

# **OLYMPIA HIGH SCHOOL**

## **Course Catalog**

### **2021-2022**



**1302 North Street SE  
Olympia, WA 98501  
(360) 596-7000**

**[olympia.osd.wednet.edu](http://olympia.osd.wednet.edu)**

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# NOTICE OF NON DISCRIMINATION

The Olympia School District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

The Olympia School District offers classes in many Career and Technical Education (CTE) program areas under its open admissions policy. These program areas include: Agriculture; Foods & Natural Resources; Architecture & Construction; Arts; A/V Technology & Communications; Business, Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; and STEM (Science, Technology, Engineering & Mathematics). For more information about CTE course offerings and admissions criteria, contact Pat Cusack, Director of College and Career Readiness, 1113 Legion Way S.E., Olympia, WA 98501, (360) 596-6102. Lack of English language proficiency will not be a barrier to admission and participation in CTE programs. The designated contacts for inquiries regarding the nondiscrimination policies, reports of alleged sexual harassment, concerns about compliance, and/or grievance procedures are listed below.

## AVISO DE NO DISCRIMINACIÓN

El distrito escolar de Olympia proporcionará igualdad de oportunidades y tratamiento para todos los estudiantes en todos los aspectos del programa académico y actividades sin discriminación por motivos de raza, religión, credo, color, origen nacional, edad, veterano de baja honorablemente o estado militar, el sexo, la orientación sexual, expresión o identidad de género, estado civil, la presencia de cualquier discapacidad sensorial, mental o física, o el uso de un perro guía entrenado o animal de servicio por una persona con una discapacidad. El distrito proporcionará la igualdad de acceso a las instalaciones escolares a los Boy Scouts of America y todos los demás grupos juveniles designados enumerados en el Título 36 del Código de los Estados Unidos como una sociedad patriótica. Los programas del distrito estarán libres de acoso sexual. Las ayudas y servicios auxiliares serán proporcionados a solicitud para personas con discapacidad.

El distrito escolar de Olympia ofrece clases en muchas áreas del programa de Carrera y Educación Técnica (CTE) en virtud de su política de admisión abierta. Estas áreas del programa incluyen: Agricultura; Alimentos y Recursos Naturales; Arquitectura y Construcción; Letras; A / V Tecnología y Comunicaciones; Negocios, Gestión y Administración; Educación y capacitación; Financiar; Administración Pública y Gobierno; Ciencia de la salud; Servicios Humanos; Tecnología Información; Derecho, Seguridad Pública, Correcciones y Seguridad; Fabricación; Márketing; y STEM (Ciencia, Tecnología, Ingeniería y Matemáticas). Para obtener más información sobre la oferta de cursos de CTE y criterios de admisión, contacte al Director de CTE Pat Cusack, 1113 Legion Way SE, Olympia, WA 98501, (360) 596-6102. La falta de dominio del idioma Inglés no será una barrera para la admisión y participación en los programas CTE.

Las siguientes personas han sido designadas para manejar las preguntas con respecto a las políticas de no discriminación, informes de presunto acoso sexual, la preocupación por el cumplimiento y / o procedimientos de queja:

<b>Knox Administrative Center /Knox Centro Administrativo</b>	(360) 596-6100 111 Bethel St NE, Olympia
<b>Title 9 Compliance Officer / Oficial de Título IX</b>	<b>Angela Nadeau</b> , (360) 596-8545, <a href="mailto:anadeau@osd.wednet.edu">anadeau@osd.wednet.edu</a>
<b>Coordinator of Section 504 and ADA / Coordinadora de Sección 504 y ADA</b>	<b>Ken Turcotte</b> , (360) 596-7542, <a href="mailto:kturcotte@osd.wednet.edu">kturcotte@osd.wednet.edu</a>
<b>Affirmative Action and Civil Rights Compliance Officer / Oficial de Acción Afirmativa y Coordinador del Cumplimiento con los Derechos Civiles</b>	<b>Scott Niemann</b> , (360) 596-6193, <a href="mailto:sniemann@osd.wednet.edu">sniemann@osd.wednet.edu</a>
<b>Director of Career and Technical Education Director de Educación Profesional y Técnica</b>	<b>Pat Cusack</b> , (360) 596-6102, <a href="mailto:pcusack@osd.wednet.edu">pcusack@osd.wednet.edu</a>

# GENERAL INFORMATION

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## CLASS REGISTRATION

Students should select six year-long classes in a serious and responsible manner. Students are encouraged to read course descriptions in the course catalog prior to selecting classes. Be intentional about your choices; classes should fit into your future plans as well as meet graduation requirements. Ask questions if you do not understand the requirements of the course. Most classes are year-long and will not be changed without extenuating circumstances.

## WITHDRAW POLICY

Schedule changes typically will not be made unless an error in course placement has been made. Schedule change requests must meet the criteria on the form provided by the counseling center and must be made within the first ten days of 1<sup>st</sup> semester and the first five days of 2<sup>nd</sup> semester. A student who chooses to withdraw from a class after the 10th day of 1st semester or 5th day of 2nd semester will receive an "F" grade on the transcript and it will become part of their cumulative GPA. If extenuating circumstances must be considered, an appeal may be made to the appropriate administrator. Students cannot drop a course, even when accepting a failing grade for the course, unless another appropriate course is available to replace it in the schedule.

## REPEATED CLASSES

A failed class may be repeated without prior permission; however, for grade improvement, the student must receive prior approval by the counselor and/or administrator or it will not be considered for grade improvement. Approval cannot be granted retroactively.

In accordance with Washington Administrative Code (WAC), WAC 392-415-055; *only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.* The credits earned of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted.

Note that not all programs may be offering the same courses as those offered in the home high school and may not be approved for grade replacement.

## TRANSCRIPTS

Grades are posted to the transcript at the end of each semester. Official transcripts may be requested in the Career Center or Counseling Center. All fines must be taken care of before an official transcript is released. If the transcript is to be included with any additional reports/forms, please note that on the Transcript Request form.

## GRADUATION WALK ELIGIBILITY

In order to participate in the commencement ceremony, seniors must be enrolled and maintain satisfactory progress in the proper number and type of courses that will satisfy ALL graduation requirements. This may include evening courses or correspondence courses that are approved by the school counselor and completed before commencement ceremonies. Summer school credits may NOT be planned to establish a student's eligibility to walk in the graduation ceremony.

## HIGH SCHOOL LEVEL COURSES TAKEN IN MIDDLE SCHOOL

Students in the classes of 2022 and 2023 who completed high school credit courses prior to 9th grade are eligible to have those grades and credits placed on their high school transcript. **A request can be made to add the credit (Opt In) at any time up to the point of the student's junior year credit review with his/her counselor. Students/parents must sign the form (from counseling) if they decide to apply their course to their high school transcript.** Please note that once the grades are added to the high school transcript, the grade and credit cannot be removed and will permanently be included in the computation of the student's grade point average.

Students class of 2024 and beyond - high school level courses will automatically be added to their high school transcript. A request can be made to "Opt Out" and have the grades removed. **Students/parents must sign the form (from counseling) if they decide to remove (Opt Out) of high school level courses taken prior to 9th grade so the classes will not be applied to their transcript.**

# EARNING A HIGH SCHOOL DIPLOMA

## Olympia School District GRADUATION REQUIREMENTS WORKSHEET CLASS OF 2022 & Beyond

Graduation Requirement	Credits	Notes and Details <i>Use this space to check off semesters completed</i> <i>each box = 0.5 credit (one semester course)</i>
Art* (see note below)	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Career and Technical Education (CTE)	1	<input type="checkbox"/> <input type="checkbox"/>
Electives	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
English	4	English 1 <input type="checkbox"/> <input type="checkbox"/> English 2 <input type="checkbox"/> <input type="checkbox"/> English 3 <input type="checkbox"/> <input type="checkbox"/> English 4 <input type="checkbox"/> <input type="checkbox"/>
Health	0.5	<input type="checkbox"/>
Mathematics** (see note below)	3	Algebra 1 <input type="checkbox"/> <input type="checkbox"/> Geometry <input type="checkbox"/> <input type="checkbox"/> Algebra 2 <input type="checkbox"/> <input type="checkbox"/> 3rd year option: _____
Physical Education	1.5	<input type="checkbox"/> Freshman PE (required) <input type="checkbox"/> <input type="checkbox"/>
Science** (see note below)	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Social Studies Note: The Washington State History requirement is typically satisfied in middle school. If not, consult with your school counselor for options.	3	WA State History (8 <sup>th</sup> ) <input type="checkbox"/> World History 10 <input type="checkbox"/> <input type="checkbox"/> US History 11 <input type="checkbox"/> <input type="checkbox"/> Senior Social Studies: (Civics +.5 other SS) <input type="checkbox"/> <input type="checkbox"/>
World Language*** (see note below)	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High School & Beyond Plan (HSBP)	Requirement	Met / Not Met
Total Credits Required:	<b>24</b>	_____ Total credits remaining for graduation

**Note:** \*1.0 credit of art may be substituted with any other elective course based on student's High School Beyond Plan\*\* All students must earn credit in Algebra 1 and Geometry. The third credit of math and science are determined by the students High School Beyond Plan, and approved by the parent/guardian. If the parent does not indicate a preference, the school counselor or principal may approve the student's choice (WAC 180-51-068).

\*\*\* World Language credits may be substituted with any other elective course based on the student's HSBP

# ADDITIONAL STATE GRADUATION REQUIREMENTS

Our state graduation requirements are designed to ensure students have a solid foundation of reading, writing, math, and science skills, no matter the path they choose after high school. We encourage families to meet regularly with their school counselor to ensure their student is on track for graduation.

To earn a high school diploma, high school students must:

1. pass specific state exams (see assessment requirements below),
2. earn all state and district credit requirements (see OSD Graduation Requirements Worksheet), and
3. successfully complete a High School and Beyond Plan (HSBP).

For more information on state or district graduation requirements, speak to your school counselor and visit:

[www.k12.wa.us/GraduationRequirements](http://www.k12.wa.us/GraduationRequirements).

**The Class of 2019 and beyond:** Students must pass the state exam in **English Language Arts** and **math**, state-approved alternatives, or assessments for students in special education. Note: A student's graduating class is determined by the date they first enter ninth grade.

## State-Approved CAA Alternatives for SBA English Language Arts & Math

<http://www.k12.wa.us/assessment/GraduationAlternatives/default.aspx>

Graduation Assessment Requirement	SAT with Essay (March 2016 or later)	SAT® (March 2016 or later)	ACT with Writing	ACT (no Writing)®
Math	430	430	16	16
English Language Arts (ELA)	410	N/A	14	N/A

1. **ACT or SAT:** Students may submit test results from the ACT or SAT if the SBA/EOC test has been taken at least once. A score verification form is required—please see your counselor.
2. **Advanced Placement (AP)/International Baccalaureate (IB):** Consult with your school counselor if you need to explore using this as a state-approved alternative for CAA.
3. **GPA Comparison:** This option is available to students in their 12th grade year who have a 3.2 cumulative GPA or higher across all courses. Grades in either math or English courses are compared to the grades of other students who have taken the same courses AND passed the state exam. If the student's math or English grade point average is equal to or higher than the English or math grade point average for the comparison cohort, the student will be given credit for the GPA comparison option.

**SBA Credit Retrieval:** Through successful completion of the SBA, a student may earn a 0.5 credit in English or math if he/she has failed a semester of a course in any of these areas during the 9th or 10th grade year. No more than 0.5 credits will be granted in each discipline.

State-Approved Alternatives for Special Education Students: See your school counselor and IEP case manager for details.

# COLLEGE CREDIT OPTIONS IN HIGH SCHOOL

Students are expected to make course decisions keeping in mind graduation requirements, their interests, and their post high school educational goals. The following educational opportunities are provided to Olympia School District students to meet individual academic needs:

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## ADVANCED PLACEMENT (AP) COURSES AT OLYMPIA HIGH SCHOOL (GRADES 10-12)

Advanced Placement courses follow a set curriculum taught at the college level. Colleges may award college credit based upon successful completion (as determined by the individual college or university) of Advanced Placement exams taken at the conclusion of the course. Students enrolled in AP courses have the opportunity to earn an Academic Honors Scholar Diploma. For information on courses and other requirements needed to earn an Academic Honors Scholar Diploma, see your school counselor.

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## COLLEGE IN THE HIGH SCHOOL (CIHS)

College in the High School is a program which allows students in grades 10-12 to receive college credit and high school credit through college-level courses taken at their high school. These courses offer college credit at a significantly reduced tuition rate, and provide students with a college transcript reflecting these courses upon graduation from high school. Check your school's course catalog to find which courses are offered for College in the High School credit. Also plan to contact the colleges you are interested in applying to in order to verify that College in the High School credits will be accepted.

### CiHS 2022

**AP ENGLISH 3** - ENGL101 & ENGL102 - CENTRAL WA UNIVERSITY - 5 COLLEGE CREDITS PER TERM

**AP ENGLISH 3** - ENGL101 & ENGL201 - EASTERN WA UNIVERSITY - 5 COLLEGE CREDITS PER TERM

**AP ENGLISH 4** - ENGL105 - CENTRAL WA UNIVERSITY - 5 COLLEGE CREDITS -PRE REQ OF ENGL101

**AP CALCULUS AB – MATH151 & MATH152** - ENGL105 – SOUTH PUGET SOUND CC - 5 COLLEGE CREDITS PER TERM

**HONORS CHEMISTRY** – CHEM 110 – UNIVERSITY OF WA- 5 COLLEGE CREDITS

**AP ENVIRONMENTAL SCIENCE** – ENST201& ENST202 –CENTRAL WA UNIVERSITY- 5 COLLEGE CREDITS PER TERM

**AP US HISTORY** – HIST111 & HIST112 – EASTERN WA UNIVERSITY – 5 COLLEGE CREDITS PER TERM

**AP PSYCHOLOGY** – PHYC100 –EASTERN WA UNIVERSITY – 5 COLLEGE CREDITS

**AP GOVERNMENT & POLITICS** – POSC210 –CENTRAL WA UNIVERSITY – 5 COLLEGE CREDITS

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## CTE DUAL CREDIT (CTE DC)

Dual Credit is a partnership between high schools and community colleges to provide high school students the opportunity to earn college credit in addition to high school credit in qualifying Career and Technical Education (CTE) courses provided at their high school. Dual Credit college credits earned in CTE courses can be applied directly to college certificate and technical degree programs. A grade of a "C" or better is required to earn college credit for most courses. However, some community colleges require a "B" or better to earn college credit. Please check your schools course catalog for these course specific details.

### CTE DUAL CREDIT COURSES 2022

**ACCOUNTING 1** - OFTEC &170 SOUTH PUGET SOUND CC - 5 COLLEGE CREDITS "B" OR BETTER - NO FEE

**EARLY CHILDHOOD EDUCATION 1** - ECED&100- SOUTH PUGET SOUND CC - 3 COLLEGE CREDITS "B" OR BETTER -NO FEE

**EXPLORING COMPUTER SCIENCE** - BATES TC, CLOVER PARK TC OR PIERCE CC - 5CREDITS WITH "C" OR BETTER -NO FEE

**3D DESIGN & FABRICATION** - ENGR&111- BATES TC -5 COLLEGE CREDITS - "C" OR BETTER - NO FEE

**AP COMPUTER SCIENCE** - CIS&160- SOUTH PUGET SOUND CC – 5 COLLEGE CREDITS "B" OR BETTER - NO FEE

**SPORTS MEDICINE 1** – KINS155 - PIERCE CC – 5 COLLEGE CREDITS FOR "C" OR BETTER – NO FEE

**SPORTS MEDICINE 2** – KINS258 - PIERCE CC – 5 COLLEGE CREDITS FOR "C" OR BETTER – NO FEE

**SPORTS MEDICINE 3** – KINS250 - PIERCE CC – 5 COLLEGE CREDITS FOR "C" OR BETTER – NO FEE

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## RUNNING START

The Running Start Program in Washington State provides the opportunity for eligible high school juniors and seniors to attend college-level classes at a local community college, tuition free. Students will be responsible for purchasing books and supplies, assessment and technology fees, and transportation. Students must pass the Computerized Placement Test (CPT) in English and Reading, administered at the community college in order to participate in the Running Start program. Students will receive both college and high school credit for 100 level and above classes completed at the community college. For more information about the program contact your counselor. <https://spscc.edu/apply/runningstart>



# ADDITIONAL EDUCATIONAL OPPORTUNITIES

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## AVANTI HIGH SCHOOL (GRADES 9-12)

Avanti High School is a "School of Choice" in the Olympia School District. Visit Avanti's website at [ahs.osd.wednet.edu](http://ahs.osd.wednet.edu) for more information.

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## NEW MARKET SKILLS CENTER (GRADES 11-12)

The New Market Skills Center is available to junior and senior level students only. New Market provides career and technical education in 22 industry-standard programs. For more information visit their website at [www.newmarketskills.com](http://www.newmarketskills.com).

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## OLYMPIA REGIONAL LEARNING ACADEMY (ORLA) (GRADES 9-12)

ORLA utilizes I Connect, an online learning program that offers students grades 9-12 the opportunity to earn their high school diploma. Students can be enrolled on a full-time or part-time basis. ORLA is not NCAA-approved. <https://orla.osd.wednet.edu>

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## ONLINE CREDIT RECOVERY

Online credit recovery is available for students who have previously failed a graduation requirement. Enrollment by school counselor and/or administrator only. Note: Credit retrieval courses are not NCAA-approved and only earn a Pass/Fail grade.

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## WORLD LANGUAGES- COMPETENCY-BASED CREDITS

In July 2010, the Washington State Board of Education (SBE) endorsed a model policy and procedure for districts to offer competency-based credits for world languages (i.e. based on a student's demonstrated proficiency in a language that was not gained via high school coursework). Students interested in gaining high school credit in this way may contact their school counselor for more information.

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# POST-HIGH SCHOOL OPTIONS

There are many options available to students after high school to support their career goals. The selection of appropriate high school courses is very important in preparing for entrance to post-secondary education and the world of work. Visit your Career Center and/or see below for more information about post-high school options.

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## APPRENTICESHIP

Apprentices spend part of their time in classroom settings and part of the time on the job learning a trade while earning a living wage. The number of available apprenticeships is set by industry demand, and is quite competitive. You must be at least 17 years old, physically capable of doing work, and have a high school diploma or GED. Contact the joint Apprenticeship Training Committee or Union representing the trade for requirements. Apprenticeship programs in Washington State: <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/default.asp>

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## MILITARY

Military service provides training in a wide range of career pathways as well as financial resources for college. You must be at least 17 years old (with your parent's/guardian's permission), meet physical fitness requirements, and achieve qualifying scores on the Armed Services Vocational Aptitude Battery (ASVAB) test.

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## COMMUNITY COLLEGE/TECHNICAL SCHOOLS

Community colleges offer a variety of pathways toward future educational and career goals: (1) two-year Associate Degree, (2) career-focused certificates, and (3) transfer plans to a four-year university. To apply you must be 18 years old and a high school graduate; or have applied for admission through Running Start; or age 16 and not currently enrolled in high school or have permission from your high school. All applicants have to take the COMPASS test/Accuplacer for placement in English and math. Students may be able to use their SBA ELA and Math scores, if Level 3 or higher, to demonstrate readiness for college and fulfill the placement test requirement.

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## FOUR YEAR COLLEGES/UNIVERSITIES

The following represent the minimum entrance requirements for public four-year colleges and universities in Washington State. **Students are encouraged to take math, science, English, and world language beyond the minimum entrance requirements to make your curriculum as rigorous as possible throughout your four years.**

CADR (College Academic Distribution Requirement)	YEARS OF STUDY
English	4 years
Math (up through Algebra 2)	3 years - including one in the senior year (sequential math placement recommended)
Social Studies	3 years
Science	2 years of laboratory—including at least one year of chemistry or physics (three years recommended)
World Language	2 years of the same (three years recommended)
Fine, Visual & Performing Arts	1 year

College entrance requirements vary from one college to another. In addition to meeting minimum course studies, your admission to a four-year college will be based upon many factors, including, but not limited to, cumulative GPA, test scores from either the ACT or SAT, and essays. Additionally, some highly selective colleges may require the SAT Subject Tests. Please consult your counselor for further information regarding the college application process and for help to discern minimum entrance requirements for the colleges you are interested in attending.

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## NCAA ELIGIBILITY: FOR ATHLETES CONSIDERING DIVISION I AND II SCHOOLS

**Student athletes planning to participate in college/university sports should register with the NCAA by the end of their junior year.** Students should also discuss academic eligibility requirements with their school counselor. The NCAA Athletic Eligibility Center does not accept credit earned in middle school coursework. It is the responsibility of the student athlete and parent/guardian to review this information prior to enrolling in a non-traditional course. NCAA approved courses are listed on the NCAA website to help assure a student selects courses that meet NCAA requirements. Application and fee information is available at [www.ncaa.com](http://www.ncaa.com).

# OHS COURSES BY GRADUATION REQUIREMENT

## FINE, VISUAL OR PERFORMING ARTS

### **Credits Required: 2**

*1.0 credit of art may be substituted with any other elective course, based upon students' High School and Beyond Plan or Personal Pathway.*

### **Art 1: Visual Art - ART100**

#### **Art and/or CTE: 9, 10, 11, 12**

There is something for everyone in art and everyone has room to grow and improve. Students will practice and explore a variety of art techniques to create projects in drawing, paintings, printmaking, collage, sculpture, and more. Students also learn the highlights of art history, valuable work skills, and explore career opportunities in the field of art.

### **Art 2: Commercial Art - ART104**

#### **Art and/or CTE: 10, 11, 12**

**Prerequisite:** Successful completion of Art 1 or teacher approval.

Observational drawing, concept sketching, painting, in depth exploration of the elements and principles of design through visual problem solving and design, and art history. Projects include poster design, book illustration, contests, and other professional experiences. In addition, students will be introduced to commercial concepts such as client-based project management, explore career opportunities in art, and begin to develop a portfolio of their work.

### **Art 3: AP Studio Art Portfolio - ART106**

#### **Art and/or CTE: 11, 12**

**Supplies:** Students provide their own brushes and utensils. Other materials will be provided.

**Prerequisite:** Successful completion of Art 1 and Art 2

This course prepares students for the AP Art Exam by developing a portfolio and applying art concepts in realistic situations. Exhibitions, presentations, and contests develop technique and have strict deadlines. This course is for serious art students who have a passion to create at home and in the class. One project is due every two weeks in addition to homework. Upon completion of this class, students are prepared to take The College Board's AP exam.

### **Pottery 1: Beginning - ART108**

#### **Art and/or CTE: 10, 11, 12**

**Supplies:** Sponge, basic ceramic tools, #1 Exacto knife, assorted brushes, water container (yogurt cups).

This course introduces students to a variety of methods and techniques for utilizing clay for both functional and sculptural works of art. Students will learn to construct using a variety of hand building techniques as well as throwing on the potter's wheel and learning about a variety of glazing types and methods. Students also learn the basics of loading and firing kilns, preparing clay, and how clay connects us to thousands of years of history and civilization. Entrepreneurism, commercial art business skills, and career opportunities in the field of visual art are also included in this course.

### **Pottery 2: Advanced - ART110**

#### **Art and/or CTE: 11, 12**

**Prerequisite:** Successful completion of Pottery 1 and application.

Pottery 2 is an opportunity to deepen and strengthen skills and technical proficiencies gained in Pottery 1. Advanced students will extend their technical and practical knowledge and independently develop their own body of artwork, culminating in a portfolio of work at the end of the year. We will take a deeper dive into surface treatments (including glaze chemistry), firing schedules, and loading and firing kilns, as well as apply for shows, exhibits, and/or galleries. Successful students are self-motivated and proficient with basic techniques (pinching, coiling, slab construction, wheel throwing, trimming, basic glaze chem, states of clay, etc) that were developed in Pottery 1.

## Concert Band – MUS403

**Art:** 9

**Prerequisite:** Prior experience on band instrument or piano.

**Supplies:** Instrument, appropriate black attire for performances.

For incoming freshmen who have been part of middle school band. There is a strong emphasis on fundamental skill development, refinement and performance. This class is an introduction to the Olympia High School Band program.

## Jazz Band – MUS413

**Art:** 10, 11, 12

*0-hour, .25 credit per semester*

**Prerequisite:** Enrollment in a core music class (Band, Orchestra, Choir) at OHS. By audition only.

**Supplies:** Instrument, appropriate black attire for performances.

This course is designed for students who are new to Jazz or are developing their skills, playing in various styles and learning to improvise. Rehearsals are at 6:45am.

## Percussion Ensemble – MUS409

**Art:** 9, 10, 11, 12

**Prerequisite:** Prior experience on band instrument, piano, or instructor approval.

**Supplies:** Instrument (sticks/mallets/mallet bag), appropriate attire for performances.

All percussionists are drawn from their corresponding wind band and placed in this class. Emphasis is placed on learning and refining rudimentary technique of snare, mallets, and timpani in addition to the multitude of auxiliary percussion instruments. Students perform with their corresponding ensembles at concerts, as well as studying and performing specific percussion ensemble music.

## Symphonic Band – MUS405

**Art:** 10, 11, 12

**Prerequisite:** Prior experience, or instructor approval.

**Supplies:** Instrument, appropriate black attire for performances.

For advanced winds who wish to explore and perform major works from the band literature. There is an emphasis on further skill development and refinement of abilities.

## Wind Ensemble – MUS407

**Art:** 11, 12

**Prerequisite:** By audition only.

**Supplies:** Instrument, appropriate black attire for performances.

This elite ensemble is dedicated to performing the most challenging works in the repertoire. Students are expected to have well-developed skills and habits, and to be committed to the band program. While exploring challenging wind ensemble literature and developing chamber music skills, select members of the wind ensemble also rehearse with and perform as members of the full Symphony Orchestra.

## String Orchestra – MUS503

**Art:** 9

**Prerequisite:** Prior experience on orchestral stringed instrument.

**Supplies:** Instrument, appropriate black attire for performances.

This course is for entering freshmen who have been part of middle school orchestra. There is a strong emphasis on skill development and performance.

## Sinfonietta – MUS505

**Art:** 10, 11, 12

**Prerequisite:** Completion of String Orchestra or instructor approval.

**Supplies:** Instrument, appropriate black attire for performances.

This course is for advanced string players. There is an emphasis on exploring orchestral literature and skill development.

## Symphony Orchestra – MUS507

**Art:** 11, 12

**Prerequisite:** By audition only, winds selected from wind ensemble.

**Supplies:** Appropriate black attire for performances, instrument.

For advanced string players who wish to explore and perform major works from the symphonic and string orchestra literature. There is a strong emphasis on literature and performing.

## Chamber Orchestra – MUS509

**Art:** 10, 11, 12

*0-hour, .25 credit per semester*

**Prerequisite:** By audition only.

**Supplies:** Appropriate black attire for performances, instrument.

The total emphasis is on performing. Students are expected to possess strong skills that allow for the study and performance of major chamber orchestra literature. Students have many performances throughout the community.

Rehearsals are at 6:45am.

## Voce – MUS303

**Art:** 9, 10, 11, 12

**Supplies:** Uniform.

This is a beginning choir open to singers who wish to improve their singing skills and navigate vocal issues that are unique to the changing tenor/bass voice. All students will be screened at the beginning of the year to determine appropriate class placement. There is a strong emphasis on skill development and the performance of a variety of both sacred and secular choral literature. Students are expected to take part in all performances by the group outside the school day.

## Cantate – MUS305

**Art:** 9, 10, 11, 12

**Supplies:** Uniform.

This is a beginning choir open to singers who wish to improve their singing skills and navigate vocal issues that are unique to the changing soprano/alto voice. All students will be screened at the beginning of the year to determine appropriate class placement. There is a strong emphasis on skill development and the performance of a variety of both sacred and secular choral literature. Students are expected to take part in all performances by the group outside the school day.

## Concert Choir – MUS307

**Art:** 10, 11, 12

**Prerequisite:** By audition only

**Supplies:** Uniform.

This select choir is for intermediate to advanced singers wanting to explore and perform a variety of sacred and secular choral literature. Students are expected to take part in all performances by the Concert Choir outside the school day.

## Symphonic Choir – MUS309

**Art:** 11, 12

**Prerequisite:** By audition only.

**Supplies:** Uniform

This is a select choir for advanced singers who wish to explore and perform a variety of both sacred and secular choral literature. Students are expected to take part in all performances by the Symphonic Choir outside the school day.

## Chamber Choir – MUS311

**Art:** 10, 11, 12

*0-hour, .25 credit per semester*

**Prerequisite:** By audition only, must be a member of Concert Choir or Symphonic Choir.

**Supplies:** Must provide their own outfit.

Small select mixed vocal ensemble with total emphasis on performing. Students must attend all rehearsals at 6:45am and all performances outside the school day.

## Success Oriented Music Education (SOME) – MUS301

**Art:** 10, 11, 12

**Prerequisite:** Application

This unique general music class is designed to give all students a chance to experience and perform music at their best individual level. Special needs students needing extra assistance are paired with general education students who serve as “tutors”, to enable them to be more successful in various types of song, dance, developmental, exploratory, and instrumental activities.

## Theater 1: Introduction – ART120

**Art:** 9

Introduction to Theater courses provide a broad overview of the art, conventions, and history of Theatre. Although the courses will include experiential exercises and performance: students will learn about all aspects of theatre including - but not limited to - basic techniques in acting, major developments in theatre, major playwrights and genres, the evolution of theater as a cultural tradition, and critical appreciation of the art and craft of the theater profession. Performance is a required element of the class.

## Theater 2 – ART122

**Prerequisite:** Successful completion of Theater 1.

**Art:** 10, 11, 12

This is a performance-centered course meant to provide students with experience and skill development in one or more aspects of acting and performance. Students will explore fundamental acting techniques including scene work, improvisation, monologues, play study, along with other aspects of performance. Students will participate in one public performance option per semester.

## Theater 3 – ART124

**Prerequisite:** Successful completion of Theater 2.

**Art:** 11, 12

Theater 3 will provide the students with additional supports to refine acting technique while providing students exposure to different types of theatrical craft and traditions from varied social and historical contexts. These courses will increase students' participation in public productions through audition practice, acting competition involvement, and one public performance per semester.

## Stagecraft 1: Beginning - ART126

### **Art and/or CTE: 9, 10, 11, 12**

Stagecraft courses provide students with an understanding of the various technical aspects of theatrical production, including set construction, lighting, sound, and stage management. This course prepares students to engage in the hands-on application of these production elements in design and technology courses. This course will help prepare materials for upcoming OHS productions and will require some after school lab work depending on the level of the student.

### Other courses that can meet the ART graduation requirement.

- Visual Communications
- Textile Design 1: Beginning
- Dancing Through the Decades
- 3D Design & Fabrication
- Woods 2: Advanced
- Yearbook 1: Beginning
- Yearbook 2: Advanced

# CAREER & TECHNICAL EDUCATION

**Credits Required: 1**

## Accounting 1 – BUS100

**CTE and/or 3rd year Math: 10, 11, 12**

CTE Dual Credit option, South Puget Sound CC - 5 college credits with "B" or better-. no fee

Accounting courses introduce students to and expand their knowledge of the fundamental accounting principles and procedures used in businesses through integrating and using accounting-related software and information systems. Course content includes the recording and completion of the accounting cycle, payroll, taxes, debts, depreciation, and periodic adjustments through a computerized accounting program.

## Marketing 1: Introduction – BUS110

**CTE: 9, 10, 11**

Students master the following subject content upon completion of the class: human resource foundations, marketing and business fundamentals (business, marketing, operational concepts); distribution (physical distribution), product service planning, promotion, and selling. Student Leadership Organization: DECA.

## Marketing 2: Advanced – BUS112

**CTE: 10, 11, 12**

**Prerequisite:** Successful completion of one semester of Marketing 1 and application.

Students master the following subject content upon completion of the class: economic foundations (basic concepts, economic systems, cost-profit relationships, economic indicators/trends, international concepts), financing (credit), pricing, promotion (advertising sales promotion), purchasing, risk management, selling (process and techniques, product knowledge, support activities), and entrepreneurship. Student Leadership organization: DECA.

## Marketing 3: Seminar – BUS114

**CTE: 11, 12**

**Prerequisite:** Successful completion of Marketing 2 and application.

Students apply marketing and business concepts through management and supervision of the school's student store and will develop advanced management, leadership and entrepreneurial skills. Student Leadership organization: DECA.

## Store Management – BUS118

**CTE: 11, 12**

**Prerequisite:** Successful completion of Marketing 2 and application.

Along with students applying marketing and business concepts through management and supervision of the school student store, they are also required to prepare a written manual for DECA.

## Personal Finance – BUS108

**CTE and/or 3rd year Math: 11, 12**

The purpose of this course is to provide students with the basic knowledge required to make some of life's most important financial decisions such as finding a job, money management, apartment and house hunting, buying a car, budgeting, protecting yourself as a consumer, wise use of credit, and gaining insight into the world of investing and banking. This course also informs students of their financial responsibilities as citizens, family members, consumers, and active participants in the business world through a fun and entertaining computer simulation



## Visual Communications – BUS120

**CTE and/or Art:** 9, 10, 11, 12

Course enables students to understand and critically evaluate the role of media in society. Course content includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and communication to influence opinion; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and the creation of a media product.

## Work Based Learning – BUS001

**CTE:** 10, 11, 12

*1 semester or 1 year*

**Prerequisite:** Must be 16 years of age and have a job.

Earn credit when you work and meet the hours required.

90 hours of employment = .25 semester credit, 180 hours of employment = .50 semester credit

## Yearbook 1: Beginning – BUS104

**CTE and/or Art:** 10, 11, 12

**Prerequisite:** Successful completion of Viscom and application.

This course deals exclusively with the production, creation, marketing, selling, and distribution of the Olympia High School yearbook. Students master Adobe InDesign, Photoshop, and Illustrator. As a staff member, students are expected to cover school events working closely with peers throughout the school year. Some projects may be outside the regular school day. Yearbook staff have the following traits:

Motivation—willing to attend events, work to meet deadlines, and work within a small team.

Creativity—expected to be creative in both photo and writing composition.

Writing Ability—need to be proficient in Photography Skills—able to grasp concepts of digital photography.

Computer Savvy—must be excellent at file management or willing to learn.

## Yearbook 2: Advanced – BUS106

**Prerequisite:** Successful completion of Yearbook 1 and application.

**CTE and/or Art:** 11, 12

Students continue to build their skills from Yearbook 1 with added responsibilities. They also act as mentors for the first year students.

## Early Childhood Education 1: Beginning – FCS100

**CTE:** 9, 10, 11, 12

CTE Dual Credit option, - South Puget Sound CC - 3 college credits for "B" or better - no fee

This is an introductory hands-on course that helps high school students understand how young children develop and learn. Students alternate between classroom time and working with young children from our community in the learning lab known as Oly Bear Preschool.

## Early Childhood Education 2: Advanced – FCS102

**CTE:** 10, 11, 12

**Prerequisite:** Successful completion of ECE 1 and application.

Students are able to apply what they learned in ECE 1 by assisting the preschool teacher, working directly with preschoolers and planning their learning activities. Students will also improve their employment skills by working on: oral and written communication, teamwork and leadership techniques.

## Foods and Nutrition 1: Beginning – FCS114

**CTE:** 11, 12

This course will provide students with an introduction to preparing food safely through weekly cooking labs, beginning with basic skills and leading to more advanced skills and concepts throughout the year. Each week, students will work in groups to find their own recipes within a given theme and then prepare, cook, and eat the food they make. Food preparation and consumer skills will be paired with academic work related to areas of student interest. Academic work will include a broad spectrum of topics related to food, including but not limited to advertising and its impact on our dietary choices, how our body utilizes the nutrients provided by the food we eat, restaurant entrepreneurial skills, government food policies, the relationship between culture and food, and the food justice movement. There will be a strong focus on career preparation skills including teamwork, self-regulation, and creative problem-solving.

## Foods and Nutrition 2: Advanced – FCS116

**CTE:** 12

**Prerequisite:** Successful completion of Foods and Nutrition 1 and application.

Students continue to build their skills from Foods 1 with added responsibilities and larger long-term projects. Students enrolled in 2nd-year Foods will be expected to take on leadership roles and provide mentorship to 1st-year students.

## Cafe Oly – MIS632

**CTE:** 10, 11, 12

Students receive practical work training and experience in the Café Oly Latte business including: customer service, operating a cash register, drink preparation and health standards. This class is designed to develop leadership skills and a high level of professionalism. Students work individually, as a team, and in relation to the public. Students are able to assist with keeping records of inventory, stocking, ordering, etc. Students also explore “Life Strategies” and “Career Strategies”, helping them to succeed in school and create more opportunities for post high school options.

## Wood Technology 1: Beginning – IND106

**CTE:** 9, 10, 11, 12

This is a beginning level course in wood fundamentals with an emphasis on shop safety. Students learn machine and hand tool procedures and may also be exposed to laser etching and cutting. Students are encouraged to work in groups on projects.

## Wood Technology 2: Advanced – IND108

**CTE and/or Possible Art:** 10, 11, 12

**Prerequisite:** Successful completion of Wood Technology 1 and application.

This advanced course allows students to design and make projects through the use of tools and cooperation. Students handle wood in many different operations such as cutting, gluing, bending and sanding. Students are expected to experiment with wood and see its many capabilities.

## Textile Design – FCS110

**CTE and/or Art:** 9, 10, 11, 12

An introductory course designed to help students understand the importance of clothing in their lives. Information on wardrobe planning, budgeting, and purchasing is presented through engaging activities. Hands-on projects cover design elements, sewing techniques, and serge skills. Career preparation and leadership will be emphasized.

## Exploring Computer Science – IND120

**CTE:** 9, 10, 11, 12

CTE Dual Credit option - Bates TC, Clover Park TC or Pierce CC (choose only one) 5 credits college with "C" or better grade - no fee

This class explores the breadth of Computer Science. Students start with the building blocks of modern technology: binary, logic gates, randomness before moving on to microchip design. Students then move to basics of Python programming learning data types, control structures, and functional programming. Students will also get the chance to work with Arduino microprocessors. Finally, students study Database Design and programming with SQL.

## Robotics 2: Engineering – IND118

**CTE:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Robotics 1 or Geometry.

Robotics Engineering builds on the learning and skills from Introductory Robotics 1 and takes these to a new level, including competing in the international FIRST Tech Challenge (FTC). The class functions as a team with the instructor acting as a mentor. Student autonomy and motivation are essential. In Mechanical Engineering, students work with the metal-based Tetrax technology, while in Software Engineering students program using Java. In Electrical Engineering, students work with DC motors, precision servo motors, motor encoders/controllers/multiplexers, electronic sensors, and associated power systems. In Computer Science Engineering, students integrate remote control systems and wireless event control systems. In System Design Engineering, students form large teams to tackle the FTC competition through a combination of autonomous and remote-controlled robotics systems. As a part of this course, students are required to attend and participate in four FTC competitions taking place during evenings or weekend days during the first semester.

## 3D Design & Fabrication – IND122

**CTE and/or Art:** 10, 11, 12

CTE Dual Credit option - Bates TC- 5 college credits for "C" or better.no fee

**Prerequisites:** Successful completion of any one of the following: Pottery, Textiles, Materials Science, Intro to Comp Sci, AP Comp Sci, Robotics, Robotic Engineering or Wood Technology.

This course will give students an introduction to manufacturing processes through mechanical design, cosplay/theatre prop making, and new media. Students will have hands-on time with 3D printers, CNC Routing Machines, Arduino Electronics and 2D/3D modeling software.

## Other Courses that can meet CTE graduation requirement

- Art 1: Beginning
- Art 2: Advanced
- Art 3: AP Studio Art Portfolio
- Pottery 1: Beginning
- Pottery 2: Advanced
- Material Science 1: Beginning
- AP Statistics
- AP Computer Science
- Sports Medicine 1: Human Biology
- Sports Medicine 2: Human Anatomy
- Sports Medicine 3: Advanced Human Anatomy
- American Sign Language 1

# ENGLISH

**CREDITS REQUIRED: 4**

## English/Language Arts 1 – ENG100

**English: 9**

Courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

## Honors English/Language Arts 1 – ENG102

**English: 9**

Honors English 1 is a rigorous class with a challenging, stimulating, and fast-paced learning environment. When students register for the class, it is a yearlong commitment, so they must carefully consider their aptitude, motivation, and extracurricular commitments in making their decision. This class is a critical study of the short story, novel, poetry and plays and their elements. Students work on analytical writing including the paragraph, essays, and other forms. There is a review of grammar and public speaking skills along with vocabulary, research, and writing mechanics. Contributing to discussions and activities is crucial. More material is covered at a higher level, and there is more homework than English 1.

## English/Language Arts 2 – ENG200

**English: 10**

Courses usually offer a balanced focus on composition and literature with a continued focus on the four aspects of language use: reading, writing, speaking, and listening. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

## Honors English/Language Arts 2 – ENG202

**English: 10**

**Prerequisite:** Students must complete a summer assignment which can be found on the OHS website.

This course provides a challenging and fast-paced classroom environment for students who are self-directed and ardent learners. The curriculum focuses on world literature using the Pearson My Perspectives textbook, as well as supplementary fiction and nonfiction texts. Writing units focus on literary analysis, rhetoric, research skills, grammar, and vocabulary. The course is designed to prepare students for the accelerated coursework in AP English 3: Language & Composition. Honors English 2 is a yearlong commitment, students should carefully consider their aptitude, motivation, and extracurricular commitments before enrolling.

## English/Language Arts 3 – ENG300

**English: 11**

This American literature focused course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. If you are interested in taking AP English 4 (ENG 105) CiHS for CWU credit AP English 3 is required.

## AP English 3: Language & Composition – ENG302

**English:** 11

ENGL101 and ENGL102 - College in the High School -Central Washington University 5 college credits per term

ENGL101 and ENGL 201 - College in the High School - Eastern Washington University 5 college credits per term

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. Upon completion of this class, students are prepared to take the College Board's AP exam. If you are interested in taking AP English 4 (ENG 105) CiHS for CWU credit this course is required.

## AP English 4: Literature & Composition – ENG405

**English:** 12

ENGL105 - College in The High School -Central Washington University -5 college credits prerequisite of AP English 3 (ENG 101)

**Length of class:** Yearlong 1.0 credit.

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). Upon completion of this class, students are prepared to take The College Board's AP exam.

## English 4: British Literature & Shakespeare – ENG403

**English:** 12

**Length of class:** Yearlong 1.0 credit.

Shakespeare's works through performing (i.e., read aloud) and discussing four plays, in addition to reading selected sonnets. Students will also examine the cultural, political, and social aspects of Elizabethan England. The final is performance-based. Expository and creative writing required.

## English 4: Journalistic Writing –

**English:** 12

**Length of class:** Yearlong 1.0 credit.

This advanced level writing class provides an introduction to the basics of journalistic writing including reporting, interviewing, news, feature, editorial, and sports writing, and others. Basic photography skills are employed as well as some work with iMovie approved. Students are reporters, photographers, and filmmakers for The Olympus website as well as The Olympus Newspaper. Students could be a beat reporter for OHS football, volleyball, fast pitch or other sports, or write about common student concerns. There are also opportunities to post about what clubs are doing, film sports highlights and school contests, that will be put online.

## English 4: Creative Writing

**English:** 12

**Length of class:** 1 semester .50 credit, Paired with either Satire or Film Lit.

This course operates on an in-class writing workshop model, in which students will write original works of fiction, creative nonfiction (including college and scholarship essays) and poetry in various forms as well as read widely in all three genres. Students will share their work aloud regularly and will have the opportunity to be published in the OHS literary magazine.

## English 4: Film as Literature

**English:** 12

**Length of class:** 1 semester .50 credit. Paired with Science Fiction, Satire or Creative Writing

This class provides a broad overview of film as literature. Key topics are film vocabulary/terminology, literary terms and theoretical concepts of film, film style and technique, history of cinema, film production, and other special units. Readings focus on selected articles and reviews. Writing assignments consist of in-class reaction papers, comparison/contrasts essays and film analysis papers. Other projects are storyboards, documentary research, and making short films. Course curriculum includes viewing "R" rated films, as well as independent viewing of films.

## English 4: Satire

**English:** 12

**Length of class:** 1 semester .50 credit. Paired with either Creative Writing or Film Lit.

The other semester is an exploration of the intricacies of satire and irony through political cartoons, literature, television, and film. Students learn to distinguish between satire and comedy and will have the opportunity to analyze and discuss various satirical pieces as well as create their own satires. Students work on a variety of short projects individually and in small groups. As students learn about satire, they gain experience in critical reading, thinking, and writing.

## English 4: Science Fiction and Fantasy

**English:** 12

**Length of class:** 1 semester .50 credit. Paired with Film Lit.

This semester long class will explore universal themes and connections as expressed through various forms of science fiction and fantasy. Works will consist of short stories, poems, novels, and various forms of media. Assignments will range from creative writing and analytical essays to student centered projects.

# HEALTH AND FITNESS

**Credits Required: 2 1.5 Fitness and .50 Health**

## Fitness for Life – PHE502

**Fitness: 9**

**Length of Class:** 1 semester .50 credit. This course is paired with Health & Wellness during 9th grade.

**Supplies:** Required attire.

This class is designed to increase students' knowledge of physical fitness concepts, cooperation, teamwork, and sportsmanship, through a variety of sports, games, and fitness activities. Additionally, students will demonstrate their acquired fitness knowledge through a few written assignments, including a Classroom-Based Assessment (CBA).

## Health & Wellness – PHE503

**Health: 9**

**Length of Class:** 1 semester .50 credit. This course is paired with Health & Fitness during 9th grade

This course encompasses a total wellness concept of one's physical, mental and emotional well-being. Students will learn the facts and information presented on the wellness topics empowering them to make good choices for themselves and their lives. The unit topics include: dimensions of wellness, drug prevention, decision-making and refusal skills, character education, loss, mental health and suicide prevention, violence prevention, relationships and human sexuality, nutrition and eating disorders, goal setting, CPR and AED training.

## Body Shape – PHE204

**Fitness: 10,11,12**

This course is designed with Yoga, Pilates, and strength emphasis. It is geared to work the entire body through continuous exercise using a variety of equipment, such as free weights, medicine and Bosu balls, TRX, spinning, dynabands, stability balls, Pilate's circles, and yoga blocks and straps. The objectives are to increase muscle tone, flexibility, cardiovascular endurance, change body composition and increase knowledge of fitness concepts. Students participate in a 6-Week Walking Program that includes resistance training exercises and emphasizes good nutritional habits. Students keep a log as a part of this program. By the end of this class, students will have the skills and confidence to exercise on their own to maintain a healthy and active lifestyle.

## Dancing Through the Decades – PHE500

**Fitness and/or Art: 10, 11, 12**

The goal for this alternative PE class is for all students to have fun learning in an environment that fosters success in the fundamentals of popular dances in each era. First semester includes partners and small groups for the following units: Folk Dancing, Ballroom Dancing, Swing Dancing, and Latin Dancing. Second semester focuses on fad dances from the 1950s to the most current dance trends through the integration of movie inspiration and group collaboration. Intended for all levels of dance, it is the perfect creative outlet for anyone who has ever wanted to learn how to dance or enjoys learning through movement.

## Games & Sports – PHE400

**Fitness: 10, 11, 12**

This course is designed to provide students with experience in a variety of games and sports. Students have the opportunity to gain the knowledge and skills, strategies, rules and game concepts, which will enable them to participate at a recreational level. Featured sports may include basketball, flag football, Ultimate Frisbee, soccer, volleyball, badminton, floor hockey, tennis, pickleball, Spike-ball, lacrosse, golf, and more. Games and activities may include walking, croquet, bocce ball, bowling, shuffleboard, ping-Pong, self-defense, group games, and more.

## Strength Conditioning 1: Beginning – PHE535

**Fitness:** 10, 11, 12

Open to all students who want to learn the fundamentals of sound lifting techniques and proper training principles. Students develop at their own pace and put together a fitness program that fits their personal needs. Daily exercise programs are designed to meet the specific training levels of the student. Various assessments will measure understanding of weight room nomenclature, anatomy, fitness concepts, lifting techniques, and training principles. While each student should experience a significant improvement in their strength, stamina, and flexibility, students are evaluated only upon their active participation and successful completion of assigned tasks, not upon the individual's strength or strength gains. Our goal is to help each student develop lifelong fitness habits.

## Strength Conditioning 2: Advanced – PHE537

**Fitness:** 11, 12

**Prerequisite:** Strength Training 1.

Students continue to build their skills from Strength Conditioning 1 with added responsibilities and larger long-term projects. They also act as mentors for the first year students.

## Success Oriented Physical Education (SOPE) – PHE098

**Fitness:** 11, 12

**Prerequisite:** Application

This unique Physical Education class is designed to give all students a chance to perform at their individual best. Special needs students requiring extra assistance are paired with general education students who serve as "tutors" to enable them to be more successful in various types of team, individual, developmental, and alternative activities. The goal of this course is to have fun, while fostering self-esteem. The mentor students will truly have their lives enriched through this class.



# MATHEMATICS

## Credits Required: 3

All students must earn credit in Algebra 1 and Geometry. The third credit of math and science is determined by the students High School Beyond Plan, and approved by the parent/guardian. If the parent does not indicate a preference, the school counselor or principal may approve the student's choice

## Mathematics Course Sequence Diagram






### Algebra- Required

[graphing, multiple-step equations, factoring, radicals]

### Geometry- Required

[logic & reasoning, angles, triangles, similarity, perimeter/area/volume, circles, transformation]



<b>Honors Algebra 2</b> [STEM path: functions, quadratics, conics, logarithms]	<b>Algebra 2</b> [functions, quadratics, conics, logarithms]
	
<b>Precalculus</b> [functions, analytic geometry, trigonometry]	<b>Honors Algebra 2</b> or a Non-Sequential Math Elective
	
<b>AP Calculus AB</b> [rate of change, derivatives, integration, functions, differential equations]	
	
<b>AP Calculus BC</b> [adv integration, Taylor & Maclaurin Series, conics, parametric equations, vectors, matrices, mathematical proof]	
Non-Sequential Math Electives <b>AP Statistics, AP Computer Science, Personal Finance, Accounting</b>	

- **Algebra- Required** - [graphing, multiple-step equations, factoring, radicals]
- **Geometry- Required** [logic & reasoning, angles, triangles, similarity, perimeter/area/volume, circles, transformation]
- **Honors Algebra 2** [STEM path: functions, quadratics, conics, logarithms]
  - **Precalculus** [functions, analytic geometry, trigonometry]
  - **AP Calculus AB** [rate of change, derivatives, integration, functions, differential equations]
  - **AP Calculus BC** [adv integration, Taylor & Maclaurin Series, conics, parametric equations, vectors, matrices, mathematical proof]
- **Algebra 2** [functions, quadratics, conics, logarithms]
  - **Honors Algebra 2** or a Non-Sequential Math Elective

# OHS Course Placement Guidelines for Math

Current Course	Semester One Final Grade	Current Grade Level	Recommended Course
<b>Algebra</b>			
	A, B, or C *	All Grades	Geometry
	D ††	11 <sup>th</sup>	Geometry
	D ††	9 <sup>th</sup> and 10 <sup>th</sup>	Repeat Algebra
	F	All Grades	Repeat Algebra
<b>Geometry</b>			
	A or B **	All Grades	Algebra 2 or Honors Algebra 2
	C †	9 <sup>th</sup> and 10 <sup>th</sup>	Algebra 2
	C or D †	11 <sup>th</sup>	3 <sup>rd</sup> Year Option
	D ††	10 <sup>th</sup>	Repeat Geometry or 3 <sup>rd</sup> Year Option
	D ††	9 <sup>th</sup>	Repeat Geometry
	F	All Grades	Repeat Geometry
<b>Algebra 2</b>			
	A or B **	All Grades	Student Choice: AP Statistics AP Computer Science Honors Algebra 2
	C or D or F	9 <sup>th</sup> and 10 <sup>th</sup>	Repeat Algebra 2
	C or D or F	11 <sup>th</sup>	3 <sup>rd</sup> Year Option
<b>Honors Algebra 2</b>			
	A or B **	All Grades	Student Choice: Pre-Calculus AP Statistics AP Computer Science
	C or D or F	9 <sup>th</sup> and 10 <sup>th</sup>	Repeat Honors Algebra 2
	C or D or F	11 <sup>th</sup>	3 <sup>rd</sup> Year Option
<b>Pre-Calculus</b>			
	A or B **	All Grades	Student Choice: AP Calculus AB AP Statistics AP Computer Science
	C †	All Grades	No Calculus
	D and F	All Grades	3 <sup>rd</sup> Year Option
<b>AP Calculus AB</b>			
	A or B **	All Grades	AP Calculus BC
	C †	All Grades	Any other Math
	D and F	All Grades	3 <sup>rd</sup> Year Option

\* For 2021 Placements are for a 70% or better grade

\*\* For 2021 Placements are for grades above 85%

† For 2021 Placements are for grades between a 70% and 85%

†† For 2021 Placements are for grades between a 60% and 70%

## Algebra 1 – MAT104

**Math:** 9, 10, 11, 12

Students will learn the fundamental language, structure and methods of Algebra. Specifically, these concepts will be applied to solving and graphing linear equations, solving systems of linear equations, operations with polynomials, quadratic equations and problem solving. Other topics will be added as the course allows.

## Geometry – MAT106

**Math:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Algebra 1.

**Supplies:** Graph paper, compass, straightedge, protractor, scientific calculator.

The focus of this course is to examine Euclidean Geometry. Students are introduced to logical reasoning skills and problem analysis. Topics will include transformations and symmetry, congruence, similarity, compass and straightedge constructions, right triangle trigonometry, proof methods, and the surface area and volume of solids. Other topics will be added as the course allows.

## Algebra 2 – MAT108

**Math:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Geometry.

**Supplies:** Graph paper, scientific calculator.

This course delves more deeply into previously learned algebraic concepts. Students will cover the concept of functions with special focus on linear, quadratic, polynomial, exponential, logarithmic, and rational expressions. Other topics will be added as the course allows. This course meets the 3rd year math requirement for graduation.

## Honors Algebra 2 – MAT 110

**Math:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Geometry.

**Supplies:** Graph paper, scientific calculator.

This course delves more deeply into previously learned algebraic concepts. Coursework includes exponential and logarithmic functions and studies in conic sections. This course is more rigorous and moves at a faster pace than Algebra 2 and is geared for those students wanting to follow a STEM (science, technology, engineering and mathematics) path after high school.

## Precalculus – MAT112

**Math:** 10, 11, 12

**Prerequisite:** Successful completion of **Honors Algebra 2**.

**Supplies:** Graphing calculator and scientific calculator are required. TI-84+ or above graphing calculator is recommended. Graph paper and ruler are also needed.

Extending topics of Algebra 2, trigonometric concepts are studied along with analytical geometry. Particular emphasis is given to the concept of function (polynomial, exponential, logarithmic, and trigonometric) and application.

## AP Statistics – MAT114

**Math and/or CTE:** 10, 11, 12

**Prerequisite:** Successful completion of Algebra 2.

**Supplies:** TI-89 or TI-Nspire CAS graphing calculator is recommended.

AP Statistics is a non-calculus based course in introductory statistics. This course is designed to present strategies for collection, organizing, analyzing, and drawing conclusions from data. Student work on projects involving the hands-on gathering and analysis of real world data. Students

learn to interpret and judge the statistical information in the world around them. Upon completion of this class, students are prepared to take The College Board's AP exam.

## AP Computer Science – MAT118

**Math and/or CTE:** 10, 11, 12

CTE Dual Credit option- South Puget Sound CC - 5 college credits for "B" or better. no fee

**Prerequisite:** Successful completion of Algebra 2.

This computer science course has an emphasis on programming methodology and focuses on problem solving and algorithm development. The course follows the AP Computer Science A syllabus, utilizes the Java computer language, and teaches students about object-oriented programming design methods. In class, students take notes and program labs and projects. Students spend time each week outside of class time reading from the textbook, doing homework assignments, and working on the computer. Students develop a database that takes advantage of many of the elements of the Java computer language, and serves as a final project. Upon completion of this class, students are prepared to take the College Board's AP exam.

## AP Calculus AB – MAT120

**Math:** 10, 11, 12

MATH151 & MATH 152- College in the High School Option-South Puget Sound C- 5 college credits per term

**Prerequisite:** Successful completion of Pre-Calculus.

**Supplies:** Graphing calculator required. TI-89 or TI-Nspire CAS graphing calculator is recommended.

This course follows the objectives set forth in the Advanced Placement Calculus AB guidelines including algebraic and transcendental functions, the derivative concept, the integral concept, differential equations, and their applications. Upon completion of this class, students are prepared to take The College Board's AP exam.

## AP Calculus BC, MultiVariate Calculus B – MAT122

**Math:** 11, 12

**Prerequisite:** Successful completion of AP Calculus AB and previous or concurrent enrollment in Physics.

**Supplies:** Graphing calculator required. TI-89 or TI-Nspire CAS graphing calculator is recommended.

This course is a continuation of topics covered in AP Calculus AB. It begins with an introduction to matrix methods of analysis, vectors, sequences, and series, and a review of polar coordinate systems. Advanced integration techniques, parametric equations, polar regions, and an in-depth study of convergence tests for series are covered. The use of Taylor/Maclaurin series for advanced integration techniques is the core of the course. Upon completion of this class, students are prepared to take The College Board's AP exam.

## Other courses that can meet a 3rd year MATH graduation requirement.

Accounting 1  
Personal Finance

# SCIENCE

## Credits Required: 3

All students must earn credit in Algebra 1 and Geometry. The third credit of math and science are determined by the students High School Beyond Plan, and approved by the parent/guardian. If the parent does not indicate a preference, the school counselor or principal may approve the student's choice

## Science Course Selection Aids

To aid in your science course selection consider these pathways:

	1st year	2nd year	3rd year	4th year
<b>High School Diploma</b>	Physical Science	Biology / H. Bio	Science Elective	
<b>Trade school or 2-year Degree</b>	Physical Science	Biology / H. Bio	Science Elective	Science Elective
<b>University</b>	Physical Science	Biology / H. Bio	Chem / Physics	Science Elective
<b>University - STEM Major</b>	Physical Science	Biology / H. Bio	AP Physics 1	Science Elective (x2)

## What math should you be in to take these science classes?

To be enrolled in this science course	You should be in...
Earth and Space Science	Geometry or beyond
Honors Biology	Algebra 2 or beyond
Chemistry / Honors Chemistry	Algebra 2 or beyond
AP Environmental Science	Algebra 2 or beyond
AP Physics 1	Algebra 2 or beyond
All other science courses	No specific math prerequisites

## Physical Science – SCI102

### Lab Science: 9,

This is an inquiry-based science course that involves the study of structures and states of matter. It provides an introduction to chemistry and physics, as well as topics in earth and space science. The lab component of the course incorporates collaborative learning and problem solving skills, data analysis skills, and appropriate laboratory techniques aligned with state and national standards. This class provides a common science foundation that is built upon in subsequent science courses

## Biology – SCI200

### Lab Science: 10

**Prerequisite:** Successful completion of Physical Science.

This course is designed to provide information regarding the fundamental concept of life and life processes. Subjects studied include biochemistry, cell biology, genetics, evolution, and ecology. Students will have experiences analyzing laboratory results, relating structures to functions, and determining the interdependence of biological systems.

## Honors Biology – SCI202

**Lab Science:** 10

**Prerequisite:** Successful completion of Physical Science and concurrent enrollment in Algebra 2 or higher math.

The course covers molecular, cellular, evolutionary, and organismal biology, as well as heredity, molecular genetics, and phylogenetics.

## Chemistry – SCI600

**Lab Science:** 11, 12

**Prerequisite:** Successful completion of Biology and current enrollment in Algebra 2 or higher.

**Supplies:** Scientific calculator, approved splash-proof goggles, approved periodic table.

This course involves studying the interactions of energy and matter. This is a lab-based course. The students will design and conduct experiments, analyze data, and apply content to real-world problems. Fundamentals covered will include atomic structure, periodic trends, and energy and matter changes in chemical and nuclear reactions. It is designed to prepare students for university studies in science and engineering. Taking Materials Science prior to Chemistry supports students who may feel underprepared for chemistry.

## Honors Chemistry – SCI602

**Lab Science:** 11, 12

CHEM110-College in High School Credit Option-University of Washington 5 college credits

**Prerequisite:** Successful completion of Biology and current enrollment in Algebra 2 or higher.

**Supplies:** Non-graphing scientific calculator, splash-proof goggles and an approved periodic table.

This course is appropriate for students who are considering a science major in college or who are interested in advanced science classes at OHS. It covers physical chemistry, nomenclature and bonding, reactions (type, rate, and equilibrium) and other topics. This course is closely tied to college curriculum standards.

## Earth and Space Science – SCI604

**Lab Science:** 11, 12

**Prerequisite:** Successful completion of Algebra 1.

This lab course continues the development of students' understanding of the core ideas of Earth and Space Science. This includes astronomy and geology. From the Big Bang and the formation of the universe and solar system, to earth materials, rock cycle and mineral formation, movement of continents and crusts and the related landforms created. Focus on natural resources includes impacts on humans from natural hazards, human impact on Earth systems and global climate change.

## Environmental Science – SCI910

**Lab Science:** 11, 12

**Prerequisite:** Successful completion Physical Science and Biology.

This class delves into the complexities of the natural world, how organisms interact and connect with each other to form a balanced system. Students study cycles, webs, biomes, populations, toxicology, natural and invasive species, pest control, land use, pollution, waste, energy, weather, and sustainable ecosystem management. This is done through class discussions, debates, research, reading and labs.

## AP Environmental Science – SCI912

**Lab Science:** 11, 12

ENST201 and ENST 202-College in High School Credit Option- Central Washington University 5 college credits per term

**Prerequisite:** Successful completion of 2 credits lab science courses and Algebra 1.

**Supplies:** Calculator

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Much of the higher-level learning will be self-directed. A half hour of homework per day should be expected. Upon completion of this class, students are prepared to take The College Board's AP exam.

## AP Physics 1 – SCI614

**Lab Science:** 11, 12

**Prerequisite:** Successful completion of Physical Science and Geometry, and current enrollment in Algebra 2 or have successfully passed Algebra 2.

**Supplies:** Scientific calculator

This is an algebra-based, introductory college-level physics course that explores the fundamental rules for how the universe works. Through inquiry-based learning, students develop scientific critical thinking and reasoning skills, as well as computer-based data analysis skills. No prior course work in physics is necessary, although the AP Physics 1 course includes basic use of trigonometry, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. Upon completion of this class, students are prepared to take The College Board's AP exam.

## Sports Medicine 1: Human Biology – SCI590

**Lab Science and/or CTE:** 11, 12

CTE Dual Credit option -KINS155 - Pierce CC - 5 college credits for "C" or better. no fee

**Prerequisite:** Successful completion of Biology.

**Supplies:** Workbook \$15

This course is a "systemic" approach to anatomy and physiology of the human body. A moderately paced course recommended for students needing an intermediate step to more advanced science courses such as Sports Medicine 2, or as a second high school science requirement. It is a course for students considering a health science career.

## Sports Medicine 2: Human Anatomy – SCI595

**Lab Science and/or CTE:** 11, 12

CTE Dual Credit option - KINS 258 - Pierce CC - 5 college credits - for "C" or better.no fee

**Prerequisite:** Successful Completion of Sports Med 1 or Honors Biology

**Supplies:** DVD, First Aid/CPR, Athletic Tape and Medical Terminology Packet, \$8 optional Red Cross card.

This is an excellent course for students pursuing a career in medicine, nursing, occupational therapy, physical therapy, athletic training, etc. It is also a good course for athletes who want to understand their bodies better. Basic concepts in anatomy and sports medicine will be emphasized. Format includes lecture, demonstration, simulations, lab and application of concepts covered while participating in after school athletic training room opportunities. There is a moderate homework expectation as well as 20 hours of clinic observation required.

## Sports Medicine 3: Advanced Human Anatomy – SCI597

**Lab Science and/or CTE:** 12

CTE Dual Credit option - KINS250 - Pierce CC - 5 college credits for "C" or better.no fee

**Prerequisite:** Successful completion of Sports Medicine 2

This course is an extension of Sports Medicine 2. Emphasis is on fieldwork and/or academic research. Students are expected to take a leadership role both in the classroom and in the athletic training room. Students assist the instructor in demonstrations and monitoring class athletic training room activities. Students are expected to effectively perform skills learned in Sports Medicine 2 while continuing to develop additional technical "hands on" clinical skills. Students are also expected to participate in all/Sports Medicine 2 course advancements.

## Robotics 1: Introduction & Applied Science – IND116

**Lab Science and/or CTE:** 9, 10, 11, 12

This course will introduce students to engineering concepts and technology design through the Lego EV3 Robotics system. Students learn and apply principles of Mechanical Engineering, Software Engineering, Electrical Engineering, Computer Science and Systems Design Engineering. Working in engineering teams, students use applied math and science along with their newfound technology skills to design, build and program a variety of robots to meet challenging specifications. No prior programming experience is required.

## Material Science Technology 1: Beginning – IND110

**Lab Science and/or CTE:** 10, 11, 12

**Prerequisite:** Successful completion of both Biology and Physical Science.

This course is best suited for 11th and 12th grade students, however, self-motivated 10th graders can be successful. This is an innovative hands-on experience in which students participate in exciting labs and create interesting projects like making rings, glass beads, tools, and fabricating objects in polymers and metals. Metals, Ceramics, Plastics, Polymers and Composites will be the major units of focus. This is an excellent course to prepare students for taking chemistry. For students who have already taken chemistry this is an exciting follow-up as students use chemistry theory in a practical setting. Students explore skills that are used in industry such as 3D printing, Laser engraving, 3D modeling, welding, mill-working, composite layup, polymer synthesis and foundry work. Students are exposed to the diverse occupational opportunities related to the Materials Science world. This course is best suited for 11th and 12th grade students, however, self-motivated 10th graders can be successful.

## Material Science Technology 2: Advanced – IND112

**Lab Science and/or CTE:** 11, 12

**Prerequisite:** Successful completion of Material Science 1 and application.

This course is for advanced studies in materials and materials processing. Students work on independent projects using metals, ceramics, polymers and composites. Manufacturing skills using 3D modeling software, 3D printing, laser engraving, milling machine, polymer synthesis, composite lay-up, metal lathe, metal casting and welding will be explored.



# SOCIAL STUDIES

## **Credits Required: 3**

*Washington State History is a graduation requirement that is typically satisfied in middle school. If not, consult with your school counselor*

### World History – SOC702

#### **Social Studies: 10**

This course provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Courses may include geographical studies, but often these components are not as explicitly taught as geography.

### AP World History – SOC704

#### **Social Studies: 10**

Following the College Board's suggested curriculum designed to parallel college-level World History courses, this course examines world history from 1200 CE to the present with the aim of helping students make connections of historical evolution across times and places. The course will also highlight the interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion and interaction of economic systems; and development and transformation of social structures.

### U. S. History – SOC802

#### **Social Studies: 11**

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

### AP U. S. History – SOC804

#### **Social Studies: 11**

HIST111 and HIST112 - College in High School Credit Option-Eastern Washington University -5 college credits per term

Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, this course provides students with the analytical skills and factual knowledge necessary to critically address problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past. Upon completion of this class, students are prepared to take The College Board's AP exam.

### American Ethnic Studies

#### **Senior Social Studies: 12**

**Length of class:** 1 semester .50 credit, this course pairs with either AP Government or Civics

This course examines the history, politics, economics, society, and/or culture of one or more of the racial/ethnic groups in the United States. This course focuses primarily on the history of an individual racial/ethnic group or may take a more comprehensive approach to studying the contemporary issues affecting racial/ethnic groups overall.

### Psychology – SOC901

#### **Senior Social Studies: 12**

**Length of class:** 1 semester .50 credit, this course pairs with Civics

This course will introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

## AP Psychology – SOC905

### Senior Social Studies: 12

PSYC100-College in High School Credit -Eastern Washington University College 5 college credits

**Length of class:** 1 semester .50 credit, this course pairs with AP Government.

Following the College Board's suggested curriculum designed to parallel a college-level introductory psychology course, This course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods and ethics that psychologists use in their science and practice. Upon completion of this class, students are prepared to take The College Board's AP exam.

## Current World Issues – SOC902

### Senior Social Studies: 12

**Length of class:** 1 semester .50 credit, this course pairs with Civics.

This course will enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions. Students can expect to engage in inquiry research, problem solving, simulations, and discussion in order to better understand and assess these significant issues.

## Civics – SOC900

### Senior Social Studies: 12

**Length of class:** 1 semester .50 credit, this course pairs with Psychology, CWI or American Ethnic Studies

This course will examine the general structure and functions of U.S. systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. This course does not typically delve to the same degree of detail into constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

## AP Government & Politics – SOC904

### Senior Social Studies: 12

POSC210-College in High School Credit Option- Central Washington University 5 college credits

Following the College Board's suggested curriculum designed to parallel college-level U.S. Government and Politics courses, this course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies and foundational documents. The courses generally cover foundations of American democracy, interaction among branches of government, political beliefs and behaviors, political participation, and civil rights and liberties. Upon completion of this class, students are prepared to take the College Board's AP exam.

# WORLD LANGUAGE

## **Credits Required: 2**

*World Language credits may be substituted with any other elective course based on the student's High School and Beyond Plan/Pathways.*

### American Sign Language 1 – FLD140

#### **World Language and/or CTE: 9, 10, 11**

This course introduces students to the language and culture of Deaf people in the United States. The course will focus on specific language and cultural behaviors, as well as introduce students to the grammar of ASL. Both expressive and receptive skills will be the focus of this course, with a major emphasis placed on receptive skills. Students will participate in interactive classroom activities using the “Voices OFF” policy to ensure ASL immersion.

### American Sign Language 2 – FLD242

#### **World Language and/or CTE: 10, 11, 12**

**Prerequisite:** Successful completion of American Sign Language 1.

Continuing study of ASL 1, students will be moving from signing concrete concepts to abstract concepts. Additional vocabulary, grammar and culture is covered to build on the core knowledge of the language. Both expressive and receptive skills will be the focus of the course, with equal emphasis. Students will explore vocational opportunities related to deafness and sign language.

### French 1 – FLD100

#### **World Language: 9, 10, 11**

The focus is on self-expression: describing and answering questions about yourself, your friends and family and what goes on in your daily life. You will begin to develop skills in speaking, reading, writing and listening in French. You will also make cultural connections to the French-speaking world and comparisons between French and English. A passing grade first semester is required to continue to the second semester.

### French 2 – FLD102

#### **World Language: 10, 11, 12**

**Prerequisite:** Successful completion of French 1.

We will build on the concepts and themes learned in French I. The focus will remain on self-expression: communicating about yourself, the people around you and your daily life, but expression will be richer and more complex. Developing skills in speaking, reading, writing and listening in French as well as making connections between people, languages and cultures will continue. A passing grade first semester is required to continue to the second semester.

### French 3 – FLD104

#### **World Language: 11, 12**

**Prerequisite:** Successful completion of French 2.

You will build on your first two years and continue to use French to exchange information but also share and discuss complex cultural ideas. Flexibility, fluidity and range in French will expand. You will continue developing skills in speaking, writing, listening and reading comprehension. You will express yourself more precisely using theme-specific vocabulary and a variety of tenses. This course is a mixed-level class with French 4. A passing grade first semester is required to continue to the second semester.

## French 4 – FLD106

### **World Language:** 12

**Prerequisite:** Successful completion of French 3.

You will build on your first three years of study and continue to use French to exchange information but also share and discuss cultural ideas. Your flexibility, fluidity and range in French will be expanded. You will continue developing your skills in speaking, writing, reading and listening. You will learn to express yourself more precisely using theme-specific vocabulary and a variety of tenses. This course is a mixed-level class with French 3. A passing grade first semester is required to continue to the second semester.

## German 1 – FLD108

### **World Language:** 9, 10, 11

Introduction to the German language and cultures of the German-speaking nations. Students develop skills in listening, speaking, reading and writing. This involves understanding and applying grammatical structures as well as the learning and memorization of vocabulary. A passing grade in 1st semester is required to continue into 2nd semester.

## German 2 – FLD110

### **World Language:** 10, 11, 12

**Prerequisite:** Successful completion of German 1

Further listening, speaking, reading and writing activities help students develop a more extensive vocabulary and more complex grammatical skills. The course continues to explore the language in a cultural context. A passing grade in 1st semester is required to continue into 2nd semester.

## German 3 – FCS112

### **World Language:** 11, 12

**Prerequisite:** Successful completion of German 2

Continued skill building in listening, speaking, reading and writing helps students develop greater proficiency in German. Students learn to understand and communicate at a more complex level. This class is taught in conjunction with German 4.

## German 4 – FLD114

### **World Language:** 12

**Prerequisite:** Successful completion of German 3

Continued skill building in listening, speaking, reading and writing helps students develop greater proficiency in German. Students learn to understand and communicate at a more complex level. This class is taught in conjunction with German 3.

## Spanish 1 – FLD132

### **World Language:** 9, 10, 11

Introduction to the Spanish language and cultures of Spanish-speaking nations. Students develop skills in listening, speaking, reading and writing. This involves understanding and applying grammatical structures as well as the learning and memorization of vocabulary. A passing grade in first semester is required to continue to second semester.

## Spanish 2 – FLD134

### **World Language:** 10, 11, 12

**Prerequisite:** Successful completion of Spanish 1.

Further listening, speaking, reading and writing activities help students develop greater control over personal communication, more extensive vocabularies and more complex grammatical skills. This course continues to explore the language in a comprehensible and cultural context. A passing grade in 1st semester is required to continue in 2nd semester.

### Spanish 3 – FLD136

**World Language:** 11, 12

**Prerequisite:** Successful completion of Spanish 2.

Continued skill building in listening, speaking, reading and writing helps students develop greater ability to understand and communicate in Spanish at a more complex level. Students work toward developing initial conversational fluency. Students review and continue to learn new material interacting with various materials including novels, literature and film. A passing grade in 1st semester is required to continue in 2nd semester.

### AP Spanish 4 – FLD138

**World Language:** 11, 12

**Prerequisite:** Successful completion of Spanish 3.

Fourth year AP Spanish is designed to increase students' proficiency in listening, speaking, reading and writing skills. Students work to develop conversational fluency and proficient use of advanced grammatical structures and vocabulary. Upon completion of this class, students are prepared to take The College Board's AP exam.

## MISCELLANEOUS

### ASB Leadership 1 with Digital Design – MIS616

**Yearlong Course:** 10, 11, 12 .50 Elective (a semester) & .50 CTE or Art (another semester).

**Prerequisite:** Application and interview.

This class is designed to support and enhance student skill with digital media technology to improve school climate and culture through leadership using digital design, photography, video production, and various marketing materials. Students learn leadership skills, participate in ASB Leadership initiatives like the Canned Food Drive, OlyWay Show, Morning Announcements, assemblies, Homecoming, and Prom. Students must have at least one year of ASB Leadership experience to run for ASB President or ASB Vice President (or Activity Coordinator approval).

### ASB Leadership 2 with Digital Design – MIS620

**Yearlong Course:** 10, 11, 12 .50 Elective (a semester) & .50 CTE or Art (the other semester).

**Prerequisite:** ASB Leadership 1, application and interview.

Students continue to build skills from ASB Leadership 1 with added responsibilities and larger long-term projects.

### ASB Leadership 3: Advanced – MIS624

**Elective:** 11, 12 **Prerequisite:** Leadership 1, Application and interview.

This is a second- and third-year leadership class. Students continue to build their skills from ASB Leadership 1 with added responsibilities and larger long-term projects. ASB Officers and the Senior Class President are in this class. One of the primary responsibilities of students in this course is to vote on ASB fundraisers, spending, and the budget.

### Advanced Via Individual Determination (AVID) MIS628 9TH, MIS630 10TH, MIS632 11TH, MIS634 12TH

**Elective:** 9, 10, 11, 12

**Prerequisite:** Application and interview.

This is a college preparatory class teaching students the college/career-ready skills they need to be successful in a two- or four-year college and supports them in taking a challenging course load during high school. The course emphasizes WICOR (writing, inquiry, collaboration, organization and reading) strategies, tutoring/study groups, preparation for college entrance and placement exams, study skills and test taking strategies, note taking and research. Avid students generally come from groups underrepresented at four-year colleges and universities with a grade point average of 2.0 to 3.5. Students must be enrolled in a rigorous academic program (advanced classes) and are given a support system for all of their classes in the avid class through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling.

### Journalism/Olympus – MIS638

**Elective:** *(Does not fulfill an English Credit)* 9, 10, 11, 12

Students are reporters, photographers, and filmmakers for The Olympus website as well as The Olympus Newspaper, covering things like OHS sports, clubs, and students' concerns. This elective credit provides an introduction to the basics of journalistic writing including reporting, interviewing, news writing, feature writing, editorial writing, sports writing, and others. Basic photography skills will be employed as well as some work with iMovie.

### Teacher/Office Assistant -

**Elective:** 9, 10, 11, 12 **Length of Class:** 1 semester .50 credit

**Prerequisites:** Teacher and Counselor approval

Students can assist a teacher in the classroom to receive a .50 credit per semester and be graded on a Pass/Fail basis. Assistants for offices (Administration, Counseling, Attendance, Library) will earn a .5 credit per semester and receive a letter grade. Job duties vary depending on the teacher or location but can include, organizing, filing, making copies, delivering notes, setting appointments, customer service, etc.

## Academic Mentor

**Elective:** 11, 12

**Prerequisite:** Teacher and Counselor approval. 1 semester .50 credit

This course is designed to introduce students to basic and fundamental aspects of the profession of education. Students will participate in activities, reflections and conversations, such as assisting other students in the classroom, participating in lesson planning, and classroom discussions. Duties may vary depending on the teacher and subject. Arrangements for this course are determined on an individual basis, see your counselor for more information.

## Learning Opportunity Center (LOC)- EDA00Y

**Credit varies on graduation requirements needed:** 9,10, 11, 12

**Length of class:** 1 semester

**Prerequisite:** Counselor approval.

This class is designed to allow a student to make-up credit in a class or classes that they did not pass. If a student is “credit deficient” they meet with their counselor to determine which credits are retrievable online through the Edgenuity program and what is needed to satisfy graduation requirements. Students work online to complete internet-based assignments, tests, and quizzes for part of the curriculum in this class. Space is limited in online courses and students must maintain satisfactory progress in order to continue enrollment in their Edgenuity course. **These classes are not intended for and are not approved for college admissions or NCAA core classes.** Not all subjects are offered. This Integrated Learning class concentrates primarily on English, Social Studies, Math, and Health. Grading is on a pass/fail basis. Credit is only earned by completing an Edgenuity course with a pass.

## New Market Skills Center - VSC003- am session, VSC006 pm session

The New Market Skills Center is available to junior and senior level students only. New Market provides career and technical education in 22 industry-standard programs. Students typically have 3 courses at OHS and then 3 courses at New Market. Several courses award credit to graduation requirements in addition to CTE. Transportation is provided.

For more information visit their website at [www.newmarketskills.com](http://www.newmarketskills.com).

Automotive Technology – Collision Repair – Construction Trades – Cosmetology – Criminal Justice – Culinary Arts – DigiPen Art Animation – DigiPen Computer Science – Firefighting and EMT – Pre-Veterinarian Technician – Professional Medical Careers.

## Freedom Farm -

More information to come. Contact: Blue Peetz @ [jpeetz@osd.wednet.edu](mailto:jpeetz@osd.wednet.edu)

## SPECIAL SERVICES - IEP

### CAFE OLY - MIS636

**CTE :** 10, 11, 12

**Prerequisite:**

Students receive practical work training and experience in the Café Oly Latte business including: customer service, operating a cash register, drink preparation and health standards. This class is designed to develop leadership skills and a high level of professionalism. Students work individually, as a team, and in relation to the public. Students are able to assist with keeping records of inventory, stocking, ordering, etc. Students also explore “Life Strategies” and “Career Strategies”, helping them to succeed in school and create more opportunities for post high school options.

### Academic Work ALT048

**Elective:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This course emphasizes WICOR (writing, inquiry, collaboration, organization and reading) strategies, tutoring/study groups, study skills and test taking strategies, note taking and research. Students are supported through individual and small group study sessions, coaching in note taking, organization skills and study skills.

### Developmental Learning ALT054

**Elective:** 9, 10, 11, 12

**Length of class:** 1 hour or a 2-hour block

**Prerequisite:** IEP eligibility and Special Services recommendation.

This class emphasizes functional academics, accessing the community, personal safety, on campus and off campus work experiences, exploring vocational interests, cooking, social skills and leisure skills.

### Success Oriented Music Education (SOME)-MUS301

**Art:** 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This unique general music class is designed to give all students a chance to experience and perform music at their best individual level. Special needs students needing extra assistance are paired with general education students who serve as “tutors”, to enable them to be more successful in various types of song, dance, developmental, exploratory, and instrumental activities.

### Success Oriented Physical Education (SOPE)-PHE098

**Prerequisite:** IEP eligibility and area of qualification.

This unique Physical Education class is designed to give all students a chance to perform at their individual best. Special needs students requiring extra assistance are paired with general education students who serve as “tutors” to enable them to be more successful in various types of team, individual, developmental, and alternative activities. The goal of this course is to have fun, while fostering self-esteem.

### Applied Communications ALT050

**English:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This course is designed to focus on the application of written and oral communication skills through a variety of formal and informal experiences. This performance-based course emphasizes effective interpersonal and team-building skills. This may also include the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choice.

### Employment Literacy ALT080

**English:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

Students learn skills for employment and independent living. This course has a volunteer component in which students learn how to work with a potential employer. Students learn appropriate soft skills for the workplace, self-advocacy, employability skills such as applications, resumes, and interview skills. They also work toward targeting their strengths, preferences, interests, and needs as it relates to employment and living independently.



## Academic Literature

**English:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This course is designed to build skills in critical thinking and literary analysis including cause and effect, analysis of style, and persuasive devices through a wide variety of reading. This course focuses on writing Oly Paragraphs and essays, while emphasizing the application of usage and punctuation rules. Students build skills in the analysis and selection of appropriate language and literary devices for clear and effective writing.

## Essentials in Reading and Writing

**English/ Elective:** 9, 10, 11, 12

This two period block class covers the student's continued work on writing including paragraphs, essays, and other forms. This course emphasizes on mastery of the basic English skills including grammar, spelling, vocabulary, public speaking, and the English curriculum requirements of: elements of the short story, novel, poetry, and plays. There is also a more intensive focus on reading and writing skills and strategies.

## Pre-Algebra Prep 1 ALT084

**Math:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This is an individualized program where each student is pre-tested, followed by direct teaching that includes basic math operations and skills (addition, subtraction, multiplication, division, and introduction to fractions and decimals). Assessment of each level is routinely evaluated. Students also work on life skills. Upon mastery of the math skills in this course, students are eligible for Pre-Algebra Prep 2.

## Pre-Algebra Prep 2 ALT086

**Math:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This is an individualized program in which each student is pre-tested, followed by direct teaching that includes a review of the basic math skills taught in the Pre-Algebra Prep A Class. Students work on the mastery of fractions and decimals and then are given an introduction to the next course in the sequences; Pre-Algebra.

## Pre-Algebra ALT095

**Math:** 9, 10, 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

The Pre-Algebra text supported by the OHS Math Department is used for this course. This class provides specialized instruction in basic math skills, which are reviewed while integrating strategies that support the learning of basic algebraic functions.

## Personal Finance Skills ALT078

**Math:** 11, 12

**Prerequisite:** IEP eligibility and area of qualification.

This consumer math class provides students with a practical foundation in everyday mathematics needed for survival in the real working world. Upon completion, students have a better understanding and are able to perform mathematical operations that help them to be successful in the following areas: earning money, buying food, shopping for clothes, managing a household, buying and maintaining a car, working with food, improving one's home, traveling, budgeting money, banking and investing, paying taxes, and preparing for careers.

# ENGLISH LANGUAGE LEARNERS

English as a Language Learners (ELL) courses are designed for the acquisition and rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ELL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ELL classes may also include an orientation to the customs and culture of the diverse population in the United States.