COLUMBIA HIGH SCHOOL COURSE CATALOGUE

4 STEPS TO GRADUATION

The State Board of Education and the Columbia School District have set standards and policies that students must satisfy in order to receive a high school diploma.

1. Complete a High School and Beyond Plan which is reviewed each year in high school.
2. Earn Columbia High School Credit Requirements:
    a. English 3/4 credits
    b. Mathematics 3 credits
    c. Science (including 1 cr. lab science) 2 credits
    d. Social Studies (including US History & American Government/CWP) 3.5 credits
    e. Occupational 3 credits
    f. Fine Arts 1 credits
    g. Physical Education 2 credits
    h. Electives 4/5 credits
3. Earn Certificate of Academic Achievement or Certificate of Individual Achievement (State Testing Requirements)
4. Complete the district 7 writing exits and senior culminating project
    a. 2 Short Forms – sophomore year
    b. Analysis and Research paper – junior year
    c. Resume/Cover Letter, Personal Narrative, and Senior Exit Paper – senior year
    d. Culminating Project – completed senior year with Senior Presentation in May

GRADUATION CRITERIA

GRADUATING SENIORS must meet the following criteria in order to participate in the graduation ceremony:

1. Students must be enrolled in sufficient coursework to meet graduation requirements.
2. Students need to complete all Running Start graduation required classes by the end of winter quarter of their senior year.
3. Students need to complete and pass all writing exits by May due date.
4. Seniors must present and pass the senior project presentation by May due date.
5. Students must complete all required graduation credits.
6. Students must pass all state required assessment (HSPE and EOC) tests.
7. Students must clear up all fines, fees, and other obligations on or before graduation.

EDUCATIONAL PATHWAYS

HIGH SCHOOL AND BEYOND PLANNING

Planning a high school program should be a matter of serious concern for each student and his/her parents. The process starts in middle school when the Student Services Coordinator meets with the eighth grade students to register for high school classes. The student's program and goals will be reviewed from year to year as the student learns more about himself and of new opportunities.

Each student should develop a schedule of classes or activities designed to meet his/her individual needs, giving special consideration to each of the following areas:

- Individual characteristics – strengths, weaknesses, abilities, interests
- Educational pathways goals
- Graduation requirements
- Curriculum offerings
- Opportunities for post-high school education – four year colleges, community colleges, vocational/technical schools, apprenticeship programs, military, work, etc.
- Entrance requirements for post-high school educational and occupational opportunities
- Scholarships and other sources of financial aid

We suggest that students check with the college admissions departments to ensure that the courses in which the students are enrolled meet their admissions requirements.

EARNING CREDITS

Successful completion of one semester of work equals one-half credit (.5) and one year of work equals one credit (1). All high school classes are considered yearlong and therefore one credit in value.

All students will be enrolled in seven classes per semester with the exception of seniors who may select to only take six classes per semester with either first or seventh period free. Students have sufficient time during high school to attain the 22.5 credits needed for graduation.

FAILURES IN CORE REQUIREMENT CLASSES

Students who fail core requirement classes must make up these credits. This may be done in various settings. Depending on recommendation from the teacher, a student may need to repeat the class in the regular classroom, may be able to retrieve credit through on-line class or possibly summer school.

DROPPING A CLASS

Students may change classes during the first week of the semester for the following reasons: academic misplacement or credit makeup. Since all classes are yearlong classes there can only be very limited changes at semester time.

Many full-year classes are sequential in content and skills. If a student has failed a semester of a yearlong class, they may have to repeat the full year. Students are registered for full-year classes and very limited movement occurs midyear.

If a student drops a class after four weeks, the teacher will assign an N/C (no credit) or an "F" as the semester grade to be recorded on the transcript. However, a teacher may request a class change if the teacher feels that a student is misplaced and/or it would be in the best interest of the student to be in a different class, then a class change may be considered. This decision will be made by the student services coordinator or the principal after discussion with the teacher, the student and/or the parent.

