Curriculum Guide

GRADES 9-12

2023-2024
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English

GRADE 9
ENGLISH 100:
EXPLORING CHARACTER: THE GOOD, THE BAD, AND THE UGLY

OVERVIEW
Students in this course will explore the minds, motivations, ethics, and personal and environmental relationships of characters and people from a diverse range of compelling fictional and nonfictional works. Alongside this literary investigation of the human condition, students will seek to strengthen their understanding of social justice as well as an awareness of their own values, identities, and community relationships through various discursive and writing modes. To promote this work, students are introduced to critical thinking and analysis skills, as well as fundamental rhetorical strategies, that will scaffold learning toward upper-level English courses.

This course includes a deep dive into the conventions of academic argumentative writing, alongside various other forms (narrative, poetry, expository, journalism, etc.), through which students will develop their own writerly voices and styles. Writing instruction heavily emphasizes writing as a living process, and students will grow acquainted with structured and exploratory outlining, developing multiple drafts, peer workshops, and conferencing with their teacher in order to achieve their best communicative vision. Instruction will also be grounded in expanding students’ grasp of grammar and mechanics, and explorative vocabulary lessons.

The theme and subject matter of this course invite a number of interdisciplinary and experiential learning opportunities; students will be introduced to concepts relating to human psychology and cultural studies, and much of their work will complement their progress in courses like drama and history. Experiential learning opportunities may include visits to The Northwest African American Museum, Seattle Art Museum, Hugo House, and Bainbridge Island Museum of Art, among others.

PERSONAL SKILLS
- Empathy
- Organization
- Self-Advocacy
- Timeline Management
- Class Participation
- Stamina and Independence
- Mutual Respect
- Risk-taking
- Perspective-taking
- Performance

ACADEMIC SKILLS
- Close Reading of Literary Texts
- Critical/Analytical Thinking
- Utilization of Scholarly Paragraph Structures
- Development and Revision of Academic Arguments
- Traditional and Digital Research Tools
• Revision and Proofreading
• Mechanical and Conventional Proficiency (punctuation/spelling)
• Rhetorical Analysis
• Writing for specific audiences and purposes
• Utilizing MLA format and style
• Speaking and listening

UNITS OF STUDY
1. Developing a Culture of Reading and Writing: Summer Reading synthesis and launching independent reader’s notebooks and writer’s notebooks.
   1. Utilizing the Reading and Writing Workshop models from Teachers College at Columbia University
   2. Continuous independent work throughout the school year wherein students develop ongoing creative writing projects such as short fiction, novels, poetry, personal narratives, journalism, etc.
2. Exploring Character in Sandra Cisneros’ *The House on Mango Street*
3. Classic Short Fiction and What It Means to Be a Human Being
   1. Stories may include: Ernest Hemingway’s “Indian Camp,” Shirley Jackson’s “The Lottery,” Stephen Crane’s “The Open Boat,” Edgar Allan Poe’s “The Tell-Tale Heart,” and Flannery O’Connor’s “A Good Man is Hard to Find”
4. Examining the Power of Ancestors and Influential People
   1. Literature Circle choices include *Persepolis*, *Nation*, *The Binti Trilogy*, *Flying Lessons and Other Stories*, and others.
5. More Than the Sum of Our Parts: publishing and performing poetry

SAMPLE PROJECTS:
• Character cube literature creative project
• Family Story Graphic Novella
• Book Talk and Gallery Walk
• Multi draft essays: argumentative and literary analysis
• Creative writing: short story, narrative, poetry for submission to publications
• Public poetry performance
• Socratic seminar, town hall meeting
• Scene acting

ASSESSMENT
• Rubrics for formative and summative writing projects
• Quizzolas for reading comprehension and key ideas & details
• Reading journals
• Revision work through peer reviews and responses to peer and teacher feedback

DEIB INTEGRATION
The act of reading deeply to understand multiple perspectives, situations, and arguments requires an open-minded approach to difference. This is inherently an act that furthers social justice and cultivates inclusivity and belonging, especially when diverse texts and voices are brought into the room to expand the identities and perspectives that make up the classroom. English class is a place to practice cultural competency and allyship, which is done intentionally through discussion and analysis. Specifically, this course addresses DEIB issues through open-minded inquiry, stereotype and assumption analysis, building cultural competency, studying the history and context of Chicano and Latinx American experiences, examining intersectionality, sexism, classism, ableism, race and racism, and addressing identity, intersectionality, and activism in our own creative writing.
GRADE 10
ENGLISH 200:
CLASH OF CULTURES: LITERARY ANALYSIS OF CULTURAL FRICITION

OVERVIEW

In this class, students will expand upon their knowledge of character and personal ethics through a study of cultural relationships and power dynamics. Students will engage texts emphasizing marginalized and underrepresented voices as a vehicle for participation in both longstanding and emerging conversations relating to the “cultural friction” of colonization, immigration, oppression, identity, inequality, and social power imbalances at large. Course content is accompanied by targeted reinforcement and further development of crucial critical thinking and analysis skills, scaffolding student learning toward scholarly, college-level nuance and sophistication.

In this course, students continue their journey toward proficiency in academic argumentative writing and will be introduced to more advanced strategies including innovative approaches to hooks, anticipating counterarguments, and deploying rebuttals. As with all Hyla English courses, academic writing is accompanied by various other forms (narrative, poetry, expository, journalism, etc.) in which students will further develop and familiarize themselves with their own writerly voice’s style and strengths. Writing instruction pays special attention to each project’s rhetorical situation, audience needs, and communicative strategies across the spectrum between casual and formal language. Writing in this course prioritizes deeper engagement with the writing process, including more targeted, analysis-driven workshopping and conferencing.

The theme and subject matter of this course invite a number of interdisciplinary and experiential learning opportunities. Alongside a deep dive into cultural studies, students will explore concepts relating to human psychology, sociology, critical theory, and philosophy. Student work will dovetail with other courses such as Drama and History. Experiential learning opportunities may include visits to The Museum of History and Industry, the Bill & Melinda Gates Foundation Visitor Center, and The Bureau of Fearless Ideas.

PERSONAL SKILLS
• Empathy
• Organization
• Self-Advocacy
• Timeline Management
• Class Participation
• Performance
• Stamina and Independence
• Mutual Respect
• Risk-taking
• Perspective-taking

ACADEMIC SKILLS
• Close Reading of Literary Texts
• Critical/Analytical Thinking
• Critical Argument Development, Composition, and Revision
• Traditional and Digital Research Tools
• Revision and Proofreading
• Mechanical and Conventional Proficiency (punctuation/spelling)
• Rhetorical Analysis
• Writing for specific audiences and purposes
• Speaking and listening
• Utilizing MLA format and style

UNITS OF STUDY
1. Developing a Culture of Reading and Writing: Summer Reading synthesis and launching independent reader’s notebooks and writer’s notebooks.
   a. Utilizing the Reading and Writing Workshop models from Teachers College at Columbia University
   b. Continuous independent work throughout the school year wherein students develop ongoing creative writing projects such as short fiction, novels, poetry, personal narratives, journalism, etc.
2. Open-minded Inquiry: Reading & analyzing non-fiction to build a rhetorical argument
3. The Function and Workings of Culture in Gene Luen Yang’s American Born Chinese
4. Exploring Systemic Problems
   a. Text choices include F. Scott Fitzgerald's The Great Gatsby, Nella Larsen’s Passing, Shelley’s Frankenstein, The Portrait of Dorian Gray by Oscar Wilde, Shakespeare’s The Tempest, Transcendent Kingdom by Yaa Gyasi, and others
5. Whose Story Gets Told? World Lit and/or Banned Book Literature Circles using The Truth About Stories by Thomas King as mentor text
6. More Than the Sum of Our Parts: publishing and performing poetry

**SAMPLE PROJECTS**
- Dive Right In: Presentation of your argument on a well-researched topic
- Infographic Posters
- Character cube literature creative project
- Family Story Graphic Novella
- Book Talk and Gallery Walk
- Multi draft essays: argumentative and literary analysis
- Creative writing: short story, narrative, poetry for submission to publications
- Public poetry performance
- Socratic seminar, town hall meeting
- Scene acting

**ASSESSMENT**
- Rubrics for formative and summative writing projects
- Quizzolas for reading comprehension and key ideas & details
- Reading journals
- Revision work through peer reviews and responses to peer and teacher feedback

**DEIB INTEGRATION**

The act of reading deeply to understand multiple perspectives, situations, and arguments requires an open-minded approach to difference. This is inherently an act that furthers social justice and cultivates inclusivity and belonging, especially when diverse texts and voices are brought into the room to expand the identities and perspectives that make up the classroom. English class is a place to practice cultural competency and allyship, which is done intentionally through discussion and analysis. Specifically, this course addresses DEIB issues through open-minded inquiry, stereotype and assumption analysis, building cultural competency, studying the history and context of Chinese American experiences as told through memoir texts and primary sources, examining intersectionality, sexism, ableism, race and racism, exploring various national histories and cultures and the frictions within as relates to world literature, and addressing identity, intersectionality, and activism in our own creative writing.
GRADE 11 & 12
ENGLISH 300/400:
DEEP DIVES: CRITICAL THEORY, ARGUMENT, AND INTERSECTIONALITY IN FICTION

OVERVIEW
In this class, students will build on their knowledge of culture, identity, and society through a study of critical theory, global literature, and intersectionality and power dynamics so that students may actively engage with the complexities and underlying messages of nuanced fictional and nonfictional texts. Course content is accompanied by targeted reinforcement and further development of crucial critical thinking and analysis skills, sharpening student learning to have scholarly, college-level nuance and sophistication.

