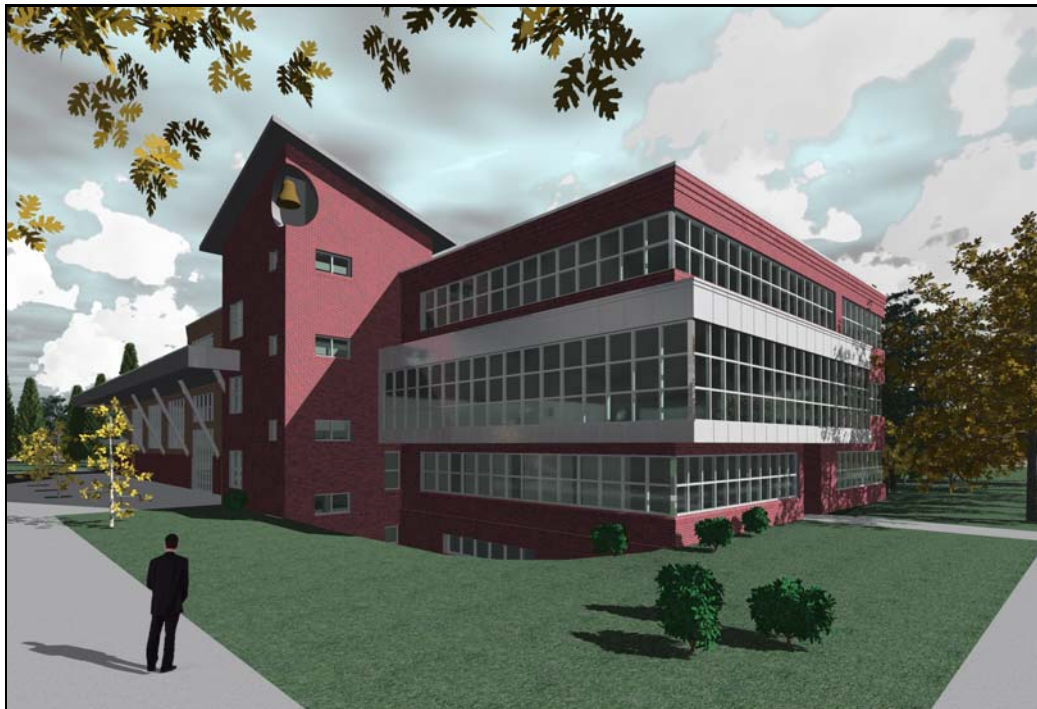


St. Paul's Academy

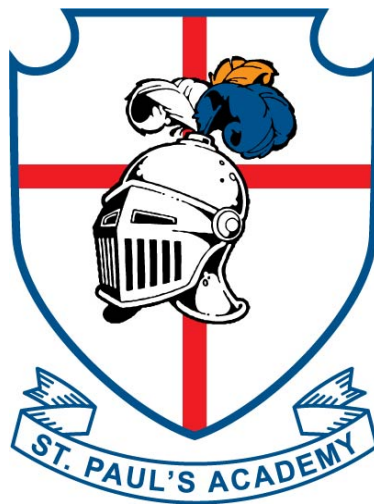
High School Course of Study



New Upper School building opening April 2011

**3000 Northwest Avenue
Bellingham, Washington 98225
(360) 733-1750
www.sp-academy.org**

St. Paul's Academy High School



Home of the Knights

Mrs. Stephanie Sadler
Head of School

Mrs. Robin Frank
Associate Head of School

3000 Northwest Avenue
Bellingham, Washington 98225
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St. Paul's Academy (SPA) is an independent 501c3 non-profit educational corporation. SPA admits students of any race, religion, gender, color, national and ethnic origin to all the rights, privileges, programs, and activities, generally accorded or made available to students at the school. SPA does not discriminate on the basis of religion, color or national or ethnic origin in administration of its educational policies, hiring policies, admission policy, scholarship and loan programs, athletic and school-administered programs.

