

Class Of 2022 Registration Handbook



Mt. Rainier High School
An IB World School



Course Guide

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Welcome to the Mountain!

The Mount Rainier High School Counseling and Career Departments welcome you! We are here to help you make your four years at Mount Rainier productive and rewarding.

Counselors can help in the following areas:

- Academic Planning
- Personal Concerns
- Conflict Mediation
- Decision Making
- Career Planning
- College Planning

Counselors will work with students depending on the first letter of your last name

A-E	Mr. Hiestand
F-K	Ms. Fiorito
L-Q	Ms. Lopez
R-Z	Mrs. Russ
9 th Grade	Mr. Blakeney

CLASS OF 2022

PACIFIC MIDDLE SCHOOL REGISTRATION AND ORIENTATION TIMELINE

Monday March 12th Mt. Rainier- 8th Grade Orientation

March 12th-19th Online Registration

After planning courses on the Registration Forms, students can enter their choices online through their Illuminate portal during the "open window".

Students have been pre-assigned into some of their core courses. This will not be visible on the student's online portal.

Steps:

1. Log onto your student portal in Illuminate
2. Click the "Course Requests" button
3. Make your selection in each of the choice boxes. Once finalized, click "submit" for each section.
4. Once a student clicks "submit", they will not be allowed to make changes. Counselors can assist with changes if needed.
5. Students will see a "Congratulations" message once they have submitted all selections

Reminder: If students are confused or have questions about online registration, they can wait for their hallway meeting with the MRHS counselor on the 19th.

Monday, March 19th Registration forms to be turned in during your Social Studies class!

MOUNT RAINIER EXTRACURRICULAR ACTIVITIES

Listed below are some of the exciting **ACTIVITIES, CLUBS, and ORGANIZATIONS** for you to get involved in at school!

Art Club	Film Club	Math Team
Leadership Class	French Club	National Honor Society
Black Student Union	Gay Straight Alliance (GSA)	Pacific Islanders Club
Christians in Action	Interact	Video Game Alliance
Book Club	Japanese Culture	Rambotics
DECA	Key Club	Red Cross Club
Chess Club	Knowledge Bowl	Yoga Club
FCCLA	Latino Club	Yearbook
Dungeons & Dragons Club	KPop	Scholarship Club
Film Club	Multicultural Club	

ELECTED GROUPS

ASMR OFFICERS – Associated Student Body of Mount Rainier

Class Officers

Club Officers

SPORTS

FALL

Cross Country

Football

Girl's Soccer

Girl's Volleyball

Girl's Swimming

Golf

WINTER

Boy's Basketball

Girl's Basketball

Girl's Gymnastics

Boy's Swimming

Wrestling

SPRING

Boy's Baseball

Girl's Fastpitch

Boy's Soccer

Tennis

Track

GRADUATION REQUIREMENTS

Credit Requirements (State of Washington):

Highline School Board may increase the credit requirement beyond the State of Washington minimums. Class of 2022 graduation requirements will be announced prior to start of the 2018-19 school year. Stay tuned!!!

Language Arts:	4.0 credits
Social Studies:	3.0 Credit 1.0 Contemporary Global Issues 0.5 Civics 1.0 US History 0.5 Other Social Studies + Successful completion of PNW History in 7 th Grade
Mathematics:	3.0 Credits
Physical Education:	1.5 Credits
Health:	0.5 Credit
Science:	3.0 Credits
Occupational Education:	1.0 Credit
Fine Arts:	*2.0 Credit
World Language	*2.0 Credit
Elective:	4.0 Credits
TOTAL:	24.0 Credits

**1.0 Art Credit and 2.0 World Language Credits may be satisfied through the student's Personalized Pathway in which students may take other courses related to their specific post-high school plans or educational outcomes.*

Non-credit Graduation Requirements

- **Meet Standard on 3 State Exams**
 - English Language Arts
 - Math
 - Science
- **High School and Beyond Plan**



IB Middle Years Programme (MYP)

Grades 9 and 10

What is MYP?

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Students who complete the MYP are well-prepared to undertake the IB Diploma Program (DP). The MYP curriculum is linked together with Global Contexts, IB Learner Profile and Approaches to Learning Skills.

What will my student be learning?

Students will be taking the following courses:

Required:

- ✓ Language and Literature
- ✓ Individual and Societies
- ✓ Science
- ✓ Math
- ✓ World Language: Spanish, Arabic, or French.

Electives:

Students will choose 1 per semester

- ✓ **Art:** Visual Arts and Drawing/Painting
- ✓ **Music:** Band, Choir
- ✓ **PE:** Fitness Foundations – after taking this course students can take other PE classes offered
- ✓ **CTE:** Microsoft IT Academy, Marketing, Exploring Computer Science, Photography, Personal Choices, and Woods

Personal Project

All MYP students will complete a Personal Project!

What is the Personal Project?

The Personal Project is an independent project that allows you to explore an area that is of interest to you. Maybe you have always wanted to learn a foreign language or learn to cook. Perhaps you want to research a global issue or create an original piece of art or music. The Personal Project is an opportunity for you to develop, design and implement a project of your choice. You will start your project in the spring of your 9th grade year and you will showcase your Personal Project in the spring of your 10th grade year. You will also explore how the Personal Project connects to the 4 learning outcomes for Advisory: Social Development, Personal Development, Academic Development, and College/Career Readiness.

