Riverdale High School

COURSE PLANNING GUIDE

Riverdale Mission

The mission of Riverdale High School is to teach students to be thoughtful in their education, about each other and for their community. Riverdale develops inquisitive, imaginative and eager learners. Our students demonstrate academic mastery through exhibition to become effective communicators and responsible leaders.

Riverdale Vision

Students learn to use their minds well, engage creatively, and act compassionately. In a positive atmosphere of academic excellence, students prepare to meet the challenges of college and the opportunities of life. Members of the community should feel valued, challenged, and involved in Riverdale's learning environment.

Riverdale High School embraces the values of the Ten Essential Principles, originally adopted by the Coalition of Essential Schools (CES):

1. Learning to use one's mind well
2. Less is more—depth over coverage
3. Goals apply to all students
4. Personalization
5. Student as worker, teacher as coach
6. Demonstration of mastery
7. A tone of decency and trust
8. Commitment to the entire school
9. Resources dedicated to teaching and learning
10. Democracy and equity

NOTE: The material covered within this course guide is intended to augment general district information, rules, and procedures to students and parents; it is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiation agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation, or negotiated agreement.

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Scheduling Information

We encourage you to carefully use the Course Guide as you choose your classes for this school year.

Forecasting Your Classes

Forecasting is a school process of gather input from students and families regarding courses that students are most interested in taking. Forecasting typically focuses on elective choices, required classes at each grade level are already added to a student's schedule. With the guidance and expertise of counselors and teachers, students will begin the forecasting process to request their next year's courses. Families are encouraged to take an active role in this process by carefully reviewing their student's course choices. Students are asked to put quality time into their forecasting process, as their requests will help inform the scheduling of classes.

In selecting courses, students should be aware of the following:

(1) Forecasting for courses is completed online.

(2) Alternate classes (if first-choice electives are unavailable) will be assigned. Please be thoughtful when indicating your ranking of class choices.

(3) Some electives may not be taught because of lack of interest; others may have more students sign up than space is available.

(4) If you do not provide alternative electives, you will be scheduled into an open class you did not choose.

(5) You may be scheduled into classes you do not choose based on scheduling conflicts or availability.

(6) Scheduling is based on graduation requirements, career and college path, and at time seniority.

(7) Math placement will be determined by each student's current math teacher or previous courses completed. Placement questions should be addressed with the student's current math teacher.

(8) Options for the following year's Science, English and History classes are determined by grade level and therefore are not forecasted.

(9) Independent studies are not forecasted, because they are set up at the start of trimester. An application must be completed and approved by the counselor and principal.

Schedule Changes

All changes to a student's completed schedule, beginning in late August, must be processed on a "Schedule Change" form available on our website. Upon submission of the completed Schedule Change form, the form is dated and time stamped. The requests are processed in order of priority of the change needed, and then in order of receipt. It is important to complete the form as it will place students on a waitlist should availability open.

All Schedule Change form requests should be made prior to the start of each trimester and are accepted for the following reasons:

(1) Wrong class placement or the absence of a core class or level (Ex: Math, History, English, Science World Language, Art, PE, etc.).

(2) A switch into another elective, if available.

(3) A switch into another elective that is only offered the same period that you are wishing to drop.

(4) There is a hole in the schedule (i.e., the schedule is missing a course during a class period).

After turning in a Schedule Change form, students must continue to attend all classes listed on their schedules until there is an updated schedule in their StudentVue account.

Withdrawal from a Class

During the first two weeks of the trimester, students may request to drop a course with the consent of the counselor and families, and in accordance with the current scheduling guidelines. Courses that have been dropped by the end of the second week will not appear on the student's transcript.

Please note that students dropping a class will only have the option if other classes are available. Five courses per trimester are required. There are rare circumstances when a student needs to take fewer than five courses, but this is arranged with counselor and principal approval.

Withdrawal: After the first two weeks of the term students may not drop a course without a notation appearing on their transcript. Those who are passing the course at the time of withdrawal will have a W (withdrawal no grade) noted on their transcript. The W does not get calculated into the student's GPA. Those who are not passing the course, and have not made a reasonable plan of action which includes seeking help from teacher and counselor may receive W/F. The W/F means "failing at the time of withdrawal." A W/F is not calculated into the student's GPA.

After the fourth week of the trimester, students who withdraw or drop a course will receive an "F" for the trimester on their transcript. The "F" grade will be calculated into the student's GPA. A "W" (withdrawal no grade) may be applied under rare and unusual circumstances with input from teacher, and approval by the principal.

Senior Scheduling Practices

Because RHS reports seniors' schedules to colleges, Senior schedule changes are finalized at the end of October. Seniors will receive their full year schedule in September. Seniors and families need to be thoughtful about senior schedules when they receive them and make changes before the deadline. Under extraordinary circumstances changes are considered through a meeting with student, counselor, principal and family.

Academic/Credit Requirements

Three twelve-week trimesters comprise Riverdale's school year. Each one-trimester course earns .5 credits. For example, two trimesters of math equal one credit, or one year's worth of curriculum. Students take five classes each trimester. Students are awarded credit for successful demonstration of knowledge and skills that meet or exceed defined levels of performance.

Graduation Requirements

By default, students are placed on a Riverdale Diploma plan. Every Oregon school district has the ability to create a diploma option that exceeds the State of Oregon's graduation requirements. A Riverdale diploma requires 28 credits for graduation. This is four more credits (eight additional courses) than is required by the State. Required areas of study in obtaining the necessary credits for graduation are as listed below. Fractional credits may be allowed.