St. Paul’s Academy
High School
Course of Study

Table of Contents

St. Paul’s Academy Mission Statement.....	4
St. Paul’s Academy Philosophy Statement.....	4
St. Paul’s Academy Goals.....	4
Graduation Requirements.....	5
High School and Beyond Plan.....	5
Senior Culminating Project.....	5
Certificate of Academic Achievement.....	5
Daily Schedule.....	6
Course Schedule Worksheet.....	7
St. Paul’s Academy Course Descriptions.....	8
• Arts Department	8
• English Department	8
• Leadership	9
• Mathematics Department	9
• Music Department	10
• Physical Education Department.....	11
• Religious Studies Department	11
• Science Department	11
• Senior Project	12
• Social Studies Department.....	12
• Technology Department.....	13
• World Languages Department	13

About St. Paul's Academy

The Vision . . .

The vision of St. Paul's Academy is to become a premier college preparatory school.

The Mission . . .

The mission of St. Paul's Academy is to provide academically capable and willing students a rigorous course of instruction, emphasizing leadership, achievement and moral and spiritual development in the Christian tradition.

The Philosophy . . .

Small class sizes, superb teachers, and a rigorous but nurturing learning environment foster: students who interact with their classmates and teachers with kindness and generosity; individuals who make rational, ethical and intentional decisions; and citizens who lead joyful and productive lives.

The Goals . . .

St. Paul's Academy goals are accomplished through creative and innovative instructional methods and challenging curriculum, which encourage students to utilize their unique abilities and talents.

- To produce students who read, write and communicate effectively in English and who demonstrate proficiency in the sciences, math, civics, history and foreign language.
- To offer students opportunities for physical fitness.
- To produce students who appreciate and have knowledge of the fine arts: art, music and drama.
- To produce students who think critically, analytically and creatively when solving problems and making decisions.
- To produce students who take pride in their work and successfully apply their academic and artistic talents to produce quality work.
- To raise social awareness and broaden students' outlooks through participation in a wide range of experiences so that they learn to cooperate with and learn from people of diverse backgrounds and life situations.
- To produce students who are lifelong learners who successfully apply their knowledge and skills to pursue further education or prepare themselves for the world and workplace.
- To produce students with strong spiritual and moral values who recognize that they are serving God by serving others

THE DETAILS

COURSE REQUIREMENTS:

Courses are designed to meet college entrance requirements and include:

- English - 4 credits
- World Language - 2 credits
- Mathematics - 3 credits
- Science - 3 credits
- Social Studies - 3.5 credits
- Sophomore Outreach Project - .5 credit
- Communication Technology - 1 credit
- Physical Education and Health - 2 credit
- Religion - 1 credit
- Fine or Performing Arts - 1 credit
- Senior Project - .5 credit

CREDIT REQUIREMENTS:

- Completion of at least 30 credits (60 semester classes) is required for graduation. No class can be used to meet two requirements.
- Students are required to take electives to fill in their course of study.
- Completion of a *High School and Beyond Plan*.
- Completion of a Senior Project.

GRADUATION REQUIREMENTS:

- St. Paul's Academy graduation requirements exceed Washington State guidelines.

CLASS SIZE:

- Classes are limited to twenty-two students, which allows teachers to personalize and individualize student programs.

HIGH SCHOOL AND BEYOND PLAN:

- This is a Washington State required plan that details the work that students need to complete in order to graduate from high school. It outlines post-high school plans, which may include college, work, travel, etc. The students begin their plans as they schedule courses for ninth grade and continually revise them throughout high school.

CULMINATING PROJECT:

- The Senior Culminating Project is a Washington State graduation requirement. It is designed to help students develop or improve a skill or performance; design or create a product, service, system or event; or investigate a career to better prepare them for further studies or employment after school.

CERTIFICATE OF ACADEMIC ACHIEVEMENT:

- Successful completion of the High School Proficiency Exam (HSPE), administered in the sophomore year, is required for St. Paul's Academy graduation. The students in graduating classes 2012 must meet the Washington state standards established in reading and writing. Beginning with the class of 2013, students may be required to meet state standards in reading, writing, math, and science.

THE DAILY SCHEDULE

- St. Paul’s Academy operates on a block schedule based on eight classes (8 periods). Each instructional period is 60 or 85 minutes long with five minutes passing time. 60-minute classes meet every day while 85-minute classes meet every other day.
- During the week students have a 30 minute period which is divided up as follows: Mondays and Wednesdays: “advisor group”; Tuesdays and Thursday: Chapel; Fridays: “club electives”.
- St. Paul’s Academy operates on the semester system.
- Student grades, assignments, and general information are accessible through the school’s online PowerSchool records program.