COUNSELING

The Student Services Coordinator serves all high school students. Students are encouraged to meet with the Student Services Coordinator often during their high school years to discuss course selection, post high-school plans, plus other issues such as:

- College entrance information and forms
- Scholarship information
- Financial aid information
- SAT/ACT information and registration forms
- Career interest information
- School & personal issues and concerns

CAREER CENTER

The Career Center is located in the library for use by all of the students. The Career Center can assist students with:

- College information
- Military information
- Career information
- Job search assistance
- Apprenticeships, tech schools, college and career exploration

ENTRANCE TO A COMMUNITY COLLEGE

While admission at community colleges is seldom denied to high school graduates or individuals over 19 years of age, courses taken during high school can affect one's success at a community college. Sufficient skills in reading, English, and mathematics are essential before beginning vocational or academic classes in math and English. Selecting classes carefully while in high school can lessen the amount of time it will take to complete a college program.

Students planning to attend a community college and then transfer to a four-year college or university are advised to take the same college prep courses they would have taken had they gone directly to the four-year college or university. A student planning to transfer to a program in engineering, computer science, or business administration, for example, is advised to take four years of high school mathematics in preparation.

Students who qualify for financial aid will find that community colleges offer a full financial aid program of grants, loans, and possibly work study. Applications for financial aid should be made as soon as possible after January 1 during the senior year.

RUNNING START

Juniors and seniors have the opportunity to enroll in the "Running Start" program at Columbia Basin College. Applicants must score at college level on the CBC entrance exam. Students may earn both high school credits toward graduation and transferable college credit or vocational credit simultaneously. Regular tuition is incurred by Columbia School District. However, ALL FEES, COSTS FOR TEXTBOOKS AND MATERIALS WILL BE THE RESPONSIBILITY OF THE STUDENT.

Juniors and seniors also have the opportunity to participate in Eastern Washington University Running Start classes in conjunction with enrollment in some CHS classes. There will not be any additional student fees for the classes taken at CHS through EWU.

Parent/student information meeting will be held each spring.

CAREER & TECHNICAL COURSE OPPORTUNITIES

Columbia High School offers a variety of classes in agricultural education, business education, and family and consumer science education. Some of the career and technical education classes at CHS offer tech prep advantages and possible college credit.

Juniors and seniors may attend Tri-Tech Skills Center for half day and take one specialized technical class. Tri-Tech offers over twenty courses, some of which also offer articulation to Columbia Basin College courses.

WAIVER OF GRADUATION REQUIREMENTS

The Columbia School District will consider a request that a student be excused from a particular requirement when the request is made in writing. The request should be made to the principal with medical documentation for the waiver.

High school students who have completed and passed a state history and government course of study in another state may have the Washington state history requirement waived by the principal and/or student services coordinator. A petition to waive the physical education requirement must be submitted to the CHS principal. A waiver from the physical education requirement may be granted in accordance with Washington State Law (RCW 28A.05.040).

EQUIVALENCY CREDIT

Course Equivalency, otherwise known as "cross crediting", is the determination of those high school courses which satisfy more than one subject area requirement. The determination is a local district decision based on relevant law, policy and the district's standards. For example, Interior Arts qualifies as "occupational" or "fine arts". Where the credit is applied is individually determined for each student and their needs.

Columbia High School Courses

ENGLISH

English I

Writing

Students will practice writing effective sentences and learn how to correct common sentence errors. Students will learn the conventions of writing about literature by completing a plot summary, a character analysis, and writing short essays in response to specific questions. Students will learn the basic structure of a well-developed paragraph.

Grammar and Mechanics

The student will learn the parts of speech, basic sentence structure, phrases and clauses and their functions, and basic punctuation and capitalization.

Literature

Through the study of novels, short stories, and drama, students will learn most literary terms and how to analyze a fictional work's basic elements of plot, theme, character, point of view, and setting.

English II

Writing

The students will learn the writing process from pre-writing to publishing During the year the students will compose 5 short form essays (500-750 words), 3 of which can be submitted for District Writing Expectations. Major points of emphasis will be topic sentence construction, gridding to create subtopics, outlining, revision and editing tasks, and the rewriting process.

Grammar and Conventions

Students will learn the elements of both clauses and phrases as a springboard to correcting mistakes in their writing.

The usages of the comma and the apostrophe will be taught so that the students will be able to edit their essays.

Literature

The students will analyze short stories for elements of plot, character, setting, and theme. Students will be taught the concepts under each of these areas and will read and analyze a number of different works during the year.