Subject	Riverdale Diploma	Oregon Diploma
English	4 credits	4 credits
Mathematics	4 credits	3 credits
Science	4 credits	3 credits
Social Studies	4 credits	3 credits
World Language	2 credits	
Fine Arts	4 credits	3 credits
Health	1 credit	1 credit
PE	1 credit	1 credit
Electives	4 credits	6 credits
Seminar (Senior Ex.)	Required	
TOTAL	28 credits	24 credits
	PLUS: 90 Hours of Community Service Extended Application (Senior Exhibition) Personal Education Plan Pass State-Required Essential Skills Assessment	PLUS: Extended Application Personal Education Plan Pass State-Required Essential Skills Assessment

Student Graduation Check

The graduation check is a snapshot of all the classes a student has completed and the classes that that student is scheduled to take each of the three trimesters. With this report, one can easily see the graduation requirements, completed credits, credits in progress, and the credits that still need to be completed.

When filling out college applications, students will need to report all of the classes they have completed, often including their grades and what they are scheduled to take their senior year. All of this information is on the graduation check. A sample form can be seen here.

Transcript

Transcripts are a record of high school coursework and grade performance. Official transcripts include a Registrar's signature and an embossed school seal. Transcripts only display grades for completed coursework and do not reflect mid-term grades. Students may at any time request to see their transcripts, and at the start of their senior year are encouraged to carefully review their transcripts so as to ensure that there are no errors before they are sent to the schools to which they are applying.

Essential Skills Required for Graduation

In order to earn a diploma, students must demonstrate proficiency in Reading, Writing and Math on one or more of the following: Smarter Balanced State Assessment, PLAN, ACT, PSAT, SAT or local work samples.

Early Graduation

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and their family will consult with the high school principal and guidance personnel to develop a graduation plan.

Academic Policies & Grading Information

Grading Policy

A – Excellent   F – Failure/No-Credit Earned

B – Above Average   P – Pass/Credit Earned

C – Average   I – Incomplete

D – Minimum Passing

During each term students will receive two grade reports: midterm progress reports and final term grades. Midterm progress reports do not carry credit. Final term grades do carry credit and are computerized in a student's four-year, cumulative grade point average (GPA). Riverdale assigns plusses and minuses.

Students receiving an INCOMPLETE at the end of the term must immediately make arrangements with their teacher to make up incomplete work. Incomplete courses are completed within 14 calendar days of the end of the term. (Further information available upon request at the office.)

A+, A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0.0
C+	2.3	P	credit earned
C	2.0	I	incomplete

Teachers will complete midterm progress reports to notify students and families regarding academic concerns and will work with families to communicate in the most effective and timely manner possible. Students are responsible for being aware of their level of achievement in classes. Students or families should initiate periodic check-ins with teachers if there are any reasons to question the student's level of success. The midterm progress report is available through ParentVUE and provides a valuable resource for families and students in determining academic progress before parent conferences in any given trimester.

Any mark below a "C" is reason to doubt successful completion of the course. Even average or better marks at progress report time can be misleading. If the student does not make minimal progress throughout the remainder of the term, a passing grade may not be possible.

Prior School Credits for Incoming 9th Graders

Students transferring in from schools outside the Riverdale School District complete a "Pre-9 Grade" analysis to have their high school credit courses named on their junior/middle school transcript applied to their high school transcript. Only high school equivalent courses, labeled as such, will be eligible for consideration.

Other Credit Achievement Information

Individualized Education

All students must fulfill State graduation requirements, but we will thoughtfully individualize the programs of many students, crafting independent studies and internships or sending them out of the building for college classes. We counsel each student about their summer activities, motivating them toward growth experiences that match their passions.

Students also have the opportunity to take a number of courses for high school credit through Oregon Virtual Education (ORVED). Students must seek preapproval for these courses by speaking with the academic counselor and registrar. Other online education opportunities that produce an accredited, academic transcript that can be sent to the high school may be applied to a student's transcript, including, but not limited to, online courses taken through colleges and universities.

Riverdale will also support applications for students wishing to pursue college coursework outside of what the high school itself offers. Students receive direct support when seeking to take courses through Lewis and Clark's Templeton Scholars Program, Reed College's Young Scholars Program, and other similarly structured programs for high school students. We will also support students as they take classes at any of the Portland Community Colleges or at other local colleges and universities.

Credit by Proficiency/Exam

Credit by Exam is a process for demonstrating student achievement and awarding credit for a particular course that is normally offered within the student's RHS experience without the student having to enroll or otherwise participate in the course. Credit by Exam is graded PASS or NO PASS only. No letter grades are given for taking credit by examination. This credit is posted on the student's transcript. Students may elect to challenge the course even if they have not taken any part of the course. Students should contact the school counselor for more information

CTE: Career and Technical Education Pathways

Computer Science Pathway

The Oregon Department of Education (ODE) established criteria for Career and Technical Education (CTE) Pathways. As students progress through a sequence of courses in a pathway, they develop skills and knowledge that are aligned with a potential career field. Students may complete the pathway and continue their study of that field after high school, or potentially have developed the requisite skills and knowledge to enter the career field after high school.

Advanced Education Opportunities

Advanced Placement (AP)

While Riverdale does not offer AP classes, we do provide the opportunity for students to take AP tests that connect with our coursework. We encourage and assist students as they independently prepare for tests in subjects we do not offer and administer many different AP tests every spring.

Registration for the AP tests is now due in the fall. A survey is sent out to all high school students when they return back to school in the fall. The survey allows them to indicate any tests that they are interested in taking. After the survey closes, each of the students is contacted with information on how to register for their specific tests.

Honors Coursework

Honors coursework is available to students in all core classes (English, Art, Science, History, Math, World Language) and some electives. It is not a separate class, but an extension of the regular course. The Honors option encourages deeper thinking and provides greater challenge for students who are interested. Students who wish to pursue Honors must be self-directed, able to meet deadlines, and able to work independently. Honors work might include research, reading and writing, leadership and presentations, problem solving, scientific experimentation and investigation, community service, or independent projects.

