment. Any person who believes he or she has been discriminated against should contact the school principal and complete the appropriate grievance or complaint form.*

*You may also contact any of the following people by writing to them at Vancouver School District, PO Box 8937, Vancouver, Washington 98668-8937 or by calling 360-313-1000: ADA and Affirmative Action – Kathy Everidge; Section 504 – Laura Bergeron; Individuals with Disabilities Education Act (IDEA) – Brenda Martinek; Title IX Elementary – Debra Hale; Title IX Elementary and Secondary – Doug Hood Title IX Secondary – Chris Olsen; Athletic Equity – Albert Alcantar.*

# FOCUSING THE MISSION ON INDIVIDUAL STUDENT SUCCESS SUCCESS FOR EVERY STUDENT



## Mission Statement

### *Excellence in Education*

In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible, and compassionate citizen.

## Core Principles

- Learner centered
- Balanced, well-rounded, and relevant education
- High Standards and expectations
- Nurturing and joyful learning experiences
- Visionary leadership
- Continuous improvement
- Collaboration and teamwork
- Performance, research, and results driven
- Valuing the worth, dignity, and capability of every person
- Equity and justice

## Values and Beliefs

- Every child has a right to learn.
- Every child deserves the opportunity to grow into a confident adult, capable of earning a living and being a valuable contributor to family and community.
- Students willing to do the work often are capable of unlimited growth.
- Instruction must be tailored to individual strengths and learner needs.
- Learning is enhanced through collaboration with parents, students, educators, and community members.
- Optimal use of technology and other learning resources demands alignment with curricular and instructional practice, staff development, and assessment strategies.
- Individual and group learning can be aided through timely and informed use of student performance data.
- Students should be given multiple ways to demonstrate what they know and are able to do.
- Achievement should be recognized and celebrated.
- Educational excellence requires effort and hard work, and ultimately, individual success is determined by the efforts of the learner.

# SECONDARY ACADEMIC PROGRAMS OF CHOICE

## A PERSONALIZED EDUCATION

Dear student and family members,

We believe public education should meet the needs of all students, preparing them for success in college, careers, and life. That's why we offer many choices for learning in Vancouver Public Schools. We want students to explore their interests, develop their talents, and find their passion.

STEM (science, technology, engineering, and math) magnet programs are offered at Skyview High School and Vancouver iTech Preparatory. The iTech Prep program serves students in grades 6–12. The middle school is located at the Jim Parsley Education, Family and Community Center, and the high school is located in the Clark College Building at the Washington State University Vancouver campus.

At Vancouver School of Arts and Academics, students in grades 6-12 explore various forms of art, from music and dance to theatre and moving image arts. Students study core academic subjects in an integrated way, based on an annual theme.

Career and technical education (CTE) programs provide hands-on, real-world applications to learning. The Bay ACES Magnet at Hudson's Bay High School covers architecture, construction, and environmental sciences. Fort Vancouver High School hosts Medical Arts, Culinary Arts, and Welding/Fabrication Technology magnets. Other programs include early childhood education, horticulture, and video production. The Clark County Skills Center provides even more career choices for Vancouver students thanks to a partnership with Evergreen Public Schools.

Vancouver Flex Academy, a blended learning program, allows students to set their own schedules and complete their coursework online on school-issued personal laptops. The college-like scheduling suits independent learners and fosters time-management skills necessary for higher education.

Accelerated programs are offered at all high schools. Students can earn college credits and work toward college degrees while still in high school. We offer a College in the High School program, Running Start, and credits through Advanced Placement, International Baccalaureate, and some CTE classes.

International Baccalaureate (IB) is a rigorous academic program. Students can earn an IB diploma, which is recognized worldwide. The high school IB program is located at Columbia River High School, and a Middle Years IB program is offered at Discovery Middle School.

Our highly dedicated teachers, support staff, and mentors are available to answer questions and guide you. We want you to have the most successful learning experience possible, and we wish you a bright future.

Sincerely,



Steven Webb, Ed.D.  
Superintendent

## VSAA MISSION STATEMENT

**Vancouver's School of Arts and Academics, a focused learning community, believes our students learn best when arts and academics are integrated. Through collaboration and inquiry, individuals are challenged to think critically, creatively and artistically.**

## PHILOSOPHY

Our philosophy of learning grows out of a commitment to specific principles which guide us in how we learn. Students and staff alike come to this school knowing that the people here teach and learn with artistic and academic integrity.

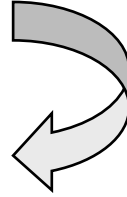
Within the framework of our guiding principles, we constantly ask the fundamental questions which explore evidence of learning. In this school, we learn the value of individual commitment and respect for uniqueness because we live and learn everyday with people who are inventive, receptive to new ideas, responsible, and committed to the arts.

# VANCOUVER SCHOOL OF ARTS AND ACADEMICS

Where the Arts are immersed in academic study

## Guiding Principles

- Integrity
- Excellence
- Curiosity
- Community
- A Love of the Arts



## Fundamental Questions

- Everyone at the school will develop the habit of exploring the following questions:
  - ❖ How do you know what you know? (**EVIDENCE**)
  - ❖ From whose viewpoint is this being presented? (**PERSPECTIVE**)
  - ❖ How is this connected to anything else? (**CONNECTIONS**)
  - ❖ What if things were different? (**SUPPOSITION**)
  - ❖ Why is this important? (**RELEVANCE**)
  - ❖ What's next? (**TRANSITION**)

\*Respectfully borrowed from *The Power of Their Ideas*  
by Deborah Meier, 1995

## Voices

Voices explore and express different perspectives

- Social Scientist/Historian
- Natural Scientist
- Mathematician
- Writer
- Artist

## **EXTENDED DAY ACTIVITIES**

Extended Day Activities are offered before or after school. Extracurricular activities such as performance ensembles and publications are the focus of extended day. Students enter these programs with teacher permission.

## **SHOWCASES**

Students have the opportunity to showcase their works or enjoy professional performances during weekly Showcases. Showcases are usually on Mondays and are scheduled at different times throughout the school day.

## **ADVOCACY**

At VSAA, every teacher serves as an advocate for 18-22 students, offering a personal connection with an adult other than the student's classroom teachers. The Advocate, in cooperation with the student, school staff, and family, helps the student to monitor academic progress and planning.

## **COLLEGE, CAREER AND LIFE READY PORTFOLIO**

In addition to course requirements, all students at the Vancouver School of Arts and Academics will complete a portfolio incorporating the High School and Beyond Plan. The portfolio, maintained through advocacy, documents student achievement, skills and abilities, and guides the student through a personal future search, college and career preparedness. This Portfolio will include the senior presentation.

# REQUIRED PROGRAM OF STUDY

**All Washington public school students must meet four graduation requirements:**

1. The minimum local school district graduation requirements
2. Assessments
  - High school English language arts (reading/writing) assessment (or state-approved alternative)
  - High school math end-of-course exit exam or Smarter Balanced math test (cut score) (Class of 2019 SBA math cut score) (or state-approved alternative)
  - Biology End-of-Course Exam (Next Generation Science Standard - NGSS) assessments, once developed, will be phased-in to replace the Biology EOC. The timeline for implementing the NGSS assessment has yet to be established (or state-approved alternative).
3. A High School and Beyond Plan

English	4.0 credits
Mathematics	3.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Fine Arts (includes 2.0 credits for Core)	6.0 credits
Career Technical Education	1.0 credit
Physical Education/ Dance	1.5 credits
Health	0.5 credit
Electives	2.5 credits

**Total Credits Required:  
24.5**

**Total Credits Possible:  
26 Credits**

**\*The 3 Math Credits consist of:**

- Algebra, Geometry, and Algebra 2; or
- The third credit may also be completed through election of an alternative math credit that leads to a specific career goal identified in the High School and Beyond Plan. This option requires completion of the documentation for students choosing a third credit of math other than Algebra 2 including parent signature.

Personalized Pathway Requirement (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 and Technical Education, and are intended to provide a focus for the student's learning.



# POST SECONDARY SUCCESS

## 4-YEAR COLLEGE ADMISSIONS REQUIREMENTS\*

Students who have an idea of which college they wish to attend should go to the Career Center to research the entrance requirements for that school. Students who are undecided should consider the following general guidelines:

**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.

**Mathematics - 3 Credits:** Algebra I, Geometry, and Algebra II.

**Science - 2 Credits** One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).

**Social Science - 3 credits** of history or other non-elective social science (World Themes, U.S. History, Contemporary World Problems and Civic Responsibilities).

**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.

**World Languages - 2 credits** must be earned in the same World Language, Native American language, or American Sign Language.

**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; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; 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.

**\*Please consult college admission counselors regarding specific requirements.**

**Any student planning to attend a four-year college/university should take the SAT or ACT.**

## CAREER/TECHNICAL AND COMMUNITY COLLEGE REQUIREMENTS

There are many educational institutions for career/technical education in addition to many community colleges throughout the state of Washington. Regular admission leading to an AS degree (Associate of Science, one to two year program certification) or an AA degree (Associates of Arts leading to a BA degree), students need to complete the following:

1. As many math and science courses as possible.
2. Submit an official high school transcript or GED test results.
3. Complete entrance exams.