The students will analyze poetry after being taught the poetic conventions and forms. Students will be exposed to a variety of poetic styles where they will be asked to use their analysis information in seeking the author's meaning.

Reading

Students will be tested on their reading skills each week in preparation for taking of the HSPE test in the spring.

English III

Semester 1

American thought from the colonial days to the Civil War will be analyzed. All major genres of written expression will be covered as will all important authors. The focus is on analyzing American philosophy as it develops over the course of our history. Students will be exposed

to works by Native Americans, Puritans, and Colonial period writers as well as Romanticists, and Transcendentalists in an attempt to trace the development of American thought.

Students will continue writing to fulfill the writing expectations and will be exposed to a greater variety of topics and modes of expression. Literary analysis will be taught using *The Crucible*. Students will also explore different patterns of organization in their essay writing in hopes of fulfilling their Short Form Writing Exits.

Students will review grammatical and organizational problems in their writing in an attempt at becoming better at revision and editing.

Semester 2

American thought from the Civil War to modern writers will be analyzed. All major types of written expression will be covered as will all important authors.

Students will continue writing to fulfill the writing expectations and will be exposed to a greater variety of topics and modes of expression. Literary analysis will be used in writing the final on *The Adventures of Huckleberry Finn* and a research paper will also be done. An attempt will be made to have juniors complete all 6 of the required writings needed to stay on schedule for graduation.

English IV

English IV is a year long course. The principle literary focus is a study of English literature. Class will read selections from Old English, Middle English, and modern literature, for example. The development of the English language as well as several thematic units is emphasized. Writing is an extremely important component of the class. Students will complete a resume and cover letter, an analysis, a personal narrative, and a senior project and senior project exit paper. Other incomplete writing expectations from previous years must be completed for graduation.

Advanced English III & Advanced English IV

Advanced English III and IV will be offered for the student interested in receiving college credit.

MATHEMATICS

Algebra I

Students will investigate problems using a variety of strategies necessary to learn basic ideas, reasoning skills, and relationships among quantitative variables using symbolic

expressions. These concepts will also reflect what one does in real problem situations in which the symbolic expressions and manipulations have meaning. Students will collect, analyze, and model real-life data using tabular, symbolic, graphical, verbal, and written representations. Topics of general study include but are not limited to:

- Exponential Growth and Decay
- Number Systems
- Order of Operations
- Exploring Irrational Numbers
- Equivalent Expressions
- Writing Repeating Decimals as Fractions
- Distributive Property
- Quadratic Equations
- Commutative Properties
- Graphs of Quadratic Relationships
- Solving Equations
- Tables of Quadratic Relationships
- Finding Slope, Area, and Distance
- Graphing Quadratic Equations
- Discovering and Using the Pythagorean Theorem
- Adjusting Table Settings

Required Daily Materials: TI-84 Graphing Calculator (the graphing calculator is a tool used in allowing students to examine data in a variety of forms more quickly and efficiently and should not be used for basic computations)

Geometry

Students will apply both inductive and deductive processes. Students will expand and build upon their current mathematical vocabulary. They will be expected to communicate their ideas orally and in writing. Students will write and test conjectures, formulate counterexamples, and follow logical arguments. Topics of general study include but are not limited to:

- Properties of: Line, Angles, Triangles, Regular
- Volume, Polygons, and Circles
- Transformations and Tessellations
- Coordinate Geometry
- Geometric Proof
- Area of Polygons and Circles
- Logical Arguments

- Surface Area
- Pythagorean Theorem
- Nets
- Distance
- Properties of Polyhedrons, Pyramids, Prisms,
- Special Right Triangles
- Solids with curved Surfaces
- Similarity; Ratio and Proportion

Required Daily Materials: TI-84 Graphing Calculator, Compass, Protractor, Ruler

Pre-requisite: Algebra I

Algebra II

Students will collect, analyze, and model real-life data using tabular, symbolic, graphical, verbal, and written representation. Students will expand their knowledge and ability to apply linear and non-linear families of functions to real life situations. Students will become more fluent at manipulating symbols in expressions, equations, and inequalities. Topics of general study include but are not limited to:

