

# COURSE PLANNING GUIDE



## 2022 - 2023

**Gresham High School**

1200 N. Main Avenue

Gresham, OR 97030

(503) 674-5500

<http://gresham.k12.or.us/ghs>



Dear Gresham High Students,

You are looking at one of the most important documents of your high school career—the Gresham High School Course Planning Guide. The purpose of this guide is to provide you with a comprehensive description of the programs of study available at Gresham High School. Your thoughtful use of this guide for planning your future enables you to craft a personal course plan that is challenging and focused on preparing you for post-secondary education and the modern world of work.

As you work on your academic plan, keep in mind that high school is much more than simply earning a diploma. These short four years are your opportunity to take advantage of your talents, to pursue your dreams, to explore career interests, and to celebrate who you are. But most of all, you should challenge yourself. Many students, especially seniors, choose a schedule that allows them to drift through the school year without taking rigorous classes. Unfortunately, this plan causes them to later discover that they're unprepared for the demands of the future and the post-high school plans to which they aspire. Do not let this happen to you. Make every course in high school count so that you do not look back on your time here as opportunities lost! By selecting a challenging set of courses you will communicate your strong work ethic, your desire to learn, and your ambition to be the best you can be to future employers and colleges. As you prepare your schedule, ask yourself, "Where are my 'challenge' courses? What am I taking that will push me to achieve more than I think I can?"

As with everything you do it is important to gather input from your parent(s)/guardian(s), teachers and counselors before committing to a schedule of classes. The choices that you make are very important because we use them to develop our master schedule for the coming year.

It is also important that you commit to participating in one of the many co-curricular opportunities available here. It is widely documented that students who are connected to their school experience through athletics or other activities are more likely to remain in school and to excel academically. At Gresham, there are numerous ways for you to get involved, to represent our school, and to contribute to our community.

Take time to select your courses wisely and allow yourself the opportunity to get excited about the coming year. As you successfully finish this year, you will be one step closer to reaching the goal of earning a high school diploma.

Sincerely,

Drake Shelton  
Principal

## