

*Liberty High School  
Spangle, WA*



*Graduation Requirements  
Curriculum and Course Descriptions*  
Revised Spring 2023

## MISSION STATEMENT

### Our Mission

*Liberty School District will provide a safe, nurturing, and rigorous learning environment maximizing each student's potential today, with tomorrow in mind.*

### "A School for All Children"

We believe:

- Teachers, parents, and community share the responsibility for the support of the school's mission and are accountable for student learning.
- Each student is a valued and respected individual with unique physical, social, emotional, and intellectual needs.
- All students can learn, achieve, and succeed.
- Students learn best when they are actively engaged in the learning process.
- Schools should be safe, caring places for students and staff.
- We will keep current with the skills needed by students to be successful when they leave school.
- We will have high expectations for all students.

## GRADE LEVEL STATUS

The following credit numbers determine a student's class status. A credit is the equivalent of one year in one 50 minute period at LHS. A  $\frac{1}{2}$  of credit or .5 credit is the equivalent of a semester in a 50 minute period at LHS:

Freshmen	0.0 – 6.0 credits
Sophomores	6.5 – 12.5 credits
Juniors	13.0 – 18.5 credits
Seniors	19.0 – Up

## GRADUATION REQUIREMENTS

### Class of 2023 and Beyond

To graduate from Liberty High School, the following requirements must be met:

<b>English</b>	4 credits (4 years)
<b>Math</b>	3 credits (3 years)
<b>Science</b>	3 credits (3 years)
<b>Social Sciences</b>	3 credits (detailed below)
US History (Junior)	1 credit
Civics/CWP (Senior)	1 credit
Other Social Science Course	1 credit
European Civilization or World Geography or World History	
<b>Career and Technical Education(CTE)</b>	3 credits (detailed below)
Agriculture or Business or EC Ed.	2 credits
Ag. Tech or Bus. Tech.(Freshman)	1 credit
<b>Health and Fitness</b>	2 credits (Freshmen: PE 1/Health)
<b>Arts</b>	1 credit
<b>Personalized Pathway Requirement(PPR)</b>	3 credits

**PPR: Personalized Pathway Requirements** are **electives** in any subject that align with the student's interests and their **High School and Beyond Plan**. **World Language Credits** are coded in the **PPR** category.

<b>Electives</b>	4 credits
<b>Total</b>	26 credits

**\*\*Note: Washington State History**                      **Taken in Junior High/Standard is Met**  
**\*\*Note: Senior Project not a separate credit, but still a graduation requirement**

The following courses are required as per grade level noted:

9 <sup>th</sup> Grade	English PE 1/Health Physical Science Mathematics Ag. Tech. or Business Tech.	11 <sup>th</sup> Grade	English US History Mathematics Science (Earth Science, Chemistry or Physics)
10 <sup>th</sup> Grade	English Biology Mathematics	12 <sup>th</sup> Grade	English Civics/CWP

## CHOOSING COURSES TO TAKE

**It is important when planning a high school student's class schedule** to be aware that there are certain courses that have **prerequisite classes**. Thus, a student should plan their schedule so that they will get the **prerequisite classes** they need early in their high school career so that they will be able to take the higher level classes that they will want or need later. (Refer to the course description section of this curriculum-guide; page 7 and talk with the high school counselor for help in setting up class schedules.)

## GENERAL INFORMATION

Liberty School District does not discriminate on the basis of sex, race, religion, creed, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal in its programs, employment, and/or activities. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups. District programs will be free of sexual harassment. The following employees have been designated to handle inquiries regarding the nondiscrimination policies: Jerrad Jeske, Civil Rights Compliance Coordinator, 29818 S. North Pine Creek Rd., Spangle WA 99031, (509) 245-3211 ext. 2213, [jjeske@libertysd.us](mailto:jjeske@libertysd.us); Kyle Dodge, Title IX Coordinator, 6404 E. Spangle-Waverly Rd., Spangle WA 99031, (509) 245-3229 ext. 1221, [kdodge@libertysd.us](mailto:kdodge@libertysd.us); Jennifer Mckenna, Section 504 Coordinator, 29818 S. North Pine Creek Rd., Spangle WA 99031, (509) 245-3211 ext. 2310, [jmckenna@libertysd.us](mailto:jmckenna@libertysd.us).

## NOTICE OF UNIVERSITY/COLLEGE ENTRANCE REQUIREMENTS

Minimum high school core courses are required for entrance to the public baccalaureate institutions in the State of Washington as well as other institutions of higher education. Following are the required courses for entrance to Washington state colleges and universities, which include Central Washington University, Eastern Washington University, Western Washington University, Evergreen State College, Washington State University, and the University of Washington. Note: the Washington Student Achievement Council is always reviewing entrance requirements that may increase the credits listed below.