In this course, students continue their journey toward mastery of academic argumentative writing and strengthen more advanced strategies including complex theoretical analysis, sophisticated and elegant sequencing, and dynamic synthesis of experts. Primed for college applications, students will have support in crafting a powerful college essay through a personal narrative workshop as applicable. As with all Hyla English courses, academic writing is accompanied by various other forms (narrative, poetry, expository, journalism, etc.) in which students will further develop and familiarize themselves with their own writerly voice’s style and strengths. Writing instruction pays special attention to each project’s rhetorical situation, audience needs, and communicative strategies across the spectrum between casual and formal language. Writing in this course prioritizes deeper engagement with the writing process, including more targeted, analysis-driven workshopping and conferencing.

The theme and subject matter of this course invite a number of interdisciplinary and experiential learning opportunities. Alongside a deep dive into cultural studies, students will explore concepts relating to human psychology, sociology, critical theory, and philosophy. Student work will dovetail with other courses such as Drama and History. Experiential learning opportunities may include visits to Hugo House, the Bill & Melinda Gates Foundation Visitor Center, Seattle Repertory Theater, Seattle Art Museum, and others.

PERSONAL SKILLS
- Empathy
- Organization
- Self-Advocacy
- Timeline Management
- Performance
- Class Participation
- Stamina and Independence
- Mutual Respect
- Risk-taking
- Perspective-taking

ACADEMIC SKILLS
- Close Reading of Literary Texts
- Critical/Analytical Thinking
- Critical Argument Development, Composition, and Revision
- Traditional and Digital Research Tools
- Revision and Proofreading
- Speaking and listening
- Mechanical and Conventional Proficiency (punctuation/spelling)
- Rhetorical Analysis
- Writing for specific audiences and purposes
- Utilizing MLA format and style

UNITS OF STUDY
- Developing a Culture of Reading and Writing: Summer Reading synthesis and launching independent reader’s notebooks and writer’s notebooks.
  - Utilizing the Reading and Writing Workshop models from Teachers College at Columbia University
 Continuous independent work throughout the school year wherein students develop ongoing creative writing projects such as short fiction, novels, poetry, personal narratives, journalism, etc.

- Personal Narrative + College Essay Project, as applicable in collaboration with the college counselor
  - Open-minded Inquiry: Reading & analyzing non-fiction to build a rhetorical argument using student-selected informational texts
- Exploring Critical Theories, Revealing Deeper Meaning using Critical Theory Today by Lois Tyson
  - Texts may include The Picture of Dorian Gray, The Great Gatsby, Pride and Prejudice, “I Stand Here Ironing,” “Yellow Wallpaper,” “Standard Loneliness Package,” “Marigolds,” and other short stories, poems, and pop culture media including student-selected texts
- AfroFuturism: Intersectionality and Activism through Octavia Butler’s The Parable of the Sower, Nnedi Orkorafor’s Binti, and other speculative fiction
  - The Future is Now: Science Fiction Creative Writing Workshop

**SAMPLE PROJECTS:**
- News Hour: Presentation of your argument on a well-researched topic
- Infographic Posters
- Literature Artifact creative project
- Book Talk and Gallery Walk
- Multi draft essays: argumentative and literary analysis
- Creative writing: short story, narrative, poetry
- Socratic seminar, town hall meeting
- Scene acting
- Reading performance: short story excerpts

**ASSESSMENT**
- Rubrics for formative and summative writing projects
- Quizzolas for reading comprehension and key ideas & details
- Reading journals
- Revision work and peer reviews and responses to peer and teacher feedback

**DEIB INTEGRATION**

The act of reading deeply to understand multiple perspectives, situations, and arguments requires an open-minded approach to difference. This is inherently an act that furthers social justice and cultivates inclusivity and belonging, especially when diverse texts and voices are brought into the room to expand the identities and perspectives that make up the classroom. English class is a place to practice cultural competency and allyship, which is done intentionally through discussion and analysis. Specifically, this course addresses DEIB issues through open-minded inquiry, stereotype and assumption analysis, understanding various critical theories (including though not limited to feminist theory, psychoanalytic theory, and Marxist theory), studying the history and context of Oscar Wilde and LGBTQ+ history, examining intersectionality, ableism, sexism, race and racism, exploring AfroFuturism and African American literature and history, and addressing identity, intersectionality, and activism in our own creative writing.
GRADE 9
HISTORY 100:
GLOBAL SYSTEMS

OVERVIEW
In this year-long course, students examine how humans have generated global systems that stitch together far-flung people and places in complex ways. Using thematic frames of communities, production and distribution, and networks, students look closely at critical moments in world history when long-distance connections intensified. We’ll use a case study approach to look deeply at significant moments that shaped the world of the past and have important lessons/connections to the world we live in today from roughly 1300 to the early 1900s. Some focal points include Islamic empires, the Indian Ocean trade network, China’s treasure fleet and use of soft power, the Transatlantic system and African diaspora resulting from slavery, imperialism and resistance in Asia, and, lastly, imperialism and resistance in Africa. Throughout the course, students will engage with a range of source materials: primary sources, art and artifacts, contemporary historians’ interpretations, as well as texts and videos designed for high school students. Careful attention will be paid to how our understanding of the past has been formed and reformed with new voices and by considering multiple perspectives. As such, this course will be interdisciplinary in nature drawing deeply on economics, environmental history, cultural studies, and political science.

SKILLS
A social science toolkit is multifaceted and skill development is iterative. In this foundational year, we will hone reading and note-taking strategies to develop our understanding of the past. A primary focus of our many learning activities will be on selecting evidence and analyzing historical details for their relevance and significance to central themes. Students will demonstrate their understanding of historical moments and developments in multiple ways: from delivering persuasive speeches in a simulation, writing responses to a prompt using a specific selection of texts (DBQ), participating in Socratic seminars, creating their own museum pieces, and/or crafting magazine articles. Students will also develop their research skills from generating inquiry questions, to evaluating the credibility of online sources, navigating library databases, and using MLA citations.

TOPICS
- Long-distance trade
- Religious communities and diasporas
- Diffusion of ideas, technology, and disease
- Comparing economic networks and systems
- The development of imperialism and colonialism and resistance to foreign interference in affairs
- Continuity and change

SKILLS
- Historical thinking (chronology, causation, corroboration, and analysis)
- Note-taking
- Reading purposefully
- Communication – verbal, visual, written
- Evidence selection and incorporation
- Research skills
UNITS OF STUDY

• Unit 1: Intro to historiography - September
• Unit 2: Dar al-Islam and the Indian Ocean Network - September
• Unit 3: The Middle Kingdom - September to October
• Unit 4: The Transatlantic System - November to January
• Unit 5: African Diaspora - February to March
• Unit 6: Imperialism and resistance in Asia - May
• Unit 7: Imperialism and resistance in Africa - June

SAMPLE PROJECTS AND LEARNING OPPORTUNITIES:

• Playing the Indian Ocean Trade Game using technologies, goods, and diasporic communities
• Engaging in Socratic seminar about Columbus, the Columbian Exchange, and the concept of progress
• Delivering an opinion on the fate of the Ming Dynasty’s Treasure Fleet (in character)
• Creating a multimedia museum piece examining stories that showcase the causes and legacies of the African Diaspora
• Evaluating the causes of the Sepoy Rebellion
• Presenting on a particular African country’s experience with imperialism and calls for independence
GRADES 9 AND 10
HISTORY 200:
A WORLD IN FLUX

CONTENT OVERVIEW
In this course, students will examine significant developments in world history since the conclusion of WWII beginning with the formal articulation of the Universal Declaration of Human Rights and the formation of a multinational system of states. Attention will be paid to newly independent countries establishing themselves in an increasingly polarized world during the Cold War and to the tumultuous start of the 21st century. Through a combination of case studies and thematic readings, we will examine the sinews of political ideology, economic interests, imperial history, and geo-politics that have created power differentials enabling some countries to exert influence well-beyond their borders. Questions we will consider throughout the course include: How does the world respond to shifting alliances and global crises? How do states position themselves within a system of allies and adversaries? How do states define their relationships to their subjects/citizens? How do individuals and nations cultivate a sense of identity and belonging? How do individuals and states respond to human rights crises within and beyond their borders? How does our understanding of the past inform the present? By focusing our studies on the past 90 years, this course prioritizes depth over breadth of coverage. There will be a number of opportunities for students to pursue their own interests and topics within the framework of this course.