STUDENT SCHEDULE WORKSHEET

**Eight Classes Per Year
(Required credits)**

*** Required Core Classes**

CLASSES	Grade 9	Grade 10	Grade 11	Grade 12
Arts (1 credit)				
English (4 credits)	*Full Year	*Full Year	*Full Year	*Full Year
History (3.5 credits)	*Full Year	*Full Year	*Full Year	*Half Year
Foreign Language (2 credits)	*Full Year	*Full Year		
Math (3 credits)	*Full Year	*Full Year	*Full Year	
Physical Ed & Health (3 credits)	*Full Year	*Full Year		
Religious Studies (1.5 credits)	* Half Year	*Half Year	*Half Year	
Science (3 credits)	*Full Year	*Full Year	*Full Year	
Senior Project (.5 credit)				*Half Year
Technology (1 credit)				
Electives				
Electives				
Electives				

COURSE DESCRIPTIONS

ARTS - VISUAL AND PERFORMING

Visual Arts 101: Two-Dimensional

This course introduces students to the elements of art and the principles of design by exploring the basics of drawing and painting through a wide variety of media. Students will create their own sketchbooks to be used throughout the semester for daily assignments. By incorporating sound design techniques into the assignments emphasizing color theory, art history and aesthetics, students will learn how to create high quality artwork. Through self-evaluations and participation in group critiques, students will gain confidence in the artistic process thereby building their visual literacy and imaginative perspectives which will carry over into all aspects of their life. This course is a prerequisite for Advanced Drawing and Painting, and Ceramics.

This course may also include some type of unit in technology to expose the students to commercial art. The programs such as Adobe Photoshop, or Publisher or other could help students see the practicality of fine visual art. If class offerings were limited, at least students would have some exposure the technology world to see if that is their field of interest. (One-Half Credit)

Visual Arts 201: Three-Dimensional

This course will focus on incorporating the elements of art and the principles of design as they are applied to a 3D perspective. Students will work with a variety of materials to include: found objects, plaster, wire, wood, paper mache', and ceramics. Through self-evaluations and group critiques of their projects, students will learn how to accept constructive criticism, and grow to become better problem solvers. This is a prerequisite for Ceramics. (One-Half Credit)

Drama 101-102:

This year long course introduces the student to acting. Drama 101-102

introduces the student to the theatre, and focuses on developing performing speaking skills. The course is designed to develop poise and confidence in creative group and solo acting projects. Skill and technique in public speaking is emphasized, as well as beginning acting skills in pantomime, movement, theatre history, improvisation and character development. (One Credit)

ENGLISH

English 101-102: Writing I (Grade 9)

Fundamentals of grammar, syntax, rhetoric, and punctuation, as well as basic literary forms (essay, short story, drama, novel, and poetry) are covered. Students are also guided through the process of composing a research paper and PowerPoint presentation. Literary selections include Homer's *Odyssey*, Golding's *Lord of The Flies*, Lee's *To Kill A Mockingbird*, and a Shakespeare play. (One Credit)

English 201-202: Writing II and World Literature (Grade 10)

Students review fundamentals of the English language, write essays of a personal and critical nature, and prepare a research paper and a PowerPoint presentation. Students read and trace themes through broad divisions of drama, fiction, non-fiction, and poetry such as Shakespeare's *Macbeth*, Sophocles' *Antigone*, Krakauer's *Into Thin Air*, and Dante's *Inferno*. (One Credit)

English 301-302: Survey of American Literature (Grade 11)

Autobiographical writing and readings from the 17th-19th century comprise the first semester's work. Advanced expository writing and readings from 20th-century fiction comprise the second semester. Texts include *The Red Badge of Courage*; and poems or stories by Dickinson, Frost, Langston Hughes, and Hemingway. (One Credit)

English 401-402: British Literature (Grade 12)

This yearlong course presents students with classic works of British literature from *Beowulf* to contemporary authors. Works from major periods include the following works and authors: *Beowulf* (Old English, in translation), *Sir Gawain and the Green Knight* (Medieval), *Hamlet* (Shakespeare, Renaissance), *Paradise Lost* (Milton, Enlightenment), Byron, Shelley, Keats, Coleridge (Romantic Poets and Prose), Oscar Wilde and Evelyn Waugh (Modern plays and novels). Students will write literary analyses, reflective essays, and persuasive research papers using primary and secondary sources. Shorter essays include poetry explication, compare/contrast and expository forms of writing. **Note: the senior project research paper may be written in lieu of the first semester literary research project.** The second semester literary research paper will be comprehensive, addressing major course themes such as human destiny, human freedom and fate, and the subjectivity of knowledge. (One credit)