Successful completion of Honors will be noted on a student's transcript with an "H" next to the course grade. Honors students must earn a grade no lower than B. (The H will be dropped if the course grade falls below B.) An H on the school transcript is valuable in college admissions, as it indicates that a student has taken the most rigorous route for that course. Also, the number of H's on transcripts may be used to determine Valedictorian and Salutatorian.

To be enrolled in Honors, a student must submit an Honors contract no later than two weeks into a course. Before that date, teachers will post their Honors curricula on their Classroom Central sites and explain expectations.

Families, students, and teachers will sign the Honors contract. Students who continue to take Honors after parent conferences are expected to complete the Honors commitment. There is no penalty, nor notation on the transcript should the student not compete the Honors requirements per their Honors contract. Given the natural period of adjustments to high school, ninth graders may elect Honors in no more than two (2) courses in their first term.

TAG Policy (Board Policy IGBBA)

The Oregon Talented and Gifted Education Act states that districts shall use nationally normed standards tests of mental ability as well as behavioral, learning, and performance information for identifying TAG students.

Riverdale provides plans for academically talented/intellectually-gifted learners who meet their differentiated instructional needs in teacher-directed and appropriately self-selected areas. These plans address both the affective and intellectual needs of these students and encourage the development of critical and creative thinking skills commensurate with their high potentials and abilities.

For students who have been identified as intellectually gifted or academically talented, classroom assessments in the major academic areas determine appropriate placement and services. Teachers ascertain the student's instructional level and learning rate. The High School TAG Coordinator reviews this in the fall and spring of each year.

Dual College Credit Coursework

Many of our classes include a college credit component. Writing 121 offers college credit from Portland Community College. The Global City offers credit from Portland State University's Honors College. Our senior Geology course and a number of other lower level courses provide the opportunity for students to earn credit from Western Oregon University, through the Willamette Promise program. For more information please contact the school counselor.

Student Support

Counseling

Riverdale's Counseling department supports all students and works to build four-year plans based on individual unique strengths, needs and future goals. Our counselor will provide:
- Guidance in developing a Personal Education Plan;
- Support towards a successful four-year school experience;
- Provide guidance counseling to assist in the management of problems that may interfere with school success;
- Management of 504 plans and development of Student Support Plans; and
- Management of TAG plans.

Students and families are encouraged to meet the counselor and to take advantage of their assistance. Other provisions the counselor can offer are listed below.
- Transition from 8th grade to high school;
- Four-year high school planning;
- Yearly forecasting/scheduling guidance;
- Grade-level classroom presentations;
- Class scheduling assistance;

- Testing information – PSAT, SAT, ACT, credit by exam;
- Credit recovery options;
- Educational issues (achievement, attendance, classroom behavior);
- Personal concerns which affect school performance (relationships, decision making, conflict resolution, health, personal crises, alcohol and drugs, depression);
- Self-harm and Suicide prevention and intervention; and
- Referral to school and community support services (health, drug and alcohol assessment and treatment, family counseling, and other services).

Personal Education Plan

A formalized plan and a process that involves students in planning, monitoring and managing their own learning, as well as their personal and career development, in grades 9-12 is documented in the Personal Educational Plan (PEP) in Advisory classes. RHS uses the online Oregon Career Information System (CIS) for students to develop their PEP. Documentation of the student's progress and achievement toward academic standards, graduation requirements, and other individual goals, along with records of other personal accomplishments that are related to the student's Educational Plan will be documented and included in the student's PEP.

After-School Help

Riverdale's After-School Study Hall is a great time to finish homework assignments, get help with core subjects, or get organized. Attendees can get help from our Librarian, an Educational Assistant, or Riverdale's own NHS Tutors. Study Hall is available to all students. The schedule for study hall is announced each trimester.

Advisory

Advisory is a program that meets weekly. Students are assigned to an advisor as they enroll and remain with the same cross-grade advisory group throughout their time in high school. Activities completed in Advisory help students work toward fulfilling the state's Personalized Education

Plan requirement for graduation. Advisory also plays an important role in RHS culture by creating a safe and nurturing space for students to develop relationships in a group of cross-grade peers and a strong connection with an adult in the school. Advisory time is also used to process senior exhibition preparation, and problem-solve school issues that may arise.

Testing Accommodations

Students with documented disabilities, or an Individual Education Program (IEP), or a 504 Plan, who would like to have accommodations for the SAT, ACT or PSAT, are not automatically granted those accommodations. Requests for accommodations typically have a deadline 2 – 3 months before the test is proctored. Approval of accommodations is based on the impact a disability has on a student's ability to take a test. Accommodations must be applied for and approved before the test is given. Additional information about testing

accommodations can be found online at www.actstudent.org or www.collegeboard.org or by speaking with a school counselor.

College Counseling

Riverdale High School has a full-time college counselor who helps provide support to and guidance for all students throughout the entirety of the college application process. Starting in their junior year, students are actively encouraged to meet with the college counselor throughout the year so as to begin exploring schools and majors. The college counselor also comes into junior classes several times throughout the year to provide targeted presentations on all facets of the application process. By the time that students enter the summer before their senior year, most of them will already have an initial list of schools and have worked on several drafts of college essays.

During their senior year, seniors work directly with the college counselor as they edit their applications and essays. The college counselor then overseas the submission of supporting documents, including teacher recommendations, transcripts, and course schedules. It is also the responsibility of the college counselor to produce the school report and counselor recommendation, which many schools require as a part of their applications.

Freshmen and Sophomores who have their eye on a particularly competitive college or university or who simply wish to have a better understanding of the application process are also encouraged to make an appointment with the college counselor. Targeted advice can be provided on course scheduling, standardized test preparation, extracurriculars, internships, and unique educational opportunities.

Naviance

Naviance is college and career readiness software that Riverdale High School uses to help students explore colleges and universities. It is also essential in the application process as it will be used to send their letters of recommendation, transcripts, and school report to the schools to which they are applying. During their junior year, students and their families each receive a registration code from the college counselor.

