

# 2008-2009 DEER PARK HIGH SCHOOL COURSE DESCRIPTION GUIDE

**From the Principal  
Joe Feist**

Welcome to Deer Park High School. The Deer Park Course Description Guide will assist you in planning your four-year educational program at our high school. This document includes valuable information about our graduation requirements, state college entrance requirements and course descriptions by departments. It is important that you take the time to review this information carefully so that your academic experience will prepare you for post secondary endeavors.

If you need assistance with any matters, please contact us and we will respond to you as quickly as possible. It is the goal of this administration and staff to provide all students at DPHS with a quality education.

You may contact any of the following staff members at 464-5900.

**Administrative Office**  
Joe Feist – Principal  
Bob Krasin - Asst. Principal

**Counseling Office**  
Glenn Poland - Counselor  
Catherine Oviatt - Counselor



## **WHAT'S INSIDE . . .**

<b>DPHS GRADUATION REQUIREMENTS</b>	2-3	• Alternative School	5
• Culminating Project	2	• Alternative School Contract Education	5
• High School and Beyond Plan	2	• Correspondence/Online Programs	5
<b>ADMISSION REQUIREMENTS - 4 YEAR COLLEGE</b>	3	• Independent Study	5
<b>HOW TO USE YOUR REGISTRATION GUIDE</b>	3	• Running Start	5-6
• Changing Schedules	3	• Skill Center	6
• Repeating Courses	3	<b>COURSE DESCRIPTIONS</b>	6-14
<b>GENERAL REQUIREMENTS</b>	3-4	• Fine Arts	6-7
• Class Schedule	3	• Foreign Language	7-8
• Advanced Placement Courses	3	• Language Arts	8-13
• Class Standing	4	• Mathematics	13-15
• Credit Retrieval Program	4	• Physical Education	15
• Early Release Policy	4	• Science	15-16
• Grading Policy	4	• Social Studies	16-17
• Honor Roll / Honors at Graduation	4	<b>CAREER AND TECHNICAL EDUCATION</b>	17-21
• P.E. Education Waivers	4	• Agriculture and Industrial	17-19
<b>ACADEMIC PROBATION</b>	4-5	• Business and Office	19-21
• Probation Contract	5	• Medical Careers	21
• Consequences for Failure to Meet Academic Contract	5	• Fire Science	31
<b>OPTIONS TO DEER PARK HIGH SCHOOL</b>	5-6	• Additional Elective Courses	21-22

### **NON-DISCRIMINATION ANNOUNCEMENT:**

**THE DEER PARK SCHOOL DISTRICT COMPLIES WITH ALL FEDERAL AND STATE RULES AND REGULATIONS AND DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, GENDER, OR DISABILITY. THIS HOLDS TRUE FOR ALL STUDENTS WHO ARE INTERESTED IN PARTICIPATING IN EDUCATIONAL PROGRAMS, EXTRACURRICULAR SCHOOL ACTIVITIES, OR SERVICES PROVIDED BY THIS OFFICE.**

**INQUIRIES REGARDING COMPLIANCE AND/OR GRIEVANCE PROCEDURES MAY BE DIRECTED TO THE SCHOOL DISTRICT'S TITLE IX/RCW 28A.640 OFFICER AND/OR SECTION 504/ADA COORDINATOR: P.O. BOX 490, DEER PARK, WA . 99006. (509)464-5500**

# *DEER PARK HIGH SCHOOL GRADUATION REQUIREMENTS*

CREDITS	COURSES
2.0	MATHEMATICS
4.0	ENGLISH
3.5	SOCIAL STUDIES (Must include .5 PNW)
2.0	SCIENCE
1.0	OCCUPATIONAL EDUCATION (must include .5 Digitools)
1.5	*FITNESS
.5	*HEALTH
1.0	VISUAL/PERFORMING ARTS
5.5	ELECTIVES
21.00	TOTAL MINIMUM CREDITS NEEDED

\*All freshmen will be enrolled in Health & Fitness unless they have a medical waiver approved by the nurse.

## **Students must also meet the following graduation requirements.**

1. One semester of Digitools.
2. Complete a culminating project (often referred to as a senior project) to apply learning in a particular area of the student's interest.
3. Complete a "high school and beyond" plan that outlines steps needed to earn a diploma and prepare for the first year after high school. This is accomplished through the Advisory class.
4. Earn a Certificate of Academic Achievement by passing the reading, writing and math portions of the high school Washington Assessment of Student Learning (WASL); science will also be required in 2010.

## **Culminating Project Requirement**

The culminating project is a new graduation requirement passed by the State Board of Education in 2000. It is outlined in Washington Administrative Code WAC 180-51-061. See [http://search.leg.wa.gov/wsl/wac/WAC\\_180\\_TITLE/WAC\\_180\\_-\\_51\\_CHAPTER/WAC\\_180\\_-\\_51\\_-061.htm](http://search.leg.wa.gov/wsl/wac/WAC_180_TITLE/WAC_180_-_51_CHAPTER/WAC_180_-_51_-061.htm)

for the specific language. The new requirement states that each student graduating in 2008 and beyond shall complete a culminating project for graduation. The project requires a student to demonstrate how well he or she has met two of the state's four learning goals.

- **Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems**
- **Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities**

Each district adopts its own written policy on how this graduation requirement will be implemented. The written policy includes assessment criteria. For details about the culminating project at Deer Park High School please call our counseling office at 464-5905.

## **High School and Beyond Plan**

In 2000, the State Board of Education adopted a rule adding an additional graduation requirement that students create a "high school and beyond" plan. The rule specifies "each student shall have an education plan for their high school experience, including what they expect to do the year following graduation."

Students will outline how they plan to meet their high school graduation requirements and how they will spend their first year out of high school.

The following link will take you to the State Board of Education web site that includes information about the plan:

[www.sbe.wa.gov/graduation/highschoolandbeyond.thm](http://www.sbe.wa.gov/graduation/highschoolandbeyond.thm).

The requirements for the plan are outlined in the Washington Administrative Code, however schools and districts have flexibility in how to implement the high school and beyond plan. Deer Park has implemented the Navigation 101 curriculum to fulfill this requirement. If you have questions about the "high school and beyond" plan at Deer Park High School please call our counseling center at 464-5905.

# ADMISSION REQUIREMENTS FOR FOUR YEAR WASHINGTON PUBLIC UNIVERSITIES

Central Washington University	The Evergreen State College
Western Washington University	Eastern Washington University
University of Washington	Washington State University

The high school course requirements of the public, four-year college/universities in Washington are shown in the following table. Each figure represents the number of years of high school study required **as a minimum** in the specified areas. Students are urged to complete more than the minimums in order to strengthen their preparation for college study.

The courses taken in these subjects should be college-preparatory in content ("Basic" courses are not college prep). Those who complete at least the number of years of study listed will be eligible for consideration for admission at all six public colleges.

*ENGLISH	4 years (8 semesters)
*MATH	3 years (beginning with Algebra)
*SCIENCE	2 years ( <b>one year must be biology, chemistry, or physics</b> )**
*SOCIAL STUDIES	3 years
*FOREIGN LANG.	2 years of the same language taken in consecutive years
ELECTIVES	1 year from the above subjects or fine/performing arts+

## HOW TO USE YOUR REGISTRATION GUIDE

Review the Deer Park High School Graduation Requirements to determine what courses you must take. Select your required courses and electives. If you have ANY questions, meet with a counselor or your advisor.

### Changing Schedules

Parents and students should carefully consider decisions regarding course selection based on a four-year plan. Students have 10 school days to determine if a change is necessary. After 10 school days, dropping a class may

result in a failing grade. . If a change is necessary, students need to follow the procedure below.

1. Schedule a conference with a counselor.
2. Approval or denial of the request will be made based on the following criteria:
  - a. Appropriate reason for the requested change
  - b. Availability of space in the class(es) being considered
  - c. Mechanical mistake in the registration process
3. A Class Transfer Form must be signed by teachers, counselor, and parent(s)

Adding a class will take place in the first two weeks of a semester except in the case of registration of new students.

### Repeating Courses

Students may repeat a course in order to obtain a higher grade however, the first grade will remain on their transcript.

## GENERAL REQUIREMENTS

### Class Schedule

- Freshmen and sophomores are required to take six classes. Juniors and seniors are required to take five classes. Seniors enrolling in a 5<sup>th</sup> year may enroll in as few classes as are needed for graduation.
- A candidate for graduation must have earned a minimum of 21 credits. (See district graduation requirements.)