Examples of Personal Projects:

- ✓ Participate in and help organize a walk for Autism
- ✓ Create a scrapbook of mentors and role models for young teens
- ✓ Create a website to inform about subliminal messaging
- ✓ Paint a mural to depict diversity and respect
- ✓ Teach a parent to play the piano who has no prior experience

For more information contact MYP Coordinator, Kari Robins, at kari.robins@highlineschools.org



IB Diploma Programme (DP) Grades 11 and 12

Why take IB classes? Top three reasons:

3. It looks good on your transcript.
2. You may get college credit for the classes.
1. **IB is the best college preparatory program around.**

"The International Baccalaureate is the best secondary curriculum in the world, bar none."

Elizabeth Verney, Director of Admissions, Bryn Mawr College

Option 1 – the IB certificate

- Take one or more IB class per year
- Pass the exams and receive an IB certificate

Option 2 – IB the diploma

- Take all IB classes junior and senior year
- Write an extended essay
- Participate in service learning, some type of activity, and something creative called CAS
- Pass the tests the IB exams

For more information contact Veronica Fairchild by email at veronica.fairchild@highlineschools.org

Why Study French?

Pourquoi étudier le français?

A world language

More than 200 million people speak French on the five continents. The Francophonie, the international organization of French-speaking countries, comprises 68 states and governments. French is the second most widely learned foreign language after English, and the ninth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for more than 750,000 learners.

A language for the job market

An ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and sub-Saharan Africa). As the world's fifth biggest economy and number-three destination for foreign investment, France is a key economic partner.

The language of culture

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature, as well as films and songs, in the original French. French is the language of Victor Hugo, Molière, Léopold Senghor, Edith Piaf, Jean-Paul Sartre, Alain Delon and Zinedine Zidane.

A language for travel

France is the world's number-one tourist destination and attracts more than 70 million visitors a year. A little French makes it so much more enjoyable to visit Paris and all the regions of France (from the mild climes of the Cote d'Azur to the snow-capped peaks of the Alps via the rugged coastline of Brittany) and offers insights into French culture, mentality and way of life. French also comes in handy when travelling to Africa, Switzerland, Canada, Monaco, the Seychelles and other places.

The other language of international relations

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg.

A language that opens up the world

After English and German, French is the third most used language on the Internet, ahead of Spanish. An ability to understand French offers an alternative view of the world through communication with French speakers from all the continents and news from the leading French-language international media (TV5, France 24 and Radio France Internationale).

A language that is fun to learn

French is an easy language to learn. There are many methods on the market that make learning French enjoyable for children and adults alike. It does not take long to reach a level where you can communicate in French.

A language for learning other languages

French is a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese and Romanian) as well as English, since fifty per cent of current English vocabulary is derived from French.

The language of love and reason

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations.

<http://www.consulfrance-houston.org/spip.php?article1426>

Why Study Spanish?

¿Por qué estudiar español?

- There are 328,518,810 Spanish speakers worldwide, putting it second only to Chinese for total number of native speakers.
- In the US, it is used by some 35 million people or around 10% of the US population. This makes the US home to the fourth largest Spanish-speaking population in the world.
- Spanish is the fourth most widely geographically used language in the world, spanning 44 countries.
- It is the official language of 21 countries.
- It serves as the most commonly taught foreign language in the United States.
- 68.8% of high school students and 52.2% of post-secondary students with world language programs choose to study Spanish.
- It serves as an official language of the United Nations, the European Union, World Trade Organization, and North American Free Trade Agreement.
- It is the third most commonly used language on the Internet (after English and Chinese).
- Hispanic citizens make up 15.4% of the US population and the second largest ethnic group.
- There are more than 5,000 elected US officials who are of Latino/Hispanic origin.
- Spanish has been spoken in the US for centuries, and it is used in many different ways today.
- It began being used in what is now the US in 1513 (almost five centuries ago) by Ponce de León. Spanish was the language spoken by the first permanent European settlers and explorers.
- Cabeza de Vaca, a Spanish explorer, traveled from Florida to the Gulf of California 267 years before the Lewis and Clark expedition.
- Spanish is a part of our popular culture, with shows like "Dora the Explorer," "The George Lopez Show," and "Ugly Betty," as well as the language of major networks such as Univisión and Telemundo.
- Spanish influence is evident in place names: states such as Colorado, New Mexico, Nevada, Montana, Florida, California, and Arizona all come from Spanish words; cities and regions such as Los Angeles, Puerto Rico, Alcatraz, Toledo, Santa Fe, and Las Vegas, to name a only handful, are also of Spanish origin.

Taken from the AATSP (American Association of Teachers of Spanish and Portuguese) website
http://www.aatsp.org/default.asp?page=adv_why

Why Study Arabic?

العربية؟ اللغة دراسة لماذا

Arabic is the 5th most commonly spoken native language in the world.

Arabic is the official language of over 20 countries and there are well over 300 million native speakers of the language. These speakers are largely concentrated in the Middle East, but there are minority groups of native speakers throughout the world. It is also an official language of the United Nations, the Arab League, the Organization of Islamic Conference, and the African Union.

There is a high demand and low supply of Arabic-speakers in the Western world.