College Entrance Requirements

All graduates are encouraged to consider and participate in some type of education or training beyond high school. Since the majority of Riverdale High School graduates proceed to a four-year college/university or community college, a great deal of attention is paid to preparing students for this next endeavor. The most important part of this process is for all students to enroll in a challenging and full course of study throughout their four years of high school. When students accept this responsibility and meet the requirements for the Riverdale diploma, they will have far surpassed the requirements for the Oregon Diploma and have met all of the curricular requirements for admission to the seven campuses of the Oregon University System.

These requirements are:

Subject	Riverdale Diploma	Oregon Diploma
English	4 credits	4 credits
Mathematics	4 credits	3 credits
Science	4 credits	3 credits
Social Studies	4 credits	3 credits
World Language	2 credits	
Fine Arts	4 credits	3 credits
Health	1 credit	1 credit
PE	1 credit	1 credit
Seminar	.5 credit	
Electives	3.5 credits	6 credits
TOTAL	28 credits	24 credits

It is important to remember that because Riverdale is on a trimester system, 1 credit is equivalent to 2 trimesters. Each trimester-long course provides students with .5 credits.

Colleges prefer that the 2 years of a world language (i.e., the 2 credits earned over a total of 4 trimesters) are completed in high school. We, therefore, recommend that students who come into Riverdale and start at a higher-level language still complete two years of world language. Many highly competitive colleges will also recommend that students have 3 or more years of a world language, so students are encouraged to pursue advanced study of a language when possible.

Library

Citizens of this information world must have the skills and dispositions to access information efficiently and to critically assess the sources they rely upon for decision making, problem-solving, and generation of new knowledge. The Riverdale High School library program works with staff and students to develop these skills through three key approaches.

(1) Access to Information

Through the Riverdale High School library, students have access to a wide range of information sources including books, periodical subscriptions, and academic databases. Library collection development is guided by the school's mission, curriculum, and student interest with the goal of promoting curiosity and a life-long love of reading.

(2) Programming

The school librarian works closely with teachers to provide instruction on the ethical, constructive, and safe use of information technology; accessing and evaluating information; and developing good research and study habits. The library is the school's center for literacy-based projects and events.

(3) Space

The library is the center of our school. Students gather there to access information and needed technology, get homework help, socialize, work collaboratively, and play. The space is flexible, student-centered, and welcoming.

Extracurriculars

Athletics

Riverdale fields OSAA 3A-level teams in cross country, soccer, golf, volleyball, basketball, track and field, swimming, and tennis.

Many students also participate in non-school sponsored club sports, including snowboarding and skiing.

National Honor Society

The National Honor Society embraces four key values: Scholarship, Leadership, Service, and Character. The NHS Application process is built around these four key values, beginning with scholarship.

Students are required to have an accumulated GPA of 3.5 or higher to meet the initial scholarship requirement to be considered for the National Honor Society. In addition to a student's GPA, applications to The Riverdale Chapter of NHS will need to show a commitment to service, strength of character, and leadership skills. Riverdale Chapter NHS students will participate in at least one service opportunity per month and maintain at least a 3.5 GPA.

Riverdale Clubs & Activities

Riverdale has 25 active clubs and will work to establish new ones wherever there is interest. Our current clubs include, among other things, ones devoted to academic interests, sociopolitical causes, and community service. To start a club, students must find at least two other students who are interested as well as a member of the faculty who can serve in a supervisory role.

Maverick Club

The Maverick Club is a club for any student interested in helping with events and activities that promote school spirit and community. The Maverick Club meets before school once per week with a club advisor. Club meeting time is used for brainstorming and working on projects and events, with most activities requiring work outside of club meeting time. Maverick Club students may earn service learning hours with a combination of club meeting attendance and project completion. Maverick Club activities include but are not limited to the following:

- Yearbook content, photography, promotion, production & distribution
- Fall and Winter Dances
- Fall and Spring Spirit Weeks and Pep Assemblies
- Finals Week Food Trucks
- Special Art Displays, Banners, Publicity, Promotions, Student School Spirit Instagram
- Fundraisers for charity
- Monthly Advisory Contests and Community Building Activities
- "Maverick Moo" kudos program

Service Hours

Students must complete and document a four-year total of 90 service hours. Hours can be earned for high school from mid-June prior to freshman year, to June 5th of the student's senior year. Summer experiences do count. Service hours must meet the following criteria:

- Forms for hours must be submitted by the following dates, each year: summer hours due by Sept. 15, school year hours by the last day of school for students, and senior final tally for graduation due by May 15.
- Only thirty of the ninety hours can be fulfilled with activities within the Riverdale School District.
- Paid experiences, National Honor Society service, service for family or for-profit organizations are not accepted.

No more than 40 hours can be awarded to a single activity or organization for the 90-hour requirement, unless an exception is approved by the principal. Though students may complete all of their service hours in one year, colleges like to see a consistent commitment across four years. (Recommended targets: Freshmen 15 hrs., Sophomores 20 hrs., Juniors 30 hrs., Seniors 25 hrs.)

Hours beyond the required 90 should be submitted to the student's service file, so they can be noted in college recommendations. For hours to be accepted, completed forms signed by the supervisor of the service must be submitted to the office. Family members cannot sign for hours if a formal supervisor was available. Because of the impact of COVID hour requirements may be adjusted for the class of 2021, 2022, 2023 and 2024.

ELECTIVE CLASS DESCRIPTIONS

Art

Intro to illustration. The artist as storyteller.
Terms: 1|2|3 **Grades:** 10|11|12
This class is designed to be an informative initiation into the discipline of illustration and will cover techniques that convey visual storytelling through history. Students will examine as well as create comics, political cartoons, book illustrations and character designs through the trimester using traditional and modern tools and materials. Students will keep a sketchbook of ideas, muses and character design drafts that will turn into interesting projects.