- Patterns and Recursion
- Exponential, Power, and Logarithmic Functions
- Sequences and Series
- Compositions of Functions
- Data Analysis- (Box Plots, Measures of Center,
- Matrices and Matrix Operations
- Measures of Variability, Histograms and Percentiles)
- Linear In-equations and Systems
- Introduction to Limits
- Linear Programming
- Linear Models and Systems
- Quadratic and other Polynomial Functions
- Domain and Range
- Parametric Equations and Trigonometry
- Functions, Relations, and Transformations: Linear,
- Conic Sections and Rational Functions
- Quadratic, Square Root, Absolute Value
- Probability

Required Daily Materials: TI-84 Graphing Calculator

Pre-requisites: Algebra I and Geometry

Trigonometry

Students will be able to use the materials to succeed with Calculus at the high school level or Pre-Calculus at the college level. The materials will provide a thorough familiarity with functions and their graphs, trigonometric identities, and surfaces of revolution. Other topics such as statistics, vectors, and matrices are presented as preparation for courses other than Calculus. Topics of general study include but are not limited to:

- Trigonometric functions
- Probability and functions of a random variable
- Applications of Trigonometric and Circular functions
- Statistics
- Properties of Trigonometric and Circular functions
- Matrices
- Inverse functions
- Polar Coordinates
- Triangle problems (Right and Oblique Triangles)
- Polynomial and rational functions, limits, and derivatives
- Properties of Logarithmic functions

Required Daily Materials: TI-84 Graphing Calculator

Pre-requisites: Algebra I, Geometry, and Algebra II

Calculus

Calculus is explored through the interpretation of graphs and tables as well as analytic methods. Derivatives are interpreted as rates of change and local linear approximation. Local linearity is used throughout the year. The definite integral is interpreted as total change over specific interval and as a limit or Riemann Sums. Problem situations are modeled with integrals. The use of technology is integrated throughout the year to provide a balanced approach to the teaching and learning of calculus that involves algebraic, numerical, graphical, verbal land written methods. Topics or general study include but are not limited to:

- Pre-requisites for Calculus
- Applications of Derivatives
- Limits and Continuity
- The Definite Integral
- Derivatives
- Infinite Series

Required Daily Materials: TI-84 Graphing Calculator

Pre-requisites: Trigonometry

SCIENCE

Physical/Earth Science

This course covers basic laboratory skills, Earth Science, and Physical Science. Topics include: Lab equipment, Measurement, Astronomy, Electromagnetic Waves, Atoms, and Newton's Laws. Students are expected to keep up on current science, design experiments, keep an astronomy journal, and relate what they learn to new topics throughout the year.

Biology

This is a standard high school biology offering. It will cover basic aspects of plants and animals in a lecture/laboratory situation. The class will cover the following subject matter areas:

- Introductory unit: Metrics, Lab. Apparatus &
- Human Reproduction & Development
- Cell Anatomy
- Human Circulator System & AIDS
- Cell Biology: Physiology & Reproduction
- Plant & Animal Taxonomy Culminating in a
- Genetics: Mendelian Probability
- Traditional Dissection Unit
- Heredity: DNA and the Chromosome
- Seed Plants: Structure, Function & Reproduction
- Darwinian Evolution
- Basic Ecology & Conservation

Chemistry

This course is designed to give students an adequate background for college chemistry and science in general. Topics to be covered include atomic structure, periodic table, quantum theory, chemical formulas, reactions and related calculations, states of matter, and acids and bases.

Prerequisites for the course: Algebra I, Science 9 or equivalent. Geometry and some Algebra II are recommended.

Physics

This course is designed for the science minded student and a recommended course for those intending to pursue a science or math career. Topics covered include principles of matter and energy, motion, energy transformations, waves, light, and electricity.

Prerequisites for the course: Chemistry, Algebra II. Enrollment in Trig/Pre-Calculus is recommended.

SOCIAL STUDIES

World Geography

World Geography is a one semester survey course. The course is designed to meet and exceed the state standards for essential learnings and provide a comprehensive overview of the physical and human geography of the world. This course will give the students the opportunity to develop and refine their analytical skills and to critically assess the coursework. In order to effectively achieve this goal, students need to build a solid background of important factual knowledge and to refine their abilities to critically interpret and evaluate the various topical themes.