### Advanced Placement Courses

- The Advanced Placement (AP) Program, sponsored by the College Board and administered by the Educational Testing Service, offers secondary school students the opportunity to participate in challenging college-level course work and to receive credit, advanced placement, or both in college. The AP tests are given in May. DPHS offers Advanced Placement English, Calculus, and U.S. History for senior level students. Other AP courses may be accessed on-line with permission of the administration.

## Class Standing

All entering 9<sup>th</sup> graders will be freshmen. Students must earn 21 credits to be eligible for graduation and complete all state requirements.

## Credit Retrieval Program

The Credit Retrieval Program is an in school program which enables students to make up credits in core subject areas. Students are eligible if they failed a required class, or failed to complete a required class due to exceptional circumstances. The program uses a computer competency program to establish credit. Check with the counseling center if you are interested in the program.

## Early Release

Early Release for Juniors or Senior students only. You must be in good credit standings. Must be enrolled in five class periods.

## Grading Policy

1. The standard grading system at Deer Park High School shall be A, B, C, D, F, I (Incomplete).
2. Pass/Fail  
All independent study work will be graded on a pass/fail basis. "P" will be awarded for an A,B, or C grade. The student will receive credit but the grade will not be reflected in the grade-point average. Any grade lower than a C will result in no credit and a failing grade (F). Certain classes, as determined at the start of the semester may also be taken on a pass/fail basis. The pass/fail option will be stated in the instructor's grading policy.
3. Incomplete  
When an incomplete grade is issued, the student must complete the course work within the time frame extended by the teacher. After 10 days the incomplete will be changed to an F.

## Honor Roll

Students enrolled in four or more classes at DPHS are eligible for honor roll recognition.

High Honors ..... 3.7 - 4.0

Honors ..... 3.3 - 3.69

## Honors at Graduation

Students interested in graduating with honors can have no more than two credits of Pass/Fail courses during their last two years at DPHS. The honors designation is based on the criteria for selection of Washington State honors awards. (WAC 392-210-015). The accumulated GPA must be 3.7 and above to graduate with high honors. A GPA of 3.3 – 3.6 will allow a student to graduate with honors.

## Physical Education Waivers

Washington State requires 1.5 credits of P.E. to qualify for graduation. Students may qualify for a physical education waiver in two ways:

1. **Medical Waiver** - If you have a temporary health issue that prevents you from participating in P.E. your doctor will need to write a note that excuses you for that semester only. If you have a permanent condition your physician must write a note specifying that he/she does not want you to participate in P.E. at anytime during your high school career
2. **Athletic Waiver** - By participating in a sport for an entire season you may waive .5 P.E. credit requirement. You may receive up to two athletic waivers but you must participate in two **separate** sports.

No credit is granted for any type of Physical Education waiver.

## ACADEMIC PROBATION

Deer Park High School is committed to providing all students with the opportunity to succeed in all academic areas. At DPHS, if a student fails two classes in a semester, he/she is placed on academic probation. Academic non-performance is often the failure to extend sufficient effort to progress in a course, and is usually tied to the following reasons:

- Failure to attend classes/school on a regular basis
- Failure to bring needed materials to class
- Failure to complete assignments on a regular basis
- Failure to engage and participate in the learning process

A student placed on Academic Probation is given the assistance necessary to raise his/her level of academic success at DPHS. It is important to understand that the student must make every effort to follow the Probation Contract in order for the student to improve.

Teachers are available before and after school to assist a student with extra instruction or to further a student's knowledge of a particular area of study.

## **Probation Contract**

A student who has failed two classes in a semester will meet with an administrator or counselor to discuss the reason(s) for his/her academic non-performance. At the meeting, the student will sign a contract agreeing to attend classes on a regular basis, pass at least five classes by the end of the semester, to make use of extra assistance from teachers before or after school, and to do a grade check sheet to be monitored by the administrator or counselor. A student may also be required to attend an after school tutorial program. Students are informed that they will be removed from Academic Probation if they raise at least one of the two failing grades to a passing grade.

## **Consequences for Failure to Meet the Academic Probation Contract**

A student who does not meet the Academic Probation Contract requirements will meet with the building principal, the counselor, and a parent/guardian to discuss alternative options to the regular high school program. It could be determined that the best possible placement for the student will be in the Alternative School, or a high school completion program at a community college.

# *OPTIONS TO DEER PARK HIGH SCHOOL*

## **ALTERNATIVE SCHOOL**

The Deer Park Alternative High School is designed for students interested in a nontraditional high school environment. Students must be self-motivated, able to work collaboratively, and independently. Emphasis is placed on providing students a solid academic foundation based on real-life applications. Class time at the Alternative School is full day schedule. We believe this gives students more academic options and helps to create a positive connection with the high school. Enrollment in the Alternative School is by application and limited to sophomores, juniors, and seniors.

## **ALTERNATIVE SCHOOL CONTRACT EDUCATION**

Students enrolled in this program **MUST** be able to work independently, and **MUST** be self-motivated. Students work at their own pace completing course work outside of school. A requirement of the program is to meet with the instructor one hour per week to review assignments. In order to receive credit, students must complete 75 hours of course work and show proficiency in the subject material assigned.

## **CORRESPONDENCE/ONLINE PROGRAMS**

The administration and the counselor must approve all courses outside the regular curriculum in advance.

## **INDEPENDENT STUDY**

Independent Study is available. Written approval from the administration and the supervising teacher is necessary prior to enrollment. A maximum of two independent study credits may be applied on the transcript. Students enrolled in independent study will receive a grade of pass/fail. A student may not take more than 1 independent study in the same semester.

## **RUNNING START**

Running Start is a component of the Learning by Choice bill, which was passed by the legislature in the spring of 1990. The program allows **qualified** juniors and seniors to take college level courses (academic or CTE) at a community college while still in high school. Students may attend community college on a full-time basis or combine high school courses with community college courses. The college credits earned may count toward a college degree. Students pay no tuition for college courses taken in Running Start. Students must provide their own transportation, buy their own books, and must be ready for college level work. Running Start students take regular college classes, not classes specially designed for high school students. Interested students should contact their counselor for a more complete description of the program and required timelines. Students will be required to take the Asset test for admission and placement at Community Colleges of Spokane. The time to enter this program is in

the fall of the junior and/or senior year with the application process occurring the spring before.

## SKILLS CENTER

The Spokane Skills Center, located at 4141 North Regal Street, offers a variety of courses that train students in specific job-related skill areas. Students can select from the following specialty areas:

- Automotive Technology/Maintenance
- Broadcast Media Production
- C.S.I. – Clinical and Scientific Investigation
- Collision Repair Technology
- Computer Game Programming, Web Development and Database Administration
- Construction Technology
- Cosmetology
- Culinary Arts and Hospitality
- Dental Careers
- Medical and Nursing Careers
- Multimedia Graphics and Printing Production
- Pre-Law Enforcement Academy
- Veterinary Technician Assisting
- Welding Technology

How to register:

- Junior/Senior standing
- Must be 16 for Cosmetology
- Choose a specialty area
- See your high school counselor, or call Student Services at the Skill Center at 354-7440

Fees:

- Registration fee varies with class selection
- Additional fees for supplies and materials vary according to the program
- Students attend the SCC three periods a day and earn 1.5 credits in addition to attending their home high school for two periods a day.

**Transportation is provided for the afternoon session only.**

**See your counselor.**

### Academic Requirements for Skills Center

Skills Center will accept only those students who have successfully completed freshman and sophomore course work.

# COURSE DESCRIPTIONS

## FINE ARTS

**High School Graduation Requirements: 1 credit Visual/Performing Arts**

### ART

#### GENERAL ART

**Prerequisite: None**

**Length: Semester**

**Credits: .5 per semester**

General Art enables students to draw and paint a variety of subjects like portraits, still lifes, and landscapes with an array of media like acrylic, charcoal, and oil pastel. General Art also includes exposure to crafts including hemp jewelry, pottery, and pine needle basketry.

General art develops skill, compositional understanding, and an aesthetic eye in an environment that is warm and constructive. General Art is a one-year course. Each year the curriculum is altered so students choosing to take a second or third year of art will be exposed to new challenges. A mandatory \$20 fee accompanies this course.

### DRAMA

#### INTRODUCTION TO DRAMA

(Subject to enrollment and staff availability)

**Prerequisite: None**

**Length: Semester**

**Credits: .5 per semester**

This is a performance based class wherein students will learn about and practice drama skills including staging, voicing, projection, memorization, and characterization culminating in a variety of both solo and group performances (in class). A brief history of drama will also be covered.

**Class Capacity: 30**

## MUSIC

### BAND

**Prerequisite:** None

**Length:** Year

**Credits:** .5 per semester

This class is for beginning and intermediate band students. Emphasis will be on the fundamentals of music and progress to competition. Performances are REQUIRED.

### CONCERT CHOIR

**Prerequisite:** Must be able to sing on pitch, no failing grades the previous semester

**Length:** Semester/Fall semester

**Credits:** .5

A performance based course with an emphasis on large-ensemble choral music, as well as basics in singing, music literature, history, theory, music appreciation and vocal presentation. Taught as an extension to Treble and Bass Choirs with a focus on competitive festivals, this course requires participation at all performances, as well as some out-of-school rehearsals.

### SELECT BAND

**Prerequisite:** teacher approval, no failing grades the previous semester, good attendance

**Length:** Semester/Fall semester

**Credits:** .5 per semester

A performance based course with an emphasis on large-ensemble choral music, as well as basics in singing, music literature, history, theory, music appreciation and vocal presentation. Taught as an extension to Treble and Bass Choirs with a focus on competitive festivals, this course requires participation at all performances, as well as some out-of-school rehearsals. Students may not have any failing grades from the previous semester and must continue to keep their grades up while a member of the choir.

### SELECT CHOIR

**Prerequisite:** teacher approval, no failing grades the previous semester, good attendance

**Length:** Year

**Credits:** .5 per semester

Members are selected by audition only. This class is offered for the serious-minded vocal student and must have balanced voices. Emphasis is placed on performance and competition using a variety of musical types.

## FOREIGN LANGUAGE

**High School Graduation Requirements:**  
satisfies an elective requirement

## Washington State 4-Year College

**Requirements:** 2 sequential years of same language

### FRENCH I

**Prerequisite:** None

**Length:** Year

**Credits:** .5 per semester

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Introduction to the language's basic syntax (word order) in a natural language approach taught through story telling. Emphasis is on the following skills: learning vocabulary through the use of gestures, active listening, speaking, controlled reading and writing. Most writing will be in the form of homework. There is also an emphasis on cultural aspects of the francophone world.

### FRENCH II

**Prerequisite:** Successful completion of French I (C or better)

**Length:** Year

**Credits:** .5 per semester

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Review and expansion of basic language skills and cultural content begun in first year. Introduction to the geography of the francophone world.

Greater emphasis on reading comprehension.

### FRENCH III

**Prerequisite:** Successful completion of French II (C or better)

**Length:** Year

**Credits:** .5 per semester

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Expansion of language skills with greater emphasis on reading. Includes awareness of geography, history and literature of the francophone world through reading, writing, discussion, and projects.

### FRENCH IV

**Prerequisite:** Successful completion of French III (C or better)

**Length:** Year

**Credits:** .5 per semester

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Expansion of level III with increased emphasis on refined grammar points, literature, history, geography and culture.

### SPANISH I

**Prerequisite:** None

**Length: Year**

**Credits: .5 per semester**

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Introduction to the language's basic vocabulary, grammar, sound system, and culture. Emphasis is on the following skills: active listening, speaking, controlled reading and writing. Most writing will be in the form of homework. There is also an emphasis on the cultural aspects of the Hispanic world.

## **SPANISH II**

**Prerequisite: Successful completion of Spanish I (C or better)**

**Length: Year**

**Credits: .5 per semester**

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Expansion on the basic skills began in Spanish I with increased emphasis on reading, writing, grammar and oral skills. Increased exploration of the Hispanic geography and culture is conducted in both written and oral form of the language.

## **SPANISH III**

**Prerequisite: Successful completion of Spanish II (C or better)**

**Length: Year**

**Credits: .5 per semester**

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Expansion on the skills from Spanish II with increased emphasis on conversation, advanced grammar, literature and culture. Increased exploration of the Spanish culture is conducted in both written and oral form of the language.

## **SPANISH IV**

**Prerequisite: Successful completion of Spanish III (C or better)**

**Length: Year**

**Credits: .5 per semester**

**Passing grade required at the end of 1<sup>st</sup> semester to continue on to second semester.**

Expansion of level III with increased practice to refine grammar points, improve conversational and written skills, and build vocabulary. Students will also study Spanish literature.

## **LANGUAGE ARTS**

**High School Graduation Requirement: 4 credits**

## **Washington State 4-Year College Requirements: 4 Years**

### **BASIC ENGLISH 1**

**Prerequisite: Grade 9 and Learning Assistance Program (L.A.P.) eligibility in reading, writing, and/or readiness to learn**

**Length: Year**

**Credits: .5 per semester**

Basic English 1 is designed to strengthen students' reading, writing, and readiness to learn skills in preparation for English 1 and the Grade 10 Reading and Writing WASL. Students will work toward becoming independent readers as individuals, in small groups, and in the whole class using high interest, developmentally appropriate texts. Students will also work toward becoming independent writers as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will develop research skills by taking notes on developmentally appropriate texts, organizing and writing a written report, and using MLA conventions. Students' reading skills will be periodically assessed using both informal reading inventories and classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards.

### **BASIC ENGLISH 2**

**Prerequisite: Basic English 1 and Learning Assistance Program (L.A.P.) eligibility in reading, writing, or readiness to learn**

**Length: Year**

**Credits: .5 per semester**

Basic English 2 is designed to strengthen students' reading, writing, and readiness to learn skills in preparation for English 1 and the Grade 10 Reading and Writing WASL. Students will work toward becoming independent readers as individuals, in small groups, and in the whole class using high interest, developmentally appropriate texts. Students will also work toward becoming independent writers as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will develop research skills by taking notes on developmentally appropriate texts, organizing and writing a written report, and using MLA conventions. Students' reading skills will be periodically assessed using both informal reading inventories and classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards.

## **ENGLISH 2 WASL REMEDIATION**

**Prerequisite:** English 2 and earning a Level 1 or 2 on the Grade 10 Reading and/or Writing WASL

**Length:** Year

**Credits:** . 5 per semester

English 2 WASL remediation is designed to strengthen students' reading and writing skills in preparation for English 3 and the Grade 10 Reading and Writing WASL. Students will work toward becoming independent readers as individuals, in small groups, and in the whole class using high interest, developmentally appropriate texts. Students will also work toward becoming independent writers as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will develop research skills by taking notes on developmentally appropriate texts, organizing and writing a written report, and using MLA conventions. Students' reading skills will be periodically assessed using classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards.

## **ENGLISH 1**

**Prerequisite:** Grade 9 or Basic English 1 or 2 with independent reading, writing, and readiness to learn ability Grade 8 or above

**Length:** Year

**Credits:** . 5 per semester

English 1 is designed to strengthen students' reading, writing, and speaking skills in preparation for English 2 and the Grade 10 Reading and Writing WASL. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will complete a research project, which will include taking notes on a variety of texts, organizing and writing a report, using MLA conventions, and delivering a speech to the class using visual aids. Students' reading skills will be periodically assessed using classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **ENGLISH 2**

**Prerequisite:** English 1

**Length:** Year

**Credits:** . 5 per semester

English 2 is designed to strengthen students' reading, writing, and speaking skills in preparation for English 3 and the Grade 10 Reading and Writing WASL. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will complete a research project, which will include taking notes on a variety of texts, organizing and writing a report, using MLA conventions, and delivering a speech to the class using visual aids. Students' reading skills will be periodically assessed using classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **ENGLISH 3, AMERICAN COMPOSITION AND LITERATURE**

**Prerequisite:** English 2

**Length:** Year

**Credits:** . 5 per semester

English 3 is designed to strengthen students' reading, writing, and speaking skills in preparation for English 4. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts taken from the American literary canon. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical and persuasive writings in preparation for college. Finally, students will complete a research project, which will include taking notes on a variety of texts, organizing and writing a report, using MLA conventions, and delivering a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria often used in college. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **ENGLISH 4, WORLD COMPOSITION AND LITERATURE**

**Prerequisite:** English 3

**Length:** Year

**Credits:** . 5 per semester

English 4 is designed to strengthen students' reading, writing, and speaking skills in preparation for college. Students will independently read using texts of their own choice and receive instruction as individuals, in small

groups, and in the whole class using college preparatory texts taken from the literary canon from around the world. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical and persuasive writings in preparation for college. Finally, students will complete a research project, which will include taking notes on a variety of texts, organizing and writing a report, using MLA conventions, and delivering a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria often used in college. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project presentation.

### **HONORS PRE-A.P. ENGLISH 1, INTRODUCTION TO LITERATURE AND COMPOSITION**

**Prerequisite:** Top 25 of Grade 9 English Rank Order or successful completion of a literary analysis essay

**Length:** Year

**Credits:** .5 per semester

Honors Pre-A.P. English 1 is designed to strengthen students' reading, writing, and speaking skills in preparation for Honors Pre-A.P. English 2, college, and the Grade 10 Reading and Writing WASL. Students will independently read and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts taken from the literary canon. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical, expository, and persuasive writings in preparation for college. Finally, students will complete a research project where they take a position concerning a point of analysis over a work of literature, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom based assessments modeled on response styles and criteria not only used on the A.P. exam and in college but also on the Grade 10 Reading and Writing WASL. Summer reading titles will be assigned before school breaks for summer. Summer reading will be discussed and assessed the first full week of school in the fall.

### **HONORS PRE-A.P. ENGLISH 2, ENGLISH/WORLD HISTORY BLOCK**

**Prerequisite:** Pre-A.P. English 1 or successful completion of a literary analysis essay

**Length:** Year

**Credits:** .5 per semester

Honors Pre-A.P. English 2 is designed to strengthen students' reading, writing, and speaking skills in preparation for Honors Pre-A.P. English 3, college, and the

Grade 10 Reading and Writing WASL. The class is cross-listed with Honors Sophomore Social Studies and, as such, is team-taught and meets two periods each day. Students will independently read and receive instruction in the way culture, geography, history, and politics relate to texts taken from the literary canon. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical, expository, and persuasive writings in preparation for college. Finally, students will complete a research project where they take a position concerning a point of analysis over a work of literature and culture, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom based assessments modeled on response styles and criteria not only used on the A.P. exam and in college but also on the Grade 10 Reading and Writing WASL. Summer reading titles will be assigned before school breaks for summer. Summer reading will be discussed and assessed the first full week of school in the fall.

### **HONORS PRE-A.P. ENGLISH 3, ADVANCED LITERARY ANALYSIS**

**Prerequisite:** Pre-A.P. English 2 or successful completion of a literary analysis essay

**Length:** Year

**Credits:** .5 per semester

Honors Pre-A.P. English 3 is designed to strengthen students' reading, writing, and speaking skills in preparation for Honors A.P. English and college. Students will independently read and receive instruction in the literary, cultural, and critical schools and movements, which act as guides in the reading of literature. Students will also enter the critic's world, writing their own analytical and argumentative essays and engaging in their own discussions. Finally, students will complete a research project where they take a position concerning a point of analysis over a work of literature, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria used not only on the A.P. exam but also in college. Summer reading titles will be assigned before school breaks for summer. Summer reading will be discussed and assessed the first full week of school in the fall.

### **HONORS ADVANCED PLACEMENT ENGLISH, LITERATURE AND COMPOSITION**

**Prerequisite:** Pre-A.P. English 3 or successful completion of a literary analysis essay

**Length:** Year

**Credits: . 5 per semester**

Honors Advanced Placement English is a college course following national guidelines and standards promoted and monitored by the Advanced Placement Board. In this course, students prepare for later college coursework in literature and composition by independently reading and analyzing works from the literary canon. In response to their reading, students write analytical and argumentative essays and engage in their own critical discussions. Students also complete a research project where they take a position concerning a point of analysis over a work of literature, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Credit is given in two ways. First, high school English credit is given for Honors Advanced Placement English, the most rigorous high school English preparation offered for college. In addition, college credit may be earned by passing the Advanced Placement Exam, students being prepared for this exam as part of the course objectives. Students may take the course to simply to prepare for college or both to prepare for college and to pass the exam. Summer reading titles will be assigned before school breaks for summer. Summer reading will be discussed and assessed the first full week of school in the fall.

**LAB ENGLISH****Prerequisite: Approval****Length: Year****Credits: .5 per semester**

Lab English is a class designed to help selected students improve their reading and writing skills through specialized individual instruction. Every class period provides one-on-one instruction working daily towards specific goals. Significant improvements are seen over a school year's time. The class meets an English requirement toward graduation. Students need teacher approval for entrance into the class.

**Basic English 1****Prerequisite: Grade 9 and Learning Assistance****Program (L.A.P.) eligibility in reading, writing, and/or readiness to learn****Length: Year****Credits: 5 per semester**

Basic English 1 is designed to strengthen students' reading, writing, and readiness to learn skills in preparation for English 1 and the Grade 10 Reading and Writing WASL. Students will work toward becoming independent readers as individuals, in small groups, and in the whole class using high interest, developmentally appropriate texts. Students will also work toward becoming independent writers as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will

develop research skills by taking notes on developmentally appropriate texts, organizing and writing a written report, and using MLA conventions. Students' reading skills will be periodically assessed using both informal reading inventories and classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards.

**COE English****Prerequisite: English 1 or Basic English 2 and earning a Level 1 or 2 on the Grade 10 Reading and Writing WASL****Length: Year****Credits: . 5 per semester**

COE English is designed to support students who need to complete Reading and Writing Collection of Evidence Alternative Assessments because they significantly struggle to meet the Grade 10 graduation standards. COE English is cross listed with a blocked Segmented Math class and is, as such, team taught and meets two periods a day. Students cannot elect to take COE English or its blocked Segmented Math. Instead, students will be chosen by multiple assessment measures, primarily focused on failing to meet both Grade 10 standards in Reading and Writing. Classroom activities begin with students analyzing a COE Work Sample Task to determine what skill building they need to be successful. Then students will work individually and in small groups not only to build the necessary skills but also to work through exercises, which will prepare them for the Work Sample Task at hand. Finally, students will individually complete a Work Sample Task and add it to their Collection of Evidence in Reading or Writing. The goal of each COE English student is to complete a proficient Reading and Writing Collection of Evidence which will meet the state Grade 10 Reading and Writing standard and earn that student a Certificate of Academic Achievement toward graduation.

**English 1****Prerequisite: Grade 9 or Basic English 1 or 2 with independent reading, writing, and readiness to learn ability Grade 8 or above****Length: Year****Credits: .5 per semester**

English 1 is designed to strengthen students' reading, writing, and speaking skills in preparation for English 2 and the Grade 10 Reading and Writing WASL. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will complete a research project where

they choose a topic, take notes on a variety of texts, organize and write a written report, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading skills will be periodically assessed using classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **English 2**

**Prerequisite: English 1**

**Length: Year**

**Credits: 5 per semester**

English 2 is designed to strengthen students' reading, writing, and speaking skills in preparation for English 3 and the Grade 10 Reading and Writing WASL. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of authentic expository and persuasive writings as well as narratives and poetry. Finally, students will complete a research project where they choose a topic, take notes on a variety of texts, organize and write a written report, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading skills will be periodically assessed using classroom-based assessments modeled on Washington reading standards. Students' writing skills will be periodically assessed using the 6 + 1 Traits rubric focused on Washington writing standards. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **English 3, American Composition and Literature**

**Prerequisite: English 2**

**Length: Year**

**Credits: .5 per semester**

English 3 is designed to strengthen students' reading, writing, and speaking skills in preparation for English 4. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts taken from the American literary canon. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical and persuasive writings in preparation for college. Finally, students will complete a research project where they choose a topic, take notes on a variety of texts, organize and write a written report, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria

often used in college. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **English 4, World Composition and Literature**

**Prerequisite: English 3**

**Length: Year**

**Credits: 5 per semester**

English 4 is designed to strengthen students' reading, writing, and speaking skills in preparation for college. Students will independently read using texts of their own choice and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts taken from the literary canon from around the world. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical and persuasive writings in preparation for college. Finally, students will complete a research paper where they choose a topic related to their Culminating Project, take notes on a variety of texts, organize and write a written report, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria often used in college. Students' speaking skills will be assessed using traits common to the DPHS Culminating Project speaking rubric.

## **Advanced English 1, Introduction to Literature and Composition**

**Prerequisite: Top 25 of Grade 9 English Rank Order or successful completion of a literary analysis essay**

**Length: Year**

**Credits: 5 per semester**

Honors English 1 is designed to strengthen students' reading, writing, and speaking skills in preparation for Advanced English 2, college, and the Grade 10 Reading and Writing WASL. Students will independently read and receive instruction as individuals, in small groups, and in the whole class using college preparatory texts taken from the literary canon. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical, expository, and persuasive writings in preparation for college. Finally, students will complete a research project where they take a position concerning a point of analysis over a work of literature, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom based assessments modeled on response styles and criteria not only used in college but also on the Grade 10 Reading and Writing WASL. Summer reading titles will be assigned before school breaks for summer. Summer reading will be discussed and assessed the first full week of school in the fall.

**Advanced English 2, English/Social Studies Block****Prerequisite: Advanced English 1 or successful completion of a literary analysis essay****Length: Year****Credits: .5 per semester**

Advanced English 2 is designed to strengthen students' reading, writing, and speaking skills in preparation for EWU 101, college, and the Grade 10 Reading and Writing WASL. The class is cross-listed with Honors Sophomore Social Studies and, as such, is team-taught and meets two periods each day. Students will independently read and receive instruction in the way culture, geography, history, and politics relate to texts taken from the literary canon. Students will also work as individuals, in small groups, and in the whole class creating a portfolio of responsive, analytical, expository, and persuasive writings in preparation for college. Finally, students will complete a research project where they take a position concerning a point of analysis over a work of literature and culture, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom based assessments modeled on response styles and criteria not only used in college but also on the Grade 10 Reading and Writing WASL. Summer reading titles will be assigned before school breaks for summer. Summer reading will be discussed and assessed the first full week of school in the fall.

**Eastern Washington University 101, College****Composition: Exposition and Argument****Prerequisite: Advanced English 2 or successful completion of a literary analysis essay****Length: Year****Credits: .5 DPHS per semester; 5 EWU quarter credits per year**

EWU 101 provides opportunities for students to develop and enhance their written communication skills, stressing organization, development and support of ideas and perspective in exposition and argumentation as public discourse, and application of the rules and conventions of standard English. Although students' primary task will be to develop their own analytical and argumentative essays, students will often begin by reading college level text as a way not only to model mature organization and style but also to stimulate critical thought. Students will also often engage in small group discussion, Socratic dialogue, and classroom conversation to further develop college level communication skills. Finally, students will complete a research project where they take a position concerning a point of analysis over a work of literature, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a seminar presentation to the class using visual aids.

Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria used in college. Summer reading titles will be assigned before school breaks for Summer. Summer reading will be discussed and assessed the first full week of school in the Fall.

**Eastern Washington University 170, Introduction to Literature****Prerequisite: EWU 101 or successful completion of a literary analysis essay****Length: Year****Credits: 5 DPHS per semester; 5 EWU quarter credits per year**

Eastern Washington University 170 is a college course, which examines literary approaches in human experience including short fiction, poetry and drama. Principal attention to the elements that make up literature, with supporting discussion of ideas, attitudes, problems and values. In this course, students prepare for later college coursework in literature and composition by independently reading and analyzing works from the literary canon. In response to their reading, students write analytical and argumentative essays and engage in their own critical discussions. Students also complete a research project where they take a position concerning a point of analysis over a work of literature, take notes on a variety of related texts, organize and write an argumentative essay, use MLA conventions, and deliver a speech to the class using visual aids. Students' reading and writing skills will be periodically assessed using classroom-based assessments modeled on response styles and criteria used in college. Summer reading titles will be assigned before school breaks for Summer. Summer reading will be discussed and assessed the first full week of school in the Fall.

**MATHEMATICS****High School Graduation Requirements:****2 Credits****Washington State 4-Year College****Requirements: 3 years beginning with Algebra****INTEGRATED MATH 1****Prerequisite: Grade 9 and Learning Assistance Program (L.A.P.) eligibility in mathematics****Length: Year****Credits: .5 per semester**

Integrated Math 1 is designed to strengthen students' numeracy, calculating, and problem solving skills in preparation for the Integrated Math 2 and the Grade 10

Mathematics WASL. A major focus of the class is to raise students' math confidence. A variety of approaches will be used to meet this goal. Teachers will guide student in the whole class by modeling a variety of problem solving and calculating procedures. Students will also work in small groups in order to practice and support their emerging problem solving and calculating skills. Finally, students will work independently to gain confidence in their new problem solving and calculating abilities. Students will be periodically assessed using informal mathematical inventories and classroom-based assessments modeled on Washington's mathematics standards.

## **INTEGRATED MATH 2**

**Prerequisite:** Integrated Math 1 and Learning Assistance Program (L.A.P.) eligibility in mathematics

**Length:** Year

**Credits:** .5 per semester

Integrated Mathematics 2 is designed to build upon students' the emerging numeracy, calculating, and problem solving skills learned in Integrated Math 1 in preparation for the Grade 10 Mathematics WASL. A major focus of the class is to raise students' math confidence. A variety of approaches will be used to meet this goal. Teachers will guide students in the whole class by modeling a variety of problem solving and calculating procedures. Students will also work in small groups in order to practice and support their emerging problem solving and calculating skills. Finally, students will work independently to gain confidence in their new problem solving and calculating abilities. Students will be periodically assessed using informal mathematical inventories and classroom-based assessments modeled on Washington's mathematics standards.

## **ALGEBRA**

**Prerequisite:** Pre-Algebra, Extended Algebra

**Length:** Year

**Credits:** .5 per semester

Algebra is a course for the student who has successfully completed a course in pre-algebra. The class covers a variety of mathematical concepts including polynomials, exponents, radicals, quadratic equations, ratios, geometry and graphing. Reading for content is encouraged. Problem solving with real-life situations is an integral part of the course.

## **REMEDIAL MATH**

**Prerequisite:** Approval by counselor

**Length:** Year

**Credits:** .5 per semester

Remedial math is a class designed to help selected students develop basic math skills. The class utilizes a variety of strategies to teach these skills. The class meets a math requirement toward graduation. Students need counselor

approval for entrance into class. Computer based instruction is available.

**Student will receive a pass/fail grade for this course.**

## **GEOMETRY**

**Prerequisite:** Algebra

**Length:** Year

**Credits:** .5 per semester

Geometry is a course for the student who has successfully completed a course in algebra. The course covers mathematical postulates and axioms, areas, volumes, circles, spheres, polygons, congruence and parallelism. Algebra concepts are integrated into geometric problem solving involving real-life situations. Reading and communicating mathematically are integral parts of the course.

## **ADVANCED ALGEBRA**

**Prerequisite:** Geometry

**Length:** Year

**Credits:** .5 per semester

Advanced Algebra is a course for the student who has successfully completed a course in geometry. The course covers the language of algebra, variations and graphs, linear relations, matrices, systems, parabolas and quadratic equations, functions, power and roots, exponents and logarithms, trigonometry, polynomials, quadratic relations, series, combinations, statistics, dimensions and space. Reading and communicating mathematically are stressed. Problem solving involving real-life situations is an integral part of the class.

## **PRECALCULUS**

**Prerequisite:** Advanced Algebra

**Length:** Year

**Credits:** .5 per semester

Precalculus is a course for the student who has successfully completed a course in Advanced Algebra. Graphing calculators are used throughout the course in the study of functions (including polynomial and rational functions, exponential and logarithmic functions and trigonometric functions), triangle trigonometry, trigonometric identities and equations, analytic geometry, systems of equations and discrete algebra.

## **A.P. CALCULUS**

**Prerequisite:** Pre Calculus

**Length:** Year

**Credits:** .5 per semester

This course is designed as a college level class. Emphasis is placed on differentiation and integration in both application and theory. The course is designed to raise the mathematical maturity of the student while improving algebraic skills.

## **MATH 161**

*Calculus I (5)*

**Prerequisite:** To be determined with DPHS in correlation with EWU

**Length:** Year

**Credits:** 5 DPHS per semester; 5 EWU quarter credits per year

A review of the concepts of functions, absolute value, open and closed intervals and solutions of inequalities. Limits, derivatives of single variable functions and their applications, anti-derivatives, the definite integral.

## **PHYSICAL EDUCATION**

**High School Graduation Requirements:**

**2 Credits**

**(.5 Health Requirement)**

### **HEALTH AND FITNESS SEMESTER 1**

**Prerequisite:** None

**Length:** 1 semester

**Credits:** .5

A combination of classroom instruction and physical activity. Individual health issues will be explored. Topics to include are wellness, body systems, nutrition, stress, goal setting and fitness portfolios.