English	4 years
Math	3 years (Algebra 1, Geometry and Algebra 2) and a SENIOR YEAR MATH-BASED QUANTITATIVE COURSE: -include: math beyond Algebra 2, Chemistry or Physics
Social Sciences	3 years
World Language	2 years of the same Language
Science	3 years (at least 1 in Chemistry or Physics)
Fine, Visual & Performing Arts	1 year

It is important that a student meet with the school counselor to be sure that he/she is getting the required courses necessary for the degree they wish to pursue at the college or university they wish to attend and to be aware of SAT and/or ACT test requirements and GPA requirements.

## COLLEGE IN THE HIGH SCHOOL

EWU [College] in the High School allows juniors and seniors in high school to be enrolled in college-level courses and earn college credit, all within the familiarity of their high school classroom. We currently have 2 offerings in the English department, (English 101: Intro to Composition and English 170: Introduction to Literature).

## RUNNING START PROGRAM

The Running Start Program was introduced into the Washington State Public Education system in 1991. The program allows upper division high school students to attend college while in high school and use part of the educational funds allocated from the state for this education. Students entering their junior or senior year in high school may request to be involved in the Running Start program at any of the participating universities, four-year colleges, or two-year community colleges. Students will receive both high school and college credit at the same time. Students may elect to attend full or part time.

## RUNNING START PROGRAM

### Program Requirements

1. Students must meet all graduation requirements, prerequisites, and restrictions as set by Liberty High School. Students must meet entrance requirements as set by the respective college. A Student's college course registration must be approved by LHS in order for the student to receive high school credit for courses taken at the college. Any course changes must also be approved by Liberty High School at the time of the change, in order for the student to receive high school credit. NO EXCEPTIONS.
2. Students should have a high level of maturity, ability, and work ethic in order to be successful in the college program. The student must have an understanding that the college will treat you as an adult and expect that level of dedication and behavior from you. You should be aware and understand that your peer group will be considerably older than you are.
3. Running Start students are allowed to take up to a maximum of 15-quarter hour credits at the respective college as a full time Running Start student. A full-time student may also consist of a combination of college credit and high school class periods equaling 15 credits. The Liberty School Board has set policy to allow students to enroll in Liberty High School courses beyond the college full time cap or the combination high school/college cap.
4. One quarter credit of college work = .2 high school credit. Five quarter credits of college work = 1.0 high school credits
5. In any two-course sequence requirement listed below, each five-quarter hr. course = 1.0 credit, but will fulfill the high school Graduation requirement at a rate of .5 high school credit. (English, Social Studies, and Foreign Language). In a three-course, two-year English sequence the courses will also equal 1.0 credit on the transcript, but all three courses must be completed to fulfill the 2 credit (2-year) Jr./Sr. English Graduation Requirement.
6. Grades will be posted to transcript and based at a rate of 1.0 high school credit per 5-quarter credit college course. The student's GPA will be based on a combination of high school and college credit. **Students may be eligible for Graduation with Honors.** Check with the Principal for a qualifying course review. Students will also qualify for inclusion on the honor roll but may be omitted from the published list due to differences in college grading periods in relationship to high school grading periods.
7. Courses taken below the 100 level, are not part of the Running Start program. Students finding it necessary to take college courses below 100 level in order to fulfill program entrance requirements may do so at their own expense. Students may request a credit exception for these courses with the Principal. If granted, the course will receive .5 High School credit for a 5-quarter hour class.
8. CWP courses require Senior-year status prior to enrollment. (No Juniors unless a schedule conflict exists)
9. For students entering the Running Start program as a Junior, at least one of the 3 courses required for Jr./Sr. English must be taken during the Junior year and at least one must be taken during the Senior year. (The 3 courses may not be taken during the same year unless schedule conflict exists)
10. Students are responsible for transportation to and from Running Start programs.
11. Due to the need for ASB Officers to be on the high school campus throughout the day, Running Start Students are not eligible to run for or hold an ASB Office.
12. Running Start students are eligible for extra-curricular activities.

## RUNNING START COURSE REQUIREMENTS

### ENGLISH

- EWU
  - Senior year only = **Eng. 101** & 170 or 201 or GNML 212 or Hum. 210, 211
  - Junior/Senior year = **Eng. 101**, 170, & 201 or GNML 212 or Hum. 210, 211 (note #9 above)
- SCC/SFCC
  - Senior year only = **Eng. 101** or **102** & or Eng. 236 or 237 or CMST 101, or Hum 107 or Journ. 101
  - Junior/Senior year = **Eng. 101** & Eng. 111, or Eng. 112, 113, 114, 208, 209, 247, 248, 249 & 271 or 272

### MATH

- EWU      **Any Math course 107 or above**
- SCC/SFCC   **Any Math course 100 or above**

### US HISTORY

- EWU      **Hist. 111/112**, 215, 218, 220, 313 (select two, however **one must be Hist. 111/112**)
- SCC/SFCC   **Hist. 136 OR 137**

### WASHINGTON STATE HISTORY

- EWU      Hist. 483
- SCC/SFCC   Hist. 214

### CWP

- EWU      Econ. 100, 200, 201; Geog. 101, 230; Hist. 104, 105, 106; Soc. 263; Psych 100;  
**Poli. 100**, 203, 204 ; Soci. 263; CMST 440 (Select 2 from list **with one having to be Poli 100**)
- SCC/SFCC   CMST 227, or HST 105, or POLS 125, **POLS 202 must take**, or SOC 201, or SOC 221 or 221 (Select 2 from list)