SKILLS
A social science toolkit is multifaceted and skill development is iterative - therefore, many skills are focused on in every History course. A primary focus of our many learning activities will be on selecting evidence and analyzing historical details for their relevance and significance to central themes. Students will demonstrate their understanding of historical moments and developments in multiple ways: from delivering persuasive speeches in a simulation, writing responses to a prompt using a specific selection of texts (DBQ), written reflections - both formative and summative - crafting magazine articles based on individual inquiries (advanced pathways). Students will also develop their research skills from generating inquiry questions, to evaluating the credibility of online sources, navigating library databases, and using MLA citations.

TOPICS
- Ideologies that contributed to global conflict (militarism, imperialism, industrialization, nationalism)
- Global efforts to promote peace and stability
- Economics and political systems (Great Depression, rise of populist movements)
- Decolonization & Independence stories
- Cold War: flashpoints and case studies
- Globalization: human rights & genocide
- Globalization: economics

SKILLS
- Historical thinking (chronology, causation, corroboration, and analysis)
- Note-taking
- Reading purposefully
- Communication - verbal, visual, written
- Evidence selection and incorporation
- Research skills
UNITS OF STUDY

- Unit 1: Human Rights - September
- Unit 2: Causes & Consequences of World War I - September
- Unit 3: Global Economic Calamity & WWII - October to November
- Unit 4: Cold War & Decolonization - January to February
- Unit 5: Thesis Writing Project - March
- Unit 6: Globalization and human rights - May
- Unit 7: Globalization and economics - June

SAMPLE PROJECTS & LEARNING OPPORTUNITIES

- WWI Peace Process Simulation
- Creating Infographics about WWII
- Debating who started the Cold War
- Group presentations on Cold War events
- Comparisons of case studies: US intervention in Guatemala and Cuba
- Unit quizzes and tests
- Researching and writing a long-form, thesis driven project (with check-in deliverables such as an elevator pitch and a Movie Trailer poster of topic & thesis)
- Share out: examine the impact globalization has had on a topic that matters to you
GRADE 10 & 11
HISTORY 300:
AMERICAN HISTORY

OVERVIEW

Students in this course will examine the ideals, values, and (com)promises enshrined in the founding documents of the United States of America as well as the lived experiences of people across this diverse land. A particular emphasis will focus on legal, political, economic, and cultural changes to advance the United States’ mission ‘to form a more perfect union’ and to secure rights for a greater number of Americans. Students in this course will investigate and draw from a wide range of sources and voices to better understand the complexity of American history and how the past influences our society today. This year-long course blends a thematic and chronological approach to understanding significant developments and prominent trends in American history. Throughout the course, there will be opportunities for students to pursue self-selected topics and areas of study.

Students develop their understanding of important moments in American history by articulating the connection between specific events and individuals and larger themes in history. A primary focus of our many learning activities will be on selecting evidence and analyzing historical details for their relevance and significance to central themes of the course. Students will demonstrate their understanding of historical moments and developments in multiple ways: such as writing formal essays, presenting to their peers, taking an end-of-unit test, and creating projects. Students will also develop their research skills of generating inquiry questions, evaluating the credibility of online sources, navigating library databases, and using MLA citations.

TOPICS

- Indigenous Americans’ experiences of and within the United States
- Ideals, values, and compromises enshrined in the founding documents
- Race in America
- Divergent experiences of people living in the USA
- Economic developments and transformations of American livelihoods - including major demographic shifts
- The role of immigration and identity formation
- Political and legal developments within America

SKILLS

- Historical thinking (chronology, causation, corroboration, and analysis)
- Note-taking
- Reading purposefully
- Research skills
- Communication – verbal, visual, written
- Time and task management
- Evidence selection and incorporation

UNITS OF STUDY

- Unit 1: Indigenous America - September to October
- Unit 2: Forging a New Nation - October to November
- Unit 3: Constitutional Connections - November to December
- Unit 4: A Nation Divided - January to March
- Unit 5: A Transformed America - March to April
- Unit 6: America & War - April to May
SAMPLE PROJECTS & LEARNING OPPORTUNITIES

- Researching and presenting on a key person or event
- Evaluating primary sources on Native American boarding schools
- Conducting independent inquiries - current debates over Constitutional rights, Indigenous movements and leaders since the 1900s, an individual topic related to a war (culture wars, WWII to War on Terror)
- Crafting an essay on the causes or experiences of the Civil War
- Researching and presenting about a specific war and its significance to USA History
**GRADE 10 & 11**

**HISTORY 301: AMERICAN HISTORY THROUGH THE LENS OF GENDER & SEXUALITY**

**OVERVIEW**
This semester-long course for students pursuing advanced pathways in American History focused on American history through the lens of gender and sexuality from roughly the 1840s to the present. Throughout history, gender and sexuality have been dynamic concepts essential to all individuals’ lives and experiences. By exploring topics directly related to gender and sexuality, students will develop a clear picture of the political, social, cultural, legal, and economic developments that shape individuals’ and various groups’ experiences within the United States. Students will learn how patterns of settlement, employment and education shaped gender expression, identity, and norms. As a class we will examine how developments in the fields of medicine, science, and psychology shape society’s understanding of gender and sexuality. By looking at a range of historical sources, students will explore how religion and civic values inform discussions and policies regarding sexuality, gender, individual rights, and the role of the government in individuals’ lives. Throughout our studies, we will focus on how changing forms of media, consumption, and popular culture across the ages impacted how individuals and groups of people identify and locate themselves in a dynamic society. A central focus will explore how individuals and groups lobbied for, organized, and effected change - legal, political, social, and economic - in this country. Our studies in this course are both chronological and thematic in nature with ample opportunity for students to pursue individual topics of choice.

**SKILLS**
This course functions like a seminar with students engaging in regular discussions of a wide range of texts and sources and engaging in independent inquiry projects. In terms of skill development, our learning activities will target and develop close reading skills, critical thinking and analysis, strong communication skills, and task and time management. Students will demonstrate their understanding of historical moments and developments in multiple ways: from delivering persuasive speeches in a simulation, writing responses to a prompt drawing information from a range of sources, researching and presenting on specific topics, creating their own webpages and/or crafting magazine articles. Students will also develop their research skills of generating inquiry questions, evaluating the credibility of online sources, navigating library databases, and using MLA citations.

**TOPICS**
- The quest for political, civil, and legal rights
- Evolving medical and scientific understanding of gender and sexual diversity
- Transformations in social and cultural norms and values
- Advocacy and activism tactics
- Intersectional identities

**SKILLS**
- Reading purposefully
- Historical thinking (chronology, causation, corroboration, and analysis)
- Research skills
- Evidence selection and incorporation
- Discussion skills
- Presentation skills
- Communication – verbal, visual, written
- Time and task management
UNITS OF STUDY

1. Unit 1: Gender socialization -- January
2. Unit 2: The Awakening (1840s-1920s) - January to February
3. Unit 3: Booms & Busts (1920s-1970s) - March to April
4. Unit 4: Liberation Movements and Culture Wars (1970s-present) - May

SAMPLE PROJECTS & LEARNING OPPORTUNITIES

- Engaging in seminar discussions on texts, videos, primary sources, scholarly sources, and documentaries
- Creating snapshots of messages around gender
- Presentation on reformers and agitators of the 1910s and 1950s-1960s
- Participating as a delegate in a Seneca Falls simulation
- Viewing and discussing “How to Survive a Plague”
- Final Inquiry - researching a self-selected contemporary topic and crafting a project to showcase learning
GRADE 12
HISTORY 400:
CIVIC ENGAGEMENT: DEMOCRACY IN THE WORLD AND OUR LIVES

OVERVIEW
The second half of the twentieth century saw a significant jump in the number of democracies. Across the world democracies expanded the scale and scope of human rights to people within their borders. We will look at the debates concerning a range of human rights - from political and civil to social, economic, and cultural - at the international level and within the political landscape of the United States. Throughout the first semester we will ground our studies with a close-up look at how democratic processes work in the United States at the local, state, and federal levels. Students will develop their civic engagement toolkit with an emphasis on critical thinking, civil dialogue, digital literacy, and a more developed understanding of current issues. Throughout the year, our class will discuss challenges facing democracies in the 21st century both domestically and worldwide and identify actions to become informed and civically engaged. The class will look at other countries wrestling with similar questions over governance, representation, economic security, and freedom of expression.

Successful completion of the course will see students understanding the connection between voting and policies and laws at state and federal levels. Students will develop their digital literacy skills from identifying media bias to evaluating the credibility of sources. Students will hone their independent inquiry and strategic research skills as well as their ability to engage in civil discussion around pressing issues and current events. During the final semester, Hyla students will have the opportunity to pursue a topic of their own choice to research and share with a broader audience. The seminar style class will provide structure and peer feedback throughout the design of the inquiry and research process.