**It is strongly recommended that students take the same course of study required for entrance to a 4-year college.**

## REQUIREMENTS FOR MILITARY SERVICE

The armed forces constitute America's largest employer. Military service provides educational opportunities and work experience in literally hundreds of occupations. The following are important requirements to keep in mind if planning to enter a branch of the military:

1. High School Diploma Required
2. No criminal record
3. At least 17 years of age
4. Drug free life-style
5. Physically qualified
6. Good moral character

Entrance into the Military also requires the completion of the Armed Services Vocational Aptitude Battery (ASVAB) assessment. Each branch of the military has a different minimum qualifying score, which fluctuates over time. Please see your Career Center for more information.

### **ASVAB**

*(The Armed Service Vocational Aptitude Battery) Grades 10, 11, and 12*

The ASVAB is conducted by the US Department of Defense at no cost or obligation to the student. This test is conducted during the fall. The student may also use these results in making career choices. The military uses this assessment to determine job assignments if an individual elects to enlist in the military.



The Academic Program at Vancouver School of Arts and Academics is rigorous and intended to prepare students for college and careers. All students are required to study English every year. Three years of High School math, science and social studies are also required for graduation. Because of the block schedule, students graduate with two to three credits more than those required at most Washington schools.

Students study academics in inter-age classes that are grouped together in grades 6-8, 9-10 or 11-12. The academic program includes all levels of mathematics, language arts, science, and social studies – with growing Advanced Placement course offerings. Students will work toward mastery of standards in each of these subject areas as outlined on the following pages. In mathematics, students are placed in the math level appropriate to their skills and abilities and many will graduate with Calculus.

## **INTERDISCIPLINARY CORE**

Core is a required component of the VSAA Curriculum. In Core the information and the procedures from the academic classroom -- language arts, social studies, math, and science -- are applied to real-life tasks in interdisciplinary, arts-based projects. Students experiment with group collaboration and the creative process; they learn time, task, and materials management; they become adept at communication and problem solving. Core fuses academic knowledge with artistry in a complementary blend of information and art, of research and reflection, and of skills and passion. Core can fulfill an elective or Fine Art graduation requirement.

# ACADEMIC COURSE SEQUENCE

School Year	Social Studies	English	Science
<b>Grades 6-8</b>			
2015/2016	World History all year	Language Arts	Physical Science
2016/2017	6 <sup>th</sup> gr. US History all year 7 <sup>th</sup> and 8 <sup>th</sup> grade US History/WA. State History	Language Arts	Earth Science
<b>2017/2018</b>	<b>World History all year</b>	<b>Language Arts</b>	<b>Life Science</b>
<b>Grades 9-10</b>			
2016/2017	9 <sup>th</sup> gr. Health one Sem. 10 <sup>th</sup> gr. World Themes or AP Human Geography	Pre AP Communication	Biology/Environmental Science
<b>2017/2018</b>	<b>9<sup>th</sup> grade Health one Sem.</b> <b>10<sup>th</sup> gr. World Themes or AP Human Geography</b>	<b>Pre AP Composition</b>	<b>Biology/Environmental Science</b>
<b>Grades 11-12</b>			
2016/2017	US History or AP US History	American Literature or AP Language and Composition	Physics or Natural Resources & Conservation
<b>2017/2018</b>	<b>CWP or AP Comparative Government &amp; Politics</b>	<b>World Literature or AP English Literature and Composition</b>	<b>Chemistry or Natural Resources &amp; Conservation</b>

# HIGH SCHOOL ACADEMIC COURSE DESCRIPTIONS

## ENGLISH/LITERACY

### **Pre-AP English 9/10 (Communications)**

Course code: 2201/2202

Open to grades: 9-10

Length: 2 Semesters

Credit earned: 1.0 English

This course is designed to lay groundwork for Advanced Placement English study in the junior and senior year. Reading from American genres will be studied using close reading skills necessary for advancement in AP coursework. Students will also develop argumentative, persuasive, literary analysis and expository writing strategies and read for literal, inferential, and evaluative purposes. Course content is collaboratively developed to support the school's theme study, Core, and American History.

### **Pre-AP English 9/10 (Composition)**

Course code: 2181/2182

Open to grades: 9-10

Length: 2 Semesters

Credit earned: 1.0 English

This course is designed to lay groundwork for Advanced Placement English study in the junior and senior year. Reading from World Literature and non-fiction genres will be studied using close reading skills necessary for advancement in AP coursework. Students will also develop argumentative, persuasive, literary analysis and expository writing strategies and read for literal, inferential, and evaluative purposes. Course content is collaboratively developed to support the school's theme study, Core, and World History.

# ENGLISH/LITERACY

## **English 11/12 (World Literature)**

Course code: 2271/2272

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 English

World Literature will be approached as a study of the fundamental attitudes and values as reflected in the works of various world authors. The purpose of this course is to provide students with a challenging and in-depth experience in language and literature. Students will read and write in many forms that include essay, creative writing, and business related writing. A major goal is to reinforce strong writing and grammar skills to prepare students for academic and real-world writing. Students will receive support for their research paper and PDP requirements.

## **English 11/12 (American Literature)**

Course code: 2221/2222

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 English

American Literature will be approached as a study of the fundamental attitudes and values as reflected in the works of various American authors. Students will recognize and gain appreciation for major American works and authors selected from many historical eras and understand the origins and evolution of American drama, poetry, novels, and essays. Thinking, speaking, and writing skills will be related and applied to the reading. The American Literature course will be integrated with composition requirements including the completion of the research paper and PDP requirements.

## **Advanced Placement (AP) Literature and Composition**

Course code: 2371/2372

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 English

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

## **Advanced Placement (AP) Language and Composition**

Course code: 2351/2352

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 English

The AP Language and Composition course is designed to help students become skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts. The students will also become skilled writers who can compose for a variety of purposes. Through writing and reading experiences in this course, students should become aware of the interactions among writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

# FITNESS AND HEALTH

## **Health Wellness**

Course code: 6251

Open to grades: 9-10

Length: 1 Semester

Credit earned: 0.5 Health

This course focuses on the importance of good health. Students discuss information based on the physical, social, and emotional aspects of health. Topics include wellness, life skills, personal health, effects of chemical involvement and dependency, human sexuality, parenting, personal safety, nutrition, and community health. Information about the disease AIDS and its prevention will also be presented. Completion of service learning hours is also required. Note: Students will be excused from sexual health education/AIDS instruction at parent request.

## **Dance Conditioning**

Course code: 6351

Open to grades: 9-12

Length: 1 semester

Credit earned: 0.5 PE credit

This course focuses on both health-related fitness and performance-related fitness. Students apply concepts of cardio-respiratory fitness, muscular strength, flexibility and endurance and body composition as they relate to personal fitness goals. FITT (frequency, intensity, time and type) principles are incorporated in a personal fitness plan that also addresses nutritional needs based on caloric use and metabolic rate. Students monitor and adjust plans in response to factors such as injury, weight loss or gain, and differing energy demands. Students also identify barriers to lifelong fitness practices and develop strategies to overcome them.

# MATHEMATICS

## **Algebra I A and B**

Course Code: M3101/M3102

Open to grades: 9-10-11

Length: 2 Semesters

Credit earned: 1.0 Math

This course is a formal study of first-year algebraic content. Students will develop their understanding of algebraic concepts and skills as they work with equations, inequalities, and functions. Other topics include linear, quadratic, and exponential functions, as well as data collection, analysis, and probability. This course expects students to solve problems, reason logically, draw conclusions, communicate understanding, and make connections to the real world using concepts from the course.

## **Geometry A and B**

Course Code: M3201/M3202

Open to grades: 9-10-11-12

Length: 2 Semesters

Credit earned: 1.0 Math

This course is a formal study of first-year geometric content. Students will develop their understanding of geometric concepts and skills as they work with the properties and attributes of triangles, quadrilaterals, polygons, and circles. Other topics include geometric reasoning and proof, lines, right triangles and trigonometry. This course expects students to solve problems, reason logically, draw conclusions, communicate understanding, and make connections to the real world using concepts from the course.

## **Algebra II A and B**

Course Code: M3301/M3302

Open to grades: 9-10-11-12

Length: 2 Semesters

Credit earned: 1.0 Math

This course is a formal study of second-year algebraic content. Students will further develop their understanding of algebraic concepts and skills as they work with linear functions and systems. A variety of function families will be explored, including quadratic, polynomial, exponential, rational, radical, and trigonometric functions. Other topics include matrices, probability, and statistics. This course expects students to solve problems, reason logically, draw conclusions, communicate understanding, and make connections to the real world using concepts from the course.

# MATHEMATICS

## **Pre-AP Precalculus A and B**

Course Code: M3431/M3432

Open to grades: 10-11-12

Length: 2 Semesters

Credit earned: 1.0 Math

Prerequisite: Algebra II

This course encompasses the study of pre-calculus and trigonometric topics, including graphing of polynomials, rational algebraic functions, periodic functions, trigonometric functions, and inverse functions. Graphing calculator is required. This class is highly recommended for students looking to further their education in mathematics. The course provides a foundation for student success in Calculus.