English 403-404: Business/Creative Writing (Prerequisite ENG 302 or teacher approval)

This yearlong course is divided into a first semester Business Writing class and a second semester Creative Writing class. The Business Writing class will provide students with models and venues for honing skills in writing reports, analytical documents, business correspondence (electronic or hard copy) and resumes. Writing formats that are easily modified for varying content will be emphasized. Practical transfer to the work world is the goal for this class. The Creative Writing class will focus on personal expression of themes through the forms of the short story, play, musical lyrics and novel. Students will review models and then write their own works for a variety of audiences. (One Credit)

Speech 101:

This semester class is designed to bridge the communication gap. Students learn basic interpretive and oratorical skills for effective speech communication. Using acting skills, speech exercises, oral reading, and debate, students increase confidence and proficiency in speaking. The various types of speaking situations include

interviewing skills, sales speeches, motivational speeches, informational address, poetry, and storytelling. When students leave this class, they should feel comfortable presenting in front of a group of people and have the skills to develop and make an effective presentation. (One-half Credit)

Journalism 301-302

Students will study the fundamental principles of gathering, writing, reporting, and editing the news. Emphasis will be placed on accuracy, brevity, clarity and reportorial responsibility. Students will also be introduced to basics of layout and design through desktop publishing. Students develop skills in each area through guided projects and will investigate vocational opportunities through field trips. (One Credit)

LEADERSHIP

Service Learning & Leadership 401-402

Providing training and experience in the skills of leadership, this class includes specific areas such as human relations, organization and decision making. This class is for any student interested in learning about and demonstrating leadership. Much of the course involves working on school and community service projects. (One Credit)

MATHEMATICS

Geometry 101-102

This course covers topics in plane geometry: parallel and perpendicular lines and planes, congruence and similarity in two and three dimensions, coordinate geometry, and some review of algebra/trigonometry. The course emphasizes problem solving, pattern recognition, algebraic geometry and constructions. The course covers new as well as traditional topics in geometry: logic, parallel and perpendicular lines and planes, congruence and similarity in two and three dimensions, coordinate geometry, transformations, networks, and some review of algebra/trigonometry. A major theme of this course is patterns in reasoning,

including formal proof (direct and indirect), visual analysis, and problem solving. (One Credit)

Algebra 101-102

The course is for students who did not have Algebra I in middle school. The course develops the algebra of real numbers including exponents, ratio and proportion; introduces the analysis of functions including linear, quadratic, and exponential functions; and continues the study of elementary probability and statistics begun in Middle School. Students explore functions and relations analytically and through applications, and analyze data graphically and numerically.

The explorations make use a graphing calculator (TI-83 Plus or TI-84). An emphasis is placed on building problem solving skills, writing mathematical reports, reading, studying, learning from a math text, and increasing the mathematical confidence of the individual students. (One Credit)

Algebra 201-202

The course focuses on analysis of functions and their applications. The course builds on students' knowledge of linear, quadratic, and exponential functions and introduces polynomial, logarithmic, rational, irrational, and trigonometric functions from analytic, numerical, and graphical points of view. A graphing calculator (TI-83 Plus or TI-84) is required. (One Credit)

Algebra 301-302

The course focuses on analysis of functions and their applications. The course builds on students' knowledge of linear, quadratic, and exponential functions, polynomial, logarithmic, rational, irrational, and trigonometric functions from analytic, numerical, and graphical points of view. A graphing calculator (TI-83 Plus or TI-84) is required. (One Credit)

Pre-Calculus 301-302

This problem based inquiry course focuses on advanced study of polynomial, exponential, logarithmic, power, and trigonometric functions, conic sections, complex arithmetic, sequences and series, parametric equations and vectors.

