

# **COURSE DESCRIPTION CATALOG 2020-2021**

**Welcome to Reynolds High School...**  
*Home of the Raiders!*

**RHS Website:** [www.reynolds.k12.or.us/rhs](http://www.reynolds.k12.or.us/rhs) **Phone:** 503-667-3186

## **Freshman Counselors**

**Class of 2022** A-F Ms. Reid

A-L Mr. Milionis G-N Ms. Schmitt

M-Z Ms. Chenoweth O-Z Ms. McPhee

## **RHS Guidance Department**

**Class of 2023**

**Class of 2021** A-L Mr. Morris

A-L Mr. Roberts M-Z Ms. Soltvedt

M-Z Mr. Hopper

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## **Forecasting Process**

Forecasting is a step-by-step process by which students select the appropriate set of courses that will support their future plans **and** meet the Reynolds School District graduation requirements. Student course selection is determined after the development of a four-year academic and career plan which allows students to develop the sequence of required and elective courses that will best meet their post-high school plans.

It is important that course selection in the forecasting process be accomplished accurately since the development of offerings, teaching assignments, and curriculum investments are dependent upon the projected enrollment numbers. Students **must select appropriate alternative** classes in the forecasting process in case the course they select does not have sufficient enrollment or openings.

Guidance counselors are available to meet with you and assist you in this process. Parents and students are encouraged to carefully consider the many opportunities available for student success. Please plan carefully because your high school and post-high school future starts now.

**ONCE A STUDENT HAS BEEN ASSIGNED TO A CORRECTLY FORECASTED COURSE, THEY WILL REMAIN IN THAT COURSE. YOUR SIGNATURE ON THE FORECASTING FORM INDICATES THAT YOU HAVE THOUGHT CAREFULLY ABOUT YOUR COURSE SELECTIONS AND UNDERSTAND THAT YOU WILL REMAIN IN YOUR SCHEDULED COURSES THROUGHOUT THE LENGTH OF THE COURSE.**

## **Important Forecasting Dates**

**Current 8th Graders:** Eighth Grade Forecasting Fair -  
February 19, 2020, 5:30 - 7:30 Middle School Forecasting  
Visits - March 2 through 6, 2020

**High School Students:** All Grades -  
February 11 through 14, 2020

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## **RHS Graduation Guidelines**

In accordance with Oregon Diploma Requirements, Reynolds High School offers two regular diploma options.

The **Reynolds Standard Diploma** meets all Oregon Diploma Guidelines and includes credit requirements,

personalized learning requirements and essential skills. Students must pass all classes with a “D” or better in order to gain credit. **Most state and private colleges require grades of “C” or better in all core content classes for academic admissions.** Fifteen core class credits are required for graduation, plus nine elective credit classes. Of the elective credit classes, three must be in the World Language, CTE, or Arts departments and two of those classes must be sequential.

**Honors Diploma** Requirements:

- Meet all Essential Skills - Maintain a cumulative weighted Grade Point Average of 3.5 by the end of 8 semesters - Complete all graded courses on a letter grade scale - Complete 27 Credits toward graduation - Earn four credits in advanced courses (AP courses and those which receive a weighted grade)

*Standard Honors* Language Arts 4 4

Math (Integrated Math 1 & above) 3 3 Global Studies (Modern World

History) 1 1 American Studies (US History) 1 1 American

Government/Economics 1 1 Science (Int. Sci. 9, Biology & Electives 3 3

Physical Education (PE 9 & Electives) 1 1 Health 1 1 World

Language/CTE/Fine Arts 3 3 Electives 6 9

*Total* 24 27

*All* graduates must meet Essential Skill Requirements in Reading, Writing and Mathematics.

*All* graduates must meet Personalized Learning Requirements, which include the Education Plan and Profile, Career Related Learning Experiences and Extended Application. These requirements will be met by participating in guidance, class, and school based activities over the 4 year experience at RHS.

*Student athletes* interested in participating in sports at the collegiate level are strongly encouraged to follow the NCAA Clearing House eligibility requirements on the NCAA Eligibility website. Please see your counselor with eligibility questions.

*Modified* and *Extended* diplomas are determined by team decision for those students whose academic history indicates the need for modified curriculum, instruction and assessment.

# Requirements

Personalized Learning Requirements are an integral part of the Oregon State Diploma. The following requirements personalize the diploma and assist students in planning their educational and occupational goals.

**Education Plan and Profile** – Students will develop an educational plan and profile to guide learning toward their personal, career and post-high school goals. This will be accomplished using tools such as Naviance, an online program which helps students learn about educational and occupational information. Students will create a profile that they will develop and use over their 4 years of high school.

**Career-Related Learning Experiences** – Students will participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to students' education plan.

**Extended Application** – The Extended Application is a cumulative essay completed in Senior Language Arts classes which synthesizes their interest and college/career plans to serve as a guide for post-secondary actions.

## Attendance

**Attendance Policy:** Good school attendance is the responsibility of the student and their family. All absences affect student learning. Students are expected to attend class every day and on-time in order to be successful in school. An *absence* due to illness or emergency may be excused by having a student's parent/guardian contact Reynolds High School by phone at (503) 667-3186 on the day of the absence. If a phone call is not possible, a student must present a note signed by a parent/guardian to the attendance office on the day a student returns to class. An *unexcused absence* occurs when a student skips a class or fails to clear an absence by phone or by bringing a note from a parent/guardian within two days of the absence.

**10-Day Policy:** According to the OAR 581-023-006 rule, Reynolds High School is required to withdraw a student if they miss 10 consecutive school days *for any reason*. If your student has been withdrawn, please contact the school at (503) 667-3186 to arrange a re-admittance conference, or to notify us if you have enrolled your student in another school or educational program.

## Counseling Department

RHS offers comprehensive college and career assistance through the Counseling Center. Counselors are available to assist students with college and career preparation and planning, while also discussing academic success plans throughout high school. Additionally, counselors encourage students to visit the College and Career Center to explore various colleges and universities, scholarship searches, financial aid support, and

career planning.

## College and Career Center

In the College & Career Center students have the opportunity to work throughout the school year toward planning, researching, and implementing their post high school plans. Students utilizing the center will receive support in the following areas:

1. Career and college research, college applications and admissions, college and career fairs
2. Scholarships, and financial aid: FAFSA/ORSAA applications and submitting process
3. Resume writing, job search, and mock interviewing.

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## Grading / Credits

Grades are a measure of student accomplishment. Students will be evaluated fairly and consistently by the teacher based upon the achievement of specific course objectives. A copy of the course objectives, including grading requirements and expected student outcomes, is shared with students at the beginning of each course. Parents are encouraged to review the course objectives, grading requirements and expected outcomes with their student and the teacher. Reynolds High School academic class grades are defined as follows:

**A**—indicates the content is fully understood, and the course objectives have been mastered.

**B**—indicates above average understanding of course content and course objectives.

**C**—indicates an average understanding of course content and most course objectives are met.

**D**— indicates the student does not understand the course content and a minimum of course objectives are met; this grade for core content classes *will not meet* college entrance requirements.

**I**— indicates that due to extraordinary circumstances the student's work is incomplete, or insufficient to justify a grade. In such cases, the student must complete the work to a passing grade level *before the end of the following semester* in order to earn credit. Failure to complete the required work to a passing grade level will result in an **F** grade and no credit.

**P/NP**— The Pass/No Pass option may be used for the *rare exception* in a regularly graded course when life circumstances warrant a non-graded alternative or for non-content based courses. Applications must be submitted to their counselor within the first three weeks of the grading period.

**F**— indicates the student has **not** met a sufficient number of course objectives to pass at a minimum level and therefore, receives no credit. If the course is required for graduation the student must gain credit through a credit recovery program. See the Guidance department for current details.

**WF**— indicates the student has been withdrawn from the course without earning any credit. Typically only used when a student drops a course prior to the first grading period. Does not effect the GPA, but denotes the decision to withdraw.

**NG**— indicates the student has earned “no grade” in the course. Used to indicate that the student has replaced the grade with a higher mark from an accredited institution. Does not effect the GPA, but denotes the replacement of the previous mark.

**Credit Recovery:** Students with failing grades in core content subjects required for graduation *must take* credit recovery in order to regain credits to graduate.

**Grade Point Average:** The cumulative grade point average (GPA) is computed at the end of each semester and is based on the semester grades of all “earned credit” course work. The total number of grade points earned is divided by the total number of credits earned. Each course grade is based on a numerical system as follows: **A=4, B=3, C=2, D=1, F=0**. Advanced Placement and selected college level classes are graded on a weighted numerical system as follows: **A=5, B=4, C=3, D=1, F=0**. **Grades below a C do not earn weighted credit.**

**Honor Roll:** Reynolds students may earn academic recognition when they achieve a GPA of 3.5 or higher at the end of a grading period. Ninth, tenth, and eleventh grade students must be enrolled in *seven* classes per semester, and twelfth grade students must be enrolled in *six* classes per grading period to earn a place on the Honor Roll.

**Transcripts:** The transcript is the official record of all courses taken and credit earned. It is maintained by the school and updated each grading period. In addition, all attendance, class ranking, cumulative grade point averages, Essential Skills and Personalized Learning Requirements are included on transcripts. It is the transcript which colleges and/or employers utilize when they evaluate a student’s record. Requests for transcripts are to be made to the counseling office secretary. All fees must be paid before transcripts are mailed.



## **Scheduling and the Add/Drop Process** When

selecting courses, it is imperative that students consult with parents, guardians, teachers and especially counselors. Pick classes that are challenging and will help you succeed beyond high school. Plan thoughtfully because it is difficult, if not impossible, to make changes once the forecast sheet has been turned in to the counseling office. Classes are scheduled and teachers are assigned based on collective forecasting requests.

**Schedules picked up in the fall may only be adjusted if a student is missing a class or has been scheduled incorrectly, e.g. the wrong level or placed in a class they have already passed. Requests based on teacher preference will not be granted. If a student is assigned to a class they selected in the forecasting process, they will remain in the class for the duration of the course.**

If a student is experiencing difficulty, counselors will strategize with the student on a success plan. **If a student is removed from a class after the third week of the semester, they will receive an WF (withdrawal failure) on their transcript. If a student is removed after the ninth week of the semester, they will receive an F.**

**Eligibility for OSAA athletic and activities (music, dance, cheer, etc.) requires students to maintain full-time enrollement (five classes earning 2.5 credits) throughout their high school career. If a student drops below five classes, their eligibility is immediately forfeited.**

## **Alternative Credit Completion**

RHS offers programs for students interested in pursuing alternative academic interests. If a student is interested in one of the following programs, they should speak with their counselor during forecasting.

## **Dual Credit Opportunities**

**Middle College** is a cooperative program between Mt. Hood Community College and Reynolds High School. The program allows RHS 11th and 12th grade high school students to take a full-time (12 credit) college course load at Mt. Hood Community College during the Fall, Winter, and Spring terms. Students earn dual

credit toward their high school diploma and their desired college certificate or degree. For more information please visit [mhcc.edu/middlecollege](http://mhcc.edu/middlecollege). Please see your counselor for an application.

**College Now Dual Credit Program through Mt. Hood Community College** provides high school students the opportunity to earn high school and college credits, simultaneously. Selected courses are taught at Reynolds High School by teachers who are certified and approved by MHCC. See course description for which specific courses may apply.

**Senior Inquiry:** Senior Inquiry is a dual credit program through Portland State University (PSU). Students will be exposed to an academically rigorous course of study team-taught by Reynolds High School instructors and PSU professors. The program uses an interdisciplinary approach to explore selected themes, with an emphasis on writing and the development of an electronic portfolio. This is a two-period offering that will afford successful completers the opportunity to earn up to 15 PSU credits as well as completing their RHS graduation requirements for American Government/Economics and Language Arts 12. Please see your counselor for more information.

## **Accelerated Learning Opportunities** Early High

**School Credit Opportunity:** Eighth grade students enrolled in qualifying mathematics and world language offerings at a Reynolds School District middle school may earn high school credit. One credit will be offered for each class if the student demonstrates an acceptable proficiency level by earning a final passing grade. Students earning high school credit in middle school will be enrolled in the appropriate level of math or world language when they enter in the ninth grade. *All grades from classes earning high school credit will be reflected on the students' transcript and calculated into their overall high school GPA.*

**Honors:** Students may pursue advanced coursework as freshmen and sophomores in pre-AP (pre-Advanced Placement) classes (Honors English and Science). Additional advanced course opportunities exist in Math, CTE, Art, Music, Wellness, and World Language departments. For especially advanced students an Independent Study option may be created to assist talent development in specific areas of interest when all class offerings have been exhausted. **Advanced Placement Courses:** Advanced Placement (AP) courses are offered to students in all core departments, and require students to work at a college level. RHS AP courses include Language and Composition, Literature and Composition, U.S. History, World History, Biology, Environmental Science, Statistics, and Calculus; specific course offerings depend on student forecasting.

**In order to be considered for placement in an AP offering, students must meet the following requirements: 1. Minimum accumulative GPA of 3.0 2. No grade lower than a B in any related core class, e.g., AP Language and Composition students must**

**have A's or B's in all Language Arts 9 and 10 classes. 3. Attendance at the pre-AP parent/student meeting in the spring is mandatory. 4. Completion of all required summer readings and assignments.**

Coursework is challenging and requires a commitment of time and effort from students beyond that of typical high school classes. **Expect a minimum of five hours of homework plus reading a week.** At the conclusion of the course students may participate in the national AP tests, typically given in mid-May. There is a fee for each test although fee waivers are available for students qualifying for Free or Reduced Lunch. Individual colleges and universities set their own passing scores on each test. **Note: College credit is not automatically awarded for AP courses. Students must earn a qualifying score on the AP exam, or sign-up for dual credit (if offered) through Mt. Hood Community College. See your counselor for more information.**

**Due to the strenuous academic demands associated with AP courses, students are advised to take no more than three AP offerings per year.**

Focused on career technical education, CAL offers students access to transferable credits for both high school and college. Last year alone, more than 3,719 college credits were awarded to CAL students for free! That's an overall savings of over \$466,000 for tuition just last year!

CAL business partners mentor students both in and outside of the classroom. Seniors can complete up to 50 hours (often more) of work-site experience. Juniors and seniors can access industry certifications in several programs. Students learn from experiences gained through CAL classes, their college coursework, and their work experience. High School students interested in CAL choose from one of our industry-driven and college- accredited program areas described below.

CAL juniors and seniors spend half of their high school day at CAL and the other half at their home high school, which allows them to maintain their commitment to core subjects not offered at CAL, sports, and activities. Transportation is provided between CAL and the students' home high school free of charge. High school students can begin the CAL application process as early as December of their sophomore year. Current juniors who are not currently CAL students may also apply to participate at CAL during their senior year. CAL applications are available on the CAL website: [www.calcharter.org/apply/](http://www.calcharter.org/apply/)

## CAL PROGRAMS Change Lab

(Entrepreneurship) Students in Change Lab at CAL become the next generation of entrepreneurs. Junior year students will identify a problem and move it to solution by creating a real business. Local business leaders will serve as mentors through this process. Using local nonprofit partnerships, students gain business leadership with emphasis on social entrepreneurship. Students will develop a social action project that addresses a problem in the community with a viable solution. Over the two-year program, students may earn up to 23 college credits and will complete at least 10+ hours at partner works sites.

### Computer Information Systems

Students will learn cyber security fundamentals, programming, and web programming . Students will use this knowledge to secure infrastructures and information through ethical hacking. Students will have opportunities to compete in different cybersecurity competitions. Over the two-year program, students earn more than 11 college credits.

Design2Fab Lab Design2Fab Lab students learn product creation and development with an emphasis on apparel and shoe wear. Students will focus on market and consumer-driven design and will be professionally and academically ready for entrepreneurship, internship or entry into a college program in product creation and development connected to the apparel industry. Students will be literate in the business of athletic apparel, design, production, and marketing. Prototyping techniques and the overall design processes are key to design problem- solving and creative activities. Over the two-year program, students earn more than 16 college credits and will complete at least 25+ hours either at partner worksites and/or completing partner projects.

## Digital Media & Design

Digital Media and Design students are future ready for the fast-changing world of digital design. DMD offers courses in photography, video production, graphic design, digital illustration, web design, and advertising. If you like being creative and enjoy the challenge of working with clients then Digital Media and Design is for you. Students learn the design process and get the opportunity to work with real clients on advertising and marketing projects. Learning is hands on and engaging. Creative professionals get their start here.

Over the two-year program, students earn more than 20 college credits and will complete at least 25+ hours either at partner work sites and/or completing partner projects.

Health Sciences: Medical CAL Health Science program students gain the skills, technical knowledge, academic foundation, and real- world experiences they need to prepare for high-demand, high-wage careers in healthcare. Students strengthen their skills for careers in the 21st century's healthcare industry. Some of the careers we explore include working directly with people, while others involve research. Industry experiences for students are varied and may be in hospitals, medical or dental offices. Students receive an education and training opportunities within the world of Health Sciences using state-of-the-art, industry-grade equipment such as the Anatomage Table or participate in hands-on learning using tools like Anatomy In Clay. Instructors assist learners in assessing their educational goals, interests, abilities, and skills to facilitate students' ambitions.

Over the two-year program, students earn up to 25 college credits and will have several industry experiences outside the classroom.

Manufacturing & Mechanical Engineering This program area is focused on engineering processes and prototyping (3D print & design) while working with metals! Like a Mechanical Engineer, students learn how to think, design and produce solutions to problems. Students use SolidWorks (CAD) and move from applying proper use of hand tools to welding, milling, machining, metals foundry, and rapid prototyping. Students complete work-site learning experiences in businesses over the course of the senior year. Partners include Boeing, Cascade Corporation, Precision Castparts, and Toyo Tanso.

Over the two-year program, students earn more than 20 college credits and will complete at least 6+ hours at partner works sites.

English: Every CAL student participates in a full year English Composition course both junior and

senior year. Upon completion of the class, students receive credits necessary to meet the English requirements for their high school diploma. Students also have the option to apply for college credits transferable to most college or university programs. This course awards up to 8 college credits each year to those who register for the credits and pass the classes. College course offerings include: Intro to College Writing/ WR115 and Intro to Fiction/ ENG104 (Junior Year); College Composition/WR121 and Critical Thinking/WR122 (Senior Year).

Over the two-year program, students earn more than 20 college credits.

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## CTE: Automotive Technology

**Exploring Automotive Technologies** Grade: 9-10 Prerequisite: None Length: One semester/.5 credit

This course is designed to introduce students to automotive repair basics. Emphasis will be placed on shop safety, hand tools, vehicle maintenance, emergency roadside repairs, internal combustion engine parts and operation. Engine theory and operation is taught both in the classroom and in the lab. Students will disassemble a functional 4 stroke small engine, identify components, reassemble and make it run.

**Automotive Technology 1** Grade: 10-12 Prerequisite: None Length: One year/one credit

This course will prepare students with an in-depth technical training experience. The following areas are taught but not limited to: suspension and steering, brakes, electrical/electronic systems, engine performance, engine repair, hybrid and alternative energy vehicles. Students will be expected to demonstrate professionalism and positive work ethic.

**Automotive Technology 2 Automotive Technology 3** Grade: 11-12 Prerequisite: Automotive Technology 2 and instructor approval

**Grade:** 11-12 **Prerequisite:** Automotive Technology 1 **Length:** One year/one credit **Length:** One year/one credit

This course is designed for advanced understanding and This course will give students the opportunity to apply their

application of the principles of automotivesystems. These automotive knowledge to customer vehicles.

Students will

systems will be taught in the classroom and with hands- work on customer vehicle completing maintenance and minor

on work in the lab. Emphasis will be placed on a deeper repairs. This course will also include independent study

understanding of vehicle systems. Students will be expected encouraging students to dig deeper into automotive skill areas

to demonstrate professionalism and positive work ethic. including but not limited to: Engine performance, advanced electrical, and advanced suspension systems. Students will be expected to demonstrate

professionalism and positive work ethic. Entry into this class requires instructor's approval.

# CTE: Computer Information Systems

**Exploring Computer Science Grade:** 9-10 **Prerequisite:** None **Length:** One semester/.5 credit

Exploring Computer Science provides students with an introduction to all computer science courses. Students will expand their problem-solving skills as they venture into game design, coding, computer hardware, audio engineering, Microsoft office, the internet, and more.

**CS 1: Computer Structures Grade:** 10-12 **Prerequisite:** None **Length:** One year/one credit

Computer Structures is broken into two main parts, hardware and programming. In hardware, students will have hands-on activities with computers, learning how to build, upgrade, troubleshoot and fix them. In programming, students will use Python (a computer programming language) to learn the basics of programming and to build simple games.

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## CTE: Computer Information Systems

year/one credit

### CS 2: Web Design

**Grade:** 10-12

**Prerequisite:** None

**Length:** One year/one credit

In Web Design, students will expand their problem-solving skills with the computer as they design webpages using HTML, CSS and Javascript.

**CS 3: Multimedia Grade:** 11-12 **Prerequisite:** CS 1:

Computer Structures or CS 2: Web Design **Length:** One

In this course, students will explore the world of multimedia. Students will learn the art of integrating graphics, video clips, animation, music and sounds, and art works. They will also learn to work with current multimedia equipment and applications to produce outstanding projects.

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**Grade:** 9-12 **Prerequisite:** Application and interview process with instructor and Reynolds School District IT Specialists **Length:** One year/one credit

Students will work with the IT department to learn troubleshooting methods and repair techniques for various technologies including computers, iPads and printers. They will practice soft skills, communicating with teachers about technological issues and finding solutions to problems.

## CTE:

# Construction/Woods

Exploring Woods Manufacturing, Construction 1, or teacher approval **Length:** One year/one credit

## Exploring Woods

**Manufacturing Grade:** 9-12

**Prerequisite:** None **Length:** One semester/.5 credit

Put theory to work and elevate your STEM education in this hands-on class. Learn the safe use of hand and power tools to create projects with wood and other materials in our state-of-the-art wood shop / Makerspace. Study topics include measurement, project planning and budgeting, prototyping, and basic Computer Aided Design and Manufacturing (CAD/ CAM). You will have at least two take-home projects at the completion of this course.

**Woods Manufacturing 1 Grade:** 10-12 **Prerequisite:**

Expand your STEM education in the manufacturing process in the field of woods using both modern technology and traditional methods. Learn to use specialized tools in the creative process with an emphasis on teamwork, craftsmanship, following directions, and safety. This course is an ideal hands-on companion for students interested in pursuing engineering, design, or the trades. Topics of study include basic joinery and furniture construction, finishes, project planning, basic marketing, and intermediate Computer Aided Design and Manufacturing (CAD/CAM). Students in this course will create a keepsake box, a Shaker nightstand in addition to projects of your choice.

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## CTE:

# Construction/Woods

## Woods Manufacturing 2 Grade:

11-12 **Prerequisite:** Woods 1 or Construction Trades 2 **Length:** One year/one credit

Continue to advance your knowledge of the manufacturing process in the field of woods. You will learn cabinetry construction and advanced techniques using both modern technology and traditional methods. In addition to mastering specialized equipment, you will interact with customers to complete paid projects. An emphasis is placed on planning, design, and mastery of the manufacturing process. This course is an ideal companion for students

rested in pursuing engineering, design, or the trades. Topics of study include material properties, design choices, advanced joinery, and advanced Computer Aided Design Manufacturing (CAD/ CAM).

## Construction Trades 2

**Grade:** 10-12 **Prerequisite:** Construction Trades 1 **Length:** One year/one credit

Construction Trades 2 is a continuation of Construction Trades 1. Students in this course use current technology, methods and materials to learn introductory skills in construction trade areas such as electrical, plumbing,



framing, HVAC, drywall, surveying and site planning, finish carpentry, masonry, concrete, and more. The focus of this course is determining an aptitude for a future in the construction trades. Students in the second-year course may begin to specialize in one trade in preparation for post-secondary studies. Students in this course can earn NCCER certifications.

**HVAC Fundamentals** Grade: 12 Prerequisite:

Woods 2 or Ind Construction Trades and Metals 2 Length: One year/one credit Only offered during zero period.

This courses synthesize basic and advanced principles in heating, ventilation, and air conditioning and include topics such as air filtration methods, humidity control, and the installation and maintenance of heat pumps, furnaces, and air conditioners. Students also learn about climate control systems; electrical wiring; systems design; sizing, fabricating, and installing ductwork; installing and maintaining climate control systems; and safety.

**Prerequisite:** None **Length:**

One year/one credit

Construction Trades 1 is designed for the student who is interested in entering a career in the trades. It is also perfect for anyone who plans to live in a house. Students in this course use current technology, methods and materials to learn introductory skills in construction trade areas such as electrical, plumbing, framing, HVAC, drywall, surveying and site planning, finish carpentry, masonry, concrete, and more. The focus of this course is both determining an aptitude for a future in the construction trades, and learning basic skills for maintaining a home. Students in this course can earn NCCER certifications. Participation is heavily weighted in this course; no prior experience is required!

**Independent Construction Trades**

**Grade:** 12 **Prerequisite:** Woods 2 or

Construction Trades 1 **Length:** One year/one credit

Put your skills to work creating unique designs that showcase your manufacturing skills. This course is designed for the student who is independent and driven to master difficult skills. Learn how to market and sell your skills and products in a competitive marketplace. Your focus is on understanding design principals and applying that skill to designing and building works of your own creation.

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**Construction Trades**

1 Grade: 9-12

# CTE: Hospitality Management and Culinary Arts

**Exploring Hospitality/Tourism & Culinary** Grade: 9-10 **Prerequisite:** None **Length:** One semester/.5 credit

Students will be exposed to industry speakers that elaborate on workforce culture, work habits and professional standards, while conducting active research and exploration of career opportunities within the hospitality, tourism, and restaurant industries. Hands-on learning will take place related to kitchen operations and nomenclature, sanitation and safety, basic knife skills and guest service expectations.

**Culinary 1 - Cooking Fundamentals** Grade: 10-12 **Prerequisite:** Exploring Hospitality/Tourism & Culinary

**Length:** One year/one credit

Exposure to advanced terminology, flavor profiling and ratio usage will serve as course themes. Emphasis

will be placed upon food science principles related to the primary cooking and baking/pastry techniques to include: stocks, soups, sauces/dressings, vegetables/salads, grains, legumes, pastas, and protein-based moist/dry heat cooking methods. Proper use of industry sanitation/safety principles, organization and professionalism will be emphasized.

### **Culinary 2 - International Cuisine & Baking**

### **Culinary 3 - Restaurant Operations Grade: 11-12**

**Grade:** 12 **Prerequisite:** Culinary 1 **Length:** One year/one credit

**Prerequisite:** Culinary 2 **Length:** One year/one credit

This course emphasizes the cooking methods, eating habits, and cultural characteristics of people in diverse cultures and geographical areas. Students will plan and present foods that represent various societies. Students will also learn the basics of baking and pastry. Emphasis will be placed upon baking science principles related to the primary baking/ pastry techniques to include: quick breads, yeast breads, pate a choux, crepes, custards, souffles, basic chocolate work.

Students will be responsible for developing a restaurant menu/ costing strategy and advanced-level food preparation, cooking baking/pastry presentation. Proper use of culinary techniques, guest service, industry sanitation/ safety principles, organization and professionalism will be emphasized within a high-paced learning environment. Students will also explore opportunities in the hospitality industry with an emphasis on customer relations, trends, employability skills, interpersonal skills, hotel and restaurant operations, and career opportunities.

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## **CTE: Early Childhood Education**

### **Exploring Early Childhood Education**

### **Newcomer Early Childhood Education Grade: 9**

**Grade:** 9-12 **Prerequisite:** None

**Prerequisite:** None **Length:** One semester/.5 credit

**Length:** One semester/.5 credit

Exploring Early Childhood Education is a one semester

This course introduces students to the field of Early Childhood introductory course taught in a classroom setting. Students

Education. Students participate in hands-on projects and become familiar with children's developmental needs and

activities. The curriculum includes an overview of math, interests. They participate in hands-on projects and activities

science, art, literacy and nutrition activities that can be taught that give a fundamental understanding of the care and educa-

to young children. tion of young children.

### **Early Childhood Education 1**

### **Early Childhood Education 2 Grade: 10-12**

**Grade:** 11-12 **Prerequisite:** None

**Prerequisite:** Early Childhood Education 1 **Length:** One year/one credit

**Length:** One year/one credit

Students work on campus as a teacher assistant in the Reynolds

Prerequisite: Early Childhood Education1 Community Preschool. They practice teaching methods and This advanced experience-based class offers students the plan activities and projects that meet the developmental needs

opportunity to develop leadership qualities by mentoring and interests of preschool children. This experienced-based

ECE 1 students. By working in the Reynolds Community class provides opportunities to acquire knowledge and skills

Preschool, students continue to expand their knowledge related to the development of young children. and skills through planning and implementing curriculum projects and activities.

**Early Childhood Education Practicum Grade: 12 Prerequisite:** ECE 1, ECE 2 and instructor approval.

**Length:** One semester/.5 credit or one year/one credit or

This advanced class allows student to experience teaching off-campus. Students are placed in an elementary school in grades kindergarten through grade three. Bussing to the school is provided. This is a 2-period course that can be taken one or both semesters.

## CTE: Engineering

### Exploring CAD and Manufacturing

**RC and Drone Manufacturing Grade:** 9-10

**Grade:** 9-12 **Prerequisite:** None

**Prerequisite:** None **Length:** One semester/.5 credit

**Length:** One semester/.5 credit

In this course students will learn how to use computers to

In this course students will learn to use computers to design design and manufacture with an emphasis on 3D modeling

and modify RC cars and drones. The parts created on CAD software and prototyping their designs with 3D printing. An

software will then be 3D printed and tested. Finally, you will overview of computer programs such as Inventor, Fusion

race your classmates in time trials and collect data as evidence. 360, SolidWorks, Mastercam, Aspire, Flash print, Up, and

The course uses Fusion 360, a cloud based CAD program Makerbot desktop will introduce students to Computer Aided

explores this specific software in depth. Design and Manufacturing.

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## CTE: Engineering

**Engineering 1 Grade:** 10-12 **Prerequisite:** None **Length:** One year/.5 Gen Elective/.5 Math (by proficiency)

This class will focus on the design process and its application. Students will use 3D computer modeling software to design and solve engineering problems, and to learn about the engineering process. As well as learning these computer based skills, students will also have hands on opportunities to apply these skills to the manufacturing process by learning how to use and program computer controlled manufacturing machinery.

**Engineering 2** Grade: 10-12 Prerequisite: None Length: One year/.5 Gen Elective/.5 Math (by proficiency)

This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

## CTE: Graphic Design

### Exploring Graphic Design

**Newcomer Graphic Design** Grade: 9-10

Grade: 9-12 Prerequisite: None

Prerequisite: None Length: One semester/.5 credit

Length: One year/one credit

From doodles to stickers to famous brands, students will be

Students will learn the basics of graphic design with a combination introduced to the incredible world of graphic design. Basic

of traditional art materials, graphic design software, and the skills will be developed with the use of Photoshop and Illus-

support of other students. This course is designed for students trator software. Famous designers, influencers and careers

who are new to the English language or for students who will be covered, and students will get the chance to see their

have had a previous experience learning English as a second designs printed on professionally produced products like

language and want to support newcomers. Students will have buttons and stickers.

an opportunity to print their designs on stickers and t-shirts.

**Graphics Arts 1: Comics and Design** Grade: 10-12 Prerequisite: None Length: One year/one credit

Students will learn about various design fields, their associated cultures and creative software programs in this course. A variety of Adobe programs (Photoshop, After Effects, Character, Animate, & Illustrator) will be introduced and the basics of logo design, comics/graphic novels, poster design, typography, fashion design, and animation will be explored though simple projects. Some hands-on printing experiences will occur (screen printing, laser engraving, and embroidery).

**Graphics Arts 2: Passion, Power, Product** Grade: 11-12 Prerequisite: Graphics 1 Length: One year/one credit

Graphic Arts 2 is designed for students who wants to continue strengthening both their graphics skills and their "visual" voice. Emphasis will be placed on each student developing a personalized body of design work that can then be applied to 2-D and 3-D products. Students will assemble an online portfolio that showcases their strengths as an artist/designer/ influencer. GA 2 will be given priority for field trips to creative industries.

**Graphic Production** Grade: 12 Prerequisite: Graphic Arts 2 or Teacher Approval Length: One year/one credit

Experience what it's like to produce graphic design projects for real clients. In addition, students will be working on their own independent projects when time permits. In this course, students will learn the basic

functions of operating a graphic design/printing business and maintaining a functioning print shop.

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# CTE: Metals Manufacturing

## Exploring Metals Manufacturing

### Metals Manufacturing 1 Grade: 9-12

**Grade:** 10-12 **Prerequisite:** None

**Prerequisite:** Exploring Metals Manufacturing, Exploring Artistic Metalworking or instructor approval. **Length:** One semester/.5 credit

**Length:** One year/one credit Exploring Metals technology is a one semester course that will allow students to explore metals manufacturing. Students

This class is designed to have students concentrate on will progress at their own pace through projects in welding,

the various metal manufacturing processes by learning machining, sheet metal, and foundry casting. Basic industrial

manufacturing procedures in welding, machining, sheet metal, concepts and practices will be covered in the classroom as

and foundry casting. This self-paced class allows students to well as with hands-on activities.

successfully demonstrate the practices used to develop and manufacture a product through both required and optional

**Metals Manufacturing 2 Grade:** 11-12 **Prerequisite:** Metals Technology 1 **Length:** One year/one credit

Students will apply advanced methods in machining, welding, sheet metal, and foundry. Technical skills will be developed through modern technology as it is used in today's

**Exploring Artistic Metalworking Grade:** 9-12

manufacturing industries. *College credit through MHCC may be available.*

**Prerequisite:** None **Length:** One semester/.5 credit

### Metals Manufacturing 3

The course is designed to teach students the basic skills and safety for working in a metal shop. The experience is similar but different from the Exploratory class as the Art Metals

**Grade:** 11-12 **Prerequisite:** Metals Technology 2 and instructor approval **Length:** One year/one credit

2 and instructor approval

class will focus on the art side of working with metals while the Exploratory focuses on the career side.

Students who pass Art metals will have an equivalent experience to that of an Exploratory student and will receive the same amount of credit. The student will be able to move on to Metals 1 the following year.

The student will have two main objectives: First, design and build a project with a portfolio that encompasses the students entire experience in the metals program. Must be pre- approved. Second, the student will be going on job shadows, field trips and work related experiences to help direct and focus the student towards a specific career in a metals related field. The students will be placed in other classroom

settings as student aids so when they are not working directly in the **HVAC Fundamentals** field or on their major project they will be able to help the **Grade:** 12

less experienced students. **Prerequisite:** Metals 2 and Woods 2 or Ind Construction Trades. **Length:** One year/one credit

**Only offered during zero period.**

This courses synthesize basic and advanced principles in heating, ventilation, and air conditioning and

include topics such as air filtration methods, humidity control, and the installation and maintenance of heat pumps, furnaces, and air conditioners. Students also learn about climate control systems; electrical wiring; systems design; sizing, fabricating, and installing ductwork; installing and maintaining climate control systems; and safety.

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## Fine & Performing Arts: Choir

*The music program is designed to meet the needs of students with varying degrees of interest and ability in the field of music performance. Students may elect to take performance band or choral electives to support their personal interest. Not all courses are offered every year. Check your Forecasting Form for current options.*

**Women's Choir** Grade: 9-12 Prerequisite: None Length: One year/one credit

Women's Choir is for female students new to singing. Members of this choir will develop vocal skills and discover their vocal potential by singing several different styles of music. They will learn the basics of group performance and musicianship.

**Treble Choir** Grade: 10-12 Prerequisite: Teacher approval or previous choir experience Length: One year/one credit

Students will continue in vocal technique, performance, and music theory (girls only). **Men's Choir**

Grade: 9-12 Prerequisite: None Length: One semester or one year/.5 credit per semester

The men's choir is a non-auditioned course for all males interested in singing. This course gives males the opportunity to discover their singing voice in a fun and comfortable environment. Students will develop basic level musicianship skills and perform appropriate and various styles of music, ranging from classical to pop.

**Pro Cantorum Choir** Grade: 10-12 Prerequisite: Previous choir experience and teacher approval Length: One year/one credit

Students will learn advanced choral vocal techniques, sight reading, and music theory through study and performance of a variety of choral music.

**Impulse: Select Chamber Choir** Grade: 10-12 Prerequisite: Current enrollment in Pro Cantorum, audition, and teacher approval. Only offered during zero period. Length: One year/one credit

The ensemble is for students who exhibit superior work, demonstrate a positive, highly dedicated attitude, and show acceptance of performance responsibilities.

**ELD Newcomer Music** Grade: 9-12 Prerequisite: None Length: One semester/.5 credit (may repeat)

This course offers beginning English proficiency students an opportunity to explore music; including singing, piano, and music reading skills. Explore your musically creative side.

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## Fine & Performing Arts: Orchestra and Band

*The music program is designed to meet the needs of students with varying degrees of interest and ability in the field of music performance. Students may elect to take performance band or choral electives to support their personal interest. Not all courses are offered every year. Check your Forecasting Form for current options.* **String Orchestra 9**

### **Concert Band Grade: 9-12**

**Grade:** 9-10 **Prerequisite:** Two years of middle school orchestra and teacher ap-

**Prerequisite:** Two years of middle school band, teacher approval

**Length:** One year/one credit **Length:** One year/one credit

The concert band will study the basic band literature. String Orchestra 9 is designed for most incoming freshman.

Emphasis will be given to the development of individual A variety of orchestra literature will be introduced. Students

instrumental skills. are expected to begin to develop musical concepts and general musicianship on the high school level. **Symphonic Band**

### **Grade: 10-12 Advanced String Orchestra**

**Prerequisite:** Teacher approval **Grade:** 10-12

**Length:** One year/one credit **Prerequisite:** One year of high school orchestra and teacher approval

The Symphonic Band will study all types of band literature. **Length:** One year/one credit

Students are expected to develop musical concepts, general

Advanced String Orchestra will offer experiences in the performance of serious music of the Masters as well as popular

musicianship, techniques.

performance skills, and basic marching

music of our time. **Wind Ensemble**

**Grade:** 10-12 **Chamber Orchestra Grade:** 10-12 **Prerequisite:** Acceptance by audition only

**Prerequisite:** Advanced instrumental performance skills and teacher approval **Length:** One year/one credit **Length:** One year/one credit

The Wind Ensemble is the most advanced band course offered The Chamber Orchestra is the most advanced string course

at Reynolds. offered at Reynolds.

### **Jazz Band and Jazz Band Lab Beginning Guitar Grade: 9-12 Prerequisite: None Length: One**

semester/.5 credit

**Grade:** 9-12 **Prerequisite:** Current enrollment in another band class, audition, and teacher approval. **Only offered during zero period. Length:** One year/one credit

This course is designed for students with little or no previous acoustic guitar experience. Students will learn the basics of music notation and guitar performance. The skills of reading and playing chords, along with 'tablature' notation will

Jazz Band will offer experiences in the performance of jazz and other current popular styles of music under conditions which are similar to those found in professional studio, show bands, and dance band work.

continue to develop throughout the year.

**Advanced Guitar Grade:** 9-12 **Prerequisite:** Pass Beginning Guitar with B or higher, or instructor approval **Length:** One semester/.5 credit

This course is designed for students who have completed Beginning Guitar and are ready to learn more advanced guitar technique

### **Beginning Piano Grade: 10-12 Prerequisite: None Length: One semester/.5 credit**

Students will learn the fundamentals of music reading and performance on the universal instrument the

piano. No experience necessary. Students will learn to read on the grand staff and perform using both hands. All students will participate in a piano recital at the end of the semester. Need a way to express yourself? Learning piano may be for you.

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## **Fine & Performing Arts: Theatre Arts** Scene Study

**Acting Grade:** 9-12 **Prerequisite:** None **Length:** One year/one credit

This class exposes students to various acting techniques. Students practice these skills through monologue performances as well as duo and group scene performances. Additionally, students will read three works from various genres and playwrights, analyzing and performing pieces of them.

**Scene Study Directing Grade:** 10-12 **Prerequisite:** Theatre Arts 1 **Length:** One year/one credit

This class exposes students to the tenets of directing plays. Students will learn how to organize auditions, begin to prepare a play for production, and practice directing techniques for the stage composition. Students will also learn acting techniques in order to better help their actors develop scenes. Additionally, students will read three major works from various genres and

**Theatre Leadership Grade:** 10-12 **Prerequisite:** Successful completion of Scene Study Acting, Directing or Production Stagecraft and instructor approval. **Length:** One year/one credit

playwrights, analyzing and directing pieces of them. **Production Stagecraft Grade:** 9-12 **Prerequisite:** None **Length:** One year/one credit

This course is designed for students who have demonstrated leadership ability within the Theatre Arts program. Students will have the opportunity to hone their craft by teaching beginning students, as well as delving into more advanced skills within their chosen area of theatre focus.

Students will work backstage to produce theatrical productions and gain experience in stage management, costume and make-up, set construction, lighting design, sound management, and business operations of the production through publicity, ticket management, and house operations. Advanced Production Stagecraft may be taken by students who wish to continue after successfully completing Production

## Stagecraft. **Fine & Performing Arts: Visual Arts**

**Exploring Art Grade:** 9-12 **Prerequisite:** None **Length:** One semester/.5 credit

Exploring Art is a semester class where students learn how to use a variety of materials, styles, and techniques in two-dimensional art while also strengthening their self-expression. Students create projects in design, drawing, scratch board, and painting while focusing on the elements and principles of art.

**Art 1 Grade:** 9-12 **Prerequisite:** None **Length:** One year/one credit

Art 1 is a foundation course that allows the student an opportunity to explore a wide variety of materials, styles and techniques in both two-dimensional and three-dimensional art. Students will be exposed to design, drawing, painting, cartooning, ceramics and sculpture.

**Painting Grade:** 10-12 **Prerequisite:** Exploring Art or Art 1 **Length:** One year/one credit

This course provides practice and encouragement for students to develop confidence in acrylic and watercolor painting. Students will receive canvas boards to learn how to paint dynamic compositions, lighting, and color mixing. Exploring your own style is encouraged. We will also discuss art vocabulary and the history of painting.

**Crafts Grade:** 10-12 **Prerequisite:** Exploring Art or Art 1 **Length:** One year/one credit



Crafts offers students creative and challenging 3-D projects in papier-mâché, sandblasting tiles-mirrors-glass, metal designs, fired and soldered glass, glass mosaics, tie-dye T-shirts, braided bracelets and necklaces. Students may also work on the pottery wheels.

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## **Fine & Performing Arts: Visual Arts**

### **Mixed Media**

**Commercial Art and Design Grade:** 10-12

**Grade:** 10-12 **Prerequisite:** Exploring Art or Art 1

**Prerequisite:** Exploring Art or Art 1 **Length:** One year/one credit

**Length:** One year/one credit

Mixed Media explores a combination of two and three-

This course will serve as an introduction to the career dimensional art forms. Students engage in individual

fields in commercial art and design. Students will explore problem-solving, and work to develop their own personal

advertising, graphics (poster, logo, typography), cartooning style. Students will express themselves with charcoal, paint,

(graphic novels), illustration, airbrush, fashion, interior, car ink, clay, glass, and found objects through drawing, painting,

and package design, and T-shirt printing. Study will include collage, pottery, and sculpture. Projects will be created with

contests, copyrighting, marketing ideas, and portfolios. The observation, imagination and memory.

course will include Photoshop, Illustrator, mixed media applications (pencil, ink, paint, collage), and guest speakers.

### **Sculpture**

**Alternative Drawing Grade:** 10-12

**Grade:** 10-12 **Prerequisite:** Exploring Art or Art 1

**Prerequisites:** Exploring Art or Art 1 **Length:** One year/one credit

**Credit:** One year/one credit

Sculpture is three-dimensional artwork that involves students

This course covers both contemporary and traditional draw- in active experience. Artwork is created “in the round,”

ing. Students will strengthen their artistic voice working in and viewed from many angles. Students explore a variety

pencil, pen and ink, paint marker, spray paint, watercolor of sculptural styles, materials and techniques from basic

pencil, pastel, and charcoal. We will explore contemporary three-dimensional design to advanced projects in carving,

techniques and styles such as stenciling, Photoshop, graffiti, assemblage, wire sculpture, modeling in clay, mold-making,

collage, and comics, while also working with the traditions and casting.

of life drawing, still lifes, and photorealism. Time is allotted for independent and group projects.

## Gallery Management

### **Independent Art Projects Grade:** 11-12

**Grade:** 11-12 **Prerequisite:** Exploring Art, Art 1, Graphics 1 or Photography 1,

**Prerequisite:** 2 credits in Visual Arts or teacher approval Leadership, or teacher approval.

**Length:** One year/one credit **Length:** One year/one credit

Independent Art Projects is designed for the advanced stu- Students will study how to curate, manage, display and

dent who wishes to pursue individual course work under the market art for our gallery at Reynolds while working with

direction of the visual arts department. Students will design other students and using various software and social media

art projects depending on their interests that improve their platforms. Students will work with local artists, gallery

artist portfolio, community, or school activities. The student owners, and buyers while learning the history of displaying

and teacher will define specific projects to meet the interest of artwork. This course is designed for students who have a

the student and to meet minimum requirements of the course. desire to work in the creative field of promoting art, but not necessarily making art.

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### **Photography 1 Grade:** 9-12 **Prerequisite:** None **Length:** One year/one credit

Students will learn the basics of black and white analog photography using traditional darkroom processes. Students will learn how to improve their photographic shooting skills through the application of composition guidelines and the proper use of light. Additionally, students will learn basic camera functions, and how to print black and white images using photographic paper, chemicals, filters as well as learn burning and dodging techniques. During the latter half of the year, students will explore the use of digital cameras and work independently to gain hands-on experience with basic digital editing techniques using image-editing software. Access to a personal 35mm SLR film camera would greatly improve students' ability to take photos 24/7. A limited number of 35mm SLR cameras will be available for use during the class period and for occasional overnight check out.

## Fine & Performing Arts: Publications

### **Yearbook**

#### **Yearbook Photography Grade:** 10-12

**Grade:** 10-12 **Prerequisite:** Photography 1, submission of a student writing or

**Prerequisite:** Photography 1 and teacher approval photography portfolio, and teacher approval

**Length:** One year/one credit **Length:** One year/one elective credit

The advanced photography student receives practical experi- Yearbook staff members will learn to design page layouts,

ence as a publication photographer for the school yearbook. select photos, interview to obtain information, write journal-

Students work under the direction of the yearbook advisor and istic copy and captions, and meet deadlines.

editor to develop quality photographs and layout publication for the annual edition of the *Excalibur*.

**Yearbook Editor Practicum Grade:** 11-12 **Prerequisite:** Concurrent enrollment in Yearbook Production, journalism experience and advisor approval **Length:** One year/one credit

The Yearbook Editor Practicum course is designed to provide yearbook editors with additional opportunity to develop their leadership and management skills, as well as extra time to spend on yearbook production.

## Fine & Performing Arts: Visual Arts

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**Photography 2 Grade:** 10-12 **Prerequisite:** Photography 1 **Length:** One year/one credit

Advanced photography students build upon the basics of Photography 1 as they learn advanced darkroom printing techniques, perfect their digital photography shooting skills and use digital imaging software to professionally edit their images. Students use both 35mm SLR film cameras and SLR digital cameras with interchangeable lenses to complete their in-depth assignments. Students also complete a photography-related job shadow and prepare a photo portfolio.

## English Language Development

*ELD courses aid English Learners in acquiring advanced proficiency in English. They emphasize speaking and listening skills, and provide opportunities for applying these skills to reading and writing. Placement in ELD courses is based on multiple assessments. Not all courses are offered every year. Check your Forecasting Form for current options.*

**ELD Beginning A and B (Level 1) Grade:** 9-12

**Prerequisite:** Placement by proficiency and instructor approval. **Length:** One year/three elective credits - two period block

This course is part of a year-long newcomer program for students who are working to achieve beginning proficiency in English. The focus of instruction is to develop letter sound recognition, improve literacy, develop social and academic language skills and assist students in the process of articulation.

**D Intermediate (Level 3) Grade:** 9-12

**Prerequisite:** Placement by proficiency and instructor approval. **Length:** One year/one elective credit

This course is for students who are working to achieve intermediate to high intermediate proficiency. The focus of instruction is to develop more precise general vocabulary, complex grammar, and academic language skills.

**ELD Early Intermediate (Level 2) Grade:** 9-12

**Prerequisite:** Placement by proficiency and instructor approval. **Length:** One year/one elective credit

This course is for students who are working to achieve early intermediate proficiency. The focus of instruction is to develop social, and academic language skills and to improve literacy.

**D Access Grade: 9 Prerequisite:** Placement by

proficiency and instructor approval. **Length:** One year/one elective credit

Grade Access is a required course designed to help students successfully transition from middle school to high school. Areas of focus include: study skills, time management, graduation requirements and four-year plan,

career exploration, work-place readiness and post-secondary planning. ELP content standards are embedded into the course.

**ELD Early Advanced Grade: 10-11 Prerequisite:**

Placement by proficiency and instructor approval. **Length:** One year/one elective credit

This course is for students who are working to achieve early advanced proficiency in English. The purpose of this course is to improve academic vocabulary and literacy skills necessary for content-classes and college success.

**ELD Advanced Grade: 10-12 Prerequisite:** Placement by proficiency and instructor approval. **Length:** One year/one elective credit

This course is for students who are working to achieve advanced proficiency in English. The purpose of the course is to improve academic vocabulary and literacy skills necessary for content-classes and college success.

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**Newcomer Program**

• ELD New

**ELD Transitional Grade: 10-12 Prerequisite:**

Placement by proficiency and instructor approval. **Length:** One year/one elective credit

Transitions is a course designed to assist long-term English Language Learners who have made minimal growth on ELPA. The purpose of this course is to improve academic vocabulary and literacy skills necessary for content-classes and college success.

- ELD Beginning Literacy in Sci
- ELD Newcomer Early Childhood Ed
- ELD Newcomer Graphic Design
- ELD Newcomer Music
- ELD Beginning Literacy in LA
- ELD Beginning Literacy in SS

# English Language Development

## Sheltered Course Offerings by Department

**Grade: 9-12 Prerequisite:** Placement by proficiency and instructor approval. **Length:** Varies by

course and proficiency

Sheltered courses are designed make grade-level content more accessible and to enhance the

academic success of English Language Learners.

**Mathematics Social Studies** • Integrated Math S 1A/1B • Modern World History S •

Integrated Math S 1C/2A • US History S • Integrated Math S 2B/2C

• American Government S • Economics S

**Language Arts Science** • LA 2 S • Integrated Science 9 S • Reading 2 S • Biology S • LA 3

S • Human Anatomy and Physiology S • Reading 3 S • Environmental Science S

• LA 9-10 S (levels 4 and 5) • LA 11-12 S (levels 4 and 5) • LA Work Sample S

**Wellness** • Health 10 S

## Language Arts

*The Language Arts program is designed to provide students with the skills necessary to demonstrate proficiency of state content standards, and to pursue advanced interest in Language Arts. Multiple opportunities are provided to take the state assessment in reading/literature and writing.*

**Language Arts 9 Grade: 9 Prerequisite: None Length: One year/one credit**

All freshmen will be enrolled in LA 9 with an overview of literary genres and informational text integrated with reading and writing standards. Students will develop skills in analyzing literature and informational text from various angles, historical perspectives and authors purpose and views. Applied grammar and rhetoric skills are introduced for effective writing in future LA courses.

**Language Arts 10 Grade: 10 Prerequisite: None Length: One year/one credit**

All sophomores will be enrolled in LA 10 which focuses on literature and informational text from around the world. Literature focuses on geographical regions, as well as themes and literary forms specific to these regions. Writing tasks are integrated with reading projects as students engage in literary criticism and develop their ability to be critical readers of written texts. **Honors LA 10 is available for advanced students. Teacher recommendation is required.**

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**Film as Literature Grade:11-12 Prerequisite: None Length: One year/one elective credit**

Students in this class will watch movies from different genres and time periods while studying film production and film theory. Students will be looking at film from a cultural, social and political perspective – focusing on everything from classics like Charlie Chaplin and Hitchcock to popular films

## Language Arts

like Star Wars, Moana and the Dark Knight.

**Language Arts 11**

**Language Arts 12 Grade: 11**

**Grade: 12 Prerequisite: None**

**Prerequisite: None Length: One year/one credit**

**Length: One year/one credit**

All juniors will be enrolled in LA 11 which explores

All seniors will be enrolled in LA 12 where the course focus American literature and thought. Nonfiction in the form of is on European literature. Poetry, plays, essays, short stories, speeches and foundational documents are provided. Novels and literary criticism provide a broad base of to analyze historical application to current informational text exploring genre within historical time periods and regional and literature. Analytical essays involving multiple sources settings. Part of the senior LA class is the completion of and viewpoints will be emphasized as students develop the Extended Application for graduation which is a college/ comprehensive skill in the area of evaluating argument and career exploration and reflection project designed to assist perspective. students in developing their post-high school plans. **See the Dual-Credit section for Senior Inquiry Language Arts 12 offered jointly with Portland State University (page 8).**

**Sports and Literature Grade:**10-12 **Prerequisite:** Successful completion of Language Arts 9 **Length:** One year/one elective credit

This course is a study of sport as portrayed through short stories, poems, essays, works of fictions and non-fiction, and other mediums whose focus is sport. Students in this class will develop independent critical proficiency in the study of sports literature, as well as fostering a high level of achievement in writing, reading, listening, viewing, and speaking.

**Debate Grade:**9-12 **Prerequisite:** None **Length:** One year/one elective credit

This course introduces students to public speaking and debate skills, as well as specific types of speaking about literature and global issues. The course will begin with an examination of parliamentary and policy debate, integrating regular and varied speaking practice. In the second semester, students will explore specific topics of interest and have an opportunity to speak at various events.

**Creative Writer's Workshop** **Grade:** 10-12 **Prerequisite:** None **Length:** One year/one elective credit

Students will receive guidance in the process of writing fiction and poetry and writing as exploration. Students will also develop their critical skills as readers and will apply their newly learned knowledge and skills to improve their own writing.

**Introduction to Philosophy Grade:**10-12 **Prerequisite:** Successful completion of Language Arts 9 **Length:** One year/one elective credit

Students in this class will be introduced to philosophical reflection and examination of some central questions of human existence. Students will use film and text to examine the roots and branches of philosophical thought.

**Introduction to Philosophy 2 Grade:**11-12 **Prerequisite:** Introduction to Philosophy **Length:** One year/one elective credit

Students in this class will continue to be introduced to philosophical reflection and examination of some central questions of human existence. Students will use film and text to examine the roots and branches of philosophical thought. Philosophy teaches students how to pose meaningful questions, inspect and scrutinize their deeply held beliefs, and workout their own ideas with care and rigor. It teaches critical thinking, close reading, clear writing, and logical analysis.

**Language Arts Work Sample Grade: 12 Prerequisite:** Senior students not meeting Essential Skills in Reading and/or Writing **Length:** One semester/.5 elective credit

Language Arts Work Sample is for those seniors not yet demonstrating the Essential Skill of reading and/or writing necessary for graduation. This is a standards based class, focusing on reading and/or writing skills, work samples and test-taking strategies. Once Essential Skills are met, students may have an opportunity to replace this course with another elective offering.

## Language Arts

**Honors Language Arts 10 Grade: 10 Prerequisite:** Teacher recommendation **Length:** One year/one credit

In addition to improving writing skills, these classes are geared to help prepare students for both AP Language and AP Literature classes. Expect to read three to four novels a semester and have homework most nights.

### AP Language and Composition

**AP Literature and Composition Grade:** 11-12

**Grade:** 11-12 **Prerequisite:** Completion of Language Arts 9

**Prerequisite:** Completion of Language Arts 9 and 10 with a B or better  
and 10 with a B or better **Length:** One year/one credit

**Length:** One year/one credit

The AP English Language and Composition course is designed

The AP English Literature and Composition course is to help students become skilled readers of prose written in

designed to engage students in the careful reading and critical a variety of periods, disciplines, and rhetorical contexts and

analysis of literature. Through the close reading of selected to become skilled writers who can compose for a variety of

texts, students can deepen their understanding of the ways purposes. Participation in the AP Testing experience in May is

writers use language to provide both meaning and pleasure highly recommended. *AP classes require a minimum of five*

for their readers. Participation in the AP Testing experience *hours of homework, plus reading, a week.*

The class satisfies

in May is highly recommended. *AP classes require a* Mt. Hood Community College dual-credit requirements for

*minimum of five hours of homework, plus reading, a week.* Writing 121 and 122.

## Language Arts Support Program

**Language Arts S Classes Grade:** 9-12 **Prerequisite:** Placement by ELD level or student proficiency **Length:** One year/one credit

Students in the Language Arts S program are currently receiving English Language Development services or have recently exited ELD and need additional support. Classes are based on the Language Arts standards and utilize sheltered techniques and language acquisition strategies to assist ELD students in Language Arts classes. Student placement is based on proficiency, and grade level.

# Mathematics

*The mathematics program is designed to provide students with the skills necessary to demonstrate proficiency of state content standards, use mathematical principles successfully in everyday applications, and to pursue advanced interests in mathematics. Not all courses are offered every year. Check your Forecasting Form for current options. Sheltered sections are available. See the mathematics flow chart at the end of this section for more information on forecasting options.* **Integrated Math 1**

## **Integrated Math 2 Grade: 9**

**Grade:** 9-10 **Prerequisite:** None

**Prerequisite:** Completion of Integrated Math 1 with an A or B. **Length:** One year/one credit

**Length:** One year/one credit

This course is the introductory high school math course

This course is the follow-up math course for higher performing for most 9th grade students. Students will learn about

Integrated Math 1 and Algebra 1 students. Students will learn relationships between quantities, linear and exponential

about extending the number system, quadratic functions and relationships, reasoning with equations, descriptive statistics,

modeling, expressions and equations, applications of prob- congruence, proofs and constructions, and connecting algebra

ability, similarity, right triangle trigonometry, and proof, and and geometry through coordinates.

circles with and without coordinates.

## **Integrated Math 2A Integrated Math 2B Grade: 10**

**Grade:** 10-11 **Prerequisite:** Completion of Integrated Math 1 with a C, D or F.

**Prerequisite:** Completion of Integrated Math 2A **Length:** One year/one credit

**Length:** One year/one credit

This course is a second year course after Integrated Math 1

This course is designed for struggling math students, and designed for struggling math students. Students will learn

finishes the Integrated 2 course topics. Students will learn about similarity, right triangle trigonometry and proof, and

about extending the number system, quadratic functions and circles with and without coordinates.

Students will also

modeling, expressions and equations, and applications of review topics from Integrated 1 to help fill in gaps in their

probability. Students will also review topics from Integrated mathematical knowledge.

1 to help fill in gaps in their mathematical knowledge.

## **Integrated Math 3 Grade: 11-12 Prerequisite:** Completion of Integrated Math 2 or 2B with an A, B or C **Length:**

One year/one credit

Students will learn about inferences and conclusions from data, polynomial relationships, rational and



radical relationships, trigonometry, and modeling of inverse, logarithmic and trigonometric functions. 4 year colleges will expect successful completion of Integrated Math 3 for acceptance.

**Math Topics Grade:** 11-12 **Prerequisite:** None **Length:** One year/one credit

**CTE Math Grade:** 11-12 This class is designed for students who require a third year of mathematics but are not interested in the traditional math

**Prerequisite:** Completion of Integrated Math 1 and 2A. **Length:** One year/one credit track. The course will explore concepts and application of logic rules, sets and counting, probability and statistics. Students will investigate problem-solving techniques as well as non-traditional math topics such as social choice and discrete mathematics.

CTE Math is a 3rd year math course that provides the mathematical skills necessary to succeed in CTE classes and careers in, construction trades, metals manufacturing, automotive technology, culinary arts and engineering. **Financial Algebra Grade:** 11-12 **Prerequisite:** Completion of Integrated Math 2 or 2A. **Length:** One year/one credit

Financial Algebra is a 3rd year high school level math course for students who want to learn the practical application of mathematics in relation to money and finance. Students will learn to calculate the best bargain among many options, calculate interest, evaluate investment opportunities, calculate present value of cash flows, and many other skills. Students will not just understand financial concepts, but also be able to put them into practice.

Placement by proficiency and instructor approval **Length:** One year/**one elective credit**

This course is an introductory math course, primarily for ELD students who have been learning English for less than 1 year and are not prepared for middle or high school level math content. Students will cover a wide range of mathematical topics from previous grade levels in a self-paced course designed to help students fill in gaps in their mathematical knowledge.

## Mathematic

**Pre-Calculus Grade:** 11-12

**Prerequisite:** Integrated Math 3

a B or better **Length:** One

year/**one credit**

**AP Calculus Grade:** 12 **Prerequisite:** Completion of

Pre-Calculus with a B or better **Length:** One year/**one credit**

This course provides the foundational skills needed to succeed in AP calculus. The fundamentals of functions will be emphasized through the study of polynomial, rational, exponential, logarithmic, trigonometric, and circular functions. Composition, inverses, and transformations of functions will be explored. Students will study complex numbers, polar coordinates, and parametric representations of functions. Connections between graphical, numerical, and symbolic representations will be used to build conceptual understanding. *College credits through MHCC may be available.*

**Math Work Sample Grade:** 12 **Prerequisite:** Senior students not meeting Essential Skills in Math **Length:** One semester/.5 elective credit

Math Work Sample is for those seniors not yet demonstrating the Essential Skills in math necessary for graduation. This is a standards based class, focusing on math skills, work samples and test-taking strategies. Once Essential Skills are met, students may have an opportunity to replace this course with another elective offering.

**ELD Basic Math Grade:** 9-12 **Prerequisite:**

This is an advanced placement course in differential and integral calculus. The function concept is central to calculus and will be studied graphically, numerically, and symbolically. Technology will be used extensively with this multiple representation approach to build a conceptual understanding of limits, continuity, differentiation, integration, and differential equations. Participation in the AP testing experience in May is expected. *AP classes require a minimum of five hours of homework a week.*

**AP Statistics Grade:** 11-12

**Prerequisite:** Completion of  
Integrated Math 3 with a B or better  
**Length:** One year/one credit

# Math Support Program

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AP Statistics is the high school equivalent of an introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students design, administer and interpret results from surveys, observational studies, and experiments. Participation in the AP testing experience in May is expected. College credits through MHCC may be available. *AP classes require a*

*minimum of five hours of homework a week.*

Note: Students may not repeat this class and must enter Sheltered Integrated Math 1A/1B after completing this course.

**Integrated Math S 1A/1B** Grade: 9-12 Prerequisite: Placement by proficiency and instructor approval Length:

One year/one credit

This course is the introductory high school math course. This course will cover 4 of the 6 units from the Integrated Math 1 curriculum. Students will learn about relationships between quantities, linear and exponential relationships, reasoning with equations, and descriptive statistics. Course will also use various strategies to support students who speak English as a second language when mastering content vocabulary and communication.

**Integrated Math S 2B/2C** Grade: 9-12 Prerequisite: Successful Completion of Integrated Math S 1C/2A Length:

One year/one credit

This course is follow up math course for Integrated Math S 1C/2A. This course completes the content in Integrated Math 2. Students will learn about expressions and equations, applications of probability, similarity, right triangle trigonometry and proof, and circles with and without coordinates. Course will also use various strategies to support students who speak English as a second language when mastering content vocabulary and communication.

## Math Support Program

**Integrated Math S 1C/2A** Grade: 9-12 Prerequisite: Successful Completion of Integrated Math S 1A/1B.

30 Length: One year/one credit

This course is follow up math course for Integrated Math S 1A/1B. This course completes the content in Integrated Math 1 and begins Integrated Math 2 content. Students will learn about congruence, proofs and constructions, connecting algebra and geometry through coordinates, extending the number system, and quadratic functions and modeling. Course will also use various strategies to support students who speak

English as a second language when mastering content vocabulary and communication.

## Science

*The Science program is designed to provide students with the skills necessary to demonstrate proficiency of state content standards, apply scientific principles to everyday life, and to pursue advanced interest in science. Not all courses are offered every year. Check your Forecasting Form for current options. Sheltered sections are available. See the science flow chart at the end of this section for more information on forecasting options.*

### Integrated Science 9

#### Biology **Grade:** 9

**Grade:** 10 **Prerequisite:** None

**Prerequisite:** None **Length:** One year/one credit

**Length:** One year/one credit

All freshmen students will investigate: structure and

All sophomore students will investigate: the structures and properties of matter; physical and chemical changes;

functions of cells, basic genetics and inheritance, the role of fundamental forces, their forms, and their effects on motion;

DNA in protein synthesis; evolution and genetic diversity, energy, its transformations and interactions with matter;

ecology, and classification. Students will have an opportunity change occurring within the lithosphere, hydrosphere and

to explore biological issues through inquiry, class work, class atmosphere of the earth, and the earth's place in the solar

discussions, and group activities. **Pre-AP and sheltered system and universe. Pre-AP and sheltered sections are**

**sections are available by placement process. available by placement process.**

#### Science Seminar: Astronomy

#### Science Seminar: Marine Science **Grade:** 11-12

**Grade:** 11-12 **Prerequisite:** Completion of Integrated Science 9 and Biology.

**Prerequisite:** Completion of Integrated Science 9 and Biology. **Length:** One semester/.5 credit

**Length:** One semester/.5 credit

This course provides an opportunity to learn our solar system,

In this course, students will gain an understanding of the galaxy and the universe in which we live.

Students will study

physical and chemical components of the marine environment, the techniques astronomers past and present have used to gain

the diversity of marine life and ecosystems, and the impact of an understanding of space.

human activity on marine ecosystems. The class will focus on academic literacy, scientific inquiry and

creative problem **Environmental Science Investigations**

solving skill through a variety of engaging assignments, **Grade:** 11-12 **Prerequisite:** Completion of Integrated Science 9 and Biology

projects and hands-on labs.

**Length:** One year/one credit

### **Forensic Science**

This course explores global environmental issues including climate change, pollution, solid and hazardous waste, over-

**Grade:** 11-12 **Prerequisite:** Completion of Integrated Science 9 and Biology **Length:** One year/one credit population and energy, through hands-on lab and field experiments and activities. Students will investigate the connection

Forensic Science is the application of science to those criminal between human activities and environmental problems.

and civil laws that are enforced by the police agencies in a criminal justice system. Students will perform in-depth **Human Anatomy and Physiology Grade:** 11-12

analysis of trace evidence, soil, glass, fingerprints, footprints, DNA, hair, fiber, paint, and forensic anthropology. **Prerequisite:** Integrated Science 9 and Biology **Length:** One year/one credit

This course provides the student with fundamental knowledge in anatomy and physiology (functions) of the human body. Students will identify the major structures of each system and the control mechanisms. Topic areas of emphasis will be human histology, skeletal anatomy, muscle identification and function, biochemistry and the respiratory system.

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## **Science**

**Applied Physical Science Grade:** 11-12 **Prerequisite:** Completion of Integrated Science 9, Biology and Integrated Math 1. **Length:** One year/one credit

This course is an interactive lab-based class that applies the principles of physics, technology and engineering to real world applications. Projects and hands-on experiences allow students to investigate fluid, mechanical, electrical and thermal systems. Students will construct and analyze circuits, rockets, super-soakers, mobiles, racers, and dozens of other kinematic systems.

**Chemistry Grade:** 10-12 \*May be taken by sophomores with teacher approval. **Prerequisite:** Completion of Integrated Science 9 and Biology, and completion or enrollment in Integrated Math 3. **Length:** One year/one credit

This course introduces students to the tools of chemistry: measurement, problem solving, atomic theory, the periodic table, bonding, chemical reactions, stoichiometry, solutions, and nuclear chemistry. Students will explore and apply these topics through lecture, homework and laboratory experiences. This course, or Accelerated Chemistry, is recommended for all college-bound juniors and seniors.

**Accelerated Chemistry Grade:** 10-12 \*May be taken by sophomores with teacher approval. **Prerequisite:** Completion of Integrated Science 9 and Biology with a B or higher, and completion (with a B or higher) or enrollment in Integrated Math 3. **Length:** One year/one credit

Accelerated Chemistry offers a more in depth and mathematical treatment of introductory topics in chemistry to prepare students for further studies in science, technology, and health related fields. Expanded coverage of chemical kinetics, equilibrium, acids and bases, and gases. Students planning to major in a science-related field should take this course.

**AP Environmental Science Grade:** 11-12 \*May be taken by sophomores with teacher approval. **Prerequisite:** Integrated Science 9 and Biology with a B or higher, and completion (with a B or higher) or concurrent enrollment in Chemistry **Length:** One year/one credit

AP Environmental Science is a rigorous, college-level course focusing on global environmental problems, including climate change, pollution, solid and hazardous waste, overpopulation and energy. Labs and field trips will be used to investigate the functioning of ecosystems and the human impact on them. Students should expect to invest a significant amount of time outside of class. Participation in the Advanced Placement test experience in May is strongly recommended. This class is eligible for dual credit through Mt. Hood Community College. *AP classes require a minimum of five hours of homework a week.*

**Physics Grade:** 11-12 \*May be taken by sophomores with teacher approval. **Prerequisite:** Completion of Integrated Science 9 and Biology, and completion or concurrent enrollment in Integrated Math 3. **Length:** One year/one credit  
The student will study general concepts of physics including mechanics, waves and sound, light, electricity and magnetism, heat and molecular theory. The class is laboratory oriented and students will measure many physical phenomena. Recommended science class for college-bound juniors and seniors.

32 **AP Biology** **Grade:** 11-12 **Prerequisite:** Integrated Science 9 and Biology with a B or higher **Length:** One year/one credit

This very rigorous, college-level course involves an in-depth study of molecular biology, genetics, biochemistry, evolution, ecology and physiology. Significant time outside of class is required weekly. The goal of this course is to help students develop an advanced conceptual framework for understanding modern biology and the scientific process. Participation in the Advanced Placement test experience in May is required for course completion. This class is eligible for dual credit through Mt. Hood Community College. *AP classes require a minimum of five hours of homework a week.*

## Science Support Classes

**Integrated Science 9 S** **Grade:** 9-12 **Prerequisite:** Placement by proficiency and instructor approval **Length:** One year/one credit

Integrated Science 9 S is a class for students in the ELD program. Students will investigate: structure and properties of matter; physical and chemical changes; fundamental forces, their forms, and their effects on motion; energy, its transformations and interactions with matter; change occurring within the lithosphere, hydrosphere and atmosphere of the earth, and the earth's place in the solar system and universe.

**Biology S** **Grade:** 10-12 **Prerequisite:** Sheltered Integrated Science 9 **Length:** One year/one credit

Biology S is a class for students in the ELD program. The topics we will study in this course include Cells and Development, Genetics and DNA, Evolution, Ecology, Energy, and Scientific Inquiry. This course provides additional supports and interaction to develop and improve reading, writing, listening, and speaking skills needed in science and beyond.

**Environmental Science S Human Anatomy S** **Grade:** 10-12

**Grade:** 10-12 **Prerequisite:** Sheltered Integrated Science 9 and Sheltered Biology

**Prerequisite:** Sheltered Integrated Science 9 and Sheltered Biology **Length:** One semester/.5 credit

**Length:** One semester/.5 credit

This class is an introduction to Environmental Science, the

This class is an introduction to anatomy, the parts or study of the environment. This class will build on your un-

tures of the body, and physiology, how those parts work together. This class will build on your understanding of the human body and will provide the necessary supports to learn about the different body systems and how they work. You will learn by doing many dissections, readings, drawings, listening, speaking, and projects, quizzes and tests. In this class, you will be a part of a community of learners, where everyone is developing their reading, writing, speaking, and listening skills.





# Social Studies

*The social studies program is designed to provide students with the skills necessary to knowledgeably engage in civic life, and to pursue advanced interest in social studies. Modern World History, U.S. History, and Government/Economics are required for graduation. Not all courses are offered every year. Check your Forecasting Form for current options. Sections for language learners may be available.*

## **Modern World History**

**U.S. History Grade:** 10

**Grade:** 11 **Prerequisite:** None

**Prerequisite:** None **Length:** One year/one credit

**Length:** One year/one credit

Modern World History is a required year long course

In United States History, students learn the significant events, designed to allow students to explore the 20th century world

trends, and themes of the United States from the beginning of through geography, history, civics and economics. Students

its early history through the critical events of the 20th and 21st will use social science analysis tools to think about the world

centuries. Students will understand the complex interaction they live in, to examine their place as citizens and consumers

of ideas and events that have shaped the United States and and to analyze and form thoughtful opinions about world

the world in which we live. Students will develop their skills events both historical and current. ***Sections for language***

***of evaluating evidence and analyzing opposing viewpoints to learners are available by placement process.***

better understand how the past informs the present. ***Sections for language learners are available by placement process.***

**American Government Grade:** 12 **Prerequisite:** None **Length:** One semester/.5 credit (offered opposite Economics)

**Economics Grade:** 12 **Prerequisite:** None **Length:** One semester/.5 credit (offered opposite American This is a one semester course on the U.S. system of

Government) government. The course will include the history of the creation of our government, a study of our government, a study of the

This is a one semester course on the American economic three branches, analysis of the constitution and the Bill of

system which covers basic economic theory of supply and Rights, and an examination of voting, elections, and current

demand with an emphasis on market economy. A unit on events. ***Sections for language learners are available by***

personal finance and future planning is included. ***Sections placement process. See the Dual-Credit section for Senior***

*for language learners are available by placement process. Inquiry American Government and Economics offered*

**See the Dual-Credit section for Senior Inquiry American jointly with Portland State University (page 8).**

**Government and Economics offered jointly with Portland State University (page 8).**

**Criminal Justice Grade:** 11-12 **Prerequisite:** 10 graders with teacher recommendation only **Length:** One semester/one elective credit

Criminal Justice is an elective course that will provide students with a comprehensive understanding of the American legal system with emphasis on criminal justice. Students will gain experience in courtroom procedures, crime and its victims, criminal law and process, juvenile justice and legal practices. The class will practice mock trial simulations, debate selected topics and engage in legal research and writing in order to gain an understanding and appreciation of our rights and responsibilities.

**Anthropology Grade:** 11-12 **Prerequisite:** None **Length:** One semester/one elective credit

Anthropology is the study of human beings. This is a year-long course focusing on two major branches of anthropology: human evolution and cultural anthropology. In the human evolution component of the course, students will study our human origins through fossil records and a detailed study of natural selection. In the cultural anthropology section of the course, students will explore customs from around the world to discover the great diversity there is in human societies. Universals such as marriage, rites of passage, origin stories, and food preferences will be studied.

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## Social Studies

Students will search for and analyze current events from a variety of different sources including newspapers, magazines, television news programs, and the internet.

### Introduction to Psychology

**Grade:** 11-12 **Prerequisite:** None

**Length:** One year/one elective credit

**Current Events Grade:** 10-12

**Prerequisite:** None **Length:** One year/one elective credit

This introductory course will focus on human development, personality theories, and psychological disorders. Issues include the human life cycle from infancy to old age, parenting styles, transition to adulthood, gender roles, psychological disorders, deviance, brain development, and theories developed to explain human behavior.

This course is designed to challenge students to seek information about the events that occur around the world in the United States, and the state and city in which they live.

### Sports History Grade:

**Grade:** 11-12 **Prerequisite:** None

**Length:** One semester/.5 credit

Sports History is an elective course that will provide students with a comprehensive understanding of the impact sports has had on American culture. Students will gain knowledge of civil rights in sports, the impact of women in sports, how sports has affected popular culture, and the historical impact sporting events and individuals have had in America.

### Sons of Vietnam

**Grade:** 11-12 **Prerequisite:** None

**Length:** One semester/.5 credit

The History of The Vietnam War, addresses the military history of Indochina for the foundation of the Doc Lap Dong Minh, the Vietminh, established by Ho Chi Minh and his colleagues in 1941 through the Vietnamese invasion and occupation of Cambodia in 1978-79 and its aftermath. The focus is on the period 1945-1975.

**Sociology Grade:** 11-12

**Prerequisite:** None **Length:**

One semester/.5 credit

Sociology is the study of society. It is an elective class that will focus on discussing and understanding how we interact, how our society is organized, how our institutions are organized the how they harm/benefit different people, and how our society changes over time. The class will look at race, gender, class, sexual orientation, and crime/criminal justice system, as well as give time for cultural issues as decided on by the class. The class will be research based, with the goal that students can bring their own understandings and ideas to guide class discussions.

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### **AP Human Geography Grade:**

9-12 **Prerequisite:** Teacher

Recommendation **Length:** One year/one credit

The Advanced Placement Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. It is an excellent course for preparing students to become geo-literate youth and adults. Students forecasting for this course are expected to be familiar with AP course expectations for effort, attendance and homework. Participation in the AP test experience in May is required for course completion. *AP classes require*

*a minimum of five hours of homework, plus reading, week.* Recommended for college-bound juniors and seniors.

## Social Studies

AP

**World History Grade:** 10-12 **Prerequisite:** Teacher Recommendation **Length:** One year/one credit

AP World History covers the world through geography, history, civics and economics. Students develop skills in academic reading and writing along with analysis of primary and secondary sources. Students forecasting for this course are expected to be familiar with AP course expectations for effort, attendance and homework. Participation in the AP test experience in May is required for course completion. *AP classes require a minimum of five hours of homework a week.* Recommended for college bound students. The AP Government & Politics course covers the key elements of the AP Government and Politics exam. Topics include constitutional foundation, institutions of national government, civil liberties, elections and voting, political parties and interest groups. Second semester will be a continuation of the topics for AP Government, but will also address the requirements of the Economics course required for graduation. Students forecasting for this course are expected to be familiar with the requirements of AP course effort, attendance and homework. Participation in the AP testing experience in May is required for course completion. *AP classes require a minimum of five hours of reading, note taking and/or homework a week. College credits through MHCC may be available.*

## Special Education (SPED): Resource Skills Program

**Resource Skills Social Development Grade:** 9-12 **Prerequisites:** IEP goals in organization, behavior or life skills, or IEP team placement **Length:** One year/ One credit

This course is designed for students who need specially designed instruction in the areas of behavior, study skills, organization, or life skills and are on a modified diploma track. Students will work on developing patterns of pro-social behavior in the areas of interacting with other students, interacting with adults, and making appropriate choices in school and at home. Students will also work on creating organizational routines to better adjust to high school and the demands of multiple classes and multiple teachers.

37 **AP U.S. History** **Grade:** 11 **Prerequisite:** Successful completion of Modern World History with a B or higher

**Length:** One year/one credit

AP US History covers events and people from pre-colonization through the 20th century. Students develop skills in critical writing, assessing historical materials, and interpreting historical themes. Topics include: political institutions, social and cultural development, diplomacy, and economic trends. Students forecasting for this course are expected to be familiar with course expectations of effort and attendance. Participation in the AP test experience in May is required for course completion. *AP classes require a minimum of five hours of homework, plus reading, a week.* Recommended for college-bound juniors and seniors. **AP Government & Politics/Economics Grade:** 12 **Prerequisite:** Completion of U.S. History with a B or higher **Length:** One year/one credit (.5 Gov/.5 Econ)

**Transition Skills for Adulthood Grade:** 11-12 **Prerequisites:** Modified diploma track, IEP team

placement **Length:** One year/ One credit

This class will offer a large variety of experiences and opportunities to practice skills and self-exploration to support life after high school and into adulthood. Students will learn about how to be successful in the work force, and will get experiences to help them make career decisions. Students will also get hands-on experience in the student coffee shop.

## **SPED: Resource Skills Program**

*The Resource Skills Program provides students who need specially designed instruction with level-specific content and life development courses. Courses exist for modified credit depending on the Individualized Education Plan (IEP) and diploma requirements for that student.*

**Resource Skills Language Arts 1 Grade:** 9-12 **Prerequisites:** IEP goals in reading and writing, on a modified diploma track, or by IEP team decision **Length:** One year/ One credit

This course is designed for students who need specially designed instruction in the areas of reading and writing and are on a modified diploma track. Students will work on basic literacy skills, while practicing reading and writing as they pertain to their IEP goals, in individual, partner, small group, and whole group instruction. This course is designed to help students progress their reading and writing skills to meet proficiency in the common core standards at the appropriate grade level.

**Resource Skills Language Arts 2 Grade:** 9-12 **Prerequisites:** IEP goals in reading and writing, on a modified diploma track, or by IEP team decision **Length:** One year/ One credit

This course is designed for students who need specially designed instruction in the areas of reading and writing and are on a modified diploma track. Students will work on basic literacy skills, practicing reading and writing as they pertain to their IEP goals, in individual, partner, small group, and whole group instruction. This course is designed to help students progress their reading and writing skills to meet proficiency in the common core standards at the appropriate grade level.

### **Resource Skills Literacy Intervention**

**Resource Skills Basic Math 1 Grade:** 9-12

**Grade:** 9-12 **Prerequisites:** IEP team placement

**Prerequisites:** IEP goals in math, on a modified diploma **Length:** One year/ One credit

track, or by IEP team decision **Length:** One year/ One credit This is a one-period literacy intervention class, taught by a teacher licensed in special education, where students receive

This course is designed for students who need specially specially designed instruction and work and read at their

designed instruction in the area of mathematics and are on a independent level with the goal of progressing towards

modified diploma track. Students will work on basic math skill meeting grade level reading requirements.

Students are placed

as they pertain to their IEP goals, in individual, partner, small based on teacher recommendation and classroom based and

group, and whole group instruction. This course is designed standardized tests. Students are exited by improved reading

to help students progress their math skills to meet proficiency abilities assessed by classroom measures and/or passing secure

in the common core standards at the appropriate grade level. reading work samples.

**Resource Skills Basic Math 2 Grade: 9-12 Prerequisites:** IEP goals in math, on a modified diploma track, or by IEP team decision **Length:** One year/ One credit

This course is designed for students who need specially designed instruction in the area of mathematics and are on a modified diploma track. Students will work on basic math skill as they pertain to their IEP goals, in individual, partner, small group, and whole group instruction. This course is designed to help students progress their math skills to meet proficiency in the common core standards at the appropriate grade level.

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## SPED Resource Program: Language Arts

**Resource Language Arts 9 Grade: 9 Prerequisites:** IEP goals in reading or writing, or IEP team decision  
**Length:** One year/ One credit

This course is a standard language arts course for students who need specially designed instruction in the areas of reading and writing. 9th grade students will work towards meeting the reading, writing, and speaking common core standards for 9th grade with specially designed instruction taught by an instructor certified in language arts and special education. Students will focus on an overview of literary genres, informational text, and producing grade level writing assignments of varied length.

**Resource Language Arts 10 Grade: 10 Prerequisites:** IEP goals in reading or writing, or IEP team decision  
**Length:** One year/ One credit

This course is a standard language arts course for students who need specially designed instruction in the areas of reading and writing. 10th grade students will work towards meeting the reading, writing, and speaking common core standards for 10th grade with specially designed instruction taught by an instructor certified in language arts and special education. Students will focus on increasing their ability to analyze literature, and write with adequate sentence fluency and conventions to produce grade level writing assignments of varied length.

**Resource Language Arts 11 Grade: 11 Prerequisites:** IEP goals in reading or writing, or IEP team decision  
**Length:** One year/ One credit

This course is a standard language arts course for students who need specially designed instruction in the areas of reading and writing. Students will work towards meeting the reading and writing common core standards with specially designed instruction taught by an instructor certified in language arts and special education. Student will focus on inference and analysis of literature and informational text and producing grade level writing of various lengths. Students will also focus on showing proficiency in essential skills by producing reading and writing work samples that meet benchmarks.

**Resource Language Arts 12 Grade: 12 Prerequisites:** IEP goals in reading or writing, or IEP team decision  
**Length:** One year/ One credit

This course is a standard language arts course for students who need specially designed instruction in the areas of reading and writing. Students will work towards meeting the reading and writing common core standards with specially designed instruction taught by an instructor certified in language arts and special education. Student will focus on inference and analysis of literature and informational text and producing grade level writing of various lengths. Students will also focus on showing

proficiency in essential skills by producing reading and writing work samples that meet benchmarks.

### **Resource Literacy**

**Intervention Grade:** 9-12

**Prerequisites:** IEP goal in reading

**Length:** One year/ One credit

This is a one-period literacy intervention class, taught by a teacher licensed in special education and language arts, where students receive specially designed instruction in

reading. Students' work and reading is at their independent level with the goal of progressing towards meeting grade level reading requirements. Students are placed based on teacher recommendation, classroom based assessments, and standardized tests. Students are excited by improved reading abilities and passing secure reading work samples.

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## **SPED Resource Program: Math**

**Placement Length:** One year/ One credit

### **Resource Pre-Algebra Grade: 9 Prerequisites:**

IEP goal in math or IEP team placement **Length:** One year/ One credit

This course is for students who need specially designed instruction in mathematics and are working at a pre-algebra level. This course is designed to prepare students for taking Integrated Math next school year. This course does not count towards the 3 credits of mathematics required for graduation and will be considered an elective credit.

This course is for students who need specially designed instruction in mathematics and are working at the integrated math level, but need additional support to be successful. This is the first step in an increased length sequence that takes the materials of Integrated Math 1 and spreads it out to 3 years instead of 2.

### **Resource Integrated Math 1C/2A Grade: 10-11**

**Prerequisites:** IEP goal in math or IEP team placement **Length:** One year/ One credit

This course is for students who need specially designed instruction in mathematics and are working at and are working at the integrated math level, but need additional support to be successful. This is the second step in an increased length sequence that takes the materials of Integrated Math 1 and 2 and spreads it out to 3 years instead of 2.

### **Resource Integrated Math 2B/2C Grade: 11-12**

**Prerequisites:** IEP goal in math or IEP team placement **Length:** One year/ One credit

### **Resource Math Lab Grade:**

9-12 **Prerequisites:** IEP goals in math **Length:** One year/ One credit

This course is for students who need specially designed instruction in mathematics, in addition to another math class, either general education math or Resource Math. Students will receive additional instructional support and strategies to be successful in their math course.

### **Resource Integrated Math 1A/1B Grade: 9-10**

**Prerequisites:** IEP goal in math or IEP team

This course is for students who need specially designed instruction in mathematics and are working at and are working at the integrated math level, but need additional support to be successful. This is the third and final step in an increased



length sequence that takes the materials of Integrated Math 1 and 2 and spreads it out to 3 years instead of 2.

## **SPED Resource Program: Academic and Social Skills**

### **Academic Skills Tutorial 9-10 Grade: 9-10 Prerequisites:**

Goals in study skills or behavior, IEP team placement **Length:** One year/ One credit

This course is for students who need specially designed instruction in the areas of study skills and organization. In this course, students will work with the instructor to come up with self-advocacy, academic, and organizational goals for the year. They will also have an opportunity to work with instructors on classroom assignments and projects, using the strategies they learn in class.

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## **SPED Resource Program: Academic and Social Skills**

### **41Resource Behavior Intervention**

**Academic Skills Tutorial 11-12** **Grade:** 9-12

**Grade:** 11-12 **Prerequisites:** IEP team placement, goals in behavior

**Prerequisites:** Goals in study skills or behavior, IEP team **Length:** One year/ One credit

placement **Length:** One year/ One credit This course is designed for students who need specially designed instruction in the area of behavior. In this course,

This course is for students who need specially designed students will learn conflict resolution tactics, de-escalation

instruction in the areas of study skills and organization. In techniques to use when frustrated or upset, adaptive

this course, students will work with the instructor to come techniques to be successful to their surroundings, and tools

up with self-advocacy, academic, and organizational goals to check in with the instructor about specific issues that arise.

for the year. They will also have an opportunity to work with **Self-Contained Behavior Intervention**

**Grade:** 9-12

instructors on classroom assignments and projects, using the strategies they learn in class. **Prerequisites:**

IEP team placement, goals in behavior **Length:** One year/ One credit

**Social Cognitive Tutorial A and B** This course is designed for students who need specially designed instruction in the area of behavior, as well as very specific behavior support. In this course, students will learn

**Grade:** 9-10 (A), 11-12 (B) **Prerequisites:** IEP team placement **Length:** One year/ One credit conflict resolution tactics, de-escalation techniques to use when frustrated or upset, adaptive techniques to be successful to their surroundings, and tools to check in with the instructor about specific issues that arise.

### **Self-Contained Behavior Career Exploration**

Social Cognition is designed for students to improve social and executive functioning skills. Topics addressed include self-advocacy, perspective-taking, working in groups, IEP awareness, and organization strategies.

**Grade:** 9-12 **Prerequisites:** IEP team placement

**Self-Contained Academic Skills Tutorial 9-12 Length:** One year/ One credit

**Grade:** 9-12 **Prerequisites:** IEP team placement, goals in behavior This course is designed to expose students in Special Education

**Length:** One year/ One credit to various career opportunities they may wish to pursue in the future. The class will investigate the interests, skills

This course is for students who need specially designed and abilities needed for different jobs, as well as discussing

instruction in the areas of study skills and organization, as resumes, job interviews and steps needed for preparing to enter

well as specific behavior support. In this course, students the work force. Guest speakers from different job areas will

will work with the instructor to come up with self-advocacy, present information on their career paths as well.

academic, and organizational orientated goals for the year.

### **Self-Contained Behavior Mindfulness**

**Self-Contained Behavior Language Arts Grade:** 9-12

**Grade:** 11-12 **Prerequisites:** IEP team placement

**Prerequisites:** IEP team placement, goals in behavior **Length:** One year/ One credit

**Length:** One year/ One credit

This class is designed to help students understand the

This course is for students who need specifically designed meaning of being “mindful” and how to incorporate

instruction in the areas of reading and writing, as well as mindfulness strategies into their lives in order to have a

specific behavior support and monitoring. Students will work better understanding of themselves, how their actions affect

with the instructor to increase their reading and writing skills, others, and how to effectively manage their experiences

as well as their independence in collaborating with others and and relationships by thoughtful reflection and evaluation of

working in increasingly less structured settings. choices. The focus of this course is to assist students in self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

### **9th Grade Access**

#### **Exploring Student Leadership Grade: 9**

**Grade:** 9-10 **Prerequisite:** None **Length:** One year/1.0 elective credit

**Prerequisite:** Teacher approval required; academic progress, attendance and behavior will also be considered

**Length:** One semester/.5 elective credit 9th Grade Access is a required course designed to help students successfully transition from middle school to

This course is designed to introduce students to the principals high school. Areas of focus include: study skills, time

of leadership. Students will learn goal setting, project plan- management, graduation requirements and four-year plan,

ning, evaluation, time management, communication, ethics, career exploration, work-place readiness and post-secondary

community service, and other leadership skills. This course is planning.

intended to be an introduction to student leadership to develop student skills prior to entering the yearlong

#### **Student Leader- Student Leadership**

ship course or running for Student Government. Students in **Grade:** 10-12

this course will be expected to participate in activities outside **Prerequisite:** Teacher signature, successful completion of

the school day. Students in Exploring Leadership will be held Exploring Student Leadership

to the highest standards of the student code of conduct and **Length:** One year/one elective credit

will act as role models to the school.

This course is designed to be an advanced leadership course for students who have demonstrated leadership in school. The course will focus on the expiation of student leadership skills, planning and promotion of student activities, school service projects and community service projects. Students in

**Student Government Grade:** 9-12 **Prerequisite:** Election to Class Council or the Associate Student

Body **Length:** One year/one elective credit this course will be expected to attend activities outside of the school day on a regular basis. Students in Student Leadership will be held to the highest standards of the student code of conduct and will act as role models to the school. This course may be taken up to three times for credit upon teacher approval.

This course is designed to support the elected Class Council Officers and Associate Student Body Officers. This course requires significant time to be spent outside of the school day and will occasionally require students to miss class during the school day. The focus of this course is centered around the development of student's individual leadership skills. Students in Student Government will be held to the highest standards of the student code of conduct and will act as role

**Credit Recovery Grade:** 10-12 **Prerequisite:** Failure to pass a core course **Length:** One semester/.5 credit (as assigned)

**Office Assistant Grade:** 11-12 Credit recovery offers students who have failed to pass core

**Prerequisite:** Office secretary approval courses the opportunity to make up the credits during the

**Length:** One semester/.5 elective credit regular school day in an on-line platform. Students work at their own pace under the direction of an RHS teacher. See

Students may elect to serve as an office assistant in the main your counselor for more information. office, counseling center, attendance office, library or security office.

# Student Services

**Teacher Assistant Grade:** 11-12 **Prerequisite:** Teacher approval **Length:** One semester/.5 elective credit

Students interested in assisting a teacher with clerical duties, lab set-up, equipment set-up, physical education demonstra- tions and similar duties, may contact teachers directly for permission to serve as a teacher assistant.

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## Student Service Electives: AVID

**AVID 9 Grade:** 9

**Prerequisite:** By application

**Length:** One year/one elective credit

This AVID elective course is designed for students who are academically motivated and have the desire to attend a four-year college after high school graduation. The course emphasizes skill development in WICOR (writing, inquiry, collaboration, organization, and reading). Additionally, students work on building their college resumes through academic achievement, leadership projects, and community service. Students investigate and visit colleges/universities and learn the skills necessary to be successful in high school and post-secondary endeavors. Parents are required to attend AVID parent nights.

**AVID 10 Grade:** 10 **Prerequisite:** By application and or enrollment in AVID 9. Students must also be enrolled in one honors course. **Length:** One year/one elective credit

This course continues the WICOR (writing, inquiry, collaboration, organization, and reading) skills presented in AVID 9. Additionally students begin preparation for college entrance and placement exams. Students continue to work on building their college resumes through academic achievement, leadership projects, and community service. Students continue to investigate and visit

colleges/universities and learn the skills necessary to be successful in high school and post-secondary endeavors. Parents are required to attend AVID parent nights.

**ID 11 Grade:** 11

**requisite:** AVID 9 or AVID 10, enrollment in at least one Advanced Placement course

**gth:** One year/one elective credit

ID 11 students will continue skill development in WICOR (writing, inquiry, collaboration, organization, and reading). Students will register and prepare for the SAT and ACT college entrance exams. Students will create a portfolio of work to be used for college and scholarship applications. Students will receive financial aid/scholarship information and guidance. By the end of AVID 11 students have researched and selected 5 colleges/universities to apply to for their senior year. Parents are required to attend AVID parent nights.

**AVID 12 Grade:** 12

**Prerequisite:** AVID 9, AVID 10, or AVID 11, and enrollment in at least one Advanced Placement course

**Length:** One year/one elective credit

In this course students will prepare for post-secondary

academic success by registering for and preparing for college entrance exams. Students will apply to a minimum of three colleges/universities. Students will successfully complete the FAFSA (financial aid) forms. Finally, students will complete one scholarship application a week. Students are awarded a cord/medal for completion of AVID 12. Parents are required to attend AVID parent nights.

## Student Service Electives: JROTC

*JROTC is designed to teach the values of citizenship, leadership, service to the community, personal responsibility, and give a sense of accomplishment, while instilling self-esteem, teamwork, and self-discipline. JROTC's performance-based curriculum requires that cadets master the competencies, do the skills, apply the knowledge, and model or exhibit behaviors representing the desired attitudes. A custom-fitted uniform is worn once a week on the designated uniform day. There is no obligation to join the armed forces; however, satisfactory completion of two years can lead to advanced rank in the armed forces. College ROTC scholarships are available for outstanding students meeting college entrance requirements.*

**JROTC 1 Grade:** 9-12 **Prerequisite:** None **Length:** One year/one elective credit

This course will give an overview of the JROTC structure and the LET levels. Students will develop basic leadership, follower, and citizenship skills while beginning to learn effective ways to build relationships with peers and coworkers. They will practice conflict resolution and engage in community/ service learning.

**JROTC 2** Grade: 10-12 **Prerequisite:** None **Length:** One year/one elective credit

LET 2 will focus on maximizing student's potential for success in high school and life skills through learning first aid, drug awareness, small group management, and the U.S. Constitution history. Students will develop basic leadership by following, leading, and protecting citizenship skills, while learning effective ways to build a chain of command. Students will practice how to resolve conflicts and engage in community

**JROTC 3** partnerships and service support as citizens. **Grade:** 10-12 **Prerequisite:** None **Length:** One year/one elective credit

LET 3 will focus on citizenship in action, leadership theory and application, foundations for success, citizenship in U.S. history, and U.S. Constitutional government. *Students are expected to participate frequently in after-school activities such as community service activities and Cadet Challenge.*

**JROTC 4** Grade: 11-12 **Prerequisite:** None **Length:** One year/one elective credit

LET 4: This level of Cadets will also focus on teaching skills like preparing to teach lesson plans, delivering instructions, graphic organizers, maps and using feedback from Cadets. Focus for Cadets include finishing their Cadet Portfolios which includes resumes, letter of recommendations, scholarships and applications for colleges and careers beyond high school.

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## Wellness

*The Wellness program is designed to meet the needs of students with varying degrees of interest and ability in the field of health and physical education. Students are required to complete two credits of Health and Physical Education; one semester of PE 9 and one additional semester of an activity course completes the PE portion of the requirements. Note: Elective Physical Education classes are only one semester each, but students may take them for a year by entering them twice on the forecasting sheet.*

**Physical Education 9** Grade: 9 **Prerequisite:** None **Length:** One semester/.5 credit

Fundamental Physical Education 9 will prepare students for the long-term benefits of an active and healthy lifestyle. This course will use active participation to emphasize muscular strength, muscular endurance, flexibility, cardiovascular endurance and healthful body composition.

**Aerobics** Grade: 10-12 **Prerequisite:** Completion of .5 required PE credits by passing PE 9, Adv. PE 9 or Credit recovery Walking for Life **Length:** One semester/.5 credit

Aerobics is designed to provide students an opportunity to discover physical fitness that they can practice throughout life. Students will analyze their fitness levels and evaluate personal factors that impact participation in physical fitness.

**Competitive Games** Grade: 10-12 **Prerequisite:** Completion of .5 required PE credits by passing PE 9, Adv. PE 9 or Credit recovery Walking for Life **Length:** One semester/.5 credit

This course is a high intensity activity class for students who have advanced sport skills and fitness level. They will demonstrate and develop physical fitness through participation in competitive games and lifetime activities.

**Walking for Life** Grade: 10-12 **Prerequisite:** Completion of .5 required PE credits by passing PE 9, Adv. PE 9 or Credit recovery Walking for Life **Length:** One semester/.5 credit

The course will prepare students for long-term benefits of an active and healthy lifestyle through walking,

emphasis will be on developing cardiovascular endurance to improve body composition. *Proper shoes are the only dress down requirement for this course.*

**Walking for Life Credit Recovery Grade:** 10-12 **Prerequisite:** Failure to pass PE 9 **Length:** One semester/.5 credit (pass/no pass only)

This course offers students an opportunity to earn their re- quired physical education credit after they have failed PE 9. Students will learn the benefits of walking as they pertain to a healthy lifestyle. Students will perform additional ease- ments to meet state standards for PE.

**Weight Training Grade:** 10-12 **Prerequisite:** Completion of .5 required PE credits by passing PE 9, Adv. PE 9 or Credit recovery Walking for Life **Length:** One semester/.5 credit

This course will offer students the opportunity to develop knowledge and skills in strength and conditioning programs. Students will learn proper techniques and specific weight training concepts.

Weight Training is designed for students who **Advanced Athletic Strength Training** are self motivated in the pursuit of their fitness goals. **Grade:** 10-12 **Prerequisite:** Completion of .5 required PE credits, instructor approval, recommendation of high school coach and participation in OSAA Athletics. **Length:** One semester/.5 credit **Only offered during zero period.**

This course is designed for self-motivated athletes who are involved in OSAA sanctioned programs. The program will utilize Olympic style lifts, plyometrics, speed and quickness activities and sport specific skills to maximize one's athletic potential.

**Health 10 (sheltered sections offered) Grade:** 10 **Prerequisite:** None **Length:** One year/one credit

Health 10 prepares students to make healthy decisions and take healthy actions on matters concerning personal, fam- ily, and community wellness. The course will teach students to obtain, interpret and understand basic health information and services. This course is required for graduation.

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## Wellnes

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# World Languages

*The study of a world language is designed to prepare students to function successfully in the chosen language and to develop an understanding of diverse cultures and people. Emphasis is placed on proficiency in listening, speaking, reading, and writing the language. Not all courses are offered every year. Check your Forecasting Form for current options. Note: Native Spanish speakers (especially if the language is spoken at home) should take Spanish for Heritage Speakers.*

**French or Spanish 1 Grade:** 9-12 **Prerequisite:**

None. **Not recommended for native speakers.** **Length:** One year/one credit

During the first year of study in a world language, students build the foundation for basic communication. Listening, comprehension, speaking skills, and pronunciation are emphasized.

**French or Spanish 2 Grade:** 9-12 **Prerequisite:** Successful completion of year one. **Not recommended for native speakers.**

**Length:** One year/one credit

Students build upon the basic skills they acquired in the first year of study. Besides review and reinforcement of first year material, students learn to use verbs in a variety of tenses and enhance communication through mastery of more complex grammatical patterns.

**French or Spanish 3 Grade:** 9-12

**Prerequisite:** Successful completion of year two.

**Length:** One year/one credit



At the third-year level, students develop more sophisticated speaking, listening, reading, and writing skills. Oral communication is emphasized, and classes are encouraged to use the target language. A broader vocabulary and mastery of additional functions and grammatical patterns support students as they communicate effectively in many practical/lifelike situations.

**Spanish for Heritage Speakers (levels 1 and 2)** **Grade:** 9-12 **Prerequisite:** Level 1, Early Intermediate Spanish Proficiency. Level 2, Completion of Level 1 or Advanced Spanish Proficiency. **Length:** One year/one credit

Spanish for Heritage Speakers is designed specifically for native speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose native language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. This course will allow students to explore the cultures of the Hispanic world including their own, and it will enable student to gain a better

understanding of the nature of their own language. **Alternative Language Credit**

## Options

**The Second Language Inventory Protocol (SLIP Test)**

The SLIP Test is an option for students with little or no English proficiency to earn 1 to 4 world language credits in their native language. The SLIP test takes two hours to complete and is offered throughout the year at Reynolds High School

for native speakers in dozens of languages. See your counselor or Mr. Ibarra for more information.

## Work-Based Experience (WBE)

*Juniors and seniors may elect to participate in an extended learning activity such as the work-based experience or career internship as part of their program of study and individual academic/career plan. See you counselor for more information.*

### **Work-Based Experience Grade:**

11-12 **Prerequisite:** See your counselor

**Length:** up to 2.0 credits (90 hours = .5 credits)

The Work-Based Experience course is an employment based program for students who may earn credit in a supervised work experience that supports the Oregon State Career Related Learning Experience Standards; employment does not have to be related to their course of study at RHS. To earn credit for WBE, the student will coordinate with their counselor and provide evidence of the hours worked.

## World Languages

### **French or Spanish 4 Grade:**

10-12 **Prerequisite:** Successful completion of year three or instructor approval **Length:** One year/one credit

Oral communication is stressed, with an emphasis on spontaneous communication in practical/lifelike situations. Classes are conducted exclusively in the target language. Students continue to read and analyze literature. *College credit through MHCC may be available.*

### **French or Spanish 5 Grade:**

11-12 **Prerequisite:** Successful completion of year 4 or instructor approval **Length:** One year/one credit

This course provides students with the opportunity to develop and expand their existing language proficiency.

Emphasis will be placed on reading, writing, and critical thinking skills. Students will be exposed to a variety of literary genres and authors in the target language. Orthography and grammatical structures will be reviewed. Students will also examine sociocultural issues to become participants in local and global communities. Classes are conducted exclusively in the target language. *College credit through MHCC may be available.*











Reynolds High School



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