## **Advanced Placement (AP) Calculus**

Course Code: 3821/3822

Open to grades: 11-12

Length: 2 semesters

Prerequisite: Precalculus

This course is recommended for students planning a career in business, science, mathematics, or engineering. Topics include limits, derivatives and integrals involving algebraic and transcendental functions. Applications in areas such as physics, biology and business will be covered. The student will be prepared to take the Advanced Placement Calculus AB examination and this testing opportunity is available within the course. Graphing calculator is required.

## **Math with Applications**

Course Code: 3725/3726

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 Occupational Education (1.0 Equivalent Math credit is available for this course)

*College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept this course as a math credit for college admissions.*

This math course offers a hands-on learning approach for students to explore and experience math and science concepts beyond the classroom doors and empower students to understand the purpose, meaning, and use of math education in their lives and work. The student is challenged in applications involving units with an advanced approach to function and graphs, relations and geometry, estimation and measurement, algebraic application, prediction and probability, and trigonometric functions. This course provides students with individualized support that is aligned with the content of Washington State Mathematics Learning Standards. Students with plans of entering a two-year tech college, trade school, or industry are encouraged to take this course.



# SCIENCE

## **Environmental Science**

Course Code: 7161/7162

Open to grades: 9-10

Length: 2 Semesters

Credit earned: 1.0 Science

This course integrates the fundamental concepts of physics and chemistry with earth and life sciences. Students will continue to develop their understanding of how systems work and apply that knowledge to a wide range of scientific disciplines. Activities will also focus on developing student proficiency with the inquiry process and understanding real-world applications of the content and skills they are learning in class. Lectures, demonstrations, laboratory experiments, discussions, and projects will help the student develop the knowledge and skills necessary to be successful in further high school science coursework.

## **Biology**

Course Code: 7431/7432

Open to grades: 9-10

Length: 2 Semesters

Credit earned: 1.0 Science

This course provides a systematic approach to the biological sciences and it emphasizes energy transfer and regulation in living systems. The student will study the component structures of living systems such as organelles, cells, organs, organisms, and ecosystems. Students will investigate interactions in biomes, ecosystems, communities and populations. Laboratory activities will help the student develop the knowledge and skills necessary to do scientific inquiry. Course work will align with Washington State Science Benchmark 3 competencies.

## **Chemistry 11/12**

Course Code: 7731/7732

Open to grades: 10-11-12

Length: 2 Semesters

Credit earned: 1.0 Science

This course covers topics such as the structure of the atom, periodic table, acids and bases, chemical reactions, and gas laws. The theoretical basis of chemical reaction is studied as well as practical applications as evidenced in laboratory experiments, problem solving and cooperative learning. A strong background in algebra is required. Chemistry is highly recommended for students entering four-year universities or planning a science-related career.

## **Physics**

Course Code: 7771/7772

Open to grades: 10-11-12

Length: 2 Semesters

Credit earned: 1.0 Science

Prerequisite: *Completion or concurrent enrollment in Algebra 2*

This course will focus on the physical laws of nature through study of measurement, forces, motion, simple machines, wave motion, light, optics, and properties of the atom. Applications to the real world are stressed through problem solving, laboratory work and projects which are essential elements of the class.

# SCIENCE

## **Natural Resources & Conservation**

Course Code: 7541/7542

Open to grades: 11/12

Length: 2 Semesters

Credit earned: 1.0 Science (CTE)

Students will explore natural resource management and policy through activities that stress the biological, environmental, social and economic importance of natural resources. This class includes instruction in subjects such as soil dynamics and biology, ecosystem structure and diversity, populations, land and water use, climate change fish and wildlife, energy and recreational resources. Field and laboratory experiences will be emphasized. This course will include instruction in, and student involvement in, an exploratory Supervised Agricultural Experience Project (SAE). Students will conduct an SAE project and explore careers related to natural resource conservation and management. Course work aligns with Washington State Science Benchmark 3 competencies.

# SOCIAL STUDIES

## **Pre-AP World Themes**

Course code: 8071/8072

Open to grade: 10

Length: 2 semesters

Credit earned: 1.0 credit Social Studies

The purpose of this course is to prepare students for success in Advance Placement Social Studies classes by focusing on developing advanced writing and analysis skills, with an emphasis on social, political and economic inquiry. During one semester, students will study current issues in Washington State from both a historical and contemporary perspective. The other semester will focus on a study of the world through all strands of the Washington State Essential Academic Learning Requirements: civics, history, economics and geography.

## **Advanced Placement (AP) Human Geography**

Course code: 8091/8092

Open to grade: 9-10

Length: 2 semesters

Credit earned: 1.0 Social Studies

The AP Human Geography course introduces students to the importance of spatial organization—the location of places, people, and events, and the connections among places and landscapes—in the understanding of human life on Earth. A significant outcome of the course is students’ awareness of the relevance of academic geography to everyday life and decision making. The course provides students with a global perspective on issues such as population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Through this study, students will understand the cause and effect patterns of human interactions with the environment, with each other, and with historical events. A pre-requisite for enrollment in this course is passing all three trimesters of the 7th grade Washington State History course.

## **U.S. History**

Course code: 8221/8222

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 credit

This course is a graduation requirement. In this course students will study specific topics from U.S. History during our nation’s development from post Civil War through the 20<sup>th</sup> Century. Topics addressed include the following: Emergence of America as a World Power, reform, prosperity and depression, World War I and World War II, the Cold War, International Relations and Post World War II including domestic, political, social and economic issues.

# SOCIAL STUDIES

## **Contemporary World Problems**

Course code: 8421/8422

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 credit

This course is a graduation requirement. The focus of study is world politics, economics, culture, military and geographic problems and their impact upon U.S., foreign and domestic policy. Areas of study may include Asia, Western Europe, Latin America, Canada, Middle East, Africa, Great Decisions, arms control, energy, international trade, world economy, and environment, comparative religion and current world conditions.

Students will be expected to participate in written projects, term papers, oral reports, maps, examinations, and quizzes involving current world news.

## **U.S. History**

Course code: 8221/8222

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 credit

This course is a graduation requirement. In this course, students will study specific topics from U.S. History during our nation's development from post-Civil War through the 20<sup>th</sup> Century. Topics addressed include the following: Emergence of America as a World Power, reform, prosperity and depression, World War I and World War II, the Cold War, International Relations and Post World War II including domestic, political, social and economic issues.

## **Advanced Placement (AP) Comparative Government**

Course code: 8441/8442

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 credit (alternate credit for CWP)

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policy making. **The course fulfills the Contemporary World Problems requirement.**

The course will prepare students for collegiate academic study. Students are encouraged but not required to take the AP Comparative Government test.

## **Advanced Placement (AP) U.S. History**

Course code: 8241/8242

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 credit (Alternate credit for US History)

*The AP program in U.S. History is designed to provide students with analysis skills and factual knowledge necessary to deal critically with the problems, issues, and materials in United States History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability and their importance – and weigh the evidence and interpretations presented in historical scholarships. (College Board) The course will prepare students for collegiate academic study. Students are encouraged but not required to take the AP U.S. History test and the SAT II US History test.*

# WORLD LANGUAGE

## World Language

A student enrolled in the following courses will work toward mastery of these Essential Academic Learning Requirement's in Foreign Language:

- **Communication** in languages other than English using listening, speaking, reading and writing skills
- Gain knowledge and understanding of other **cultures**
- **Connect** with other disciplines and acquire information
- Develop insight into the nature of language and culture through **comparisons**
- Participate in multilingual **communities** at home and around the world

### French 1

Course Code: French 1111/1112

Open to grades: 8-9-10-11-12

Length: 2 semesters

Credit Earned: 1.0 credit

**2017-2018 school year**

The first year is an introduction to the skills of listening, speaking, reading and writing, with an exposure to the history and culture of the people. The communicative purposes and functions introduced at this level address the basic interactions of everyday life, e.g. introductions, greetings, expression of needs, interests and desires, and an introduction to the target culture. Students will be able to communicate in controlled situations and begin to apply their skills in real situations.

### French 2

Course Code: French 1121/1122

Length: 2 semesters

Credit Earned: 1.0 credit

**2016-2017 school year**

The second year study of foreign language expands upon the vocabulary and structure of language with continued development of the four skills of listening, speaking, reading and writing. The communicative purposes and functions include interactions with friends, daily routine, traveling, the past and the future, self and self-image, pastimes, school here and abroad, environment, etc. Continued study of culture is an important element of this course. Students will be able to communicate in an increasing number of real situations.

### Spanish 1

Course Code: 1511/1512

Open to grades: 8-9-10-11-12

Length: 2 semesters

Credit earned: Elective 1.0

The first year is an introduction to the skills of listening, speaking, reading and writing, with an exposure to the history and culture of the people. The communicative purposes and functions introduced at this level address the basic interactions of everyday life, e.g. introductions, greetings, expression of needs, interests and desires, and an introduction to the target culture. Students will be able to communicate in controlled situations and begin to apply their skills in real situations.