Additional topics such as matrices, probability and statistics, infinite sequences and limits are introduced as time allows. The course materials are designed to promote and emphasize the following values: communication of mathematical ideas, persistence in solving challenging problems, self-reliance, resourcefulness, and collaboration. Use of both computers (Excel, TI-Interactive©, Geometer's SketchPad©) and graphing calculators (TI-83 Plus or TI-84) is required. (One Credit)

AP Calculus 401-402

The course covers an introduction to differential and integral calculus. This emphasizes visual and intuitive learning, and includes a review of basic functions learned in Pre-Calculus. Importance is placed on applications and problem solving. For example, students must identify the appropriate mathematical function to model a situation, and work with rates of change. The course also extends the study of dynamical systems, vectors, matrices and transformations, conic sections, and algebra and geometry in the complex plane. Students who do particularly well in this course and who are willing to do a small additional amount of individual study may take the AP Calculus exam. (One Credit)

MUSIC

Choir 101-102

This is a non-audition choir, open to all students in grades 9-12. Students will study and perform a broad selection of choral music and work on further development of proper vocal skills. There is also an emphasis on learning basic music theory, ear training, and sight singing. (One Credit)

Concert Band 101-102

This instrumental ensemble is open to students in grades 9-12 by audition only. The course is for wind players and percussionists who want to further their skills playing in an ensemble and performing quality concert band music. (One Credit)

Orchestra 101-102

This string ensemble is open to students in grades 9-12 by audition only. The course is for string players who want to develop their

playing skills and perform in an ensemble. Students will study a variety of orchestra music from different time periods. (One Credit)

Music 301-302

This upper level music appreciation class is focused upon the use and value of music in people's lives. It will encourage students to view music in a social context as well as from the perspective of a performer. Students will explore music history, theory, and performance throughout the curriculum.

PHYSICAL EDUCATION & HEALTH

Physical Education 101-102: Fitness for Life

This is a one-year course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is combined with Health and fulfills the PE and Health requirement. Fitness for Life may be taken anytime during grades nine through twelve, but it is strongly recommended that students take the class in either the ninth or tenth grade year. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities. (One Credit)

RELIGIOUS STUDIES

Religion 101: Old & New Testament

This one-semester course provides an overview of the development of Judeo-Christian history, thoughts, and beliefs that serve as an integral part of the foundation of Western Civilization. Students will examine scripture contextually and be introduced to major biblical persons, themes and development within the context of the human, cultural and historical

movements that influenced how god's word was recorded. (One-half Credit)

Religion 201: Comparative Religion

This one-semester course investigates historical and theological developments within Judaism, Christianity, and Islam. Comparisons are also made to other religions such as Buddhism and Hinduism and selected, culture-specific religious traditions. There will also be an opportunity to look at "modern religious movements" that have developed within the last several hundred years. (One-half Credit)

Religion 301: Spirituality and Social Justice

This one-semester class surveys issues of social justice and ethics from a Christian viewpoint as follows: peace and violence, the "just war" theory, capital punishment, right to life, environmental stewardship, governmental responsibility for the poor.

Students research and debate the issues as they clarify their own values and positions on these issues, from a faith perspective. The course includes short position essays and some debates.

(One-half Credit)

This Religious Education Curriculum includes Chapel services twice per week. Students are required to attend chapel.

SCIENCE

Biology 101-102:

This yearlong lab course is offered during the freshman year. Student experiences in the course will include laboratory and field-oriented components and will be designed to enhance scientific literacy. This is an in-depth and intense lab-oriented course dealing with the study of life and life processes. The course emphasizes molecular and cellular aspects of living things including molecular and Mendelian genetics, chemical composition, and energy transformations involved in respiration and photosynthesis. Plant and animal diversity, structure, and function are represented along with phylogenetic relationships, evolution, and ecological concepts. This class includes lecture, discussion, and demonstration followed by lab activities to

reinforce and illustrate concepts and principles. This course will use marine biology as a unifying theme. (One Credit)

Chemistry 201-202:

This introductory, yearlong lab course seeks to emphasize a strong conceptual understanding of chemistry, correct laboratory techniques, quantitative problem solving, and critical thinking. Topics covered include atomic theory, molecular structure, chemical reactions, and stoichiometry. The remainder of the course will explore equilibrium, kinetics, thermodynamics, and acids and bases. Laboratory work related to these topics is a major emphasis of the course. Utilizing our marine biology strand we will be studying the organic and inorganic substances that make up the water of Puget Sound. We will investigate ways to help restore Puget Sound to a healthier state. (One Credit)