Relatively few Westerners ever venture to learn Arabic. With the growing importance of the Middle East in international affairs, there is thus an extreme shortage of workers in the West who are versed in Arabic language and culture. Those who study Arabic can find careers in a variety of fields: journalism, business and industry, education, finance and banking, translation and interpretation, consulting, foreign service and intelligence, and many others.

There are financial incentives for learning Arabic.

The US government has designated Arabic as a language of strategic importance. The National Strategic Language Initiative instituted in 2006 promotes the learning of Arabic (and other languages deemed critical) among Americans through [numerous scholarships and supported learning opportunities](#). These include support for language courses from beginning to advanced levels, study abroad programs, intensive instruction opportunities, teacher exchanges, and professional development.

Arabic-speaking nations are a fast growing market for trade.

Initiatives to integrate the Arab world into the global economy are opening up numerous potential new business opportunities. The Arab region with its rapidly growing population provides a huge export market for goods and services. With a GDP of over 600 billion dollars annually, the region also has much to offer the world market. In order to do business effectively, one must understand the language and culture of the people with whom one hopes to negotiate and conduct trade.

Arabic-speaking peoples have made significant contributions to world civilization.

While Europe was experiencing the relative intellectual stagnation of the Middle Ages, the Arab-Islamic civilization was at its zenith. Arabs contributed a great deal to the advancement of science, medicine, and philosophy. Much learning from the Greek, Roman, and Byzantine cultures was preserved for the world through the Arab libraries. Arabs have also made significant contributions in such areas as literature, mathematics, navigation, astrology, and architecture. A knowledge of Arabic enables the exploration of this vast body of knowledge in their original language.

The Arab-speaking world has a rich cultural heritage.

The Arab world has its own unique art, music, literature, cuisine, and way of life. Westerners know about belly dance, perhaps have read *1001 Nights*, and may have tried some popular Middle Eastern dishes such as hummus or falafel, but Western exposure to the Arab way of life is generally limited. In exploring the Arabic world, you will learn to appreciate its distinct cultural products and practices and you will come to understand some of the values important to the Arabic people, such as honor, dignity, and hospitality.

Arabic influence is evident in many other languages.

The export of concepts, products, and cultural practices from Arabic-speaking peoples is evident in the vocabulary that Arabic has lent other languages. *Algebra* was invented by Arab mathematicians in medieval times. Such staple products as *coffee* and *cotton* came from the Arab world, as well as *jasmine*, *lemon*, and *lime*. Other Arabic loanwords appearing in English denote such diverse things as *henna*, *macrame*, *lute*, *mattress*, *gerbil*, *sorbet*, *safari* and *muslin*. The influence of Arabic culture is apparent not only in the English language. Numerous Arabic contributions are also discernible in Persian, Turkish, Kurdish, Spanish, Swahili, Urdu, and other languages.

http://www.vistawide.com/arabic/why_arabic2.htm

Course Descriptions

LANGUAGE ARTS

EN8600 / 9th

MYP LANGUAGE AND LITERATURE 9

1.0 credit in Language Arts

Prerequisite: none

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. Students in grades 9 and 10 will be enrolled in MYP Language and Literature. The four objective areas are: Analyzing, Organizing, Producing Text, and Using Language.

The language and literature course will:

- ✓ engage students in the study of many aspects of the language and literature of a community and its culture
- ✓ develop the student's language; specifically their listening, speaking, reading, writing and critical literacy skills
- ✓ provide a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential
- ✓ offer a study of a wide range of literary and non-literary text types, writing styles and techniques. Analysis of literary and non-literary text includes commenting on the significance of any possible contexts, audience, purpose and the use of linguistic and literary devices. Literary texts can be visual, written or spoken, contemporary or traditional that use language in aesthetic, imaginative and engaging ways—to entertain, to evoke empathy, to express cultural identity and to reflect on ideas and issues.

EN3340/ 9th

LEARNING LAB: READING and WRITING

1.0 credit per year (up to 4.0 credits)

*Prerequisite: *IEP team recommendation*

Learning Lab Reading / Writing is about raising overall performance through directed skill development. The Learning Lab course is designed to provide specially designed instruction for qualified students who need skill development in reading and writing. The course content will vary according to individual student needs. The course primarily will address skills needed for clear and effective writing and active reading and comprehension. For a student with an Individualized Education Program (IEP), this will qualify as specially designed instruction because individual goals and objectives are addressed within the class.

MATHEMATICS

MT8500/9th-12th

MYP ALGEBRA 1

1.0 credit in Mathematics

Prerequisite: none

Students need to develop symbolic fluency in order to engage and succeed in higher level math classes, which lay the foundation for jobs in science, engineering, and economics. The four objective areas are: Knowledge and Understanding, Patterns, Communication, and Real World Mathematics. In this class, students are expected to investigate algebraic patterns, communicate their ideas to others, and apply their understanding to real life situations.

MT8600 /9th-12th

MYP GEOMETRY

1.0 credit in Mathematics

Prerequisite: teacher recommendation & successful completion of Integrated Algebra 1.

Students need to understand spatial relationships and use logic and reasoning to solve problems. The four objective areas are: Knowledge and Understanding, Patterns, Communication, and Real World Mathematics. In this class, students are expected to investigate geometric patterns, communicate their ideas to others, and apply their understanding to real life situations.