### SOCIAL SCIENCE ELECTIVE

- EWU      Any Social Science course 100 or above, May not be used as cross credit for US Hist. or CWP
- SCC/SFCC   Any Social Science course 100 or above. May not be used as cross credit for US Hist. or CWP

### SCIENCE

- EWU      Any course 100 or above
- SCC/SFCC   Any course 100 or above

### PHYSICAL EDUCATION

- EWU      Any Health/PE course 100 or above
- SCC/SFCC   Any Health/PE course 100 or above

### CAREER and TECHNICAL EDUCATION

- EWU      CPLA 120; CSCD 110; DESN 100; FILM 110; PLAN 201; METC 102
- SCC/SFCC   Any 5 Credit CTE course 100 or higher see the Principal or Counselor

### FOREIGN LANGUAGE

- EWU      101, 102, 103
- SCC/SFCC   121, 122, or 123 (any two for first year) (three term sequence for 2 years)

### FINE, VISUAL OR PERFORMING ARTS

- EWU      Any course 100 or above in any of the 3 areas
- SCC/SFCC   Any course 100 or above in any of the 3 areas

### ELECTIVES

- EWU      Any course 100 or above
- SCC/SFCC   Any course 100 or above

## HOME SCHOOL STUDENTS

Home school students are welcomed and encouraged to take part in activities and classes at Liberty High School. Parents who are interested in homeschooling their students are required to sign a declaration of intent to homeschool with the district office. Those students who may wish to return to LHS at some time, or for those students wishing to enter the Running Start Program through LHS, need to be aware of the conditions set forth for gaining credits. LHS will accept credits from accredited institutions. Credits may be granted for educational experience if the following conditions are met:

1. A log of time and subject is kept which meets the conditions set by the state for credit or provide documentation of competencies for equivalent credit in accordance with Liberty School District policies.
2. The curriculum is appropriate and similar to the course given at LHS.
3. The student satisfactorily passes a subject area test and/or shows satisfactory progress in subsequent course-work in the subject area.

## PART-TIME STUDENTS

The Board of Directors of Liberty School District has a policy that allows students who are 18 years of age to attend school less than full time. In order to be considered for part-time status, the student must be a senior with sufficient credits and classes that he/she is able to enroll for the appropriate classes and credits needed to graduate at the end of the current school year. In addition, students are required to take classes sequentially during the school day without having a break in their schedule. Students must have permission by the office to stay on campus during any period in which the student is not enrolled. **Petitions for this program must be submitted to and approved by the Principal.**

## SOARS ALTERNATIVE HIGH SCHOOL

Liberty High School has a cooperative agreement with Freeman and Tekoa School Districts to participate in a cooperative alternative high school called S.O.A.R.S. The school is actually located on the Freeman campus. Student's needing to, or wishing to, attend a contract based alternative high school system must receive permission from the Liberty High School Principal, followed by acceptance of admission by S.O.A.R.S. Students have two options for graduation. They may graduate from S.O.A.R.S. Alternative High School by meeting the minimum state graduation standards. They may also receive a Liberty High School Diploma if they have satisfied the 26 credits required for graduation and complete a Senior Project. Transportation to and from S.O.A.R.S. is the responsibility of the parent or student. For more information, contact the Counselor, or Principal at Liberty High School.

## NEW TECH SKILLS CENTER

Liberty High School Students have the opportunity to attend the New Tech Skill Center in Spokane. This is generally a half-day program in the morning. The Skill Center is limited to Jr. or Sr. level students. Programs change from time to time, but include courses in Automotive Technology, Auto-Body Repair, Nursing, Computer Technology, Cosmetology, etc. Students are granted 3 credits per year depending on the program. These credits are considered Occupational Ed. credits and may be used to fulfill the 3 credits required, or they may be used as elective credit. Students will still need to meet all graduation requirements of Liberty High School in order to qualify for graduation. Liberty does provide transportation to and from the Skill Center but students must be able to get themselves to the high school/Harvester Restaurant to leave by 7:20 am each day. For more information, contact the Counselor, or Principal at Liberty High School.

## STUDENT TEACHER ASSISTANTS

Students desiring to be a TA generally must have junior or senior status, based on credits earned or have Principal/Counselor approval. Students may pick TA as one of their 7 choices but may not get to become a TA if no teacher in either the JH/Elementary or High School selects as a Teacher Assistant. Grading is up to the individual teacher, but it is generally a pass/fail grade.

## **COURSE DESCRIPTIONS FOR LIBERTY HIGH SCHOOL**

### **ENGLISH/Language Arts**

**English 9:** Freshman required course. Students will review concepts of grammar including parts of speech, phrases, clauses, and sentence structure. From there, students will develop composition skills by a focus on the writing process that includes pre-writing, drafting, revision, editing, and publishing. The primary composition skill focused on will be in paragraph construction. As a part of the curriculum, students will continue to learn existing and new vocabulary, and they will be expected to advance in their spelling skills. Students will also learn to use literary elements as a means of discussing and writing about literature. Material that students will use will be poetry, plays, short stories, and grade level novels.