Physics 301

This yearlong lab course combines conceptual with applied physics. Subject matter is broken into four units. Unit one discusses waves, sound, and light. Unit two discusses kinematics, Newtonian Laws, impulse, and momentum. Unit three discusses energy and circular motion. Unit four discusses fields, electricity, and magnetism. During each unit, students will apply their reasoning and algebraic skills to apply physical concepts to real world situations. These concepts are developed through demonstrations, lecture, laboratory work, and unit projects. This course will use oceanography as a unifying theme. We will study the physics of waves, tides, currents and ways of generating electricity from these renewable resources. (One Credit)

Marine Science 301

This yearlong lab course focuses on the basic principles of oceanography and marine biology with a continual reflection upon the Puget Sound ecosystem. The first semester is spent investigating three areas of oceanography: physical, geological, and chemical. In the second semester, the primary focus is marine biology, with a focus on structure and function of the major marine phyla. Laboratory activities and exercises reinforce concepts/topics and help develop laboratory analysis and

observational skills. Demonstrations, fieldtrips, and dissections enrich the course and help students visualize concepts. (One Credit)

SENIOR PROJECT

Senior Project 401

This is an individual project designed in collaboration between the Chaplain and student. Senior projects could look at topics such as: personal theology, exploration of religion, reflection on community service, religion in art/music, in depth biblical study, etc. (One-half Credit)

SOCIAL STUDIES

Cultural and Physical Geography 101-102: (Grade 9)

This yearlong course explores the five themes of geography: location, region, place, movement, and human-environment interaction. While studying the different regions of the world, learning names and locations, the students also explore the interdependence of all people in order to better understand the world in which they live. (One Credit)

World History 201-202: (Grade 10)

This yearlong course begins with the study of prehistoric people and moves to the four major areas of ancient civilization. Greek and Roman cultures, and early philosophies are also studied, as is the development of modern civilization, the Middle Ages and the Renaissance. Emphasis is given to autocracy, revolution, representative democracies, and economics. (One Credit)

United States History 301-302 (Grade 11)

This yearlong course is a detailed study of the history and government of the United States. The first semester explores the colonial development of the United States with emphasis on the founding of the Republic and the Civil War. The second semester emphasizes the development of the United States as a world power in the twentieth century and its subsequent leadership role in the world today. (One Credit)

Citizenship: Rights and Responsibilities 401: (Grade 12)

This semester course covers the student's rights and responsibilities as a citizen of Washington State and the United States. It emphasizes the federal government's structure and functions as well as Washington's State's governmental development. The U.S. Constitution is also covered. (One-Half Credit)

TECHNOLOGY

Communication Technology 101-102

This class is an introduction into the world of communication through technology. This class explores computers, photography, animation, graphic arts, video production, and radio. Students develop skills in each area through guided projects and will investigate vocational opportunities through field trips. (One Credit)

WORLD LANGUAGES

French 101-102: (Students new to the language/9th Grade)

Courses introduce the French language, which includes the learning of grammar, listening and speaking in the targeted language. Students will become acquainted with the customs and the traditions of the culture. Emphasis will be on speaking and communicating. This class is a technology-integrated class designed to accommodate different learning styles and fluency levels. (One Credit)

French 201-202 – (Prerequisite one year of French/9th Grade)

Course review and continue the study of the four basic skills of language acquisition. In second year French students should have a good grasp of the basic structure in order to communicate in simple sentences. Students will be able to understand fairly complex spoken language. Culture will continue to be part of the course, as well as reading and writing activities. Oral proficiency is still greatly emphasized. (One Credit)

French 301-302: 10th or 11th Grade (Prerequisite: C or better in French 201-202)

This course builds on skills taught in French II using an advanced grammar text, and emphasizes greater oral and written proficiency in French. Students expand their vocabulary by engaging in conversations (including role playing and problem solving). Though much of their writing is creative, students will also explore various aspects of French and francophone culture, from literature to music, from current affairs to pop culture, from painting to film and produce both oral and written reports. Students view at least one French film (examples are *La Veuve de Saint Pierre*, *Kirikou*, and *Au revoir, les enfants*), and read several works of fiction, which may include stories by Birago Diop and Guy de Maupassant, and excerpts from a novel by Romain Gary. (One Credit)