MT5500 /9th-12th

ALGEBRA 2

1.0 credit in Mathematics

Prerequisite: teacher recommendation and successful completion of Algebra 1 and Geometry

The fun with functions continues. Not only do students build on their knowledge of linear, exponential, and quadratic functions, but they also transform, solve, and model functions like polynomials, rational, radical, and logarithmic functions. Other highlights include working with imaginary numbers and using statistics and probability to interpret data collected from experiments and simulations.

MT3120/9th

LEARNING LAB: MATH I

1 credit per year (up to 4.0 credits)

*Prerequisite: *IEP team recommendation*

The Learning Lab course is designed to provide specially designed instruction for qualified students who need skill development in mathematics. The course content will vary according to individual student needs. For a student with an *IEP, this will qualify as specially designed instruction of individual goals and objectives are addressed within the class.

MT3140/9th

LEARNING LAB: MATH II

1 credit per year (up to 4.0 credits)

*Prerequisite: *IEP team recommendation*

The Learning Lab course is designed to provide specially designed instruction for qualified students who need skill development in mathematics. The course content will vary according to individual student needs. For a student with an *IEP, this will qualify as specially designed instruction of individual goals and objectives are addressed within the class.

SOCIAL STUDIES

SS8190 / 9th

MYP CONTEMPORARY GLOBAL ISSUES

1.0 credit in Social Studies

Prerequisite: none

Students will be engaged in observation, reasoning and argumentation, the use of primary sources, and data that can be used to propose knowledgeable claims that guide human existence and behaviour. They will begin to explore these claims by assessing validity, reliability, credibility, certainty and individual, as well as cultural perspectives. The humanities and social sciences focus on the development of critical and creative thinking skills that students can apply in a wide variety of areas of interest and careers. The knowledge, skills and attitudes that students develop in individuals and societies courses provide a meaningful foundation for further study and help to prepare students to work in academia, in non-governmental and governmental organizations, nonprofit organizations and business and industry

The **Contemporary Global Issues 9** course will:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment

- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- Include topics such as Cultural Identity, Human Rights, Migration, Sustainability, Economic Development, Peace, Conflict, and Activism.

SCIENCE

SC8400 /9th

MYP CHEMISTRY

1 credit in Laboratory Science

Prerequisite: none

In MYP Chemistry, students will develop an understanding of matter and its interactions with the physical world. Through this course, students will learn the basics of periodic trends, chemical reactions, electrical forces and chemical bonding. Students will strengthen and develop the core scientific practices of asking questions, modeling, and constructing arguments based on evidence. The four objective areas are: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impact of Science.

The chemistry course will incorporate:

- ✓ Cross-cutting scientific concepts including patterns, energy and matter and stability and change.
- ✓ Important science and engineering practices such as developing and using models, planning and carrying out explanations and designing solutions.
- ✓ Disciplinary core ideas including 1) Matter and its Interactions, 2) Energy, 3) Earth's Systems, 4) Earth and Human Activity.

ELECTIVES

BUSINESS and TECHNOLOGY

CT8140 / 9th-12th

MYP MICROSOFT IT ACADEMY

1.0 Credit (.5 per semester) Occupational Ed. credit

Prerequisite: none

Design Challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. The four objective areas are: Inquiring and analyzing, developing ideas, creating the solution, and evaluating.

This course will:

- ✓ Use and apply technology effectively as a means to access, process, and communicate information, model and create solutions, and to solve problems
- ✓ Develop an appreciation of the impact of design innovations for life, global society, and environments
- ✓ Develop respect for others' viewpoints and appreciate alternative solutions to problems
- ✓ Act with integrity and honesty and take responsibility for their own actions developing effective work practices

Students learn the computer skills and competencies necessary for lifelong success and to complete the Microsoft Office Specialist (MOS) core exams for Word 2016, PowerPoint 2016, Excel 2016, and Access 2016. The MOS certification is the recognized certification that meets industry standards in the Microsoft Office Suite of desktop applications. Students also have the option for certification in Outlook, Word Expert, and Excel Expert in each semester. Additionally, there is an opportunity to earn college credit at local colleges, depending on certification.

Option one: certification in Word and PowerPoint (0.5 credit)

Option two: certification in Excel and Access (0.5 credit)

Option three: certification in Word, PowerPoint, Excel, and Access (1.0 credit)

CT8100 / 9th-12th

MYP MARKETING 1,2

1.0 Credit Occupational Ed. credit

Prerequisite: none

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This course will:

- ✓ Use and apply technology effectively as a means to access, process, and communicate information, model and create solutions, and to solve problems
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- ✓ Develop respect for others' viewpoints and appreciate alternative solutions to problems
- ✓ Act with integrity and honest and take responsibility for their own actions developing effective work practices

Marketing 1 is an exploratory course for students interested in the broad field of marketing and business. Students focus on a wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics include distribution, pricing, promotion, sales, marketing, information management and product service management. Foundations of economics and communications will be introduced in this course. Marketing 2 teaches students to apply principles of marketing to a product/service mix. Entrepreneurship, promotion, marketing management, economics, communication, human relations, retailing, and applications to specific products and markets are the major topics covered in the classroom. Students will be able to take the skills learned and apply them on the job and in their future business careers. Through projects, students will apply the product/service management function to a marketing business. DECA, the student leadership organization associated with marketing, will be integrated into the classroom instruction.