SKILLS
A social science toolkit is multifaceted and skill development is iterative. In this foundational year, we will hone reading and note-taking strategies to develop our understanding of the past. A primary focus of our many learning activities will be on selecting evidence and analyzing historical details for their relevance and significance to central themes. Students will demonstrate their understanding of historical moments and developments in multiple ways: from delivering persuasive speeches in a simulation, writing responses to a prompt using a specific selection of texts (DBQ), participating in Socratic seminars, creating their own museum pieces, and/or crafting magazine articles. Students will also develop their research skills from generating inquiry questions, to evaluating the credibility of online sources, navigating library databases, and using MLA citations.

TOPICS
- Federalism in action
- Checks & Balances in action
- Voting expansion & challenges
- Political polarization
- SCOTUS landmark cases
- Elections
- Comparative case studies (varies based on what students select): Russia, Iran, Brazil
- Climate Change, justice, and policies

SKILLS
- Critical thinking
- Reading purposefully
- Communication - verbal, visual, written
- Evidence selection and incorporation
• Research skills

UNITS OF STUDY

• Unit 1: US systems of government - September - November
• Unit 2: Case Study Russia & US’s response to invasion of Ukraine - November
• Unit 3: Case Study of Iran’s Transformations - January - February
• Unit 4: Scholars Showcase - February to March
• Unit 5: Case Study Brazil’s current events - May
• Unit 6: Climate Change, Justice & International Efforts - June

SAMPLE PROJECTS & LEARNING OPPORTUNITIES

• Playing & reflecting on the Gerrymandering game (Hexapolis)
• Presenting on “The World is Awful. The World is Much Better.”
• Researching and delivering an issue briefing on a current hot-button topic (tracking it through levels of government and branches of government)
• Unit tests/quizzes
• Researching and presenting on a SCOTUS landmark case
• Debating US financial support for Ukraine during a Mock US Senate Committee on Foreign Relations
• Debating Iran’s future in 1979
• Writing a research-driven article or essay on a choice topic
Math

GRADES 9 & 10
MATH 150/151

OVERVIEW
Students will experience mathematics as an intellectual and aesthetic pursuit comparable to art or music, learning to tackle challenging problems as a source of fulfillment akin to finishing a sprint -- or a marathon. Using examples from science, social sciences, finance and everyday life, students will reason, justify their reasoning, predict, model, analyze and communicate, using the language of mathematics to explore authentic problems and issues relevant to themselves and others.

Students will conduct independent and collaborative investigations in algebra, geometry and statistics, and expand their library of algebraic functions to include quadratic, square root, cube root, absolute value, trigonometric and simple inverse functions. They will study the geometric properties of polygons and circles in Cartesian coordinates, with an in-depth analysis of triangles, and introduction to trigonometry. Finally, students will investigate conditional probability, expected value and combinatorics.

Students will communicate their understanding verbally, numerically, symbolically, and graphically as they grapple with engaging practice problems and meaningful projects. They will develop their identities as confident, persistent and curious mathematicians.

STUDENT SKILLS
• Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
• Construct valid evidence-based arguments and evaluate arguments for validity.
• Communicate arguments effectively verbally, visually, numerically and symbolically.
• Demonstrate persistence, agency and efficacy as problem-solvers.
• Collaborate as a team member.
• Students will learn through collaborative and independent exercises,

ACADEMIC SKILLS
• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct viable arguments and critique the reasoning of others.
• Model with mathematics.
• Use appropriate tools strategically.
• Attend to precision.
• Look for and make use of structure.
• Look for and express regularity in repeated reasoning.
UNITS OF STUDY

Core

1. Geometric & Algebraic Relationships
2. Justification & Similarity
3. Probability, Factoring & Trigonometry
4. Quadratic Functions & Right Angle Triangles I
5. Quadratic Functions & Right Angle Triangles II

Advanced

1. Permutations & Combinations
2. Circles

RESOURCES

- CPM
- Desmos
- Life Mathematical podcasts
- Algebra tiles
- Khan Academy
- Math TED Talks on math, art, appreciation and wonder
- Digits and other math games, both online and hardcopy on campus

SAMPLE PROJECTS

- Dear Math
- Triangle Team Challenge
- Tower Challenge
- Casino Challenge
- Semester Project: Fibonacci in art and nature, tesselations, video games, geometry and architecture

ASSESSMENT

As we approach the end of the lessons that make up a unit, we'll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you'll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to “talk me through” your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.

For most units you will be invited to extend and further demonstrate your learning through projects. I will provide time in class and guidance for these.

DEIB INTEGRATION

Early in the course you will be asked - in the words of Francis Su - “to embrace your identity in math and believe that you and every person in your life can flourish in mathematics.” Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal “why” as a mathematician and learn to use math as a tool for liberation rather than oppression.
GRADES 9-11
MATH 200/201

OVERVIEW
Using examples from science, social sciences, finance and everyday life, students will reason, justify their reasoning, predict, model, analyze and communicate, using the language of mathematics to explore authentic problems and issues relevant to themselves and others.

Students will conduct independent and collaborative investigations in algebra, geometry and statistics, expanding their knowledge of algebraic functions to include rational, logarithmic and exponential functions and introduce them to the Fundamental Theorem of Algebra and complex numbers. They will study transformations of graphs, mathematical inequalities, series, multivariable systems, and trigonometric equations and identities, and plunge more deeply into probability, statistical distributions and sampling variability, including margin of error.

Students will expand their math vocabulary and build a repertoire of sophisticated methods to communicate their understanding, using graphical and formal symbolic language. They will learn to be confident, clear and concise in presenting and analyzing mathematical arguments -- foundational skills that empower students to contribute to their communities as activists, scientists, engineers and social entrepreneurs.

STUDENT SKILLS
- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments backed and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.
- Collaborate as a team member.
- Students will learn through collaborative and independent exercises.

ACADEMIC SKILLS
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

UNITS OF STUDY
Core
1. Transforming Graphs & Functions
2. Solving Systems of Equations & Inequalities
3. Normal Distributions, Sampling & Hypothesis Testing
4. Geometric Modeling
5. Inverse Functions & Logarithms
6. Polynomials
7. Trigonometric Functions
8. Arithmetic & Geometric Series

Advanced
1. Rational Expressions & Three Variable Systems
2. Analytic Trigonometry

**RESOURCES**

- CPM
- Desmos
- Life Mathematical podcasts
- Algebra tiles
- Math TED Talks on math, art, appreciation and wonder
- Oodle and other online math games

**SAMPLE PROJECTS**

- I, Mathematician
- Bell Curve Project
- Tower Challenge II
- Semester Project: telescope design, the challenge of reproducibility in the social sciences, optimization and entrepreneurship, geometry and architecture

**ASSESSMENT**

Learning and Assessment Plan

Typically, lessons will run like this:

1. A brief (about 5 minute) warm up that will kick start your math brain. It may be based on the material we are currently looking at but I am always looking for playful and “out of the box” puzzles for you to tackle. Please let me know if you have any favorites of your own.

2. Some time to review the most recent class and home learning assignment. You will begin by working with your group partners, but are always welcome to ask me for help at this point!

3. A brief reading, lecture or demonstration to introduce new material

4. An in-class assignment that you’ll tackle in partnership with table partners, allowing you to explore, experiment and practice with the new skills and concepts, in class.

5. As you work and learn you’ll maintain a learning log to help you consolidate your learning and reflect on your growth. You will be given class time to update your log, and I will offer you guidance on what to include in the log.

6. Home learning problems will be assigned at the end of each class to let you practice your skills and build your individual fluency and confidence, and help you (and me) figure out where you need more practice or support. We’ll review the homework together to resolve any issues or difficulties that remain, before moving on. Home learning problems will be assigned on the daily Google slide deck, posted to the class Google Classroom (GC) page. As well, these problems will be posted as a GC assignment each Friday, and should be submitted digitally by the following Tuesday.

As we approach the end of the lessons that make up a unit, we’ll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you’ll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to “talk me through” your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.

Each semester, you will be invited to extend and further demonstrate your learning by completing a project. I will provide time in class and guidance for these projects.
DEIB INTEGRATION

Early in the course you will be asked - in the words of Francis Su - “to embrace your identity in math and believe that you and every person in your life can flourish in mathematics.” Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal “why” as a mathematician and learn to use math as a tool for liberation rather than oppression.
OVERVIEW

This course lays the foundation to pursue the study of calculus and other advanced mathematics. If we think of calculus as the language that describes the universe, we will be studying the structure and grammar of that language through our coursework. Students will experience mathematics as a beautiful, elegant, and cohesive system where multiple approaches and creative thinking can be applied to discover the same result.

Students will work collaboratively and individually to sharpen their analytical skills as they pursue interesting, open-ended questions. They will practice their use of mathematical syntax and argument to justify, model, predict, and explain increasingly complex behaviors in the world of science, social science, business, engineering, and everyday life. Laboratory explorations and hands-on activities will supplement rich problem-solving exercises that allow students to connect mathematical concepts to the real world.