# WORLD LANGUAGE

## **Spanish 2**

Course Code: 1521/1522

Length: 2 semesters

Credit earned: Elective 1.0

The second year study of foreign language expands upon the vocabulary and structure of language with continued development of the four skills of listening, speaking, reading and writing. The communicative purposes and functions include interactions with friends, daily routine, traveling, the past and the future, self and self-image, pastimes, school here and abroad, environment, etc. Continued study of culture is an important element of this course. Students will be able to communicate in an increasing number of real situations.

## **Spanish 3**

Course Code: 1531/1532

Length: 2 semesters

Credit earned: Elective 1.0

Third year study of foreign language builds upon skills and proficiency learned in second year while addressing more complex language situations. The communicative purposes and functions include interactions relating to health, art, music, legends, the press, self and others, world view, and intro to the literature, etc. Continued study of culture is an important element of this course. Students will be able to synthesize and communicate spontaneously in the language of study.

## **American Sign Language 1**

Course Code: 1601V/1602V

Open to grades: 8-9-10-11-12

Length: 2 Semesters

Credit earned: 1.0 elective or Occupational Education

This beginning class will introduce students to American Sign Language (ASL). Emphasis will be on expressive and receptive sign language skills, vocabulary building and understanding basic ASL grammar. Students will gain an appreciation for American Sign Language as a legitimate language through the study of the history of ASL, the nature and causes of deafness and exposure to the local deaf community. Students should be prepared to spend the majority of the classroom time in silence and to receive instruction primarily through a visual/gestural mode.

## **American Sign Language 2**

Course code: 1611V/1612V

Open to grades: 9-10-11-12

Length: 2 Semesters

Credit earned: 1.0 elective or Occupational Education

The student will learn fluency in finger spelling and signing skills, in-depth expressive skills, and in-depth issues from deaf studies. Students will explore the role of sign language interpreters. Students should be prepared to spend the majority of the classroom time in silence and receive instruction primarily through a visual/gestural mode.

# ART COURSE OFFERINGS FOR GRADES 6-12

Each year, all students at the school have a minimum of two elective block periods. Most electives are a year long and earns one credit, however many explore (entry) level classes are semester long classes. High School students who have met the academic graduation requirements may elect to take additional art electives:

Exploration classes introduce students to the basics of each art form and Level 1-3 classes explore the elements of each art form in greater depth. Focus classes are the top level of classes for each art form and are for serious students who have demonstrated the skills and commitment needed for success at that level. Special projects are designed for advanced level individualized learning (juniors and seniors only).

<b>VISUAL ART</b>	<b>DANCE</b>	<b>LITERARY ARTS</b>	<b>MOVING IMAGE ARTS</b>	<b>MUSIC</b>	<b>THEATRE</b>
Explore	Explore	Explore	Explore A Explore B	Explore	Explore
Level 1	Foundations	Technique – 2 years required to advance	Animation A Animation B	Level 1	Foundations of Theatre
Level 2	Intermediate		Documentary	Level 2	Elements: Physical Technique
Level 3			Narrative	Level 3	Elements: Language & Text
<i>Focus</i>	<i>Ensemble</i>	<i>Workshop</i>	<i>Focus</i>	<i>Focus</i>	<i>Performance Ensemble</i>
AP Studio Art					
Photo 1-11					
Graphic Design				Recording 1	
Yearbook				Recording 2	
Special Projects	Special Projects	Special Projects	Special Projects	Special Projects	Special Projects

## **Special Projects**

Each elective art form offers the option of a Special Project for interested and qualified students. Special Projects are designed for juniors and seniors who are mature, committed, responsible, and have demonstrated clarity of purpose and follow through in their coursework. Students must have completed all courses in their chosen discipline and/or commensurate skills and knowledge. Students are limited to one special project per year. Teachers may be responsible for no more than two Special Projects per year. Students interested in the Special Projects option must request approval to apply from the principal.





## DANCE

*The Dance Program provides students with the opportunity to study the diversity of techniques and ideas as well as compositional and performance skills that comprise the Dance Arts. The program equally values both physical and creative development of each student. At all levels of study students move, create, perform, and analyze dance material that is appropriate for their abilities. The overall emphasis of the program is on fostering each student's unique and creative vision inside a body that moves with intelligence, safety and artistry. All courses above Explore Level are sequential and require the recommendation/permission of the instructor. **Dance courses are substituted for physical education credit requirements.***

**Dance Explore:** Semester or full year class (Semester Class available for HS students ONLY). No experience necessary.

Course code: 11701/11702

Students will be able to appreciate dance as a discipline which develops technical skill through the practice of fundamental standing and loco-motor movement, spatial and temporal variations, and alignment awareness. Students will build physical endurance by practicing a variety of stretching, strengthening and centering exercises. They will explore the use of space, rhythm, and kinetic energy through collaboration and performance.

**Foundations: (Full year)**

Course code: 11711/11712

Prerequisite: Students with beginning level training in dance (recommend one year of dance experience).

Students will be able to demonstrate a beginning skill level in modern and ballet technique, identify and explore a range of qualitative, effort/shape actions, and move in accord with others through a variety of geometric formations and rhythmic patterns. They will strive to develop an individual creative voice and be able to analyze, interpret, and evaluate compositional efforts of self and others.

**Intermediate: (Full year)**

Course code: 11721/11722

Prerequisite: *Teacher Recommendation required*

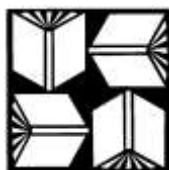
Students will have progressed technically to an intermediate level in modern and ballet. They will demonstrate weight sharing skill and have a neuromuscular awareness that leads to an efficient use of the joints, smooth transitions between movements, and an ability to self-correct alignment. Students will be able to transfer technical skills and stylistic interpretations across idioms. Students will explore college and vocational options.

**Dance Ensemble: (Full year)**

Course code: 11741/11742

Prerequisite: *Teacher Recommendation required*

Students will explore college and vocational options within the field of dance and create an artist's resume/ curriculum vitae. They will be able to design and teach portions of a dance class. Ensemble students will be able to demonstrate proficiency in modern and ballet technique including floor work, integration of the body through space, musicality, and a kinesthetic understanding of safe and effective methods for increasing strength and flexibility. Students will have an extensive knowledge of dance styles. An authentic voice will be evident in both performance and choreography. Students will explore elements of production including posters/programs, writing biographies, costume design, light design, and choreography. Students will demonstrate the ability to take direction from faculty and guest artists. *(Must contract as an Extended Day Ensemble member. If contract is broken, they will not perform in the Winter/Spring performance concert and the student will complete 15 tech hours).*



## LITERARY ARTS

*In Literary Arts courses, students write regularly, discuss and evaluate writing, learn literary concepts, and compile portfolios of their best writing. They explore techniques of poetry, fiction, creative nonfiction, and other genres. Publication and performance, writers' workshops, and visiting authors are a regular part of VSAA Literary Arts Curriculum. From students in Explore we ask for interest; Style and Technique, intentional writing; and from Workshop, students' commitment to writing as an art form. All courses above Explore Level are sequential and require the recommendation of the instructor.*

### **Literary Arts Explore: (1 Semester)**

Course code: 11101

In Literary Arts Explore, students will be exposed to excerpts and short samples of literary texts which will enable them to create, analyze, and evaluate their own writing. Through a process of interpretation and reflection on personal experiences, ideas, and opinions, students will demonstrate fluency in a variety of genres and explore a range of literary techniques. They will draft, revise, edit, and present their writing, using a variety of literary forms, concrete and figurative language as used in poetry and prose, and basic conventions of English. They will evaluate their own writing, peer writing, and the writing process. Students will be encouraged and supported in the creative writing process.

### **Style and Technique: (Full year)**

Course code: 11121/11122

Prerequisite: *Literary Arts Explore and Teacher Recommendation*

Students in Style and Technique will create literary texts in which they apply the constraints of form to a chosen theme and/or genre (poetry, fiction, and creative nonfiction). Their work will demonstrate increasing intention, complexity, and depth of thought through a variety of points of view. They will demonstrate a solid command of conventions in figurative, concrete, and abstract language with attention to personal style. The expectation is quality sustained work for publication and performance, whether for school literary publications, showcases, or community venues. Students at this level will continue both their analysis of literature and literature discussion groups. They will objectively evaluate their own writing as well as peer and professional writing through a learned critique process in a workshop format. **Note: This is a one to two year experience.**

### **Workshop: (Full year)**

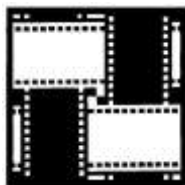
Course code: 11141/11142

Prerequisite: *Style and Technique and Teacher Recommendation*

Students in Workshop will demonstrate their commitment to writing as an art form. Workshop students will continue to learn methods to manipulate language into original compositions in both poetry and prose. The work in class involves writing using a variety of stylistic techniques, participating in an intensive workshop editing model. Students will be expected to give informed and critical feedback on written work from their peers. Students will learn to read critically and thoughtfully address the intent, strengths and weaknesses of any piece under discussion. The expectation is quality sustained work for publication and performance, whether for literary publication, showcases, community venues, or outside publishing. Students will also work intensively with guest artists within a residency model. They will also continue both their analysis of historical and contemporary literature within literary discussion groups. All students are expected to read deeply and write passionately.