### **HEALTH AND FITNESS SEMESTER 2**

**Prerequisite:** None

**Length:** 1 semester

**Credits:** .5

A combination of classroom instruction and physical activity. Social health issues will be explored. Topics to include are substance abuse, communicable and non-communicable diseases, first aid, analyzes of health and safety information combined with lifelong fitness activities.

### **PHYSICAL EDUCATION**

**Prerequisite:** None

**Length:** 1 semester

**Credits:** .5

General PE will emphasize fitness and fundamental skill development in a variety of sports and fitness activities. Students will be required to dress down and participate daily. All students will be tested in the AAHPERD physical fitness test and learn strategies to increase their physical fitness.

### **WEIGHT TRAINING**

**Prerequisite:** None

**Length:** 1 semester

**Credits:** .5

A fundamental physical fitness class where students will be on a 3-day rotation of upper body lifts, lower body lifts, and cardiovascular endurance. Training will be accompanied by stretching, agility drills, and plyometrics. Records will be kept in strength gain, body mass, fat percentages, and target heart rates.

### **ADVANCED WEIGHT TRAINING**

**Prerequisite:** Instructor Approval

**Length:** 1 semester

**Credits:** .5

A specifically designed weight lifting and athletic development class for Deer Park High School student-athletes. Weight training will be done based on an individualized Bigger-Faster-Stronger weight lifting program. In addition to a weight lifting program students will be involved in agility and speed development exercises. Throughout the course records will be kept, progress monitored, and student specific goals will be set. Students will be required to dress down and participate daily. Students need a strong desire and commitment to work hard to become a better athlete.

## **SCIENCE**

**High School Graduation Requirements:**

**2 Credits**

**Washington State 4-Year College**

**Requirements: 2 Years (at least 1 lab science)**

**\* CTE classes that satisfy a science credit:**

**Intro to Physical Science, Nursery Production, & Advanced Horticulture**

### **INTRODUCTION TO PHYSICAL SCIENCE (IPS)**

**Prerequisite:** None

**Length:** Year

**Credits:** .5 per semester

This is a one-year introductory science course designed for 9<sup>th</sup> grade students. One semester covers topics in chemistry, with the other semester focusing on physics.

Qualifies as a lab science

**Options:**

There are Ag. and honors sections of IPS offered. Students enrolling in IPS-honors must have successfully completed algebra in the 8th grade.

## **ANATOMY & PHYSIOLOGY**

**Prerequisite:** Successful completion of IPS & Biology.  
**Junior or Senior standing** (Sophomores OK with teacher permission).

**Length:** Year

**Credits:** .5 per semester

**Qualifies as a Lab Science**

Anatomy & Physiology introduces students to the structures of the body and how they work. Study focuses on organ systems and their components, as well as diseases that affect the human body. In the spring there are several dissections, as well as a possible trip to the human anatomy lab at

Washington State University. This class is ideal for students contemplating a future career in the medical field, such as doctors, nursing, physical therapy, occupational therapy, optometry, respiratory therapy, x-ray technician, massage, etc.

## **BIOLOGY**

**Prerequisite:** Successful completion of IPS

**Length:** Year

**Credits:** .5 per semester

**Qualifies as an Algebra Based Lab Science**

In this course, students will become acquainted with biological facts and the general ideas that are built upon them. The lab portion of the class allows students to ask questions, make accurate observations and measurements, and reflect on the scientific process. The course includes study of the cell, heredity & genetics, populations & ecological systems.

## **CHEMISTRY**

**Prerequisite:** Successful completion of IPS & Biology.  
**Junior or Senior standing** (sophomores OK with teacher permission)

**Length:** Year

**Credits:** .5 per semester

**Qualifies as an Algebra Based Lab Science**

Chemistry introduces students to the “building blocks” of our world. They will learn about atomic structure and chemical reactions. Laboratory work provides experience with chemical ideas and procedure. Students will be able to investigate how real world applications are related to chemistry. A student may submit an application to the instructor for the honors designation. The honors designation will be based on criteria established by the department.

## **NURSERY PRODUCTION & ADVANCED HORTICULTURE**

See CTE Course Description

## **PHYSICS**

**Prerequisite:** Successful completion of IPS & Biology.  
**Junior or Senior standing** (sophomore OK with teacher permission)

**Length:** Year

**Credits:** .5 per semester

**Qualifies as an Algebra Based Lab Science**

Physics is the qualitative and quantitative study of how things work. For example, why does an airplane fly? Why does a pulley system make work appear easier? How did Apollo 13 make it home? Through these types of observation, we explain them mathematically and analytically.

## **SOCIAL STUDIES**

**High School Graduation Requirements:**

**3.5 Credits**

**World History**

**U.S. History**

**CWH/Econ**

**(Plus PNW History in 8<sup>th</sup> Grade)**

**Washington State 4-Year College**

**Requirements: 3 Years**

## **PACIFIC NORTHWEST HISTORY**

**Prerequisite:** None

**Length:** 1 semester - offered as an Independent Study only

**Credits:** .5

The history and geography of the Pacific Northwest will be studied in this course. The student will be expected to learn about the geographical regions and their relationship to the economic development of the Northwest. This course is taught at the eighth grade level.

## **WORLD HISTORY**

**Prerequisite:** None

**Length:** Year

**Credits:** .5 per semester

The world history class is required for graduation. This class combines the study of world history, geography, politics, customs, art, and culture from pre-history to the modern era.

## **HONORS PRE-AP ENGLISH 2/WORLD HISTORY**

**Prerequisite:** Counselor and teacher recommendation

**Length:** Year

**Credits:** .5 per semester

**\*An honors designation is available.**

The Honors Pre-Ap English 2/World History class is a two-semester class required for graduation. The class is team-

taught and meets two periods each day. World Studies is a rigorous curriculum that combines the study of world cultures with the readings included in the sophomore English curriculum. The student must complete units in mythology, the novel, poetry, Shakespeare, library skills and complete a major research paper and project. Students will study the customs, art, geography, history and politics of the world from pre-history to the modern era.

### **U.S. HISTORY/GOVERNMENT**

**Prerequisite:** World History

**Length:** Year

**Credits:** .5 per semester

This course covers the history and geography of the United States beginning in the pre-Civil War period and continuing through World War II. Special emphasis will be spent on the Constitution and the Bill of Rights emphasizing its importance as a "living document".

### **HONORS AP UNITED STATES HISTORY**

**Prerequisite:** None

**Length:** Year

**Credits:** .5 per semester

Honors Advanced Placement US History is a college course following national guidelines and standards promoted and monitored by the Advanced Placement Board. AP United States History is a **rigorous** two-semester course that offers an issue-oriented approach in the study of people of the United States and their history. Major themes and traditions that make America exceptional will be explored in great detail. The course is designed to acquaint students with core characteristics and values found throughout the history of the United States and its people. An analysis of those events and significant individuals will be done on a continuous basis.

### **CWH/ECON**

**Prerequisite:** U.S. History, 12<sup>th</sup> grade only

**Length:** Year

**Credits:** .5 per semester

This course is designed to expose students to national and international problems through the study of history and current events of modern times. The class will investigate ways that international and national problems affect our daily lives. The student will be made more aware of her/his ability to control her/his own economic well being through career choice, education and wise planning.

### **HISTORY 110**

*The American Experience: A Survey (5)*

**Prerequisite:** To be determined with DPHS in correlation with EWU

**Length:** Year

**Credits:** 5 DPHS per semester; 5 EWU quarter credits per year

A broad survey of unique features of the American experience, this course examines the origins and development of the American social, economic and political heritage on the domestic and international scenes.

### **GOVERNMENT 100**

*Modern Government in American Context (5)*

**Prerequisite:** To be determined with DPHS in correlation with EWU

**Length:** Year

**Credits:** 5 DPHS per semester; 5 EWU quarter credits per year

This course is a general introduction to the concepts, methods and concerns involved in the study of government, this course discusses fundamental ideas such as power, ideology and constitutionalism; the citizen role in democratic politics; the structure and processes of policy making. Emphasizes the comparison of the American political system with that of other major, chiefly democratic, systems.