Students will investigate algebraic, transcendental, inverse, and composite functions founded on a general study of the characteristics of functions. They will also explore conic sections, vectors, matrices, and probability. Groundwork for students’ introduction to calculus will be laid with investigations of limits, rates of change (slope of non-linear curves) and accumulation (area under a curve), summing series, and optimization.

STUDENT SKILLS

- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.
- Collaborate as a team member.

ACADEMIC SKILLS

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

UNITS OF STUDY

Core
1. Function Theory & Trigonometry
2. Graphing & Modeling with Polynomial & Rational Functions
3. Exponential and Logarithmic Functions
4. Triangles & Vectors
5. Periodic Functions
6. Conics & Parametric Functions
7. Series & Statistics

Advanced
1. Vector multiplication
2. Polar coordinates and the complex plane
3. Matrices
RESOURCES

- CPM
- Desmos
- Life Mathematical podcasts
- TI Graphing Calculator
- Math TED Talks on math, art, appreciation and wonder
- Ooodle and other online math games

SAMPLE PROJECTS

- Semester Project: Fibonacci in art and nature, tessellations, games, architecture, modeling, design and construction, art with geometry, fractals, or desmos, etc.

LEARNING AND ASSESSMENT PLAN

Typically, lessons will run like this:

1. A brief (about 5 minute) warm up that will kick start your math brain. It may be based on the material we are currently looking at but I am always looking for playful and “out of the box” puzzles for you to tackle. Please let me know if you have any favorites of your own.

2. Some time to review the most recent class and home learning assignment. You will begin by working with your group partners, but are always welcome to ask me for help at this point!

3. A brief reading, lecture or demonstration to introduce new material

4. An in-class assignment that you’ll tackle in partnership with table partners, allowing you to explore, experiment and practice with the new skills and concepts, in class.

5. As you work and learn you’ll maintain a learning log to help you consolidate your learning and reflect on your growth. You will be given class time to update your log, and I will offer you guidance on what to include in the log.

6. Home learning problems will be assigned at the end of each class to let you practice your skills and build your individual fluency and confidence, and help you (and me) figure out where you need more practice or support. We’ll review the homework together to resolve any issues or difficulties that remain, before moving on. Home learning problems will be assigned on the daily Google slide deck, posted to the class Google Classroom (GC) page. As well, these problems will be posted as a GC assignment each Friday, and should be submitted digitally by the following Tuesday.

As we approach the end of the lessons that make up a unit, we’ll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you’ll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to “talk me through” your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.

Each semester, you will be invited to extend and further demonstrate your learning by completing a project. I will provide time in class and guidance for these projects.

DEIB INTEGRATION

Early in the course you will be asked - in the words of Francis Su - “to embrace your identity in math and believe that you and every person in your life can flourish in mathematics.” Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal “why” as a mathematician and learn to use math as a tool for liberation rather than oppression.
GRADES 11 & 12
MATH 450 /451: DIFFERENTIAL CALCULUS

OVERVIEW
Students will investigate the foundations of differential calculus of a single variable, including: limits, rates of change (slopes of non-linear curves) and optimization. While expanding and consolidating students’ knowledge of mathematical content, the course will help them develop a greater understanding of the broader structures and strategies of mathematics.

Students will work collaboratively and individually on a daily basis sharpening their analysis and problem-solving skills, and practicing their use of mathematical syntax and argument to justify, model, predict and explain increasingly complex behaviors in the world of science, social science, business, engineering, and everyday life. Explorations and hands-on activities will supplement rich problem-solving exercises, allowing students to connect mathematical concepts to the real world.

STUDENT SKILLS
- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments backed and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.
- Collaborate as a team member.

ACADEMIC SKILLS
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- AP: Determine expressions and values using mathematical procedures and rules.
- Connect representations.
- Justify reasoning and solutions.
- Use correct notation, language, and mathematical conventions to communicate results or solutions.

UNITS OF STUDY
Core
1. Review of Foundational Math
2. Limits & Continuity
3. Differentiation & Rates of Change
4. Applications of Differentiation to Graphing
5. Applications of Differentiation to Modeling & Optimization

Advanced
1. Parametric Equations, Polar Coordinates, and Vector-Valued Functions
2. Infinite Sequences and Series
RESOURCES

- Stewart, *Calculus: Early transcendentals*
- WebAssign

SAMPLE PROJECTS

- Video analysis of kinematics via social media/film
- Architecture & civil engineering: Building better roads, bridges, chairs & roller coasters
- Science fiction project
- Modeling & optimization project: Applying calculus to science, technology & society
- Infinite powers: The history & impact of calculus

ASSESSMENT

**Note:** Math 451 is assessed via the UW approved syllabus found below.

As we approach the end of the lessons that make up a unit, we’ll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you’ll take a test independently. Within reason, there are no time limitations for the test and you are free to rety questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to “talk me through” your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.

For most units you will be invited to extend and further demonstrate your learning through projects. I will provide time in class and guidance for these.

DEIB INTEGRATION

Early in the course you will be asked - in the words of Francis Su - “to embrace your identity in math and believe that you and every person in your life can flourish in mathematics.” Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal “why” as a mathematician and learn to use math as a tool for liberation rather than oppression.
MATH 124:
CALCULUS WITH ANALYTIC GEOMETRY I

IN PARTNERSHIP WITH UW IN THE HIGH SCHOOL
5 UW credits / 1.0 high school credit
September 27, 2023 – May 31, 2024

COURSE DESCRIPTION
This course is the first course in a three-course sequence on the calculus of functions of a single variable. It emphasizes differential calculus and applications and problem-solving using the tools of calculus.

COURSE LEARNING GOALS
By the end of Math 124, you will be able to:
• Apply creative and critical thinking skills to content knowledge to explain, predict and model the world.
• Construct valid evidence-based arguments and models backed and evaluate arguments for validity.
• Communicate and connect arguments effectively verbally, visually, numerically and symbolically.
• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct and justify arguments and critique the reasoning of others.
• Model with mathematics.
• Determine expressions and values using mathematical procedures and rules.
• Use correct notation, language, and mathematical conventions to communicate results or solutions.

TEXTBOOK

PARTICIPATION
Regular attendance and active participation are essential for performing well and making steady progress. Depending on the day's activities, active participation may include - but is not limited to - any and all of the following:
• Being on time for class and ready to start;
• Having your textbook and any other required materials for the day;
• Completing all homework assignments on time;
• Fully engaging in any group or individual work as directed by instructor;
• Showing and maintaining a positive, respectful attitude toward your classmates, instructor and yourself.

Any use of racist, sexist, homophobic, transphobic, xenophobic, classist, or generally offensive language in class or submission of such material will not be tolerated.

HOMEWORK
Homework assignments based on the course textbook will be done online via WebAssign. all UW-registered students need to sign up for the course WebAssign page via course code. UW has also
developed their own worksheets that will be handed out in class and not assigned by WebAssign. Punctual submission of assignments is required. No late work will be accepted.

CALCULATOR POLICY
A TI-30X IIS calculator is required in Math 124. It is the only calculator you can use on the exams. We strongly suggest you use the same calculator when you do your assignments and practice for the exams.

FINAL EXAM
Final exams are comprehensive, covering everything studied in the course and are developed and administered in common across all sections by UW. Final exams will take place soon after the last day of classes.

COURSE GRADE

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<tr>
<td>Final Exam</td>
<td>40%</td>
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<tr>
<td>Midterms (Dec. &amp; March)</td>
<td>35%</td>
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<td>Homework</td>
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<td>Worksheets</td>
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<td>Quizzes</td>
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COURSE CALENDAR & TOPICS

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<tr>
<th>Weeks</th>
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<th>Topics and Textbook Sections</th>
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<td>Tangents to circles&lt;br&gt;Sec. 2.1 - Tangents and velocity&lt;br&gt;Sec. 2.2 - Limits&lt;br&gt;Sec. 2.3 - Calculating Limits&lt;br&gt;Worksheet 1&lt;br&gt;Sec. 2.5 - Continuity&lt;br&gt;Sec. 2.6 - Asymptotes&lt;br&gt;Worksheet 2</td>
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<td>5-9</td>
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<td>Sec. 2.7 - Derivatives&lt;br&gt;Sec. 2.8 - Derivative function&lt;br&gt;Sec. 3.1 - Derivative rules&lt;br&gt;Worksheet 3&lt;br&gt;Sec. 3.2 - Derivative rules&lt;br&gt;Sec. 3.3 - Trig derivatives&lt;br&gt;Sec. 3.4 - Chain rule&lt;br&gt;Worksheet 4</td>
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<td>10-13</td>
<td>Advanced Differentiation</td>
<td>Midterm Review&lt;br&gt;Midterm 1 (~Jan. 19)&lt;br&gt;Sec. 3.4 - More on Chain rule&lt;br&gt;Sec. 3.5 - Implicit differentiation&lt;br&gt;Sec. 10.1 Parametric equations&lt;br&gt;Sec. 10.2 - Derivatives and parametrized curves&lt;br&gt;Sec. 3.6 - Logarithmic differentiation&lt;br&gt;Worksheet 5&lt;br&gt;Sec. 3.9 - Related rates&lt;br&gt;Midterm Review&lt;br&gt;Worksheet 6</td>
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| 14-16 | Applications: Approximation & Curve Sketching | Midterm Review
**Midterm 2 (~March 1)**
Sec. 3.10 - Linear approximation
Sec. 4.1 - Basics on min and max values
Sec. 4.3 - Derivatives and shape of a curve
Sec. 4.5 - Curve sketching
Worksheet 7 |
| 17-20: | Applications: L'Hôpital's Rule, Modeling & Optimization | Sec. 4.4 - L'Hôpital's rule and indeterminate forms
Sec. 4.7 - Optimization
Worksheet 8
Final Exam Review
**FINAL (~June 5)** |