**English 10:** Course is for sophomores who are not in the honors program. Students will review concepts of grammar including parts of speech, phrases, clauses, and sentence structure. Students will add to this knowledge with greater understanding of punctuation and usage in their writing skills. Early writing focus will continue to be on the paragraph, but this will lead to multiple paragraph, essay-length assignments. Students will continue to use literary elements to discuss and write about literature. Students will again use poetry, plays, short stories, and novels, as well as other reading resources to gain knowledge in reading.

**English 11:** Course is for juniors who are not in the honors program. Students will continue to review concepts for grammar including parts of speech, phrases, clauses, and sentence structure. This will lead to a focus on full-length multiple paragraph essays and research papers. Various writing expectations such as documentation, use of voice, tone, and the use of a variety of writing approaches will be implemented in the junior year. A focus on the research paper, as well as an opportunity to research the many types of educational, training, and career opportunities available will also be part of the curriculum this year.

**English 12:** Senior level language skills, with emphasis on mechanics, vocabulary, spelling and word usage. Themes to four pages in length, with special emphasis given to proper sentence structure and paragraph development, will be written. Research projects up to twelve pages in length will be written. As well, this class will read and analyze several novels.

**Honors English 10:** This course consists of a review of and an extension to grammar concepts, literary elements, poetry, literature and literary periods, modes and forms of writing, and a greater variety of composition styles. As a pathway to college coursework in College in the High School or Running Start, the focus of this course is in preparation for collegiate-level reading and writing. Pre-requisite: Student must have achieved a grade of 80% or higher for both semesters of freshman year English coursework.

**Honors English 11:** This is a class that emphasizes reading a number of major classics of world literature, discussion, composition and research. As with all Advanced English programs, students are expected to be competent in English grammar. The below description is for the student who wants to earn college credit during the class in what is known as College in the High School, English 101. A student can be enrolled in the class and not have to be in College in the High School. Pre-requisite: Student must have achieved a grade of 80% or higher in both semesters of either English 10 coursework, or Honors English 10 coursework.

### **ENGL 101 COLLEGE COMPOSITION: EXPOSITION AND ARGUMENTATION. 5 Credits.**

**Fall Semester of Junior Honors English.** This course provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development and support of ideas and perspective in exposition and argumentation as public discourse, familiarization with library resources and application of the rules and conventions of standard American English. Pre-requisites: Student must have achieved a grade of 80% or higher in both semesters of either English 10 or Honors English 10, AND ENGL 100 or Writing Placement Test.



## **ENGLISH/Language Arts continued**

**Honors English 12:** This is a class that is taken for students that are competent in English grammar. Emphasis in the English portion of this class is on reading a number of major classics of world literature, discussion of these works and extensive composition in relation to the books. The below description is for the student who wants to earn college credit during the class in what is known as College in the High School. A student can be enrolled in the class and not have to be in College in the High School. Pre-requisite: Student must have achieved a grade of 80% or higher in English 11, Honors English 11, or College in the High School, English 101.

### **ENGL 170 INTRODUCTION TO LITERATURE. 5 Credits.**

This course satisfies one semester of Honors English 12 for high school credit. It is typically taken in the spring semester. The course will also earn college credit for English 170 if passed with a grade of 60% or higher. This course is an examination of literary approaches in human experience including short fiction novels, poetry and drama. Principal attention to the elements that make up literature, with supporting discussion of ideas, attitudes, problems and values. Brief compositions, quizzes or tests, and/or projects will be completed with each literary unit. Prerequisite: Students must have completed either English 11, Honors English 11, or English 101 College in the High School with a grade of 80% or higher in both semesters of their junior year.

**Life Skills English 1, 2, 3, 4:** This is a remedial class open to freshmen, sophomores, juniors, and seniors with an Individualized Educational Plan (IEP). Classroom curriculum content includes basic grammar, sentence structure, and writing techniques. Appropriate age/grade level reading is assigned in conjunction with spelling and vocabulary work based on specific reading assignments. This class offers equivalent credit for English 9, 10, 11, and 12 in meeting graduation requirements.

## **SCIENCES**

**Physical Science:** This required freshman course is designed to teach basic concepts and processes in the sciences of chemistry and physics. Topics introduce students to light, sound and heat, electricity and magnetism, basic chemical principles and reactions, force and motion, and atomic structure. Emphasis is on developing scientific observation, measurement, and explanation skills.

**Biology:** This required sophomore course covers three major categories of molecular biology, the study of the five kingdom systems, and interaction within these kingdoms. This is a required course for sophomores and for graduation.

**\*Earth Science:** Pre-requisites: junior or senior status. This course offers insight into the environment on earth and the earth's environment in space. The concepts and principles essential to students' understanding of the dynamics and history of the earth. In this course students' will explore oceanography, geology, astronomy, meteorology and geography.