CT8760 /9th-12th

MYP WOOD TECH

0.5 credit in occupational education

Prerequisite: none

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This course will:

- ✓ Use and apply technology effectively as a means to access, process, and communicate information, model and create solutions, and to solve problems
- ✓ Develop an appreciation of the impact of design innovations for life, global society, and environments
- ✓ Develop respect for others' viewpoints and appreciate alternative solutions to problems
- ✓ Act with integrity and honesty and take responsibility for their own actions developing effective work practices

Wood Tech students study the properties of woods and composites made from woods, and utilize these materials to construct usable products. Wood Tech enables students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

CT8340/CT8350 /9th-12th

MYP PHOTOGRAPHY I & 2

0.5 credit in occupational education or fine art

Prerequisite: none

Design Challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. The four objective areas are: Inquiring and analyzing, developing ideas, creating the solution, and evaluating.

This course will:

- ✓ Use and apply technology effectively as a means to access, process, and communicate information, model and create solutions, and to solve problems
- ✓ Develop an appreciation of the impact of design innovations for life, global society, and environments
- ✓ Develop respect for others' viewpoints and appreciate alternative solutions to problems
- ✓ Act with integrity and honesty and take responsibility for their own actions developing effective work practices

Photography 1 is a course in applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information via digital, film, and still photography. Students are exposed to the equipment, materials, and processes of commercial photography. The class covers camera operation and the underlying technologies of photography, the principles of art and design, photography as an occupation and an art form, and the application of photography to commercial needs. They will learn and practice several different genres of photography, as nature photography, action photography, and journalistic photography. Students work with computers and professional software to process their photographs. Class projects encourage students to develop the skills of creative visual communication and critical review of their work.

ART

FA8310 / 9th – 12th

MYP VISUAL ARTS

0.5 credit in fine arts

Prerequisite: none

Visual Arts is a course designed to introduce students to visual media, and the fields of drawing, painting, sculpture, and mixed media, as well as art appreciation and history. Students will experiment with artistic media such as pencil, paint, collage, ink, etc. Students will be introduced to concepts of the language of art to facilitate the development of artistic expression.

As an International Baccalaureate school this course is part of the Middle Year Program where we will address the arts objectives of knowing and understanding, developing skills, thinking creatively, and responding. This arts class will stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. This course encourages students to understand the arts in context and the cultural histories of music, thus supporting the development of an inquiring and empathetic worldview.

Visual Arts students will:

- Create and present art
- Develop skills specific to the discipline
- Understand the relationship between art and its context
- Respond to and reflect on art.

FA3200 /9th-12th

MYP DRAWING/PAINTING I

1.0 credit in fine arts

Prerequisite: none

How do you Create your World? Drawing/Painting is a class designed to dive into the exploration of the world of aesthetic beauty, whether it be found in a human being, a painting, an architectural sketch, the currents in a river, the form of a coffee mug, or a hand printed linoleum image. Drawing/Painting 1 is a beginning Fine Arts class which develops skills in drawing and painting techniques as well design knowledge. This course may be offered as either a semester or yearlong class. In Drawing, students will complete projects and cultivate skills with media of pencil, colored pencil, ink, recycled materials, printing block and use techniques such as linear perspective, value range and contrast, shading of three dimensional objects and more! In Painting, students will expand on their creative skills to focus on exploring the use of watercolor, acrylic, and pastels as they image animals, plants, landscapes, and more! As they work, students will be introduced to the vocabulary relating to Visual Art, both verbally and visually for artistic expression.

As an International Baccalaureate school this course is part of the Middle Year Program where we will address the arts objectives of knowing and understanding, developing skills, thinking creatively, and responding. This arts class will stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. This course encourages students to understand the arts in context and the cultural histories of music, thus supporting the development of an inquiring and empathetic worldview.

Drawing/Painting students will:

- Create and present art
- Develop skills specific to the discipline
- Understand the relationship between art and its context
- Respond to and reflect on art.

FAMILY AND CONSUMER SCIENCES

CT8570/9th-10th

MYP PERSONAL CHOICES

0.5 Credit in Occupational Education

Prerequisite: none

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This course will:

- ✓ Use and apply technology effectively as a means to access, process, and communicate information, model and create solutions, and to solve problems
- ✓ Develop an appreciation of the impact of design innovations for life, global society, and environments
- ✓ Develop respect for others' viewpoints and appreciate alternative solutions to problems

- ✓ Act with integrity and honest and take responsibility for their own actions developing effective work practices

Personal Choices is a course that teaches students to apply decision making and problem solving skills to make important choices in their daily lives. Through learning to understand themselves and gaining skill in interpersonal communication and conflict resolution, students may be able to face the challenge of understanding people around them and be able to build better relationships with friends and family members. Other areas of study include managing one's own lives and resources; diet, food preparation and nutrition; parenting; career exploration and planning.

PHYSICAL EDUCATION

PE8300 / 9th – 12th

MYP PERSONAL FITNESS

.5 Credit in Physical Education

Fitness Foundations Fitness is the foundation for a healthy lifestyle. Students can improve all aspects of their lives by achieving a health-enhancing level of fitness. This course is designed to teach students the fundamental knowledge and skills necessary to be fit for life. Emphasis is placed on the personal development of health-related fitness through a variety of activities. Students will demonstrate knowledge in identifying and applying the key motor skills and movement concepts necessary to participate in a variety of physical activities. Activities may include but are not limited to fitness conditioning, team sports, individual/dual sports, net sports, weight-lifting, and yoga. Students will develop a personal fitness plan utilizing the principles of training and demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health-enhancing level of personal fitness. This course includes the district/state-required physical literacy assessment.