**ABOUT UW IN THE HIGH SCHOOL (UWHS)**

Since 1981, through UW in the High School (UWHS), the University of Washington has partnered with high schools across Washington state to offer UW courses for UW credit in the high school classroom. Courses are official UW courses, taught by the high school's own teachers, who have been approved and trained by UW faculty. Students in the UW course have the option to register to earn UW credit and will receive from the teacher a UWHS registration form and fact sheet, with all registration details and the deadline. You can read more about the UW in the High School program at [www.uwhs.uw.edu](http://www.uwhs.uw.edu).

**UW ACADEMIC HONESTY POLICY**

Students registered for UW credit through UWHS are expected to adhere to the University's standards of academic honesty. This requires that students clarify assignments and procedures with their teachers, study diligently and seek help when they need it. Any suspected misconduct will be determined in collaboration with the appropriate UW academic unit and high school.

**UW DISABILITY ACCOMMODATIONS**

For students registering for UW credit, any accommodations approved at your high school must also be approved for your UW courses by UW Disability Services Office. They can be contacted at dso@uw.edu, 206-543-6450 (voice) or 206-685-7264 (fax). Students, parents, or school staff can submit documentation (504 plan, IEP, or similar, as well as supporting documentation that outlines the diagnosis from an appropriate professional). The email/fax should also include the name and contact information for the most appropriate high school administrator (e.g., teacher, counselor, etc.). Once the DSO staff has reviewed and approved the documentation, they will include the administrator in their confirmation email.

**UW GRADES**

Grades at UW are given as multiples of 0.1 and range from 0.7 to 4.0.

You will earn both a high school grade and a UW grade for the course. The UW grade you receive will follow UW grade policies and might be different from the high school grade. Your final UW grade is recorded on your UW transcript, which is an official record of your UW coursework, grades, and credits. After the course is over, the teacher submits the UW grades to UW. Until that time, your UW transcript will show the UW course along with the grade of “X,” which is a placeholder until the final UW grade is recorded. To confirm your UW grade, you can view your grades online through MyUW (which requires you to set up your UW NetID), order an official UW transcript, or ask your teacher. Grades cannot be mailed or provided over the phone.
Performing Arts

GRADES 9-12
APERTURES & ELECTIVES

The speed with which technology and social media advance along with the immediate and long term impacts of the pandemic are having a very real impact on our youth. There is a very real disconnect in human interaction when comfort is found behind screens and communication happens in the black and white of text. I believe there is a strong need to hone the skills that are being lost during this time of decreased interpersonal contact not just from a performance point of view, but in maintaining the ways we communicate and compensate our interactions when we are able to do so with all the ways we present ourselves visually and audibly, not just with the reliance on words. The importance of physicality, presence, confidence, and oration are necessary skills that come into play in every relationship we have, from our personal relationships to those in business and professional arenas. The earlier we can install a confidence in speaking and an understanding of the principles of human interaction in our students, the earlier we are creating the leadership skills needed to address a crowd at a presentation, an employer at an interview, a client in a business, and any situation that two or more people find themselves in communication.

Because of that, I do not want to focus high school “drama” on just the arts and skills of performing. I think the scope needs to broaden to “Performing Arts”, classes which focus on the skills effective communication within arts medium (i.e. the principals of Scene Study, monologuing, and character creation) and filmmaking (the subtleties of expression and on camera work with attention to various forms of technology) as well as skills tailored to other professional realms such as presentation, debate, improvisation, and movement to allow for a more holistic approach to how we communicate with the purpose of creating better speakers, listeners, presenters and overall more confident students.

In the current format, this allows for the following focuses dependant upon class interest:

ELECTIVES
(These classes are designed to give a broader insight into elements of performing, speaking, acting, or dramatic arts for a variety of purposes not necessarily focusing primarily on dramatic arts.

These classes include:

• **Communications** (a multi-level approach to performance and speaking skills and interpersonal communication for non-theater applications)
• **Improvisation** (A broader class that combines elements of theater with practical applications of confidence-building and interactive communication)
• **Filmmaking** (A broad overview of the elements behind the camera and the responsibilities and tools needed to produce in a digital world. This is designed to give a broad understanding of the many departments of this world)

APERTURES
(These classes are a deeper dive into more specific areas of dramatic arts intended for those seeking more defined skills in a given discipline.)

These classes include:

• **Scene Study/Acting Fundamentals** (professional level acting approaches for those interested in performing on camera or stage with real business applications)
• **Screenwriting**: Non-acting class focused on the study of the business of writing scripts and creative expression through screenplays

• **Filmmaking: Deeper Dives**: These would be a more focus offering to those with interests in more specific areas of filmmaking and would focus solely on a given department such as Cinematography, Editing, Directing, among other possibilities

**OTHER PRESENTATIONAL EXAMPLES FOR BOTH ELECTIVES AND APERTURES**

- Two Person scenes
- Written Monologues
- Debate with Partners
- Writing Scenes for performance on stage/Camera
- Presentations: Create a Presentation to be presented to middle schoolers, peers, parents, or specialized arena
- Night of One Acts

**STUDENT SKILLS**

- Confidence
- Public Speaking
- Interpersonal Skills
- Sociological Understanding
- Responsibility/Autonomy
- Teamwork
- Awareness of Presence

**ACADEMIC SKILLS**

- Communication
- Enunciation/Projection
- Presentation Skills
- Creative Problem Solving
- Autonomous Thinking
- Cooperative Process
- Creative Expression
- Areas of Specialty

**ASSESSMENT**

The assessment with all these classes follows the same pattern as experienced in the middle school drama program, namely: regular and ongoing check-ins and observation of the teacher during in class performances, assignments, and presentations. Classes would build to a final project that would showcase the culmination of the semester’s skills which may be a performance of learned work, self-written work, formulated presentations, improv shows, filmed creations, and one act submissions, as appropriate to the given class. Electives would be a pass/fail based on the student's depiction of growth and development be it in performance, speaking, of confident presence building, or a letter grade in apertures based on their dedicated approach to the work and some form of delivered presentation of the semester’s focus.

**DEI INTEGRATION**

I would argue DEI is built into the very heart of this focus as it allows a forum for a broad sharing of ideas, interests, and beliefs while being guided by instruction designed to allow for a responsibility of respect and inclusion to material, an arena of discussion, and the deeper discussions and expressions of the topics and concerns that arise in class and are put into the creative works of the students. All students are invited to participate and have access to a variety of means of expression and interest and the overarching theme is to create the strength within the individual to more effectively communicate their point of view in a manner that inclusive rather than divisive or alienating. In summation, my idea for performing arts is to create space for people of all areas of interest to find a comfortable method of expression so every voice can have the opportunity to be heard.
GRADE 9
BIOLOGY

OVERVIEW

Biology introduces students to concepts which will become the foundation for subsequent classes in the sciences. The course content in the Fall examines energy flow and relationships between species in ecosystems, addressing the larger question “What are the principles which determine the organization within ecosystems?” To answer this question, students will first investigate the relevance of these principles to explain other ecosystems before using those developed frameworks to dive deeper into exploring the mechanics of the Puget Sound marine ecosystem. The fall semester of the course requires both collaborative teamwork during field work/presentation of case studies and focused independent study to practice the use of the scientific method in laboratory reports.

The Spring course content focuses on the different components of the eukaryotic cell and how they work together to accomplish necessary cellular functions. Units of study require students to include a high level of detail and neatness in notes, building good exam study habits, while also offering opportunities for hands-on exploration of the textbook content in laboratories and projects. An introduction to the molecules of life and the relationship between their structure and function, will prepare students for their next course, Chemistry.