**\*Chemistry:** Pre-requisites: junior or senior status and taking or have taken Algebra 2. This is a course that deals with the composition, structure, and properties of substances and their reactions. Order of emphasis is on discussion, problem solving and lab work. **(Offered 2022-2023)**

**\*Physics:** A science that deals with matter and energy and their interactions with mechanics and heat including the study of motion, forces, work, power, and certain aspects of heat; the nature of waves; electricity and magnetism; and nuclear physics. Students will need good problem solving skills and an adequate background in mathematics and science including Algebra, Geometry, and Physical Science.  
**(Offered 2023-2024)**

**\*May count toward PPR credit.**

## **MATH**

**Financial Success:** This class covers the most current and relevant financial topics that impact today's students, including budgeting, identity theft, saving, investing, risk management, and careful use of credit. This class teaches students how to plan and manage their personal finances; how to live a financially successful life; and what their financial responsibilities are as citizens.

**Algebra 1:** The purpose of this class is to prepare students with algebra skills necessary for other math classes that are a part of a college preparatory program. Course content consists of real numbers, equations, inequalities, systems of open sentences, polynomials, rational equations, relations, and functions.

**Geometry:** Prerequisite: Algebra 1. The purpose of this class is to prepare students planning to attend two- or four-year colleges or universities and to meet state standards. The material and topics in this course are aligned to state standards to prepare the students for success on the end of year course exam. The class consists of many different mathematical topics, which are taught in chapters. The main topics covered in this class are points, lines angles, triangle polygons and circles. For each main topic definitions, postulates, theorems are used to develop fundamentals of geometry and proofs.

**Algebra 2:** Prerequisites: Algebra 1 and Geometry. It is used to further prepare those students planning to attend college. Class content is a review of Algebra 1, factoring, irrational numbers, complex numbers, quadratic equations, functions, exponential functions, trigonometry and logarithms.

**\*Pre-Calculus:** Prerequisite: Algebra 2. Our objective for the year is to teach the students into a more college structured class. The material and topics in this course are aligned to AP (Advanced Placement) standards to prepare the students for success in AP Calculus. The main topics covered in this class are functions and graphs, exponential and logarithmic functions, trigonometry, linear systems, sequences/series, conic sections, and limits.

**\*AP (Advanced Placement) Calculus AB:** Prerequisite: Pre-Calculus. Our objective for the year is to teach the students into a more college structured class. The material and topics in this course are aligned to AP standards in order to prepare the students for success on the AP Calculus AB exam. Students who receive a score of 3 or better on the AP exam should translate to college credit or placement depending on the school and major chosen by the student. The main topics covered in this class are limits, differentiation, and integration.

**Life Skills Math 1, 2, 3, 4:** This is a remedial class open to freshmen, sophomores, juniors, and seniors with an Individualized Educational Plan (IEP). Classroom curriculum content includes basic math skills as well as functional and consumer math skills. This class offers equivalent credit for the 3 years of math in meeting graduation requirements.

**\*May count toward PPR credit.**

## **SOCIAL SCIENCES**

**\*World Geography:** This course meets the graduation requirement for social studies elective. Students will study maps, charts, and populations relative to local, regional, and world topics. The program includes a study of societies, civilizations and historical events of the world, past and present. **(Offered 2022-2023)**

**\*World History:** This is a yearlong course designed to provide a comprehensive overview of the years 8000 BCE (or BC) to present. Students will learn about Egypt, Ancient Greece, the Roman Empire, the Middle Ages, the Renaissance and Reformation, the Age of Exploration, Absolutism, the Age of Enlightenment, The French Revolution, Imperialism and Nationalism and Twentieth Century events. Students will study the world's civilizations, religions, technology, philosophy, geography, and how world cultures interact with each other. **(Offered 2023-2024)**

**United States History:** A required course for juniors dealing with our nation's past and present. Class objectives include: understanding how and why our nation was formed; identifying with the nation's institutions and traditions; and studying the historical perspective of our nation's role in the world. A primary objective is to encourage student understanding of their responsibilities as American citizens.

**Civics/CWP:** A required course for seniors which covers selected political and social issues of the world at large and the United States. Attention is given to the cause and effect on the future of the students, the nation, and the world as influenced by contemporary issues. The primary source for research includes magazines and other current materials. A semester on government(civics) is also included in this course.