Note: This course is a recommended prerequisite for all other P.E. courses and must be taken in order to graduate.

As an International Baccalaureate school, this course is part of the Middle Year Program where we will address the physical education objectives of knowing and understanding, planning for performance, applying and performing and reflecting and improving performance.

This course fosters the development of knowledge, skills, and attitudes that will contribute to a student's balanced and healthy lifestyle. The many opportunities for effective collaboration and communication skills in this course allow students to build positive interpersonal relationships that help the student develop a sense of social responsibility.

Fitness Foundations students will:

- Participate effectively in a variety of contexts
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences.

PE5100 / 9th – 12th

FITNESS CONDITIONING

.5 Credit in Physical Education

Wanna get fit? Don't enjoy playing sports? Like trying new workouts and challenging yourself? Fitness Conditioning will help students reach an optimal level of fitness. This course focuses on individuals participating in and designing personalized health and fitness programs to reach individual fitness goals. There is no instruction on or participation in any sports-related activities; however, athletes can benefit from designing specialized workouts to help them improve their athletic performance. Students will be exposed to a variety of different ways to train in order to improve muscular fitness, cardiorespiratory endurance, and flexibility. Activities may include walking, jogging, cardio-kick boxing, self-defense, Cross-Fit work-outs, yoga, weight-lifting, and circuit-training. Students will demonstrate specialized knowledge in identifying and applying the key concepts related to participating in resistance training, aerobic conditioning, and flexibility improvement activities by creating, implementing, assessing, and modifying individualized fitness and nutrition planning programs.

PE 5700/ 9th-12th

Weight Training

0.5 Credit in Physical Education

Prerequisite: Weight Training 1

Like looking in the mirror? Then sign up for a class that focuses on proper form and improving muscle tone. Weight lifting is not just about getting bigger—it is about doing resistance training activities that will keep you healthy for life. This course is designed to teach students the necessary knowledge and skills to develop effective resistance training programs in a variety of settings. Students will demonstrate knowledge in basic muscular anatomy and function, strength training principles, basic program design, and correct weight-lifting technique and safety. Students will demonstrate competency in planning, implementing, assessing, and modifying resistance training programs. Fitness conditioning and cooperation activities are integrated throughout the course. Pre-requisite: Fitness Foundations.

PE5800 / 9th – 12th

YOGA

0.5 Credit in Physical Education

Want to stretch out your life? Benefits associated with consistent yoga practice include stress reduction and increased physical fitness which can lengthen and improve one's life. This course is designed to teach students the necessary knowledge and skills to achieve and maintain a health-enhancing level of personal fitness primarily through yoga activities. Students will demonstrate knowledge in basic anatomy, breathing exercises, alignment principles, the health benefits of yoga, and correct yoga pose technique and safety. Students will demonstrate competency in planning, implementing, assessing, and modifying various yoga sequences and a personal fitness plan. Fitness conditioning and cooperation activities are integrated throughout the course.

PE5950 / 9th – 12th

TEAM SPORTS

0.5 Credit in Physical Education

Want to make new friends, have fun, and get in shape? Then sign up for a class that focuses on fun, fitness, and friends (teamwork). This course will provide you with the opportunity to master the rules, skills, and strategies for a variety of team sports. The focus of this class is to develop and enhance skills and knowledge necessary to play and enjoy a variety of team sports. The emphasis is on developing the fundamentals of team sports so that students can participate for a lifetime and can enhance their fitness through competitive and recreational play. The course may include, but is not limited to: basketball, flag football, volleyball, Ultimate Frisbee, soccer, and softball. Students will demonstrate competency in planning, implementing, assessing, and modifying fitness and practice plans that include both health and skill-related components of fitness. Fitness conditioning and cooperation activities are integrated throughout the course.

PE5960 / 9th – 12th

NET SPORTS

0.5 Credit in Physical Education

Like to hit things? Then sign up to smash some birdies and balls. This course will provide students with the opportunity to master the rules, skills, and strategies for a variety of net sports. The focus of this class is to develop and enhance skills and knowledge necessary to play and enjoy a variety of racquet sports. The emphasis is on understanding that most net sports can be lifetime activities and can enhance fitness through competitive and recreational play. Net sports that may be included are: tennis, badminton, volleyball, pickle ball, and Speedminton. Students will demonstrate competency in planning, implementing, assessing, and modifying fitness and practice plans that include both health and skill-related components of fitness. Fitness conditioning and cooperation activities are integrated throughout the course.

MUSIC

FA8230 / 9th – 12th

MYP SYMPHONIC BAND

1.0 credit in Fine Art

Prerequisite: previous experience necessary

Be a part of the collective synergy of sounds that lifts the souls of mortals! Symphonic Band is an ensemble course designed to promote and extend students' techniques for playing brass, woodwind, and percussion instruments and covers a variety of band literature styles, for concert, school, community and festival performances. Students will apply the skills and concepts learned in earlier ensembles and apply them to more difficult music literature. Students will perform literature from all time periods with the appropriate technique, tone, articulation, phrasing and style. Awareness of their instrument's role and attention to fine detail within the ensemble will be taught. In addition, students will increase their adeptness in sight reading and their ability to precisely match fundamental concepts with other band members. Performances are required.