**CAREER &  
TECHNICAL EDUCATION**  
All courses in this section will fulfill the  
Occupational Credit Requirement.  
1.0 Credit required for graduation

**AGRICULTURE & INDUSTRIAL  
TECHNOLOGY**  
**High School Graduation Requirements:**  
**Intro to Physical Science fulfills the freshmen  
science requirement.**  
**Occupation or elective credit.**  
**Through an articulation agreement with the  
Community Colleges of Spokane, students may  
receive community college credit for the  
following:**  
▪ **FFA Leadership Letter**  
**Greenhouse**  
  
**Horticulture**  
  
**See instructor for details.**

## **INTRODUCTION TO PHYSICAL SCIENCE – AG RELATED**

**Prerequisite:** None (This class is cross credited with Physical Science)

**Length:** Year (may not enter 2<sup>nd</sup> semester)

**Credit:** .5 per semester

This is a one-year introductory course covering physics and chemistry. The course is lab oriented, and problem-solving skills will be emphasized. The importance of clear, written communication and application of math skills to science will be a focus. Those wishing to take one of the other agriculture courses offered at DPHS such as Horticulture, Livestock, Agribusiness, etc. should enroll in this course. This course also includes career training and leadership development through the FFA organization.

## **FLORICULTURE- CIP 10608**

**Prerequisite:** None

**Length:** 2 semesters

**Credit:** 1 (Counts towards a Fine Art Credit)

**Lab Fee:** \$20.00

This course covers the horticultural science, design principles, employability skills, sales and marketing techniques, and construction techniques required for a general understanding and ability to work in the floriculture industry. Specific skills covered include: plant and equipment identification, interiorscaping, and safe construction of wrapped flowers, vase arrangements, centerpieces, wearable flowers, sympathy arrangements, wedding flowers, holiday designs, and more. Students will also participate in management of the DPHS Floral Shop. This course includes career training and leadership development through the FFA organization.

## **LANDSCAPING- CIP 10605**

**Prerequisite:** Landscaping

**Length:** 1 semester

**Credit:** .5

Students will be introduced to the basics of landscape design, installation and maintenance. Specific skills covered will include plant identification and selection, drafting, pest identification and control, selling and marketing, composting, use of landscape equipment, site analysis, construction techniques, irrigation, and the design process. This course also includes career training and leadership development through the FFA organization.

## **GREENHOUSE OPERATIONS- CIP 10604**

**Prerequisite:** Horticulture Science

**Length:** 1 semester

**Credits:** .5

This hands-on course covers the basics of greenhouse plant production including: growing structures, identification and control of pests, fertigation, selecting growth media, sales and marketing, transplanting, pinching, plant use and

selection, and employability skills. This course also includes career training and leadership development through the FFA organization.

## **HORTICULTURE SCIENCE- CIP 11103**

**Prerequisite:** None

**Length:** 1 semester

**Credit:** .5

This course is intended to prepare students for Greenhouse Operations and/or Landscaping. It will cover the basic principles common to all areas of the horticultural field including: plant physiology and growth, plant genetics, plant taxonomy and identification, propagation, and the scientific method. This course also includes career training and leadership development through the FFA organization.

## **AGRICULTURE COMMUNICATION- CIP 10802**

**Prerequisite:** Previous agriculture course or Permission of instructor

**Length:** 1 semester

**Credit:** .5

This advanced level course gives students the background knowledge and skills to be active listeners and effective communicators as it relates to the agriculture industry. Students will learn about and discuss current events, industry trends, and political news that effects American and global agriculture. They will receive instruction and demonstrate competency in research techniques, interviewing, group and individual public speaking, persuasive and informational writing, advertisement and parliamentary procedure. This course also includes career training and leadership development through the FFA organization.

## **AGRICULTURE BUSINESS- CIP 10101**

**Prerequisite:** Agriculture Communication or Permission of instructor

**Length:** 1 semester

**Credit:** .5

This compliment to Agriculture Communications focuses on agriculture as a business. Students will lean about and demonstrate understanding of the impact of agriculture on our local, state and national economies, business plans, financing, business records, available ag information and assistance, commodity markets, risk management, sales and marketing. This course also includes career training and leadership development through the FFA organization.

## **INTRO TO SHOP**

**Prerequisite:** None

**Length:** 1 year

**Credit:** .5 per semester

**Fee:** \$20.00

Students will learn basic drafting skills and basic shop math. Hand and power tool safety, use and identification, and general shop rules and safety. Will include an introduction to sheet metal working, Oxy-Acetylene welding and Arc welding skills. Students will also learn basic woodworking skills.

### **ADVANCED SHOP METAL/WOOD**

Prerequisite: Satisfactory completion of Intro to Agriculture shop, Woods 1-2 or Metals 1-2 and a letter of intention for the class and completion of class application.

Instructor's permission is required.

Length: Year

Credit: .5 per semester

Fee: \$25.00

Students excepted into this class will be asked to complete projects assigned by the instructor with the intention of being offered to the public for sale. Projects needed in the school district may also be built. Students will have the opportunity to work on individual projects provided they are approved of by the instructor and paid for by the student.

## **BUSINESS & MARKETING**

**High School Graduation Requirements: Digitools is required. All other courses fulfill an Occupational or Elective requirement. Through an articulation agreement with the Community Colleges of Spokane students may receive Community College credit for the following:**

- **Advanced Marketing**
- **Digital Design**
- **Digitools**

**See instructor for details.**

### **ACCOUNTING 1**

Prerequisite: None

This course is offered for up to 32 students per section on a first come, first serve basis by grade level with seniors having priority, then juniors, sophomores, and freshmen.

Length: 1 Year (Students may not enroll at 2<sup>nd</sup> semester)

Credit: .5 per semester

Articulated College Credit: Community Colleges of Spokane – 3 credits (Accounting 151)

Accounting is a course that prepares individuals to have a higher degree of success in a postsecondary business program, and in their personal finances. It is also for those interested in the profession of accounting, and/or those who want to perform related business functions. Includes instruction in accounting principles and theory, financial

accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement creation and analysis, professional standards and ethics, and applications to specific for profit, public, and non-profit organizations.

### **ACCOUNTING 2**

Prerequisite: Accounting 1

This course is offered for up to 32 students per section on a first come, first basis by grade level with seniors having priority, then juniors, sophomores, and freshmen. This class may also be taken as an Independent Study.

Length: 1 year (students may not enroll at 2<sup>nd</sup> semester)

Credits: .5 per semester

This is a second year of a two-year Accounting course that prepares individuals on advanced levels to practice the profession of accounting and to perform related business functions. Includes instruction in accounting principles and theory, financial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, professional standards and ethics, and applications to specific for profit, public, and non-profit organizations.

### **MARKETING**

**Prerequisite: Digitools**

**Length: Semester**

**Credits: .5 per semester**

Students will learn what influences buying decisions, the techniques of advertising, and sales strategies. They will learn the basics of how businesses market products, develop confidence and leadership skills and participate in group and team projects. Students will be exposed to the DECA organization and encouraged to participate in regional and state events.

### **MARKETING OPERATIONS/DECA**

**Prerequisite: Marketing**

**Length: Year**

**Credits: .5 per semester**

Students will implement strategies previously learned to maintain, develop, and operate the student stores. Critical thinking skills will be developed to prepare students for the fast-paced world of business. Students will be able to make sound business decisions based on current market trends, strategies, and concepts through the daily operations of the students stores. Students will develop financial, ethical, and managerial skills required to succeed in today's world. Students will develop leadership skills, participate in service learning projects, and will begin to understand the functions of a retail based enterprise. Students will be strongly encouraged to join DECA, a professional business/marketing leadership organization.

## CAREER CHOICES

**Prerequisite:** 2<sup>nd</sup> semester Junior or 1<sup>st</sup> semester Senior

**Length:** Semester

**Credits:** .5 per semester

Students will investigate various factors that play a crucial role in selecting careers, such as individual values, personality, abilities and lifestyles. Students will investigate various career choices, which will provide students with a broad range of possibilities for the future. Employability skills will be emphasized throughout the courses that are necessary to survive in the world of work. Skills such as exhibiting personal responsibility, showing initiative, displaying a positive attitude, making good decisions, communicating effectively, professionalism, and working as a team. Upon completion of this course students will have most of Senior Portfolio completed.

## CAREER OUTREACH

**Prerequisite:** Career Choices, Junior or Senior Standing and Permission of Instructor

**Length:** Year (360 hours of career related experience, paid or non-paid)

**Credits:** .5 per semester

Blending school and worksite experiences to acquire high-level academic and in-demand skills that lead to rewarding employment and future learning opportunities. Students will be required to have a 360 hour work-site experience, that is either paid or non-paid. The worksite placement should align with the student's career goals.