French 401-402: 11th or 12th Grade (Prerequisite: French 301-302 and teacher permission)

The emphasis is on communicating in the French language in this higher-level class. It focuses on reading authentic and contemporary material as well as classic French literature. Language development is also practiced through visualizing historical and cultural movies. Technology is also an integrated part of the curriculum. The French Arts and cultures are highlighted in this class. Students will need to purchase a workbook. May include a trip to France as part of the curriculum. (One Credit)

Spanish 101-102

This course is an introduction to Spanish language and culture. This class employs a communicative methodology to introduce students to the Spanish language. The classroom is highly interactive and taught entirely in the target language. A may be used as the core of the program, with expanded modules that contextualize the grammar and vocabulary taught to the personal experience of the students. In the first year of beginning Spanish, students learn how to perform the following communicative tasks: talk and write about their own lives, their family and friends, and their eating habits, as well as comparing their experience to the experience of young people in the Spanish-

speaking world. As part of these tasks they will learn a wide array of vocabulary and several important grammatical structures, such as the present and past tenses, and indirect pronouns and some passive constructions. Students also work with authentic cultural materials, such as

language and culture. This class continues with the communicative methodology introduced in Spanish 101-102. The classroom is highly interactive and taught entirely in the target language. The textbook will be used as the core of the program, with expanded modules that contextualize the grammar and vocabulary taught to the personal experience of the students. In the second year of Spanish, students learn how to perform the following communicative tasks: talk and write about their own and others' emotional states, strategies for managing time and stress, physical and emotional well-being,

art, poetry, short literary texts and at least one film. (One credit)

Spanish 201-202: (Prerequisite: C or better in Spanish 101-102)

This course is a continuation of Spanish I, and it offers further study of the Spanish identity and personal traits, as well as how both nature and our environment define our identity. Students will also explore their own future as well as that of society as a whole. As part of these tasks they will learn a wide array of vocabulary and several important grammatical structures and concepts, such as reflexive verbs, the proper use of imperfect and the preterit past tenses, infinitive vs. gerund, commands, present perfect, subjunctive, conditional and future tenses. Students also work with authentic cultural materials, such as art, poetry, short literary texts, and at least one film.

Careers Class

(Offered to all 9-12 students)

Course Goals and Objectives:

The student will:

- Understand the basic elements of the SAT/ACT, or PSAT, scores, reporting and relationship to college entrance.
- Know and use the SAT website, including the vocabulary development on-line service (SAT Word of the Day).
- Register for the standardized tests (above) and hard-copy location maps and test-day requirements.
- Take practice tests and identify areas of strength and weakness to guide preparation, in math, reading and writing.
- Complete the tests (above) in October or November, with retakes planned if necessary.
- Complete the Dependable Strengths Inventory and develop a profile of gifts, skills and interests related to college study and career preparation; identify at least two (or more) careers or career areas as future goals.
- Identify at least two college majors (or more) related to career goals. Identify graduate study (amount and type) needed for career goal attainment.
- Develop and maintain a working Career Path Portfolio of information about college programs related to college major and career goals. The portfolio should include:
 - List of colleges (state and/or private, local, national, foreign) of interest
 - Rationales and rank ordering of personal interest for list (above). For example, WCC for biochem courses years 1-2 college, WSU for science major for years 3-4 college with BS degree UW for veterinary science graduate degree, certification and field intern experience.
 - Entrance requirements, costs and financial aid/scholarship information
 - Website data on graduation and job placement links.
 - List of graduate schools related to career interest, ranked and with rationales
 - (with same information as above for colleges).
 - List of professional organizations and information related to career goals (e.g. ABA or American Board Association prelaw site for prospective law students, or UW Pre-vet Society for prospective veterinarians).
 - List of application materials required, letters of recommendation, related field experience, interviews, advising resources and events provided at or by the college.
 - A realistic plan for funding career goals provided by self, parents, FAFSA, scholarship, loans and other personal resources (relatives, trust funds, etc.) including Sallie Mae student loans and time/interest deadlines in paying off loans after employment. Plan must be approved and signed by parents (subject to modification as needed by family or student).
 - Summer jobs lists for basic field experience in areas of interest (e.g. veterinary hospital maintenance assistant, legal office “gopher” clerical assistant, business manager clerical assistant, government program youth opportunity employment, etc.).