**“A poet is, before anything else, a person who is passionately in love with language”**

*W.H. Auden*



## MOVING IMAGE ARTS

*Film and video are the media of expression in Moving Image Arts. Students learn basic visual language and ethics of representation in the genre of animation, documentary, and narrative. Students work with visiting artists and produce both independent and group projects. All courses above Level 2 require the recommendation and/or permission of the instructor.*

### **Moving Image Arts Explore A: (1 Semester)**

Course code: 11211

Credit earned: 0.5 CTE or Fine Art

By the end of MIA Explore, students will be able to explain and apply universal artistic concepts using film and video vocabulary. They will have developed basic skills and techniques including: use of camera angles, scale and movement, nonlinear digital editing skills, storyboarding, and correct usage and care of cameras, tripods, and audio equipment. Students will be able to maintain focus as an individual and within a group for multi-week projects. They will respond appropriately and demonstrate proper audience etiquette while critically viewing films.

### **Moving Image Arts Explore B: (1 Semester)**

Course code: 11212

Credit earned: 0.5 CTE or Fine Art

Prerequisite: *Explore A*

Explore B is a project based class to further the skills learned in Explore A. Students will apply the skills learned in Explore A to create documentaries, narratives, and experimental video projects. Students will learn and have access to more advanced level video recording equipment.

### **Moving Image Arts Animation A: (1 Semester)**

Course code: 11221

Credit earned: 0.5 CTE or Fine Art

Prerequisite: *Teacher Recommendation*

Animation A is a skills-oriented semester length course class. Students will learn the skills involved in creating movement. All skills, for example, anticipation, exaggeration and other principles will be approached through drawn animation. There will also be a project here the use of audio is applied. Students will also analyze, interpret, and evaluate animation on film, video and other electronic media encountered in daily life.

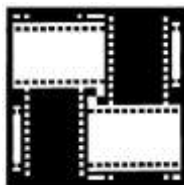
### **Moving Image Arts Animation B: (1 Semester)**

Course code: 11222

Credit earned: 0.5 CTE or Fine Art

Prerequisite: *Animation A*

Animation B is a project centered semester length course class-based on skills presented during Animation A. Students choose a medium in which to work on a group or independent project. Mediums such as object, drawn, experimental, direct, and computer animation are options for students. Also, students must study a currently known “style” and apply it to their project. This class requires highly motivated animators.



## MOVING IMAGE ARTS

### **Moving Image Arts Documentary 1**

Course code: 11241/11242

Open to grades: 9-10-11-12

Credit earned: 1.0 CTE or Fine Art

Prerequisite: *Explore B*

In addition to expectations for Explore, students in MIA Documentary 1 will understand and identify the language and compositional elements of **documentary filmmaking** including line, shape, texture, layers, relationships in space, light, and sound. They will recognize and apply the features of a **documentary** film (interview, narration, factual footage). Students will demonstrate abilities in editing techniques and all aspects of pre/post production work. They will be able to determine the interests and needs of an audience and select appropriate material. The students will understand the role of moving image art and **documentary** in the historical development of media.

### **Moving Image Arts Narrative 1**

Course code: 11261/11262

Credit earned: CTE or Fine Art

Prerequisite: *Documentary 1*

By the end of MIA Narrative 1 students in groups will use elements of a story to write a script in screenplay format, create a storyboard, gather, and edit footage using cinematographic techniques, and synchronize the audio. Students will view and critique narrative films. Students will also demonstrate an understanding of the principles of continuity and other narrative principles.

### **Moving Image Arts Focus**

Course code: 11281/11282

Credit earned: 1.0 CTE or Fine Art

Prerequisite: *Teacher Recommendation*

Focus students will employ all of the technical and aesthetic skills that they have gathered in MIA to create more ambitious projects of either a documentary or narrative format. Focus students will develop a strong, personal artistic voice expressed through the medium of film/video. Students will demonstrate a highly developed understanding of how their technical and aesthetic choices impact an audience. They will also be involved in school service projects of a film/video nature such as video yearbook and graduation video, and will submit films(s) to local, regional, and national film festivals.



## MUSIC

*Music students may work in a wide range of instrumental and/or vocal areas. In all courses, study includes music history, theory, technique, and composition as well as performance skills and opportunities to work with professionals. Music students benefit from large and small group ensemble work as well as sectionals on individual instruments. A sequential course of studies is Strings, Vocal and Jazz are available. All courses except Explore and Level 1 require the recommendation of the instructor.*

### **Music Explore: (1 Semester)**

Course code: 11301

By the end of Music Explore, the students will demonstrate an understanding of duple and triple meter. They will use music vocabulary to articulate the qualities of vocal and instrumental performance. Students will be able to notate simple patterns of rhythm and melody, compose and perform basic melodies and harmonies, and improvise within a pentatonic framework. Expectations include participation in ensemble through a variety of settings as well as partner singing in simple 2-part canon.

### **Music Level 1: (Full year)**

Strings – 11335/11336 (violin, viola, cello, string bass, classical piano)

Vocal – 11401/11402 (soprano, alto, tenor, bass)

The Music Level 1 course is intended for beginning level vocalists and string musicians. Course work will include concepts of major and minor tonality; sight reading a simple melody using systems of syllables; learning, understanding, recognizing and performing notes; improvising diatonic melodies; learning, applying simple rhythms and performing with quality and acceptable intonation. Students will demonstrate focus and performance preparedness, proper technique, dynamic expression, and appropriate care and use of instruments.

### **Music Level 2: (Full year)**

Strings – 11341/11342

Vocal – 11411/11412

Prerequisite: *Completion of Level 1 and Teacher Recommendation*

In addition to expectations for Music Level 1, students in Music Level 2 will be able to perform in small and/or large ensembles, in keys with up to three sharps and flats and their relative minor. They will know how to produce good tone using accurate intonation and dynamic contrast within an ensemble setting. They will be able to sight-read complex melodies and rehearse independently with mature discipline. Students will have an understanding of basic functional harmony within a diatonic framework.

### **Music Level 3: (Full year)**

Strings – 11345/11346

Vocal – 11421/11422

Prerequisite: *Completion of Level 2 and Teacher Recommendation*

In addition to expectations for Music Level 2, students in Music Level 3 will be able to perform in small and/or large ensembles, read, and understand music in keys with up to four sharps and flats, and their relative minor. They will be able to perform, with confidence, music with syncopated rhythms and irregular meters. Students will gain an understanding of how music blends within the larger historical and cultural framework of society. Students will have an understanding of basic functional harmony.



## MUSIC

### **Music Focus: (Full year)**

Strings – 11351/11352

Vocal – 11431/11432

*Prerequisite: Teacher Recommendation*

In addition to expectations for Music Level 3, Focus students will be able to prepare for a college or professional audition, teach/mentor another student or ensemble, communicate on a professional level in any type of musical situation. Technically, they will be able to play and/or sing in all major and minor keys as well as identify and demonstrate mixed meters. Student musicians may compose and transpose small and large group literature, read a score, and independently prepare for most rehearsal and performance situations. Focus students will use music in interdisciplinary projects and be able to independently identify music from a variety of styles/ genres.

### **Acappella Choir: (Full year)**

Course code: 0741/0742

*Prerequisite: Teacher Recommendation*

This course is designed for students with a strong music background. Students extend and refine their theoretical understanding and technical skills. Excellence in musicianship and musical expression are stressed. Extensive performance in a variety of settings and venues is expected.

### **Chorus: (Full year)**

Course code: 0711/0712

*Prerequisite: Teacher Recommendation*

This course is designed for students with a strong music background. Students extend and refine their theoretical understanding and technical skills. Excellence in musicianship and musical expression are stressed. Extensive performance in a variety of settings and venues is expected.

### **Jazz Band Level 1: (Full year)**

Course code: 11305/11306

Instrumentation: trombone, trumpet, saxophone, \*bass guitar/string bass, \*guitar, \*piano, \*drum set  
(\*denotes a limited amount of space available with instructor's recommendation)

This is a course for students beginning a new instrument. In a jazz ensemble setting, students will learn basic concepts, such as reading notes, rhythms, other musical symbols, proper technique, dynamic expression, music history and much more. Students will learn concepts of major and minor tonality and experiment in these sounds through improvisation. This class will have many exciting performance opportunities throughout the year.

### **Music Theory: (Full year)**

Course code: 11331/11332

*Prerequisite: Teacher Recommendation, 11<sup>th</sup> and 12<sup>th</sup> grade students with prior musical experience*

The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble.



## MUSIC

### **Jazz Band Level 2: (Full year)**

Course code: 11311/11312

In addition to the expectations for Jazz Band Level 1, students in Jazz Band Level 2 will perform in large jazz ensembles, small jazz combos and classical chamber ensembles. Students will know how to produce good tone using accurate intonation and dynamic contrast within multiple ensemble settings. They will be able to sight read complex melodies and rehearse independently with mature discipline. A strong emphasis will be placed on learning the “jazz language” through ear training and studying music from various periods of jazz history. This class will perform many times throughout the year.