As an International Baccalaureate school this course is part of the Middle Year Program where we will address the arts objectives of knowing and understanding, developing skills, thinking creatively, and responding. This arts class will stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. This course encourages students to understand the arts in context and the cultural histories of music, thus supporting the development of an inquiring and empathetic worldview.

Symphonic Band students will:

- Create and present art
- Develop skills specific to the discipline
- Understand the relationship between art and its contexts

Respond to and reflect on art

FA8260 / 9th – 12th

WIND ENSEMBLE

1.0 credit in Fine Art

Prerequisite: by audition only

Wind Ensemble is designed to promote student's techniques for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, for concert, school, community and festival performances. **Performances are required.**

FA8230 / 9th – 12th

ORCHESTRA

1.0 credit in Fine Art

Prerequisite: previous experience necessary

This course is designed to develop musicianship, instrumental skills, and rehearsal skills. Orchestra will provide instruction on the four traditional orchestral instruments: violin, viola, cello, and bass. Students will be required to participate in public performances, contests, and festivals.

FA8250 / 9th – 12th

DRUMLINE

1.0 credit in Fine Art

Prerequisite: None

The drumline/percussion class is to establish and develop percussion technique, musicality, and rehearsal techniques through a survey of percussion ensembles. Students are expected to practice, rehearse, and perform as percussion ensembles and with the concert bands.

FA5100/9th-12th

MYP BEGINNING CHOIR

1.0 Credit in Fine Art

Prerequisite: none

Beginning Choir allows students the opportunity to sing a variety of choral literature from many cultures and time periods, and to understand the mechanics of male and female voices. It is designed to develop students' vocal techniques, knowledge of written music, comfortability with performing, and ability to sing in harmony with other voices. Beginning Choir will perform at multiple concerts throughout the school year, and will develop skills essential to musicianship such as rehearsal procedures, performance preparation, music reading

and ear training skills, and professional communication. Beginning Choir also focuses on the importance of community and positive connection between singers. Experience the fun of creating great art together as a team!"

As an International Baccalaureate school this course is part of the Middle Year Program where we will address the arts objectives of knowing and understanding, developing skills, thinking creatively, and responding.

This arts class will stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. This course encourages students to understand the arts in context and the cultural histories of music, thus supporting the development of an inquiring and empathetic worldview.

Beginning choir students will:

- Create and present art
- Develop skills specific to the discipline
- Understand the relationship between art and its contexts

FA5400/ 9th-12th

Guitar 1

.5 credit in Elective

Prerequisite: none

Guitar 1 is a beginning class where the fundamentals of reading music, pitch and rhythm, are taught through the guitar. Students will play in small groups, with the class as a whole, and solo. They will learn to play melodies and chords, receiving whole class and individual instruction within the class from the teacher. Students are expected to work independently at their own pace, as well as cooperatively with small groups and with the class as a whole. Completion of the course will give players the basic skills to become life-long musicians. Guitar 1 is designed for beginners with no background in music or playing the guitar.

WORLD LANGUAGE

WL8120/9th

MYP FRENCH 1

1.0 credit in Elective

Prerequisite: none

The ability to communicate in more than one language is essential to expanding an awareness of the world, and fostering respect for cultural diversity. French 1 serves as a meaningful foundation for language development and intercultural understanding. This course teaches all modes of communication, but emphasizes the use of spoken language in practical, everyday settings. Accurate pronunciation and basic vocabulary are stressed through listening, and speaking activities. Language and culture are studied through authentic text, video, music, geography, and discussion of customs.

WL4020/ 9th -12th

MYP FRENCH 2

1.0 credit in Elective

Prerequisite: successful completion of French 1

French 2 builds upon skills of reading, writing, and conversation developed in French 1, extending students' ability to understand and express themselves in French and increasing their vocabulary. Students will be able to write simple descriptions and short messages and requests and provide information on familiar topics. Students learn how to engage in conversation for informative and social purposes. Students write expressions that show understanding of sentence structure and the rules of grammar. Students comprehend the language when spoken slowly. Students explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

WL8110 /9th**MYP SPANISH I**

1.0 credit in Elective

Prerequisite: none

The ability to communicate in more than one language is essential to expanding an awareness of the world, and fostering respect for cultural diversity. Spanish 1 serves as a meaningful foundation for language development and intercultural understanding. This course teaches all modes of communication, but emphasizes the use of spoken language in practical, everyday settings. Accurate pronunciation and basic vocabulary are stressed through listening, and speaking activities. Language and culture are studied through authentic text, video, music, geography, and discussion of customs.

WL8120 /9th-12th**MYP SPANISH 2**

1.0 credit in Elective

Prerequisite: successful completion of Spanish 1

Mastering more than one language is a tremendous advantage in today's world. Spanish 2 provides students the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. This course engages students in inquiry-based learning in order to build upon reading, writing, and conversation skills developed in Spanish 1, with additional instruction on grammar, including sentence structure. Spanish 2 extends students' ability to understand and express themselves in the language through reading and listening to authentic Spanish text and video. Students explore the customs, history, and music of Spanish-speaking people to deepen their understanding of culture. Two consecutive years of a World Language is required for 4-year college admission.