ACADEMIC SKILLS

- Application of textbook material to case studies
- Close observation in collection of experimental data
- Formal and precise use of scientific language in laboratory reports and presentations
- Critical analysis of research methods and ability to explain big picture understanding
- Detailed reading of the text with use of diagrams for comprehension
- Synthesis of relationships between different cellular processes

UNITS OF STUDY

1. Foundations of Ecosystems - September-October
   a. Keystone Species: Purple Sea Stars case study
2. Ecosystem Ecology-October into November
   a. Volunteer/Field Work at Moratani Preserve with BI Parks
   b. Elwha River Restoration Term Project
3. Cellular Structures and DNA- January into February
   a. Organelle Model Project
4. Cellular Replication-February-March
   a. Staining of Onion Cell Nuclei and Visualization of Mitotic Stages Laboratories
5. Deep Dive into Genetics- May-June
   a. Formal PPT Presentation on a Human Genetic Disease of choice
GRADE 10
CHEMISTRY: MATTER & REACTIONS

OVERVIEW
Chemistry introduces the study of physical matter and the changes it can undergo based on its molecular composition, giving students a deepened understanding of the scientific processes proceeding around us. After beginning the course examining accuracy/precision of measurements and unit conversions, the Fall semester content then moves through the states of matter to the heart of chemistry, atomic theory. Students will gain ample experience using the periodic table as an organization tool to predict and understand trends in atomic radii, electron configuration, and element behavior. Successful students will effectively collaborate during laboratories, neatly carry out dimensional analysis/calculations and advocate for support when needed.

The Spring course content proceeds introducing molecular bonding and nomenclature before diving deeper into chemical reactions and the laws which govern equilibrium. Students are expected to draw upon concepts learned in the Fall, reinforcing them through application in reactions and extending dimensional analysis to include stoichiometry and molar ratios. Learned skills such as conversion between chemical names and formulas (like a new language) and balancing chemical reactions, will allow students practice identifying patterns that accurately describe reality, a proficiency transferable to any other discipline. An introduction to chemical reactions used by biological life, will prepare students for either possible next course, Biochemistry or Anatomy & Physiology

ACADEMIC SKILLS
- Use of dimensional analysis to convert units and use of conceptual plans to end up with correct units
- Precise and accurate measurements with procedural fluency to arrive at correct conclusions in calculations
- Continued formal use of scientific language in laboratory reports and presentations, while adding critical analysis of sources of error
- Molecular modeling as a hands-on tool to explore structures
- Ability to orally and in writing explain graphs and figures

UNITS OF STUDY
1. Foundations of Chemistry - September-October
   a. Significant Figures/Determination of Unknown Solid using Density Lab
2. The Structure of Elemental Atoms - October into November
   a. Element Board Games
3. Molecular Bonding/Nomenclature - January
4. Chemical Reactions -February
   a. Polyatomic Ion Structure Modeling
5. Reaction Equilibria February-March
   a. Industrial, Medical or Physiological RXN Presentation
6. Acid Base Chemistry- May-June
   a. Titration Curve of Unknown Amino Acid

ASSESSMENT STRUCTURE
Classwork/Problem Sets
Students’ progress with the unit material will be assessed through the completion of classwork and homework problems sets. Successful students add a level of neatness to these assignments and show all their work/calculations, which allows them to serve as a precise study tool for future exams.
Projects and Presentations
Smaller group projects and subsequent presentations will be given throughout the year, encouraging students to apply textbook chemistry to its use in the world surrounding us. Students are expected to collaborate respectfully and effectively with peers to complete the projects, and present polished well-delivered presentations to the class.

Assessment and Retakes
Over the course of both semesters, quizzes and exams will be given as an opportunity for students to showcase their understanding of the material and practice tools for test studying/taking. Students can choose to retake quizzes or tests one time in order to demonstrate mastery of content after a discussion with me where I will outline the conditions to be fulfilled before the retake takes place.

DEI
Empiricism can be a tool to objectively challenge the status quo, but also a barrier excluding non-traditionally Euro-centric forms of knowledge. Students will be challenged to analyze how assumptions and errors in thinking made in the collection of quantifiable data can distort scientific findings to support knowledge being added to existing frameworks or refute findings that may be contrary to accepted belief. A lack of diversity can influence both what scientific questions are asked and how they are answered. When given choice over projects, students will be encouraged to explore the social implications of this nuance in our current world.
MOLARO BIOLOGY

OVERVIEW

Molecular Biology seeks to understand the relationship between the molecular shape of biomolecules and the purposes that they fulfill at the cellular, tissue and organismal levels. The course will start by quickly reviewing the chemistry underpinning the inter and intramolecular forces defining basic molecules as well as the enzyme-catalyzed reactions yielding complex polymers. The course will start with the familiar yet paramount macromolecule, DNA, diving deep into both the synthesis of DNA from nucleic acids followed by the mechanism of transcription. Students will spend time investigating the landmark experiments that shed light on the intricacies of these processes as well as the current state of genetic research. This specific focus on the complexities of gene expression will encourage students, through presentations and case studies, to examine the moral and ethical implications of DNA technologies in our current society.

Using a pattern similar to learning about DNA outlined above, students will next turn their attention to amino acids, the building blocks of the polypeptides, or proteins. From mechanical movement to molecular transport and immunology, the diverse and important roles of proteins will be broadly surveyed. The structure of lipids (or fats) and role in membranes, biosignaling and energy storage, followed by the structure of carbohydrates (sugars) and role in structural support and metabolism will be subsequently elucidated. We’ll investigate the experimental techniques used to determine the structure, function and regulation of these key biological molecules and how those techniques have evolved to help the fields of medicine, ecology and research science solve real-world problems. At the end of the year-long Molecular Biology class, students will have an appreciation of the complexity of the structure/function and cellular processes involving the four main classes of biomolecules: Nucleic Acids, Proteins, Lipids and Carbohydrates.

ACADEMIC SKILLS

- Use of diagrams, figures and graphs to understand and represent complex cellular structures, systems and pathways.
- Molecular modeling as a hands-on tool to explore structures.
- Oral and written explanations of the relationship between the structure of a molecule and its physical characteristics/structure.
- Linear and logical communication/presentation skills of concepts to both the class and a broader audience.
- Developing a lab etiquette (attention to detail, procedural workflow) allowing for both the successful completion of the assignment and the accurate/precise collection of data.
- Continued formal use of scientific language in laboratory reports and presentations, while adding critical analysis of assumptions made in the laboratory.

UNITS OF STUDY

1. Chem Review- September
2. Nucleic Acids and DNA - September into October
   a. DNA Technologies Presentation
   b. Gel electrophoresis Laboratory
3. Amino Acids and Proteins - October into November
   a. The Most Important Protein Presentation
4. Lipids and Membranes - January into February
   a. Cell Signaling Pathway Maps
5. Carbohydrates and Metabolism - February to March
6. Term project/Science Fiction writing mini-unit-May to June
ASSESSMENT STRUCTURE

Classwork/Problem Sets
Students’ progress with the unit material will be assessed through the completion of classwork and homework problems sets. Successful students add a level of neatness to these assignments, clearly explaining each question or set of questions. This will allow them to serve as a precise study tool for future exams.

Laboratories/Presentations/Case studies
Smaller group projects and subsequent presentations will be given throughout the year, encouraging students to apply molecular biology concepts to their use in the modern world. Students are expected to collaborate respectfully and effectively with peers to complete the projects, assignments and laboratories and present polished, well-delivered/written presentations of learning to the class in a variety of forms.

ASSESSMENT AND RETAKES

Over the course of both semesters, quizzes and exams will be given as an opportunity for students to showcase their understanding of the material and practice tools for test studying/taking. Students can choose to retake quizzes or tests one time in order to demonstrate mastery of content after a discussion with me where I will outline the conditions to be fulfilled before the retake takes place.

DEI

Empiricism can be a tool to objectively challenge the status quo, but also a barrier excluding non-traditionally Euro-centric forms of knowledge. Students will be challenged to analyze how assumptions and errors in thinking made in the collection of quantifiable data can distort scientific findings to support knowledge being added to existing frameworks or refute findings that may be contrary to accepted belief. A lack of diversity can influence both what scientific questions are asked and how they are answered. When given choice over projects, students will be encouraged to explore the social implications of this nuance in our current world.
GRADE 12
BIOCHEMISTRY

OVERVIEW
Biochemistry, the hallmark interdisciplinary course, gives students the opportunity to synthesize previously scientific concepts to create an expansive and detailed understanding of biological life as we know it. The Fall course content focuses on functional groups and monomers, which combine to create the larger complex molecules and protein polymers that comprise the organization within living cells. An emphasis will be placed on explanation of the relationship between the chemical structure of a molecule and its function in the cell. Successful students will be capable of drawing the structure of all 20 amino acids, common lipids and polysaccharides, necessary for an intricate understanding of these molecules’ fates in metabolic pathways.

The Spring course content explores first, the different anabolic and catabolic pathways for polysaccharides, lipids, and amino acids, before diving into how the intersection/coordination of these pathways allows humans efficiently create chemical energy, recycle molecular building blocks and excrete toxic metabolic by-products.

Students will explore methods used in current literature to research the biochemical basis of disease states, and will demonstrate communication of their understanding both in presentations and writing. Upon completion of this course, students should have confidence and working knowledge of biochemical concepts, creating a strong foundation for success in College science classes.