### **Jazz Band Level 3: (Full year)**

Course code: 11314/11315

In addition to the expectations for Jazz Band Level 2, students in Jazz Band Level 3 will gain an understanding of how jazz music blends within the larger historical and cultural framework of society. Students will have an understanding of basic functional harmony, through both performance and composition, with a focus on modes of the major scales and performance of standard jazz repertoire. Students will perform, with confidence, music with syncopated rhythms in keys with up to 4 sharps and flats. This class will perform many times throughout the year.

### **Jazz Band Focus: (Full year)**

Course code: 11321/11322

In addition to the expectations for Jazz Band Level 3, students in Jazz Band Focus will be able to prepare for a college or professional audition, teach/mentor another student ensemble, and communicate on a professional level in any type of musical situation. Technically, they will be able to play in all major and minor keys as well as identify and demonstrate mixed meters, polyrhythms and hemiolas. They will compose and transpose small and large group literature, read a score, and independently prepare for most music rehearsal and performance situations. Focus students will use music in interdisciplinary projects and be able to independently identify music from a variety of styles and/or genres.

### **Recording Arts Technology (1, 2)**

Course code: 0771/0772, 0781/0782

Open to grades: 9-10-11-12

Credit earned: 1.0 Occupational Ed.

In this course, students will acquire the essential skills and knowledge to produce quality audio projects. Course topics include; an overview of Electronic Circuits and Signal Flow, the Physics of Music, Sound, and Acoustics, Microphone and Loudspeaker Design, and Equipment Set-up/Operation/Maintenance. This course also includes a comprehensive overview of recording techniques and microphone applications for stage and studio work. Students will complete assignments and projects that take them through all phases of audio production, from pre-planning, to set-up, recording/tracking, editing, mixing, and production mastering. In this process, students will assume roles and duties that are found in the professional Recording Studio and Sound Reinforcement workplace.



## THEATRE

*Students explore the various roles of theatre artists including actors, directors, designers, playwrights, critics, and technicians. They develop communication, concentration, expressiveness, sensory awareness, coordination, creative thinking, and audience skills. Students use improvisation and work cooperatively in small groups. Study includes the evaluation of creative work and the examination of the relationship between audience and artist. All courses above the Explore Level are sequential and require the recommendation/permission of the instructor.*

### **Theatre Explore: (1 Semester)**

Course code: 11501

Theatre Explore is recommended for students who are new, 6<sup>th</sup> graders, or are looking for a general overview of theatre. By the end of Explore, students will be able to demonstrate an appreciation and understanding of theatre as an art form. They will have examined theatre's historical development, describing major theatrical developments. Students will examine the various roles of theatre artists and learn basic theatre vocabulary. Students will be able to understand and demonstrate appropriate audience skills; proper theatre etiquette; a focused and attentive classroom behavior and collaborative skills.

*Note: Students are welcome to go directly into Foundations of Theatre if they wish to focus more on performances skills.*

### **Foundations of Theatre (Full year)**

Course code: 11511/11512

Prerequisite: *Teacher Recommendation*

Foundations is designed as a **Two (2) year experience** focusing on: development of fundamental skills in voice and articulation; physical movement and expression; utilizing basic staging practices; Understanding dramatic structure; overview of theatre history; understanding and applying elements of design; basic vocabulary of acting technique; fundamental skills in improvisation; foundational script analysis skills; ensemble principles and audition basics.

*Note: Foundations of Theatre must be completed before placement in either of the Elements of Theatre classes.*

### **Elements of Theatre- Physical Technique (Full year)**

Course code: 11521/11522

Prerequisite: *Teacher Recommendation*

This Elements class is designed as a **One (1) or Two (2) year experience** focusing on: character development; physical theatre styles/genres; building dramatic action through non-verbal and verbal inter-actions; spatial awareness; staging and blocking; and the use of physical space for theatrical effect.





## THEATRE

### **Elements of Theatre –Language and Text (Full year)**

Course code: 11531/11532

Prerequisite: *Teacher Recommendation*

This Elements class is designed as a **One (1) or Two (2) year experience** focusing on: Character development through vocal range and variety; interpretation of text and script analysis; building skills to enhance expressiveness through the use of language; and connections of text to culture, historical period; and dramatically constructed worlds/styles.

*Note: Along with a recommendation from your theatre teacher, students must complete both Elements of Theatre: Physical Technique and Language and Text **before** placement in the Theatre Performance Ensemble but these **do not** need to be completed sequentially.*

### **Theatre Performance Ensemble (Full year)**

Course code: 11541/11542

Prerequisite: *Teacher Recommendation*

Designed as an advanced level class where students refine and master performance skills and techniques using a variety of theatre genres and historical styles. Students will learn and apply advanced pedagogy approaches to character development; develop and master audition skills; create original work; learn and apply directing techniques; synthesize textual analysis; research and dramaturgy into informed interpretations of dramatic works in both performance and design; and demonstrate a deep understanding of theatrical elements through critical analysis of performance and production.



## VISUAL ART

*Visual arts offerings provide experiences in both two and three dimensional art forms. Students work in various art media to exploring drawing, painting, design, pottery, sculpture, print making, photography, illustration, and graphics arts. Students investigate cultural, historical, and contemporary contributions of artists, engage in arts criticism and aesthetics, and are involved in preparation of art work for public display. All courses above Explore Level are sequential and require the recommendation/permission of the instructor.*

### **Visual Arts Explore: (1 Semester)**

Course code: 11601

By the end of Visual Arts Explore, students will compare and contrast art works from different cultures, traditions, and times. Through studio practice students will begin to develop their perception skills through the use of contour drawing, basic proportion, positive and negative space and use them to create a composition that utilizes the entire format. Students will be able to express feelings and ideas using the basic elements of art. They will be able to identify line quality, value, color families, linear perspective, visual and tactile textures. Students will independently use tools and materials safely. Students will be able to describe and analyze the works of self and others using arts vocabulary. With assistance, students will mount work for display.

### **Visual Arts Level 1 (Full year)**

Course code: 11611/11612

Prerequisite: *Visual Arts Explore*

Students in Visual Arts Level One will compare and contrast specific attributes of art works that reflect a culture or time and interpret these attributes in their own 2D & 3D work. Through studio practice, students will continue work with their perception skills to intentionally select edges in contour drawing and discern variation in generic proportion. Work in composition will expand to include variation and rhythm. Students will expand their skills and vocabulary in the use of a creative process and reflecting/responding process in the creation and discussion of art work of self and others.

### **Visual Arts Level 2 (Full year)**

Course code: 11621/11622

Prerequisite: *Visual Arts Level 1*

Students in Visual Arts Level Two will be able to differentiate between abstract, realistic, and non-representational styles. Through studio practice, students will develop their perception skills, use basic sighting techniques to establish proportion, use at least three values to create volume and mass in black and white and color, use art elements to express mood or feeling, and use some line variety. Students will be able to use the principles of organization (emphasis and contrast) to create a focal point in a composition. Students' 3-D work will include expressive and interpretive sculpture. Students will use a creative process, with assistance, to make good use of class time and demonstrate care in producing quality work. Using arts vocabulary, students will be able to describe art works of self and others using a responding process. Students will make informed choices to mount their work for presentation.



## VISUAL ART

### **Visual Arts Level 3 (Full Year)**

Course code: 11631/11632

Prerequisite: *Visual Arts Level 2*

Students in Visual Arts Level Three will be able to express and interpret ideas, feelings, and mood using artistic symbols, elements, and principles in a variety of styles and forms. Students will describe the artistic attributes of Expressionism, Impressionism, and Surrealism. Their perception skills will have developed so that students can use gesture drawing to illustrate movement and draw and sculpt accurately from observation. Students will be able to draw negative spaces and use value to define form and surface. They will be able to create unified compositions using principles of organization and control of artistic elements. Students will develop work independently using a creative process and persist in their work even when dissatisfied. Students will be able to prepare a process portfolio to document the development of their work overtime and use a responding process with assistance to evaluate the work of self and others.

### **Visual Arts Focus (Full Year)**

Course code: 11641/11642

Prerequisite: *Visual Arts Level 3 and Teacher Recommendation*

By the end of Visual Arts Focus, students will synthesize elements and principles of organization into unified compositions. Using a creative process, students will be able to develop and sustain artistic work overtime and in depth. Students will use 2D composition and 3D form realistically and expressively. They will be able to differentiate, interpret, and evaluate representative art works of various cultures and times. Students will make informed choices, with assistance, to prepare a thematic gallery exhibit or portfolio. Students will articulate aesthetic criteria to evaluate the work of self and others using a learned critique process.

### **Visual Arts Photo Level 1 (Full Year)**

Course code: 0311v/0312v

Prerequisite: *Visual Arts Explore*

Students in Photo Level 1 will be able to apply the principals of composition, perspective, light, and values to the techniques of photographic imaging. Through studio and field practice, students will develop their skills at composing the overall image through the narrow focus (perspective) of the camera lens. Students will learn to pre-visualize and construct compositions which reflect varied styles and points of view. Students will be introduced to and develop their skills through presentation, labs and field experience, photographic principles, equipment usage, film processing, black and white printing, digital imaging, safe lab practices, organization, and presentation of works. They will learn to describe and analyze their works and those of others using appropriate vocabulary. Unassisted, students will be able to demonstrate correct exposure value, film processing, proofing, editing, and final black and white printing.