Law

Law surveys the important concepts of Law and Justice established as standards by the Washington Council on Crime and Delinquency, the Washington state Bar Association and the Office of the Superintendent of Public Instruction. The course is designed to provide a comprehensive overview of the sources of law: the US Constitution, the constitution of the State of Washington, US Congress, state legislature, state, county and local agencies, case law and common law. This course is designed to cover this curriculum while giving the students the opportunity to develop and refine their analytical skills and to develop and reinforce critical social studies skills. In order to effectively achieve this goal, students need to build a solid background of important content-specific knowledge. Guest speakers from all levels of the creation, enforcement and administration of law will be employed to provide substantive information, as well as an excellent opportunity for specific discussion in a wide variety of critical areas f the law.

Foreign Policy/World History

This class will focus on the study of global expansion and encounter, Age of Revolution (1750-1914), causes and consequences of International Conflicts (1870-present), Challenges to democracy and human rights (1900-present), emergence and development of new nations (1945-present).

U.S. History

U.S. History surveys the time period from 1400-1992. U.S. History is designed to provide a comprehensive overview of American history, while giving the students the opportunity to develop and refine their analytical skills and to critically assess our country's past. In order to effectively achieve this goal, students need to build a solid background of important factual knowledge and to refine their abilities to critically interpret and evaluate the various topical themes.

AP U.S. History

AP U.S. History surveys the time period from 1400-1992. AP U.S. History is a course that is designed to better prepare the student to take the CEEB Advanced Placement test given during the second week in May. The course is designed to provide a comprehensive overview of American history, while giving the students the opportunity to develop and refine their analytical skills and to critically assess our country's past. In order to effectively achieve this goal, students need to build a solid background of important factual knowledge and to refine their abilities to critically interpret and evaluate the various topical themes.

American Government/CWP

This class will focus on the study of our government and how it functions. Topics include Comparative Government, Constitutional Principles, Federalism, Political Parties, Voting Behavior, The Legislative, Executive and Judicial Branches, Civil Rights, Economic Rights, and Foreign Policy. Current World Problems, National, and Local issues will also be covered throughout the year.

Economics

Economics is about how the economy works in the United States, both on a personal and national level. Students will also compare the American economy with other economies throughout the world. Students will look at concepts such as production, free enterprise, supply and demand, the price system, market competition, Gross Domestic Product, capital, Monetary Policy, Fiscal Policy, international economics, the impact of government on the economy, and the different economic systems. The culminating goal is for students to have a greater understanding of the economy and how the government affects it, plus the students will understand how they are affected by the economy and how they can help themselves in

their future in relation to the economy. The class is for upper level students with an interest in the social science fields. This course may earn either social studies elective or elective credit.

FOREIGN LANGUAGE

Spanish I

Semester I

Students learn numbers, colors, days of the week, months of the year, comparative, superlative, as well as a host of introductory vocabulary and the conjugation of regular Spanish –ar, -er, and –ir verbs.. Students receive two to three graded sheets per week, which often include complimentary material designed to supplement the more difficult parts in the class text. For each 4 to 5 lessons, a class unit exam is given throughout the course of the year.

Semester II – Practice leads into action

Students conjugate a number of irregular verbs. The level of difficulty naturally increases. Toward the end of the second semester, students learn to conjugate easy verbs in the past tense. Once this is accomplished, students are able to write short passages in which they can express all-in-Spanish simple events, passages, opinions, etc. Lastly, throughout the school year, students have a "fiesta" roughly once a month, during which Spanish food is brought by both instructor and students, and the event turns into the social aspects of the culture. All in all, this is a beginning to medium level challenging course that involves considerable vocabulary, and which necessitates students to be disciplined enough to study each lesson ahead of time in order to do well.

Spanish II

Spanish II is a continuation of Spanish I. Vocabulary, grammar, and culture provide the primary focus. A special emphasis is placed on development and practice of conversational skills. An extended learning project is due each quarter.

Spanish III

Spanish III continues to develop skills in speaking, listening and writing Spanish. At this level there is increased emphasis on vocabulary development, oral proficiency, expression in the past tenses and various other tenses. Students continue to expand knowledge of the

culture of Spanish-speaking peoples. The course is designated to count toward the weighted multiplier. Prerequisite: successful completion of Spanish II.

PHYSICAL EDUCATION

PE

This course is required of all freshmen and is a pre-requisite to enrolling in Weights and Agility. This course consists of a variety of activities designed to promote health and fitness through active participation in individual, team and large group activities.