ACADEMIC SKILLS
- Drawing detailed molecular structures as a tool to both understand polymers and metabolic pathways
- Intricate understanding of different metabolic pathways and their points of intersection
- Application of principles of metabolic regulation to explain disease state dysregulation (case studies)
- Precise use of scientific language and ability to communicate big picture understanding in presentations.
- Critical reading of published research to explain methods used to address stated hypotheses

UNITS OF STUDY
1. Foundational Chemistry and Amino Acid/Protein Structure - September-October
   a. Most important protein debate
2. Macromolecules, Enzymes and Biosignaling - October into November
   a. Signal Transduction Project: The mechanism of action of commonly prescribed medications
3. Glycolysis, Gluconeogenesis and the Pentose-Phosphate Pathway - January
   a. Metabolic Poster of all three pathways with structure and enzymes
4. Principles of metabolic regulation- February
   a. Deep Dive into signaling of Diabetes (Leptin, Insulin, TLR and PPAR)
5. Citric Acid Cycle/Oxidative Phosphorylation and Fatty Acid Metabolism February-March
   a. The Mitochondrial Genome and its Regulation of Oxidative Phosphorylation Project.
6. Amino Acid Oxidation and Production of Urea- May-June
ASSESSMENT STRUCTURE

Classwork/Problem Sets
Students’ progress with the unit material will be assessed through the completion of classwork and homework problems sets. Successful students add a level of neatness to these assignments and show all their work/calculations, which allows them to serve as a precise study tool for future exams.

Projects and Presentations
Smaller group projects and subsequent presentations will be given throughout the year, encouraging students to apply textbook chemistry to its use in the world surrounding us. Students are expected to collaborate respectfully and effectively with peers to complete the projects, and present polished well-delivered presentations to the class.

Assessment and Retakes
Over the course of both semesters, quizzes and exams will be given as an opportunity for students to showcase their understanding of the material and practice tools for test studying/taking. Students can choose to retake quizzes or tests one time in order to demonstrate mastery of content after a discussion with me where I will outline the conditions to be fulfilled before the retake takes place.

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OVERVIEW
As a broad overview of the science of global warming, this course focuses on causes, evidence, future projections, societal and environmental impacts and potential solutions. It introduces various topical debates with a focus on science. The goals of this course are to understand the science, to critically evaluate information outside the classroom, and to become familiar with related issues such as energy alternatives and international climate agreements.

ACADEMIC SKILLS
- Objective thought and discussion of natural climate cycles and anthropogenic, climate influencing factors.
- Understanding of university-level inquiry and research, including tools and models.
- Understanding of solutions to problems and measurement of efficacy.
- Deep self-reflection on personal responsibility and influence over climate change.

UNITS OF STUDY
1. Introduction
2. Impacts
3. Science
4. Policy
5. Solutions

ASSESSMENT STRUCTURE
Tests (3): 30%
Homework: 25%
In-class activities: 25%
Group climate communication project: 20%

Makeup tests/activities by prior arrangement only. Cheating will not be tolerated! Homework will be done on canvas, and no late homework can be allowed. It’s okay to discuss HW problems with classmates, but turn in your own answers.

Classwork/Problem Sets
Students’ progress with the unit material will be assessed through the completion of classwork and homework problems sets. Successful students add a level of neatness to these assignments, clearly explaining each question or set of questions. This will allow them to serve as a precise study tool for future exams.

Laboratories/Presentations/Case studies
Students are expected to collaborate respectfully and effectively with peers to complete the projects, assignments and laboratories and present polished, well-delivered/written presentations of learning to the class in a variety of forms.
Assessment and Retakes
Over the course of both semesters, quizzes and exams will be given as an opportunity for students to showcase their understanding of the material and practice tools for test studying/taking. Students can choose to retake quizzes or tests one time in order to demonstrate mastery of content after a discussion with me where I will outline the conditions to be fulfilled before the retake takes place.

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Spanish

GRADES 9 & 10
NOVICE-LOW TO INTERMEDIATE-LOW

OVERVIEW
In this full-year course we will work towards developing basic intermediate-level communicative abilities that are necessary for survival in the target-language culture. We will do so as we cover topics such as health, travel, free time, geography and more. Our regionally themed cultural units will also explore Spain, Argentina, Chile and Spanish-speaking North America. The communicative teaching methodology used in this class will emphasize listening, speaking, reading and writing towards the completion of authentic tasks. Immersive activities and projects include a cooking immersion demonstration, designing a board game, and an in-class fashion show.

Upon successful completion of this course, students will be able to ask and answer simple questions on a range of familiar topics. They will show the ability to express personal meaning by combining words together and articulating basic thoughts and ideas in sentences. They will also be able to identify practices and perspectives of several Spanish-speaking cultures and communities.

GRAMMAR TOPICS
- Comparisons and superlatives
- The present progressive tense
- Stem changing verbs
- The preterit tense
- The imperfect tense
- The simple future tense

LINGUISTIC SKILLS
- Describing the body, hygiene practices, the workplace, free time and more
- Expressing actions in progress, habitual actions, and giving instructions
- Simple past tense narration
- Presenting in Spanish using simplified prompts
- Speaking in sentences in a non-memorized format

UNITS OF STUDY
1. Unit 5: Spain, Health and the Body - October into November
2. Unit 6: Hispanic influence in the US, free time and leisure - November into January
3. Unit 7: Argentina, travel and transportation - January into March
4. Unit 8: Chile, Geography and the universe - March into June

SAMPLE PROJECTS AND IMMERSIVE OPPORTUNITIES
- Make a “Top 10 Healthy Habits” poster
- Research and present on a famous Spanish speaker
- Narrate/describe an imaginary voyage to a Spanish speaking region
- Research and present on an endangered species from Patagonia
- Learn to make papel picado and calaveritas for Day of the Dead
- Present your minicuaderno vocabulary journal
DEI

Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one's own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture “encyclopedia” facts, but also about the region’s minority and indigenous populations and the subcultures that exist amongst these groups.

ASSESSMENTS

Assessments take the following formats, each of which occurs once per unit:

- Grammar and vocabulary quizzes
- Task Challenges (comprehensive skill assessment with writing focus)
- Speaking Challenges (same as above but with focus on oral production)
- Mini Projects (single day projects and presentations that combine writing and speaking) and Unit Projects (Comprehensive Skill Checks)
GRADES 11 & 12
INTERMEDIATE-LOW TO ADVANCED-LOW

OVERVIEW
In this year-long course, students will practice low-intermediate to low-advanced level presentational, interpretative and interpersonal skills. We will work towards acquiring these tools as we cover a wide variety of familiar topics. The course will prioritize learning through class activities and projects that simulate a variety of real-world language applications. Some examples include creating a tourism fair, preparing publicity for an environmental initiative, designing a menu of indigenous American food, and planning a future Hyla Spanish Immersion Panorama. Class will be conducted entirely in Spanish, except for brief explanations of advanced grammatical concepts.

Upon successful completion of the course, students will be able to perform tasks associated with the ACTFL “Survivor” label for language learners, increasing their preparedness for immersive travel. Some of these skills include the abilities to ask and answer a wide variety of questions, to speak in strings of sentences, and to handle straightforward transactions as well as some transactions with complications or unexpected turns. Students will also be able to demonstrate familiarity with some advanced-level tasks through narrating an anecdote about a family member, describing future plans, giving recommendations about food and health, hypothesizing about habits and consequences, and expressing doubt or uncertainty using subordinate clauses.

NOTE: this course spans several levels of student proficiency (roughly equating to Spanish 2, 3, and 4). The study of the particular skills described below will depend on the individual starting point of each student.

GRAMMAR TOPICS
- The imperfect tense
- Using the imperfect and preterit together
- The future tense
- The subjunctive tense in noun, adjective and adverbial clauses
- The imperfect subjunctive tense
- Compound tenses
- Si clauses (conditional + imperfect subjunctive)

LINGUISTIC SKILLS
- Past tense narration using preterit and imperfect tenses
- Expressing future plans
- Conveying “becoming”
- Using subordinate clauses to express doubt, uncertainty, emotional reactions, pending actions and nonexistent aspirations
- Expressing hypothetical actions

UNITS OF STUDY
1. Unit 1: Trips, Travel, Excursions, Free Time. September into October
2. Unit 2: Nature, Environment, Health, Hygiene. October into December
3. Unit 3: History, Politics, Government; Food, Kitchen, Restaurants. January into March
4. Unit 4: Geographies, countries, weather, environment. April into June
SAMPLE PROJECTS AND IMMERSION OPPORTUNITIES

- Present an anecdote based on a family photo for *Dia de los Muertos*
- Plan an immersion panorama
- Create a “Tourism Fair” to promote travel to Spanish-speaking regions
- Narrate a historical event
- Present the “Greatest Hits” of your vocabulary journal in strings of sentences.

DEI

Students in this class benefit from many of the DEI-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one’s own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture “encyclopedia” facts, but also about the region’s minority and indigenous populations and the subcultures that exist amongst these groups.

ASSESSMENTS

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