## DIGITOOLS

**This class is required for high school graduation, and is recommended for the freshman year.**

**Prerequisite:** Keyboarding competency preferred, but not required.

This course is offered to up to 32 students per section on a first come, first serve basis by grade level with seniors having priority, then juniors, sophomores, and freshmen.

**Length:** 1 Semester

**Credits:** .5

**Articulated College Credits:** SCC or SFCC–10 credits

This course teaches students the fundamentals of computer applications, including Microsoft Word, Excel, Access, PowerPoint, and Publisher as well as an introduction to Speech Recognition and the newest technology available to end users. Students will be required to do a PowerPoint presentation as a culminating project, which will utilize all aspects of computer fundamentals.

## DIGITAL DESIGN

**Prerequisite:** Digttools course completed.

This course is offered for up to 25 students per section on a first come, first serve basis by grade level with seniors having priority, then juniors, sophomores, and freshmen.

**Length:** 1 year (students may not enroll at 2<sup>nd</sup> semester)

**Credits:** .5 per semester

**(Counts towards a Fine Art Credit)**

**Articulated College Credits:** SFCC - 6 credits

Digital Design is a year-long, project-based curriculum that teaches professional web design, animation, computer-based illustration, and HTML using the Adobe CS3 Web Premium software applications of Adobe Photoshop, Fireworks, Dream weaver and Flash. Graphic design develops four key skill areas: project management and collaboration, design, research and communication, and professional web authoring. This course uses a project-based approach to address each of these skill areas in order to simulate a professional real-world work environment where the students' work gradually modifies from an individual effort to a group approach. Students have the opportunity to develop and upload their own website, plus take home a comprehensive CD-RW which includes all the students work from the year.

## ADVANCED DIGITAL DESIGN

**Prerequisite:** Graphic Design

This course is offered for up to 25 students per section on a first come, first serve basis by grade level with seniors having priority, then juniors, sophomores, and freshmen.

**Length:** 1 Semester/or 1 Year (students may not enroll at 2<sup>nd</sup> semester)

**Credits:** .5 per semester

**(Counts towards a Fine Art Credit)**

Advanced Digital Design further develops the skills learned in the first year of Graphic Design. Students will continue to advance their skills in various Adobe products including Photoshop, In Design, Illustrator CS2 as well as Adobe CS3 Web Premium Fireworks, Dreamweaver, and Flash. The emphasis of this class will be on improved design work using the principles of design, and photo image work using the programs above, and more advanced work with Flash animation. This class will allow students to further explore the career of Graphic Design through real-life applications, doing work for the school district and local community, and through tours of Advertising/Graphic Design companies, and guest speakers.

## INTRODUCTION TO BUSINESS & CONSUMERISM

**Prerequisite:** Introduction to Business has an open enrollment with no prerequisites. It is designed to complement the students' study of *Digital Communications Tools*, (*Digttools*), however, and is best taken during the semester opposite the *Digttools* course.

**Length:** Semester

**Credits:** .5 per semester

This course will introduce students to the different internal and external elements of a business and help them understand how a business operates. Students will explore the aims and characteristics of businesses.

Business structures, cultures and functions will be identified and the political, social, economic, technological and ethical considerations affecting business are introduced. This course explores the question 'what is a business?' and explores the business functions of human resource management, marketing, accounting and finance. In addition to improving student employability and awareness of business issues, the course will also help to develop the necessary analytical and processing skills for studying and succeeding in other subject areas.

### **SENIOR SURVIVAL**

**Prerequisite:** Career Choices (second semester senior)  
**Length:** 1 semester (This course will be offered second semester as a continuation of Career Choices, students who took Career Choices in their Junior year may enroll.)

**Credits:** .5 per semester

This course is best taken during the second semester of the senior year and is a complement to Career Choices. Topics such as financial planning, renting an apartment, purchasing a car, business etiquette, community involvement, and other survival skills will be included. Students will build on the theme of career development through hands-on experiences, including field trips, job shadows and service learning projects.

## **MEDICAL CAREERS**

### **MEDICAL CAREERS**

**Prerequisite:** Senior standing (Juniors; under special circumstances)

Application and instructor permission required

Parent permission required. Space limited to 10 students.

Cumulative GPA 2.0 or better

**Length:** 1 year course, two periods a day. 3 days per week.

**Credits:** .5 per semester

**\*SPECIAL REQUIREMENTS:**

- Hospital attire (scrubs) will be worn every day for class. Cost \$29.00
- Current CPR/First Aid training (one training provided)
- Hepatitis B vaccination
- PPD (TB Skin Test) – provided by medical facility
- Any breach of hospital confidentiality will result in dismissal from the class and a failing grade

This course is designed for students who are interested in a career in health occupation. Student expectations for this course will be maturity and professionalism at all times. It is a year-long, project based, hands-on course. Students will be required to complete 50 clinical hours in a medical

facility. This course will prepare students to enter the workforce or to go on to a post-secondary program in a variety of health occupations. Primary focus will be placed on nursing Skills although students may work in all areas of the hospital.

## **FIRE SCIENCE**

### **FIRE SCIENCE**

**Prerequisites:** Needs to be 15 years old and a sophomore standing.

**Length:** Two hour block. One Year.

**This course is held at Fire Station #46 located by Riverside High School campus.**

**Credits:** 1 Per semester or 2 credit per year

**\*SPECIAL REQUIREMENTS:**

Riverside School District, in partnership with Spokane County Fire District #4, is offering a Fire Science Training Program that is open to Riverside as well as Deer Park High School students. This program is taught in a classroom and truck bay training area at Fire Station 46 located at the Riverside High School campus. The program provides a two period block of training daily for two years. (Fire Science I and Fire Science II) Additional credit is offered in Fire Science Leadership as needed.

See your counselor for more information.

## **ADDITIONAL ELECTIVE CREDIT OPPORTUNITIES**

### **ANNUAL**

**Prerequisite:** Approval

**Annual students should have at least a C average in English**

**Length:** Year

**Credits:** .5 per semester

Students are responsible for creating a professional yearbook. Anyone who is experienced in creative writing, photography, advertising, sales and/or computers is encouraged to enroll. This class satisfies one English credit.

### **JOURNALISTIC WRITING**

**Prerequisite:** Sophomore Standing

**Length:** Year

**Credits:** .5 per semester

Journalistic Writing helps the student understand and exercise rights and responsibilities of free speech in American society. Students learn to actively gather and

evaluate information and write in various journalistic styles including news stories, sports stories, features, opinion commentaries and editorials with accuracy and fairness. Students learn the business side by designing and selling advertising in the community. They learn editing skills and develop the ability to write concisely and effectively. They learn to recognize the relationship of photography, art, graphics and design to effective communication.

#### **KITCHEN ASSISTANT**

**Prerequisite: Approval**

**Length: Semester**

**Credits: .25**

**Grade: Pass/Fail**

Students work in the school kitchen helping with food preparation, clean up, and duties as needed.

#### **OFFICE ASSISTANT**

**Prerequisite: Approval**

**Length: Semester**

**Credits: .25**

**Grade: Pass/Fail**

Students will assist the school secretary with attendance, mail, telephone and other duties as assigned.

#### **PEER TUTORING**

**Prerequisite: Teacher approval and counseling staff interview. GPA must be 3.0+ and strong in reading and writing skills.**

**Length: Semester**

**Credits: .5**

Students will be assigned to tutor other students in the Lab English class. Working one-on-one with another student, the tutor will gain the personal satisfaction of helping another student achieve greater academic success. Students will be required to attend several tutor workshops and keep a daily journal. An opportunity to earn college credit through Eastern Washington University exists with this course.

#### **STUDY SKILLS**

**Prerequisite: Approval**

**Length: Year**

**Credits: .5 per semester**

Study Skills is a class designed to support selected students in achieving academic success in their core classes. Students are also instructed in goal setting, organization, time management, textbook analysis, note taking, and test taking. In addition, students learn how to complete job applications, write a resume, and correctly interview for a job. Students need teacher approval for entrance into the class.

#### **TEACHER AIDE**

**Prerequisite: Teacher approval, GPA of 3.0+, and counseling staff interview, Junior/Senior standing**

**Length: Semester**

**Credits: .25**

**Grade: Pass/Fail**

Student aides may be selected by teachers to help in various ways in class. Students desiring to be teacher aides should check with teacher and get his/her approval before signing up for this class, a permission slip is required. Aides are limited to one period per semester. Grading will be on a pass/fail basis. Class is open only to students in grades 11 and 12.

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*Home of the Stags*