## VISUAL ART

### **Visual Arts Photo Level 2 (Full Year)**

Course code: 0321v/0322v

Prerequisite: *Photo Level 1*

Students in Photo Level 2 will be able to use photographic images and photographic principles to express and interpret context, theme, ideas, technique, feeling, and intent. Through instruction and practice with traditional and digital equipment, students will refine basic skills and learn more advanced imaging principles and techniques. Students will focus on photo critique and editing with a resulting goal of creating aesthetically appealing and technically accurate prints. Students will apply new and developing skills to the production of photo presentations. Students will reflect on their work and the work of others using suitable photographic vocabulary. Unassisted, students will be able to create thematic photographic works that show evidence of stylized composition, technical proficiency with equipment, and application of advanced printing techniques.

### **Visual Arts Graphic Design**

Course code: 0201v/0202v (One semester or full year)

Credit earned: .5 or 1 credit in Fine Art or CTE Credit

Prerequisite: *Visual Arts Explore or Teacher Approval*

Students in Graphics will be able to interpret and express specific ideas with graphic images, design, layout, and text. Through studio and lab practice students will learn and develop traditional and technological skills and practices. Students will learn to conceptualize, draft, revise, edit, refine, and complete design oriented projects. Students will learn and incorporate specific design software, digital and classic cut and paste, image enhancement, and page layout. They will be introduced to and practice safe and efficient equipment handling and workplace habits as well as demonstrate an ability to use and apply appropriate software and technology.

### **Advanced Placement (AP) Studio Art 2D (Full year)**

Course code: 0131/0132

Open to grades: 11-12

Credit earned: 1.0 credit in Fine Art or CTE Credit

Prerequisite: *Teacher recommendation*

This course provides advanced art students an opportunity to create and submit a portfolio to the College Board for evaluation and possible college credit, which is the equivalent to the AP exam for studio art. The portfolio provides evidence of quality, concentration and breadth. The student submits work samples to demonstrate quality, and slides for examples of concentration and breadth. Originality is essential, as is demonstration of excellence in the use of arts elements and principles of design.



## VISUAL ART

### **Advanced Placement (AP) Studio Art 2D - Photo**

Course code: 0131VP/0132VP

Open to grades: 11-12

Length: 2 Semesters

Credit earned: 1.0 Visual & Performing Art or Occupational Education

Prerequisite: *Photo 1 and 2 or Teacher approval*

This course is designed for students who are seriously interested in the experience of art and exploring photographic projects of their choosing. AP Photography students submit portfolios for evaluation at the end of the school year rather than taking written exams. The Portfolio consists of digital work samples that demonstrate quality, concentration, and breadth. This College Board program provides a national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while in high school. This class is designed to provide students with the guidance, time and industry-standard equipment to explore and enhance the skills and concepts learned in Photo I and Photo II.

### **Yearbook (Full year)**

Course code: 2731v/2732v Credit earned Fine Art or CTE

Prerequisite: *Visual Arts Explore and Teacher Approval*

Students in Yearbook will develop their organizational, leadership, personal, and team skills to contribute to creating and a quality yearbook. Through review of principles of design and instruction on yearbook content and current industry-standard software, students will create a yearbook while developing skills in concept development, layout design, designing with type, copy writing, photography, and page management. Ethical and legal guidelines will also be addressed. Students will market and sell the book as well as sell advertising to local businesses.

## CREDIT RECOVERY OPTIONS

Contact any Vancouver School District high school counselor for additional information on the following Credit Recovery and Alternative Learning options.

### Vancouver School District Credit Recovery opportunities:

- **FUEL:** Computer-based curriculum which allows students the opportunity to complete coursework from previously failed classes and receive a passing grade and credit. A fee will be charged per semester if taken beyond the 6 period day. Students may complete as many courses as time permits during the semester. Contact the counselor for registration and payment information.
- **Supplemental Online Courses:** Courses offered on-line include Washington State History, health, and CWP (available second semester only). Attendance at an orientation, in addition to completion of assignments using internet access is required. fee will be charged per course. Contact the counselor for registration and payment information.
- **Summer School:** FUEL computer-based curriculum for credit recovery in English, math, social studies and non-lab science. Physical education and senior project credit will also be available. Morning, afternoon and evening sessions may be available, and students may register for multiple sessions. A fee will be charged per session. Applications and information about exact dates will be available from school counselors in the spring of the year.

### Additional Credit Recovery options available through:

- **Correspondence Classes:** Independent study at home, either through the mail or on-line from Brigham Young University or Portland State University. Catalogs are available in the high school counseling center. Costs generally range from \$100 to \$125 per 0.5 credit, plus books.
- **Clark College Class with Admissions Exception:** Form must be completed and approved in advance and student must pass the COMPASS test, proving ability to handle college-level coursework. Student must pay own tuition. Application forms are available from any high school counselor.
- **Clark County Skills Center Summer School:** No Cost! Students can earn 0.5 miscellaneous credits. Contact Skills Center at 604-1050, or ANY Vancouver School District high school career center for information.
- **ESD 112 Credit Recovery:** Eight-week program, \$100 per 0.5 credit. Call 750-7500, ext. 290.

# WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM

## ASSESSMENTS REQUIRED FOR GRADUATION

Statewide testing is important because it helps ensure all public school students, no matter where they go to school, receive a quality education. Washington students are regularly tested by the state to assess their progress as they move through elementary and middle school.

In high school, students are tested on their proficiency of basic skills and content knowledge and must pass specific assessments to be eligible to graduate.

Class of...	English Language Arts	Mathematics	Science
2016	<b>Choose 1:</b> <ul style="list-style-type: none"> <li>• Reading AND Writing HSPE</li> <li>• Smarter Balanced ELA test (exit exam score)</li> </ul>	<b>Choose 1:</b> <ul style="list-style-type: none"> <li>• Algebra 1/EOC</li> <li>• Geometry/EOC</li> </ul>	
2017 and 2018	Smarter Balanced ELA test (exit exam score)	<ul style="list-style-type: none"> <li>• Algebra 1/EOC Exit Exam</li> <li>• Geometry/EOC Exit Exam</li> <li>• Smarter Balanced math test (exit exam cut score)</li> </ul>	Biology EOC <i>(until Next Gen Science Standards)</i>
2019 and Beyond	Smarter Balanced ELA test (cut scores to be determined by State Board of Education)	Smarter Balanced (cut scores to be determined by State Board of Education)	

### High School Proficiency Exam (HSPE)

This test measures the proficiency of students in high school and serves as the state's exit exam. Students must pass this assessment or a state-approved alternative in reading and writing in order to be eligible to graduate.

### End-of-Course Exit Exams (EOC)

End-of-course exit exams for Algebra and Geometry were implemented statewide in the 2011 school year to replace the Mathematics portion of the HSPE. The End-of-course assessment for Biology was implemented statewide in 2012, replacing the Science portion of the HSPE.

### Smarter Balanced Tests

Beginning in the 2014-15 school year, subjects included in the Common Core will be assessed using the Smarter Balanced system. Meeting standard on an 11th-grade Smarter Balanced test is a state-approved assessment alternative for ELA and math for the classes of 2015, 2016, 2017 and 2018. Starting with the Class of 2019, meeting standard on the Smarter Balanced tests will be required for high school graduation.

All Washington state high school students must show they have key reading and writing skills by graduation. Most students will meet this requirement by passing a state exam. Some students with strong skills, however, may need to use an assessment to demonstrate their skills. For these students, state-approved alternatives are available, called Certificate of Academic Achievement (CAA) Options.

## WHAT ARE THE THREE CAA OPTIONS?

### GPA Comparison

A student's grades in English courses and/or math courses are compared with the grades of students who took the same courses AND passed the HSPE. This option is available to students in their 12th grade year.

### Advanced Placement and College Admission Test Scores

Students may use their scores on the SAT reading and math reasoning tests, ACT reading and math tests, and specified Advanced Placement examinations to show they have key skills.

### Collection of Evidence (COE)

The COE is an evaluation of a set of work samples based on classroom work prepared by the student with instructional support from a teacher. It leads to a Certificate of Academic Achievement and is one of three alternative assessments available to Washington high school students. Students must meet eligibility criteria to access the COE.

# SECONDARY PROGRAMS OF CHOICE

## ...MAGNET PROGRAMS OF CHOICE...

Vancouver high schools feature magnet programs for students with a strong interest in a concentrated field of study. Curriculum and instruction allow students to center learning around their areas of interest, while ensuring student competency in reading, writing, communication, and mathematics. Students may choose to attend a magnet program at one of the following high schools in the district:

### **INTERNATIONAL BACCALAUREATE MAGNET @ COLUMBIA RIVER HIGH SCHOOL (Grade 9-12)**

International Baccalaureate is a worldwide honors program with an internationally designed curriculum stressing the importance of expertise in all academic areas and helping students develop critical thinking and research skills that will facilitate their success both at college and within the larger global society. The Pre-Baccalaureate program in grades 9 and 10 prepares students for the rigorous course of studies at the 11th and 12th grade. IB courses are offered in the areas of English/Literature, Mathematics, French, Spanish, German, History, Psychology, Biology, Chemistry, Physics, Computer Science, Art, Music and Film/Movie Making. Successful completion of one or more of these courses and exams leads to college credit recognized at universities throughout the world. Completion of the entire IB Diploma Program may result in priority admission to universities, increased college credit and additional scholarship opportunities. Throughout both stages of the program, students are encouraged to develop their skills in time management and problem solving, view multiple perspectives and reflect on their learning as they apply it to new situations.