Art Portfolio
Terms: 3 **Grades:** 10|11|12
Take the time and space to develop your artistic voice and let it sing! Learn new techniques in two- and three-dimensional art while you build a portfolio of your strongest work to present to future colleges, art galleries, or simply hang in your living room. Emphasis will be on artists making self-directed project proposals in the style and medium of their choice.

Drawing and Print Making
Terms: 2 **Grades:** 10|11|12
Learn to draw and print like a wizard! We will tackle the age-old fundamentals of drawing then engage in larger projects. During the 2nd half of the trimester, we will apply our newfound skills and styles toward the creation of stamps, lithographs and screen-printed shirts.

Paint Studio
Terms: 2 **Grades:** 10|11|12

Learn the fundamentals of painting then further develop your individual point of view while experimenting with traditional as well as non-traditional painting techniques and materials. Artists are encouraged to experiment with the many styles and techniques demonstrated then begin the road toward mastery of their favorite.

Photo/Filmmaking
Terms: 3 **Grades:** 10|11|12
Go beyond your smartphone and learn the ways of Riverdale's professional DSLR cameras. We will learn the mechanics including f/stops, shutter speeds, film speeds and production of correct exposure as well as Photoshop basics. Students will learn composition fundamentals and create interesting photo presentations, photo essays, and experimentations. Student will create an online portfolio/blog to display their strongest work.

Sculpture
Terms: 3 **Grades:** 10|11|12
Discover the connections between sculpture and other art disciplines like drawing, painting and set design. Experience additive, subtractive, and assemblage techniques as sources of construction and create thoughtful projects in high-fire ceramics, wood, cardboard, metal and various found objects.

Humanities

Books and Tea
Terms: 2**Grades:** 9|10|11|12
In our busy lives, it is often hard for us to find free time to read. This class will provide students time to read for pleasure. Students will choose what we read as a group and the speed of reading, as well as read their own selections. Book-related activities, refreshments, and discussions will be regular features in the class. Find a book and join us for some tea and talk!

Constitutional Rights for Students
Terms: 1**Grades:** 9|10|11|12
What constitutional rights do American teens have? How are they affected by your presence in school? The rights of free speech, free press, free association, and freedom from unwarranted search and seizure are points of contention between school administrators and students and have been for decades. Learn about how constitutional rights apply to students and the controversial and landmark cases that have defined student rights. Students will have input into units of study and projects throughout this course and will collaborate to create an online student rights resource.

Drama
Terms: 2|3**Grades:** 9|10|11|12
Acting, acting, acting! In this class you will get onstage and shine, shine, shine! You will perform for each other as well as a larger audience. You will learn the basic skills of how to learn lines and keep them in your head when in front of an audience and your nerves take over. You will also learn the basics of stage movement, breathing, and stage presence. We will work with student written pieces, monologues and scenes from plays, and creative improvisation. If you like to get up in front of others, but would like to learn skills to hone your stage presence and work on character development, this is the class for you!

Effective Public Speaking
Terms: 1**Grades:** 9|10|11|12
How do communication skills affect one's life personally, professionally, and socially? The average person ranks public speaking among their top fears, yet it is required in many school and professional settings. This course provides instruction and practice for a variety of speaking situations with a focus on developing skill and confidence in a fun and safe environment. Practice speaking on a variety of topics; work on non-verbal skills like eye-contact, gestures, and posture; and create effective visual aids.

Equity and Identity: Women's Studies
Terms: 1|2|3**Grades:** 9|10|11|12
People possess multiple, layered identities, including race, gender, class, sexual orientation, ethnicity, and ability, among others. The intersection of these identities affects individual experiences, perspectives and relationships with others. Exploring these identities can help clarify ways in which a person can simultaneously experience privilege and oppression. Women's Studies explores women's experience of gender from historical

and cultural perspectives. The course works to help students navigate the world around them, conscious of the ways in which gender impacts their experience, and with greater empathy for others.

Film Noir
Terms: 1|2|3**Grades:** 9|10|11|12

Pulp Fiction (1994), Se7en (1995), L.A. Confidential (1997), Fight Club (1999), Memento (2001), Sin City (2005): all relatively recent films with gritty plots, seedy characters, and dim lighting are products of a sixty-year film genre…or a film movement…or a film style…or film mood…whatever. As with anything, it all depends with whom you ask. We will explore this thing called noir, which (theoretically) began with John Huston's The Maltese Falcon (1941) and died with Orson Welles's Touch of Evil (1958). Regardless of what critics think, noir is a psychologically disturbing, highly contested, inherently American brand of films dealing with life in the shadows. We will screen classic noir (e.g., The Maltese Falcon, Double Indemnity (1944)) as well as recent noir films, or neo-noir. You will approach these films as texts; and, with a critical eye analyze narrative construction, character types, themes, and aesthetic styles. You will understand that these films, as well as all films, are products of the time period in which they were created. We will place classic noir as well as neo-noir in its historical and cultural constructs. More importantly you will be introduced to different critical and theoretical approaches helping you answer the EQ's.

Food and Culture: Are you really going to eat that?
Terms: 3**Grades:** 9|10|11|12

Across time and across borders, humans have eaten not only for sustenance, but for pleasure, and food has helped shape the creation of societies and religions as well as nations and corporations. Eating together or eating similar cuisine binds families, cultures, and states together, while food taboos and distinctions draw distinctions between strangers. What we eat is not an incidental component of life, but an essential part of how it is structured; every meal we ingest represents a confluence of power, culture, technology, and taste that can be traced back far into the past. We will explore different cultures, create menus, shopping lists budgets, and you will create recipes and cook them using various ingredients you are not used to eating.

Human Geography
Terms: 1|2|3**Grades:** 10|11|12

Human Geography is designed to explore how human culture developed, how the natural world impeded or encouraged that development, and the challenges and promise of the current push toward an inclusive globalized world. Using different primary and secondary texts, students will conduct research, relate current events to cultural and geographic ideas, and learn to think critically and emphatically about how our local community is connected to the wider world.

Media, Politics and Government
Terms: 3**Grades:** 9|10|11|12

Over the course of the trimester, students develop and refine a skill set that enables them to effectively evaluate the credibility of sources, think critically about the context within which they were written, and identify bias while exploring the relationship between the media and government. Students will investigate the history, constitutionality and impact of media on American politics and culture, and engage in thoughtful, informed discourse calling upon sources that represent the diversity inherent to the American political spectrum. Media, Politics and Government is an interactive, discussion-based course that engages students in questioning the impact of media on our individual and political identities.

Mock Trial
Terms: 2 **Grades:** 10|11|12

A fun and competitive class that involves writing, practicing and performing to prepare for the annual High School Mock Trial Competition. Hosted by the Classroom Law Project, the competition is one of its most popular and enduring programs. It begins with more than 70 teams competing in regional competitions across the state and culminates with the state finals competition in Portland. Students work together with classmates, teachers and volunteer attorney-coaches on a hypothetical case. They develop and sharpen critical analysis, public speaking and interpersonal skills. They become more poised and self-confident – and they learn about the U.S. justice system in the process. Teams of 8-18 students argue a case in a county courthouse before three-judge panels, comprising attorneys and educators or other community representatives. They will stage the case three times – arguing each side at least once. The top teams from each region compete in state competition.

Model United Nations

Terms: 2 **Grades:** 9|10|11|12

What role does the United Nations play in promoting peace, sustainability, and human rights in a 21st century world? The goal of MUN is to increase understanding about international issues, policy making, and the activities of the United Nations. MUN is an awesome extra-curricular activity that brings students from all over Oregon together in a simulation of the United Nations. Students enrolled in this class will complete all requirements to attend the conference during class time and will gain skills in public speaking, research and writing, negotiation and powers of persuasion, leadership, organization, and interpersonal communication. Our countries for the 2019-2020 school year are Australia and Guatemala!

Novel Novels

Terms: 1|2|3 **Grades:** 10|11|12

We will read novels that aren't usually taught. We will explore both modern and not so modern literature that focus on good writing, unique storytelling, and expand the reader's repertoire of lesser known fiction. If you like to explore fictional writing, talk about the books you read, and explore your own creative writing skills, this is the class for you!

PDX History

Terms: 1|2|3 **Grades:** 9|10|11|12

For a state on the Pacific Coast, separated from the original United States by vast distances, Oregon has a long history. From its American discovery through the Lewis and Clark Expedition, rapid expansion via the Oregon Trail, the suffragette movement, and the rapid economic expansion during the Second World War. Much of that history is centered around the city and history of Portland. Through this course we will explore the development of Oregon through the lens of its most populous city.

Philosophy

Terms: 1|2 **Grades:** 10|11|12

This is an introductory course of Philosophy that deals with issues that are profound, complex, challenging and important for understanding in what makes us who we are. More importantly it helps us identify intentional misinformation. A concern with clarity of understanding lies at the core of this philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, we will explore fundamental questions that people have asked throughout human history— such as: What does it mean to be "human" and a "person"? What is "wisdom" or "virtue" and can you teach it to others? What is a good life? How ought we to treat others? What is truth?

The Constitution - Yesterday and Today

Terms: 2|3 **Grades:** 9|10|11|12

Is Washington gridlock a result of our modern political systems or the intent of the Framers of our Constitution? This course explores the creation of the US Constitution, its flaws and drawbacks, the defined and assumed roles of the branches of government. As we look into our 230-year-old government framework, we will keep in mind that "democracy is the worst form of Government, except for all those other forms".

The Global City: Portland State University Honors 101, 102 and 103

Terms: 1 **Grades:** 12

The Global City is a three course Honors College series offered through Portland State University's Challenge Program, which provides concurrent enrollment opportunities to eligible high school students.

Each of the three courses allows students to register for and complete a total of 15 Honors College, college credits: fall: Honors 101, winter: Honors 102, and spring: Honors 103 (which also satisfies the Riverdale High School Senior Exhibition requirement).

Students submit an application form (contact Laura Keldorf for specific information) and MUST have a minimum cumulative GPA of 3.50.This is a year-long course.

War Literature

Terms: 1|2|3 **Grades:** 9|10|11|12

Conflict is an enduring characteristic of human culture. War literature results from human beings experiencing combat and being driven to reconcile their experience. Through writing and discussion this course explores war

literature from Ancient Greece to the modern world and realizes that the experiences of human beings in war are a constant.

Writing 121
Terms: 1 **Grades:** 12

What is good academic writing? This college class for seniors offers high school credit, as well as four college credits. Students in this course become better readers, writers and thinkers, as they practice their skills within the writing and reading community of our class. Primary features of the course include: weekly in-class essays, grammar review, a book review and a variety of writing experiences in and out of class that help students to develop their thinking and writing.

Mathematics

Universal Patterns: Art, Math and Nature
Terms: 2|3 **Grades:** 9|10|11|12

Create artwork using geometric tools and concepts as a springboard. Learn about and the Golden Ratio and its applications in pentagons, stars, spirals, and tilings. Discover the connections between the mathematics of Fibonacci numbers, the artwork of Da Vinci, Mondrian and Le Corbusier, and natural phenomena including starfish, flowers and the human body. No previous geometry experience is required.

Music

Bella Voci
Terms: 2 **Grades:** 9|10|11|12

This is a choir specific to Sopranos and Altos. Through the study of choral music, students will achieve mastery in reading and performing music, allowing for varied proficiency levels by individual students' capabilities and musicianship abilities. Students will develop an overall awareness of styles and all factors that are involved with choral music will be explored.

Choir
Terms: 1|2|3 **Grades:** 9|10|11|12

What does it take to produce a high-quality choral performance? Through the study of choral music, students will achieve mastery in reading and performing music, allowing for varied proficiency levels by individual students' capabilities and musicianship abilities. Students will develop an overall awareness of styles and all factors that are involved with choral music will be explored.

Music Literature
Terms: 1|2|3 **Grades:** 9|10|11|12

Spend 70 minutes a day listening to and discovering some of the most beautiful pieces of music ever written, performed by the best musicians in the world. Listen, watch, read along with the score, and discuss. From early music history to today, spanning all around the globe, you'll become familiar with composers and their distinct characteristics, their inspirations, and how their music shaped history and led to the music we listen to today.

Music Theory
Terms: 1|2|3 **Grades:** 9|10|11|12

Learn to read and write music. This class is designed for the musician to become more familiar with music notation and composition. It will provide insight into the building blocks of music such as harmony, melody and rhythm. Basic music theory will examine key signatures, pitches, intervals, scales, chords, and other music fundamentals.

Tenor and Bass Choir
Terms: 1|2|3 **Grades:** 9|10|11|12

All basses, baritones, and tenors welcome! This will be a singing ensemble for low voices....in contrast to the treble voices of Bella Voce, this group has been nicknamed "Fella Broce". Learn and perform a variety of musical styles from pop to barbershop to classical. Guaranteed to be fun, powerful, interesting and rewarding. The larger the group the better...so invite your low-singing friends to sign up too!

Physical Education

Sport Nutrition / Weight Lifting

Terms: 2**Grades:** 10|11|12

This class will focus on developing appropriate nutrition and training programs for students specific to their goals. Goals, whether they be sports or fitness, will be considered when developing exercise programs, including individual exercises, numbers of sets, repetitions per set, time between sets, and order of exercises. Caloric intake and timing relative to sleep and training, macronutrients, hydration and vitamin/mineral intake will be worked into the training plans as well.

Yoga for Optimal Health

Terms: 1|3**Grades:** 9|10|11|12

Yoga is great for your physical body, but what about your mind and overall health? Can you train your body to support optimal mental well-being as well as strength and flexibility? In this class we will practice the yoga asanas as well as learn about how to incorporate healthy eating habits, reflective journaling, and restorative sleep for wellness. You will learn how to work out the physical distractions to calm your mind. You will also learn some great recipes for optimal teenage health and well-being. If you would like to explore ways to build foundational habits for a healthy future you, then this is the class for you!

Science

Environmental Ethics

Terms: 1|2|3 **Grades:** 10|11|12

How do we determine what the best solutions are to pressing issues such as climate change, population growth, and biodiversity loss? How do we develop our own opinions and morals with regards to issues such as the treatment of non-human animals, environmental justice, and environmental value systems? Students will explore all of this and more in this interdisciplinary course that lies at the intersection of environmental science, social science, biological science, and political science. There is a large emphasis on discussion and persuasive writing in this course. Students will need to develop the skill of constructing claims based on evidence in order to be successful.

Environmental Science

Terms: 1|2|3 **Grades:** 10|11|12

In this course, students will broaden their understanding of the environment and the impact humans have upon it. The environment will be viewed in both a local and global context as students engage in environmental problem-solving through discussion, field work, and lab work. Topics covered include ecosystem functions, biodiversity and conservation, water and food production systems, soil systems, climate change, energy resources, human population dynamics, and resource management.

Homo Sapiens: An Anthropological Study

Terms: 1|2|3 **Grades:** 10|11|12

What exactly makes us human? How do our origins as a society and as a species affect the world we live in today? Are humans basically good, basically bad, or somewhere in between? In this course, we will ponder these questions from all angles. Topics covered include human behavior, evolution, early human history, psychology and the human mind, human anatomy and physiology, primatology, and ethics.

Human Anatomy

Terms: 3 **Grades:** 11|12

Are you interested in a healthcare career? Are you curious about how the human body works? If so, this course might be right for you. Human Anatomy is designed to give you some in-depth knowledge about parts and systems of the human body not typically addressed in your Biology or Health classes. Special emphasis will be placed on the relationship between structure and function. Units of study include: the musculoskeletal system with the basics of kinesiology, the under-appreciated alimentary canal, kidney structure and function, gross head and neck anatomy, skin and other integument, the nervous system demystified and the magic of neurons, the spongy beauty of lungs, joints and common sports injuries, blood flow in/out and around the heart, and

appreciating the complexity of hands and feet. Along the way, we'll also be looking at the pathogenesis of some common diseases. Students will have ample hands-on experience such as a suture lab and real as well as virtual mammalian organ dissection. Alternate years, our students are invited to a surgical viewing at one of the Providence Medical facilities.

Neurobiology
Terms: 1|2|3 **Grades:** 10|11|12

How are humans wired? How does the wiring work? What happens if something goes wrong with the wiring? These are just some of the questions we'll be asking in Neurobiology. Neuroscience is a rapidly expanding field of research. In this course, students will take a tour of the electrochemical superhighway that is the human nervous system. Students will explore the elements of their neurobiology focusing on how the nervous system integrates and coordinates everyday functions such as emotion, memory, vision, hearing, balance, sleep, voluntary movement and homeostasis. Lab investigations include exploring how neurons communicate by evoking, modulating and recording neuronal activity in invertebrates. Students will learn to record and analyze their own heart (EKG) and brain (EEG) rhythms. The basics of neuroanatomy will be explored including the dissection of mammalian brains. Students will get opportunities to talk with guest speakers who are experts in the field of neuroscience. Throughout the trimester, students will design their own educational mini-exhibition on an emerging topic in neuroscience to be shared with the Riverdale community.

Technology

CAD and 3D Printing
Terms: 3 **Grades:** 9|10|11|12

How can computers help us build things better in the real world?
Rapid prototyping enabled by 3D printing is changing the face of design. Learn how to model your vision with CAD and produce it on a 3D printer. We will use Fusion 360 (or similar software) and explore the world of 3D Computer Aided Design (CAD). By planning on the computer before we build, we can create more complex, functioning objects and machines while avoiding common complications.
Prerequisites: None. This is an entry-level course.