The students will participate in various indoor and outdoor activities as well as an introduction to weight training. Students will have an opportunity to evaluate their fitness level using the President' Physical Fitness Challenge.

Students will be evaluated on attendance, participation, ability, effort, and attitude. This is a one semester course offered with health.

Health

This class looks at all aspects of health and wellness. The units that will be studied include: mental, physical and social health; body systems, diseases and prevention or treatment; HIV/AIDS; nutrition; the life cycle; drugs; emergency care and community health resources.

This is a one semester course offered in conjunction with P.E.

Fit for Life

This course is designed for the student who wants to improve their overall fitness level through low impact walking, aerobics and yoga. Additionally, the student will gain knowledge about the general health and fitness benefits that walking provides. Daily participation and attendance will determine a student's final grade. This class will be held outdoors on most days.

This course may be taken for Physical Education credit or as an elective. To enroll in this class the student shall have previously earned credit for Physical Education.

Weights and Agility

The students will learn the importance of a healthy, physically fit, and active lifestyle. This class will introduce the student to proper lifting techniques, lifting terminology, weight room safety, and nutrition. Daily exercise and active participation will include stretching,

strengthening, and endurance conditioning. Timed runs will be required periodically to test speed, endurance, and agility along with effort and ability.

Students will lift three days a week and the other two days will be used for Plyometrics, agility, speed and quickness. The basic lifts in the program include the:

- Bench Press
- Squat
- Power Clean
- Trap or Dead Lift

This program challenges students to improve their strength and agility on a daily basis by keeping track of daily lifts through recording sets, reps, and amount lifted. Students will also be challenged to monitor their progress through MAX week (every quarter) and competitions (Burbank Strongman, Best Lift Boards).

This course can be taken for Physical Education credit or as an elective. To enroll in this class the student shall have previously earned credit for a full course of Physical Education.

Student will be evaluated on attendance, participation, ability, effort, and attitude.

OCCUPATIONAL EDUCATION

AGRICULTURE

(CAREER & TECHNICAL EDUCATION)

Natural Resources

The following will be covered in this class:

- Studies in ecology
- Wildlife management
- Protection of our natural lands
- Operation of aquaculture lab
- Outdoor recreation

Horticulture Science

The following will be covered in this class:

- Careers in horticulture
- Landscape Design
- Leadership development
- Greenhouse Operations and Retail Sales
- Plant Production, Ag chemical, and Safety
- Floral Design

Ag Mechanics & Advanced Ag Mechanics

The following will be covered in this class:

- General shop and equipment safety
- Advanced welding, MIG, Plasma Arc Cutting
- Basic Arc & Gas Welding and Cutting
- Woodworking

Agriculture Science (may be taken in place of Science 9)

The following will be covered in this class:

- Ag's place in the world, nation, state, and locally
- Learn about animal biology and livestock industry
- Learn about water quality
- Learn about environmental and natural resources
- Studies in soils and soil chemistry
- Participate in leadership development activities

FAMILY & CONSUMER SCIENCE

(CAREER & TECHNICAL EDUCATION)

Interior Art & Advanced Interior Art

A project oriented course that may be taken for occupational or fine art credit.

- Applicable vocabulary
- Blue print design
- Design element & principles
- Machine appliqué
- Textiles basics
- Piecing
- Sewing machine basics

- Quilting
- Construction techniques
- Repurpose project
- Creative contest

Family & Consumer Science

A class that explores at least four areas in Family & Consumer Science that may be taken for occupational or elective credit.

Consumer Education

- History of the consumer movement
- Management of resources
- Consumer rights and responsibilities
- Consumer description
- Consumer laws (basics)
- Consumer protection
- Consumer action – What? How? When?
- Shopping for clothes, food
- Environmental issues
- Advertising persuasion

Interpersonal Relationships

- How our relationship happened
- Dating
- Family and parents
- Communication skills
- Friends

Clothing and Textiles

- Construction basics
- Sewing machine operation
- Pattern symbols, layout
- Clothing care – laundry, stain removal
- Vocabulary

Foods & Nutrition

- Cooking vocabulary
- Staple foods
- Kitchen equipment
- Breakfast
- Food & kitchen safety
- Egg cookery
- Kitchen math
- Nutrition basics
- Breads
- Meal planning
- Pastry
- Career exploration
- Holiday baking/ideas
- Leadership development

Foods & Nutrition

A class with enhanced and more in-depth coverage of the foods and nutrition areas covered in the Family and Consumer Science course. This course may be taken for occupational or elective credit. Pre-requisite: Preference will be given to students having completed the F&CS course and/or senior standing.