**\*European Civilization:** European history, literature, art, music, religion, philosophy, language, governance and overall culture all rolled up into one class--starting from the birth of Rome up to 1900. An in depth dive that always links to the present and gives students aha moments "Oh, that's where that came from!" "Oh, that's why we do that!" "Ugh, that's what we need to avoid doing!" Mythology, The Roman Republic, Government Corruption and the Fall to Empire, Rise of Christianity, Classical Art, Fall of Western Roman Empire, Rise of Papal Authority, Medieval Art and Music (Monophony, Polyphony, Harmony), Rise of Islam and invasion of Spain, Charlemagne's Empire Rise and Fall, Viking Migrations, Feudalism & Manorialism, Chivalry and Courtly Love, Norman Invasion of England, Castles, The Crusades, Innocent III (Power of Pope's at its Height), France vs. the Pope -- decline of Papal Power, The English Monarchy and Magna Carta, The Hundred Years War, Holy Roman Empire, Reconquista, Scholasticism, Renaissance, Reformation, Martin Luther, War of the Roses, Henry VIII, Spanish Armada--Elizabeth vs. Philip, American Colonization, Baroque music, art, and architecture, Rococo, The English Civil War and the English Bill of Rights, Neo-classicism in art and Classical Music, The Enlightenment and Salons, The American Revolution, The French Revolution, Romantic art, music, and literature and the Industrial Age, Napoleonic Era, The Concert of Europe (setting the stage for World War I), Marxism, Realism, Impressionism, Post-Impressionism, Cubism, Surrealism, and Jazz.

Abbreviated List of Primary Source Literature Readings or Excerpts: Cicero Dream of Scipio. St. Augustine Confessions. Marie de France "Lanval" and "Equitan" from The Lais of Marie de France. Dante Alighieri "Inferno" from The Divine Comedy. Machiavelli The Prince. Thomas More Utopia. Thomas Mandeville The Parable of the Bees. Thomas Hobbes Leviathan. John Locke Two Treatises on Government. Montesquieu The Spirit of the Laws.

**\*Asia Civilizations:** A deep dive into the flow of history across the Asian continent including government, art, and way of life. Indian, Chinese, Persian, Russian, Muslim, Japanese and civilizations of the central Asian steppe and Southeast Asian peninsula and islands will be examined. Three of the five major world religions (Hinduism, Buddhism and Islam) will be studied in some depth and their respective impacts on the various Asian civilizations covered. Eastern Christianity will be reviewed and its impact on Russian and western and south Asian civilizations inspected. Great philosophers of China (and other areas) will also be investigated as well as their impacts on Asian life. Great attention will be given to interactions between various peoples and cultural diffusion versus cultural isolation. Marxist communism and western imperialism's impact in later centuries and the modern era will also be studied. All along the way, we will connect Asian history and cultural touchstones with current events. **(Offered 2023-2024)**

**\*May count toward PPR credit.**

## CAREER and TECHNICAL EDUCATION CLASSES

**Ag. Technology:** This course has several aspects of both the agriculture, engineering, and technology worlds. Computer history, keyboarding, use of computers and research skills, along with an introduction to the following topics: animal and plant science, agri. mechanics, robotics and auto-cad will all be covered in this course. **This course satisfies the freshman technology course requirement.**

**Ag. Leadership:** Prerequisite: Ag. Technology. Class includes business units in balance sheet statements, income and loss statements, maximum profit, credit, partial budgets, and various economic theories. In the second semester, students will work in the greenhouse and learn about plants, flowers and crop science.

**Ag.-Mechanics:** Prerequisite: Ag. Technology. This class is split between classroom work, problem solving, and shop skills. Units in electricity, carpentry, welding, small engines, tool maintenance, soil conservation, and plumbing are taught.

**Advanced Ag.-Mechanics:** Prerequisite: Ag.-Mechanics. This class is split between the classroom and shop. Units of study from Agri-Mechanics are continued with more detailed work in electricity, welding, small engines, etc. This is a project class and students will need their own project.

**Small Engines/Ag. Mechanics:** Prerequisite: Ag. Technology. Small Engines is a course that will focus on shop safety, engine theory, carburetion, power, troubleshooting, and maintenance. Students will be expected to completely disassemble and reassemble a 4-stroke engine as well as troubleshoot engine problems. Grades will be based on classroom-based assignments, as well as participation in the shop. In the second semester, students will transition into the above described course: Ag.-Mechanics.

**Computer Aided Drafting & Design (CAD):** Prerequisite: Ag. Technology. The students will learn how to use the principles of geometry involved in using a CAD system (SolidWorks) to create Isometric and 3-D drawings. Students will also have the opportunity to work on drawings used in various technical fields, such as mechanical engineering, architecture and electronics, as well as be exposed to the technology of 3-D Printing. During this course, students will also be introduced to robotics and robotics programming.

**Business Technology:** This course has several aspects of both the business and technology worlds. Computer history, keyboarding, use of computers and research skills, along with an introduction to our economic system will all be covered in this course. **This course satisfies the freshman technology course requirement.**

**Business:** This is a yearlong course for sophomores, juniors, or seniors. It acquaints students with the basics of business.

**Accounting:** Accounting is a two-semester vocational course for sophomores, juniors, and seniors. The class is designed to teach the fundamentals of double entry accounting. Topics covered include interest, depreciation, partnerships, and corporations. **(Offered 2023-2024)**

**Intro to Computer Science:** Prerequisite: Algebra 1, Open to Grades 10, 11, 12. Introduces students to the concepts of computer science and challenges them to explore how computing and technology can impact the world.