WL8130/9th-12th**SPANISH 3**

1.0 credit in Elective

Prerequisite: successful completion of Spanish 2

Spanish 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. A sampling of literature and a continuing exploration of the Spanish speaking world enrich a student's understanding.

WL3300 /9th-12th**SPANISH FOR SPANISH SPEAKERS**

1.0 credit in Elective

Prerequisite: Teacher permission

¿Tu entiendes español, pero lo hablas, lo lees y lo escribes también? What is the difference between personal and public identities? What is the difference between social and academic language and how do you know when to use each? Spanish for Spanish Speakers 1 is for heritage language students who learned all or most of their Spanish language skills at home. This class will enable you to maintain and develop proficiency in Spanish by reinforcing and acquiring skills in listening, speaking, reading and writing; including the fundamentals of Spanish grammar. Throughout the course you will explore themes of identity and learn how to navigate between informal and formal language structures. The course will help you to gain a better understanding of the nature of your own language, as well as the cultures and history of the Spanish speaking world. This class is conducted entirely in Spanish with occasional analysis/comparisons to English.

WL8090/9th-12th**MYP ARABIC 1**

1.0 credit in Elective

Prerequisite: None

The ability to communicate in more than one language is essential to expanding an awareness of the world, and fostering respect for cultural diversity. Arabic 1 serves as a meaningful foundation to language development and intercultural understanding. This course aims to teach complete beginners the basics of Arabic with respect to the four language skills - listening, speaking, reading and writing. Students will be

introduced to the cultures and societies of the Arabic speaking world and its various dialects. In addition to the formal language, students will be exposed to the Egyptian and Levant dialects. Language and culture are studied through text, video, history, geography, and discussion of different customs in the Arabic-speaking world.

ENGLISH LANGUAGE LEARNERS (ELL)

EN3110 / 9th – 12th

BEGINNING READING & WRITING – ELL

1 Elective Credit

Beginning Reading and Writing ELL for newcomer ELL's acts as a student's English Language Arts. The course is aligned with grade-level literacy frameworks and targets literacy and language development outlined in the Common Core State Standards and English Language Proficiency Standards. Students build familiarity with different genres of texts, literary and informational, to prepare for core content classes and everyday literacy. Students develop their academic vocabulary, knowledge and use of English grammar, conventions and language structures. Students cultivate their skills as writers through the application of the writing process and practicing different genres of writing, including informative, argumentative, and narrative.

EN3190 / 9th – 12th

BEGINNING LANGUAGE DEVELOPMENT

1 Elective Credit

Beginning Language Development provides targeted academic language development for newcomer ELLs. Explicit language instructions equips students with the skills to access the reading, writing, listening, speaking, and language skills demanded by the Common Core State Standards and English Language Proficiency Standards. The course will include opportunities for blended learning, such as Rosetta Stone, My On, and other applicable technologies. Students will build meta cognitive awareness of their own language strengths and needs and instruction will target students' strengths and needs accordingly.

EN3290/ 9th – 12th

ADVANCED LANGUAGE DEVELOPMENT

1 credit of Language Arts

Advanced Language Development provides targeted academic language development for long-term advanced ELL's, as well as high-intermediate and recently transitioned ELL's as appropriate. Explicit language instructions equips students with the skills to access informational reading and writing demanded by the Common Core State Standards. The course uses the curriculum English 3D and includes instructional routines to engage students in academic discourse and to build metacognitive awareness of their own language strengths and needs in all language domains and to support equity and access across classes.

ADDITIONAL SUPPORT CLASSES

SD3300/9th

LEARNING STRATEGIES

1.0 credit per year (up to 4.0 credits)

*Prerequisite: student must qualify for an *IEP and be proficient at the 4th grade reading level. *IEP team recommendation.*

Learning Strategies will provide specially designed instruction to teach students specific skills such as: sentence writing, paragraph writing and assignment taking. The acquisition of these skills will support students' success in the general education classes, as addressed in the *IEP for each student.

EN3040/ 9th-12th

READING FOR MEANING

0.5 credit in elective

Prerequisite: Teacher Permission

Reading for Meaning is a unique approach to reading that enable students to significantly improve their reading skills in a relatively short period of time. In this program, students will improve comprehension, fluency, and critical thinking.

Highline School District is committed to the success and progress of all of our students. In keeping with this commitment, each year a detailed record of each student's progress is kept. **Students needing extra help in reading will be placed in our Reading for Meaning Program.** Reading for Meaning is an innovative approach to reading that allows individuals to accelerate their reading skills in a relatively short amount of time. It has been used successfully with all categories of students, from honors to those with learning disabilities. In addition to reading instruction, students also receive training in HSPE preparation.

It is our goal at Mt. Rainier to prepare every student for a successful high school experience. Eliminating reading problems is foundational to that success.

MT8400/ 9th-12th

ALGEBRA ESSENTIALS

1.0 credit in elective

Prerequisite: placement determined by test scores and grade data

Algebra Essentials is an elective course to support the learning in Algebra 1. Students taking Algebra Essentials must be concurrently enrolled in Algebra 1. A pre-teach model is used enabling students to get a head start with their learning time for extra practice. Students in this course will benefit from additional support in foundational skills relevant to Algebra 1.