- Annual cookie gram sale
- Cooking equipment
- Cooking with fats & oils
- Kitchen math
- Microwave cooking
- Breads – quick, yeast
- Economical cooking
- Meal planning
- Food shopping
- Cookies – Desserts – Candy
- Spices and herbs
- Poultry
- Pasta
- Food Storage
- Fruits & vegetables
- Beef

- Career exploration
- Vegetarian cooking
- Nutrition
- Salads
- Cooking vocabulary
- Cake decorating
- Food, kitchen safety

Health

This class looks at all aspects of health and wellness. The units that will be studied include: mental, physical and social health; body systems, diseases and prevention or treatment; HIV/AIDS; nutrition; the life cycle; drugs; alcohol; tobacco; and emergency care. In addition, FCCLA leadership, teamwork and personal goal setting will be implemented.

This is a one semester course offered in conjunction with PE.

BUSINESS EDUCATION

(CAREER & TECHNICAL EDUCATION)

Computer Applications (10 college credits through Columbia Basin College)

A class that covers the basic computer programs students will need throughout their high school careers and beyond. This course may be taken for occupational or elective credit. It is recommended for all freshmen.

- General knowledge of our computer network and how to utilize it
- Keyboarding and proofreading skills
- Microsoft Word 2007 – basic functions an document formatting, including business letters, memorandums, technical reports, itineraries, agendas, news releases, outlines, tables
- Microsoft Excel 2007 – creating and managing workbooks, using formulas, graphing/charting data, merging data with Word documents
- Microsoft PowerPoint 2007 – creating and modifying a multimedia presentation using text, graphics, charts, transitions, animation, and sound
- Microsoft Publisher 2007 – creating flyers, brochures, newsletters, business cards, letterheads, calendars, awards, and business forms with a focus on desktop publishing skills
- Employment Skills – developing a résumé, application letter, filling out a job application, completing a mock interview, writing a follow-up letter

Accounting I (5 college credits through Columbia Basin College)

A class that introduces the basics of accounting. This course may be taken for occupational, elective, or 3rd year math credit if state testing requirements have been met. Recommended for junior or seniors.

- Basic accounting principles and procedures for proprietorships and partnerships
- Record keeping for service businesses and merchandising businesses
- Cash control systems – checking accounts, bank reconciliations, electron banking, and petty cash
- Use of special journals (Sales, Purchases, Cash Payments, and Cash Receipts) and subsidiary ledgers
- Recording payroll records, taxes, and reports
- Introduction to automated accounting

Accounting II (3 college credits through Columbia Basin College)

A class with more in-depth coverage of accounting. This course may be taken for occupational, elective, or 3rd year math credit. Accounting I is a prerequisite for this course.

- Review proprietorships and partnerships
- Basic accounting principles and procedures for corporations
- Automated accounting using QuickBooks Pro: opening accounts, journalizing transactions, reconciling bank statements, preparing financial statements, adjusting and closing entries, payroll, and inventory
- Accounting spreadsheet activities using Microsoft Excel

Video Editing

A class that introduces the basics of video editing and image editing software. This course may be taken for occupational or elective credit. Computer Applications is a recommended prerequisite and available to sophomores, juniors, and seniors.

The following will be covered in class:

- Pinnacle Studio 12.0 – video editing software
- Capture digital and analog video from a camcorder using IEEE1394 technology and an analog converter box
- Transfer video from VHS tapes to the computer and back
- Create DVDs with menus
- Optimize images using digital imaging software
- Script writing using storyboards
- Experiment with green screen editing

- Create Claymation videos using still shot images
- Utilize scanners and digital cameras using various settings

Consumer Math

A class that applies basic math skills to real life situations, such as comparison shopping, buying a car or house, budgeting money, investing, paying taxes, etc. This course may be taken for occupational, elective, or 3rd year math credit if state testing requirements have been met. Recommended for juniors or seniors.