**Foundations:** (Advancement Via Individual Determination) is a national program designed to support and assist selected students with a college preparatory curriculum that emphasizes analytical writing, note taking, organization, and research. The mission of AVID is to close the achievement gap by preparing all students for college (as defined by the student) readiness and success in a global society. **This course satisfies the freshman technology course requirement. Open to Grade 9.**

**Early Childhood Education:** This course combines supervision with hands-on experience in the elementary classroom. Students will gain skills by observing the classroom teacher, working with younger students one on one or in small group situations and collaborating with the classroom teacher to meet the needs of the younger students. An interest in a career in child care, psychology or education is a plus.

**All of these courses may count towards a PPR requirement.**

## **FOREIGN LANGUAGE**

**\*Spanish 1:** Basics of Spanish language. Grammatical concepts: Noun-Adjective Agreement in gender and number, Word Order, Conjugating verbs in the Present Tense (including AR, ER, IR verbs, irregular yo form verbs, and stem-changers, Present Progressive tense, Subject Pronouns, Direct Object Pronouns, Possessive Adjectives, Demonstrative Adjectives, Irregular Verbs, Using Ser vs. Estar and Saber vs. Conocer. Vocabulary Units: Alphabet, Phonetics, Numbers 1-1 trillion, Greetings, At school, After school, and friends, Family, House Vocab, Sports, At the Airport, Winter Sports, Farm and Forest Animals. Culture includes: Holiday traditions, current events, current music, and geography/culture/history of Spain.

**\*Spanish 2:** Focus toward building intermediate Spanish language skills. Grammatical concepts: Conjugation and use of verbs in all 5 Indicative Tenses (Present, Preterit, Imperfect, Future and Conditional), Indirect Object Pronouns, Perfect Tenses and the verb Haber, Reflexive Verbs and Pronouns, "Backward constructed" verbs--like Gustar. Vocab Units: Park and Playground, Summer and Beach, Cultural Activities in the City, Train Travel, Restaurant and Food, Personal Hygiene and Camping, Phone and Personal Tech Vocab, Groceries, Post Office and the Mail, Car and Driving, and Hotel Vocab. Geography, culture, and history of Mexico, Central America and the Caribbean.

**\*Counts toward PPR credit.**

## **HEALTH AND FITNESS**

**PE 1/Health:** PE 1 is required to fulfill the first part of a two-year physical education requirement. PE I will be taken during the freshman year. Fitness, individual, lifetime, team, and challenge activities are included in this course. Students meet the state Health requirement in this course by completing classroom-based instruction on health topics throughout the year. Their transcript will reflect Health for the second semester of their freshman year. Students are encouraged to increase their physical fitness and develop skills for a lifetime of activity.

**PE 2:** Prerequisite: PE 1. PE 2 may be used as the second year of the two-year physical education requirement. Fitness, individual, lifetime, team, and challenge activities are included in this course. Students are encouraged to increase their physical fitness and develop skills for a lifetime of activity.

**\*Total Fitness:** This class is one of two choices to fulfill the second-year physical education requirement. The emphasis of this class is to develop total fitness. Units in weight lifting, plyometrics, flexibility, and aerobic activities will be presented. Other units will be presented on developing an exercise program and the effects of nutrition on exercise. This course may be taken during the freshman year in conjunction with PE I for elective credit.

**\*Advanced Total Fitness:** Advanced Total Fitness is for students who have a solid grasp of the lifting technique and concepts taught in Total Fitness. Students should expect a focused and more rigorous lifting environment with a focus on athletic development. This class will further develop skills and movements specific to sports with a tailored lifting schedule for athletes. Muscular strength, speed, agility, mobility, and recovery will be focused on weekly.

**\*May count toward PPR credit.**



## FINE, VISUAL & PERFORMING ARTS

**\*Art I:** A basic art class for freshmen, sophomores, juniors, and seniors. Elements of basic design and color will be taught, as well as famous artists and their contribution to art. This is a one-year course with no prerequisites.

**\*Art II:** Prerequisite: Art I. This class is open to Sophomores, Juniors and Seniors who have completed Art I. Elements and principles of art will be practiced. Famous artists and their works will be taught. The second semester will be a studio situation for students to create art with a variety of mediums. All work will be mounted or matted. Selected items will be included in a gallery experience. Permission of instructor required.

**\*Art III:** Prerequisite: Art II. This class is open to Juniors and Seniors who have completed the first two years of Art in the traditional art class. This course will be more independent study within the traditional class. The student will be able to advance and focus skills in areas of art strength. Permission of instructor required.

**\* Wind Ensemble (Band):** The Wind Ensemble class offers a comprehensive music education experience that develops students' musical skills individually and as part of an ensemble. This class has three parts: Wind Ensemble, Pep Band, and Marching Band, which offers opportunities for performances at concerts, festivals, and athletic events. The course is open to Freshman through Seniors who have an instrumental music background. However, with teacher approval, students who do not have prior instrumental music experience may also be admitted. Through this class, students will improve their instrumental skills, and learn about the art of ensemble performance and gain valuable experience performing in a variety of settings.