Computer Programming 1: Python
Terms: 3 **Grades:** 9|10|11|12

No prior knowledge or experience is needed for this class. In fact, it is designed for people who have done no programming ever. Learn to write programs in the easy, powerful, and professional Python programming language. This course will look at common programming patterns as well as how to leverage Python to automate repetitive computer tasks, gather information from the internet, grab and change what's on the clipboard, work with files, and much more. The textbook will be, "Automate the Boring Stuff with Python: Practical Programming for Total Beginners"
Prerequisites: None. This is an entry-level programming course.

Cyber Security Fundamentals
Terms: 1**Grades:** 10|11|12

How can we secure computer systems against the endless threats on the internet? This course is a survey of cyber security concepts, including identifying and classifying different types of attacks, evaluating techniques for hardening networks and systems, and available tools for conducting reconnaissance on organizations or individuals.
Prerequisites: None. This is an entry-level course

Game Design 1: Making Computer Games
Terms: 3 **Grades:** 9|10|11|12

Use the Unity game engine to make games. Learn to identify what the fun game mechanics are and how to apply them in your own creations. We'll do work in text, 2-dimensions and 3-dimensions to get a strong base in generating games. Along the way, we'll learn techniques to solve common game problems, like detecting when a game has been won or lost, or moving a character around, spawning enemies and vanquishing those enemies.
Prerequisites: None. This is an entry-level course.

Modeling and Animation
Terms: 1 **Grades:** 9|10|11|12
Use Free/Open-Source Software application 'Blender' to design 3-d models of real-world objects, and to create animations. These can be used for short films or for integration with video games. There's plenty of skill instruction built in, but fluency and imagination are key to this kind of artwork; this course will involve lots of opportunity to 'play' with the skills we're learning and expand them based on your own interests.
Prerequisites: None. This is an entry-level course.

Robotics 1 (Introduction)
Terms: 3 **Grades:** 9|10|11|12
How many ways can you think of to pick something up? Start learning the basics of robotics. Use Vex robotics kits to build and program robots to do a variety of tasks. Learn good processes for solving engineering problems and different approaches to particular problems. Learn some basic programming to make the robot respond to controls or to act on its own. Safety procedures for tools, including a chop saw and a drill press, will be included.
Prerequisites: None: this is an entry-level course

Robotics Programming
Terms: 1**Grades:** 9|10|11|12
How do we make a machine do what we want? In this course, we will bring in the large robots from the robotics team and program them.
The class will start simple with basic controls and then add sensors and advance to autonomous actions. As a stretch goal, we'll work towards vision processing as well.
Prerequisites: None

Robotics Projects
Terms: 2 **Grades:** 10|11|12
Work in the computer lab and in the shop on extended robotics projects. Try your hand at designing an elevator mechanism; develop a quick, effective work flow for using the robotics team's CNC machine; explore different styles of drive train; and/or experiment with different sensors or programming challenges. This will be a dynamic course where you get to guide which project's you'll be involved in.

Tech Startup
Terms: 1 **Grades:** 9|10|11|12
Work in teams to develop your tech ideas into products or services with a business future. Learn about possible funding sources, marketing strategies, and above all, the challenging process of making something you've imagined into something someone will pay for.
Prerequisites: None. This is an entry-level course

Web Design 1: HTML and CSS
Terms: 3**Grades:** 9|10|11|12
How can you make great-looking web sites with consistent design? We will explore what makes web sites great (or not) while we learn the languages of the web: HTML and CSS. This is the first course in Riverdale's Web Design CTE program, which can lead to a CTE certification.
Prerequisites: None: this is an entry-level course

Web Design 3: Server Side Apps
Terms: 3 **Grades:** 9|10|11|12
How can we write the kinds of web sites that are driving modern business? Use PHP to write applications that take user input from a web page and then store, manipulate, and retrieve it on the server side. This is the kind of programming that allows sites like Amazon and Facebook to function. We will learn the syntax and structure of PHP applications, work with basic database structures and SQL language, and work to anticipate and prepare against some malicious attacks. This is the third course in Riverdale's Web Design CTE program.
Prerequisites: Web Design 1 and Web Design 2.

Other

Innovation Geniuses
Terms: 2|3 **Grades:** 9|10|11|12
You will plan, design and implement either a single trimester-long project or multiple projects that are innovative solutions for problem-solving issues that you think need attention. This is individually-based creative learning projects based on YOU and your interests. You will choose your project based on your own area of interest: animal rights, helping others with anxiety/depression, affordable fashion, teenage health and wellness, sports, history, school culture in the U.S., and the list goes on and on. Your creative genius will shine in this class! You will share your work via podcasts, or other public media as a way to affect change through innovative thinking and inventive solutions that are unique to you. You will set goals, learn protocols to support your process, and submit reflections on your progress in the form of a blog post, podcast or video. You will be given individual conference time with the teacher to support goal completion. This is an opportunity for you to productively apply skills learned in core classes and possibly change the world!

Library Media Center Student Assistant
Terms: 1|2|3 **Grades:** 10|11|12
Our school library is the heart of the school. It is a center for information and exploration, providing equitable access to information and intellectual freedom. Student assistants will perform tasks required to effectively run the library media center including circulation (check in and out of materials), shelving (returning books to the correct location on the shelves), and display. A library media center student assistant is dependable and accurate, able to work with others and effectively use materials and technology in the library media center.

Think Global, Act Local: Issues in Sustainability
Terms: 2|3 **Grades:** 9|10|11|12
Help tackle environmental issues in our community! This hands-on, project-driven course invites students to take on issues that are important to them and effect change in both our school and local communities. Students will be instrumental in the design and direction of the course, but some important topics might include single-use plastics, composting and community gardening, sustainable business practices, and repair and maintenance of items we use in our daily lives. Be the change you want to see!