- Checking and savings accounts
- Budgeting
- Retirement planning & investing
- Applying for and building credit
- Income taxes and 1040EZ forms
- Job search and employment documents (resume, cover letter, application, follow up)
- Housing – buying and renting
- Insurance – health, life, car, and home
- Cars – buying new and used
- Comparison shopping
- Goal setting: short, intermediate, and long term

Entrepreneurship

Students will learn about the basic components of creating a small business and the stages followed in taking an idea and growing it into a successful business. Students will study the business model for several successful businesses of today, and will build plans for creating mock businesses. Steps in the process such as creating a successful business plan, seeking funding, evaluating, payroll, insurances, taxes and other topics will be covered.

HS Student District Tech (can be taken any class period)

Students who work as a District Technician with Mr. Kramer help install and maintain all district computers, network devices, and peripherals.

To apply for a student tech position, the HS sophomore or above MUST have successfully completed on of the following two classes and have a recommendation from that courses instructor.

- Web/Networking currently taught by Mr. Kramer

- Computer Applications (Skills) currently taught by Mrs. Aune

In addition, because the nature of the work involves both working unsupervised on staff computers and in rooms during class time prospective tech students names are submitted to the district staff for input as to trustworthiness and ability to focus on the task at hand.

Yearbook

This course provides the opportunity and hands-on experience in the creation and production of the Columbia High School yearbook, TRACKS through an on-line and digital format. Yearbook members learn and practice:

- Organization skills
- Artistic and graphic design basics
- Time management
- Creativity in all forms
- Page design principles
- Legal responsibilities of the journalist
- Composition – writing and editing of captions
- Cooperation and copy
- Teamwork
- Digital photography
- Responsibility
- Computer competencies
- Dependability

This course may be taken for occupational, elective, or fine arts credit. Recommended for 10-12th graders by application process and/or teacher interview.

Taking this class more than one year is possible and encouraged.

FINE ARTS

Concert Band

Concert Band is a performing arts course which meets the state arts requirement for graduation. Members of the Concert Band participate in various aspects of instrumental musical performance, including concert and marching performances, as well as lessons on composition, music appreciation, reading and listening skills, and other topics. Some out-of-class time is expected. The class is open to any student with the prerequisite playing skills, or with instructor approval.

Jazz Band

Jazz Band is a performing arts class which meets the state arts requirement for graduation. Jazz Band members perform music from a variety of jazz idioms. Improvisation and jazz style are emphasized. Some out-of-class time is expected. Students who wish to take Jazz Band must also be enrolled in Concert Band, and must audition with the band instructor.

Concert Choir

Concert Choir is a performing arts course which meets the state fine arts requirement for graduation. Member of the choir participate in various aspects of musical performance, music appreciation, reading and listening skills, vocal training, plus other areas of music. Out-of-class time is expected. The class is open to all students.

Art

High school art classes – the art of SEEING what we look at daily. WE NORMALLY LOOK WITHOUT 'SEEING'. This class will help break down the art principles of design, balance, shape, color, and perspective explored in projects such as the pottery types of coil, slab, pinch, wheel and sculpture, along with 3-D images place into the art mediums of pen-and-ink drawing, water color and acrylic painting and multi-medium art. This is an art lab that is almost exclusively hands-on. Break away from your normal box you live in and be creative while we THINK ART.

Yearbook (see above for the definition and requirements)

Interior Arts (see above for the definition and requirements)

Electives

Speech/Drama

This class will offer the students a chance to develop their creative side

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SPECIAL SERVICES

(Students must qualify for the program)

Special Services at Columbia High School provides:

- Individualized Education Plan (IEP) that is written with individualized goals
- Accommodations and Modifications for students with an IEP

- Differentiated Learning
- Least Restrictive Environment – Placement where students will reach their fullest potential
- Self-Advocacy Skills
- Gain Independence
- Experience Successful Learning
- Vocational or Life-Skill Training
- Transitional Plan and Services
  - ~ Identifying students interests, skills, and needs
  - ~ Prepare for life after high school
  - ~ Training in school setting – Resource classroom, life skills classroom community access, in-school work experience
  - ~ Training in the community setting – Volunteer work, work experience, community transition
- Introduction to agencies and services in the community for your individual needs