**Enrolling in this class is a prerequisite for participation in Jazz Band, Pep Band, or Marching Band.**

**\*Choir:** The Choir class provides a unique opportunity for students to develop their musical skills and participate in after-school performances such as concerts and festivals. This joint class includes 7th and 8th graders and is open to Freshman through Seniors. Through this class, students will develop through ear-training, sight-singing, and ensemble performance. Students will also have the opportunity to perform in a variety of music such as: Contemporary music, Pop, Gospel, folk, acapella, and classical.

**Prior musical knowledge is not required to excel in the class, as the curriculum is designed to cater to students with diverse musical backgrounds.**

**\*Jazz Band:** The Jazz Band class is an exciting opportunity for students to explore the art of jazz music and develop their improvisation and ensemble performance skills. This Zero Period class (7:15am-8:05am) is open to Freshman through Seniors and is taught jointly with 7th and 8th graders. The curriculum emphasizes individual improvisation and ensemble performance, which will enable students to become more confident and skilled musicians. Through this course, students will gain valuable experience performing in a variety of settings, including concerts and festivals.

**Enrolling in Wind Ensemble is a prerequisite for participation in Jazz Band**

**\*Music Production:** The Music Production class provides students with hands-on experience in creating digital music using a DAW (Digital Audio Workstation). Through this course, students will learn the basic concepts of music theory, piano, song structures, forms, and drumbeats. The grading is project-based, and most of the work is expected to be created by the individual. This approach enables students to develop their creativity and hone their skills in a self-directed environment. Through the class, students will gain experience in digital music production, mixing, and mastering, which are essential skills in the music industry. By the end of the course, students will have a portfolio of their work that they can use to showcase their creativity.

**Prior musical knowledge is not required to excel in the class, as the curriculum is designed to cater to students with diverse musical backgrounds.**

**\*May count toward PPR credit**

## **FINE, VISUAL & PERFORMING ARTS cont.**

**\*Metal Arts:** Prerequisite: Ag Technology. Students will learn about shop safety, basic welding, oxy-acetylene cutting, and plasma cutting skills. Students will be required to complete basic welding assignments, bolt figurines, and plasma silhouettes for their art projects. Meets the graduation requirement for the Arts credit.

**\*Yearbook:** Yearbook is the course offered at LHS in which students plan, develop, market, send to publish, and distribute the school annual. With the guidance of the yearbook adviser, student groups participate in all aspects of yearbook development. Students have the opportunity to work individually, in pairs, and in small groups to learn a wide variety of skill sets:

- Leadership and cooperative group skills
- Planning a book ladder and page layouts
- Brainstorming, collecting and creating section content
- Organization of photo opportunities for students, school clubs, and organizations
- Digital photography & graphic editing
- Business skills - order processing, student notification
- Creating promotional materials
- Setting and meeting deadlines
- Planning and following through with distribution

Successful yearbook staff members are encouraged to participate in the Yearbook class for consecutive years, honing and sharing their experience as a class leader.

## **ON-LINE COURSE OFFERINGS**

**On-Line courses:** Open to Grades 10-12. Students can register for on-line courses through individual course providers. They will complete pre-tests, lessons, and exams. The menu of courses available is at [redcomet.org](http://redcomet.org) so the student must work with a counselor and/or principal for approval to take a course in this fashion. Must be able to work very independently and on a computer. **Foreign Language coursework is not recommended.**

## **SUPPORT SERVICES**

**Study Skills:** This is a support class that emphasizes improvement of study skills, reinforcing classroom learning, and assignment completion. This class is offered to those students being served under an Individual Educational Plan (IEP) or 504 Plan.

**Life Skills:** This class is designed for students needing additional support to learn functional life skills and social skills. The class focuses on helping students learn the skills needed to live independently, interact with others, work as a member of a group, run a business and enjoy life long recreation skills. This class is available to students with an IEP.

**Guidance:** This is a support class that provides additional support to students in their core academic classes. Student grades and missing work are tracked on a weekly basis; the classroom teacher provides any additional support the student may need to become successful. This class is offered to students who are referred by the counselor and/or principal.

**\*May count toward PPR credit**

## INDEPENDENT STUDENT REQUIREMENTS

**Senior Project:** A requirement in the senior year to fulfill a ½ of credit (**requirement with credit Class of 2023**) towards the 26 credits required for graduation. It is sometimes referred to as the C.E.E. (Culminating Educational Experience). It is made up of the following expectations:

### The Three Components

1. The Project is a Job Shadowing Experience. The Student must get 12 hours with an adult mentor in a career area of interest. These hours are completed outside of school and must be documented by the adult mentor.
2. Employment Portfolio: is an educational plan and compilation of important information about the student that demonstrates the student's strengths for a successful career. It includes a Resume, Cover Letter, Job Application, a copy of Student Transcript and Immunization Record as well as a Post-Secondary Plan.
3. The Presentation requires students to present their work and respond to questions in a way that demonstrates their readiness to take responsibility for their own learning. The Presentation must be no less than 8 minutes in length and include information about the Job Shadow experience.