### **MEDICAL ARTS MAGNET @ FORT VANCOUVER HIGH SCHOOL (Grades 9-12)**

The mission of the Medical Arts Magnet of Fort Vancouver High School is to introduce students to the expanding field of health care. The magnet is a four-year program with a curriculum that focuses on a selected body of knowledge, skills and attitudes needed for careers in the health care fields. Students will use health, wellness, science, math, technology and medicine as a central theme around which they will structure their high school experience. The four core classes for the magnet include: Health Sciences and Careers, Athletic Medicine, Medical Terminology and Psychology and Health Issues. Magnet students in good academic standing will be eligible to participate in 4 hours of field experience in their junior and senior years. Upon graduation, magnet students will have the skills or the base knowledge to continue in a technical or two/four year college experience.

Students in the Medical Magnet may also earn up to 16 Clark College Credits. The 16 Core Curriculum credits for the Health Sciences Strand prepare students to enter one of many Clark College Certification programs including Pharmacy Tech, Medical Billing and Coding, Medical Receptionist and Medical Transcriptionist.

### **BAY ACES MAGNET @ HUDSON'S BAY HIGH SCHOOL (Grades 9-12)**

The Bay ACES Magnet prepares students for a wide range of design related careers – Architecture, Industrial Design, Interior Design (Environmental/Sustainable Design), Horticulture and Agriculture Production Specialists, Engineers (Environmental/Pollution Control, Sustainable Energy), Environmental Scientist, and Careers in Natural Resources field. The ACES Magnet program is dedicated to providing a challenging academic program that prepares students with the skills to enter the workforce directly and the base knowledge to continue in a technical or four-year college experience and beyond. These courses emphasize problem-solving skills and design processes. Individual and group research and design projects allow students to experience the integration of art, science and business to design a more sustainable world. Students will be eligible to earn a Magnet Certificate of Participation. ACES Completion are required to complete an application, 2 Intro Courses, 1 Advanced Course, and 10 hours of community service per magnet course taken and a capstone presentation.



## SECONDARY PROGRAMS OF CHOICE

### SCIENCE-MATHEMATICS-TECHNOLOGY MAGNET @ SKYVIEW HIGH SCHOOL

(Grades 9-12)

The Skyview SMTM is dedicated to providing a challenging academic program that prepares students for college level study while letting them participate in a traditional high school experience. The program focuses on the integration of rigorous science, math, and technology content to solve difficult problems using a hands-on approach. Skyview SMTM also offers Project Lead The Way pre-engineering, computer science courses, including video game programming courses. These courses emphasize problem-solving skills and design processes used by engineers and programmers that are incorporated with state-of-the-art technology and hands-on projects. Advanced Placement (college level) science and math classes are also offered to earn college credit for universities within the United States. Individual and group research, design projects and academic competitions allow students to experience the challenges of their future careers. If a student is considering a career with a foundation in science, engineering, technology or math, then successful participation in the Skyview SMTM will ensure them the necessary course work to build a competitive transcript when applying for admission to future programs, colleges and universities.

### VANCOUVER SCHOOL OF ARTS AND ACADEMICS SCHOOL OF CHOICE

(Grades 6-12)

The Vancouver School of Arts and Academics offers a complete middle school and high school program where the arts are at the core of an interdisciplinary curriculum. All students study science, mathematics, social studies, English, and health, as well as artistic studies in dance, music, theatre, literary arts, visual arts, and moving image arts. The daily atmosphere of creative work, self-discipline, and collaboration prepares students for success in college, career and life. Advanced Placement courses are available in English, history, government, math, and visual art. World Language and Career and Technical Education courses are offered as well. All students at VSAA have the opportunity to explore each of the 6 art forms. At the high school-level, students progress into the more advanced focus level classes for their chosen art forms. Students may also participate in a variety of artistic and academic after-school clubs and activities.

(All students must attend the school full time.)

### VANCOUVER FLEX ACADEMY

(Grades 9-12)

Flex Academy is a school of choice, blazing a trail for motivated, hard-working students who will excel in a non-traditional school setting. Flex Academy uses a Blended Learning model that combines online education with face-to-face instruction to prepare students for college, career and life readiness.

At Flex Academy, students attend school five days a week. Instruction is divided between classes and independent online study with teacher supervision and support. Class schedules vary based on a student's need and progress. Students who choose to attend Flex Academy learn to take responsibility for themselves and their education as they prepare for college and beyond.

## SECONDARY PROGRAMS OF CHOICE

### VANCOUVER iTech PREPARATORY SCHOOL OF CHOICE

(Grades 6-12)

Vancouver iTech Preparatory is a school of choice for students interested in STEM fields (science, technology, engineering, and math). This school provides project-based learning opportunities in a technology-rich, 21st century learning environment. While iTech Prep has a STEM focus, art and design principles are integrated into the core curriculum. In addition, all students take Spanish. Curriculum is integrated across courses and iTech Prep takes a project-based learning, hands-on approach, where multiple subjects are addressed in each project. Yearly school-wide themes focus student learning on transferable knowledge and practical skills such as communication, collaboration, teamwork, and problem-solving. Students demonstrate and apply their knowledge as they design and engineer solutions to real-world problems. Curiosity as well as critical and creative thinking are nurtured in an environment in which the problem-solving process is as highly valued as the end product. High school students will have the opportunity to earn college credit while at iTech Prep. Middle school students attend school at the Jim Parsley Community Center and high school students attend school at the Clark College Building on campus at Washington State University Vancouver. Transportation is provided.

### CENTER FOR INTERNATIONAL STUDIES

(Grades 9-12)

Fort Vancouver High School Center for International Studies is part of the Asia Society's International Studies Schools Network. Fort's Center for International Studies school-wide program develops students' global competence by actively engaging students in all coursework to positively impact our world. Globally competent students:

Investigate the world by asking important questions and conducting research about locally and globally significant issues.

Recognize perspectives, both of others and themselves, to better understand interactions, situations, and events in our world.

Communicate ideas in an appropriate manner to diverse audiences to positively impact understanding and collaborate in an interdependent world.

Take action, both personally and collaboratively, to positively contribute to local, regional, and global issues.

At the Fort Vancouver High School Center for International Studies, students in all classes are actively learning about global issues and how they can positively impact their world. All Fort students have access to a wide variety of globally-focused coursework including Contemporary Cultures in Literature, Exploring Foods, Mandarin, Model United Nations, Natural Resources and Conservation, AP Spanish Language and Culture, and Contemporary World Problems. The Fort Vancouver High School Center for International Studies has a Travel Center where students can explore learning opportunities within the United States and internationally to broaden their perspectives and enhance their high school experience. Students at Fort also have the option to earn an International Studies diploma through completing written and experiential projects, school and community service, and participating in cultural events along with their required coursework.

## **SECONDARY HALF-DAY PROGRAMS OF CHOICE**

Fort Vancouver High School provides two half-day programs of choice. These morning programs are open to all Vancouver Public Schools students. An application must be completed for students to be considered for acceptance into any half-day program of choice. The district provides transportation for any student who enrolls in any of these half-day programs of choice if the student's home school is other than Fort Vancouver High School.

**APPLICATION PROCESS:** Applications are reviewed and accepted based on genuine and expressed student interest as detailed through application completion.

### **CULINARY ARTS @ FORT VANCOUVER HIGH SCHOOL (Grades 10-12)**

Extensive hands-on opportunities in catering, restaurant management, and food service offer Culinary Arts students "real-world" job experience while developing leadership, teambuilding, and employability skills. Students in this program have the opportunity to prepare and serve food for a variety of district-sponsored events, both formal and informal, while building skills ranging from customer service to barista to line cooking. Each student will complete an internship at the student operated Passport Café located at the Jim Parsley Center where they will work alongside the instructor as they put into practice the skills they have learned. Culinary students have the opportunity to join SkillsUSA and compete in regional, state, and national Leadership and Culinary competitions. This half-day program is offered morning session only.

### **MACHINE WELDING TECHNOLOGY @ FORT VANCOUVER HIGH SCHOOL (Grades 10-12)**

This program is designed to provide students with the technical knowledge and skills to pursue welding and fabrication associated career opportunities. Safe work habits and the proper use of materials are stressed as students learn the application of tools, machines, and welding basics. They also learn blueprint reading, how to weld joints in all positions, and apply mathematics from basic math to trigonometry. This program is endorsed by a national industry consortium and student progress can be recorded in a national database for articulation to trades. OSHA-endorsed safety training can be earned and industry standard instructional materials and equipment are utilized. Exceptional students have the opportunity to take the AWS certified welding test and be credentialed by a testing lab. This half-day program is offered morning session only.

Vancouver School District No. 37

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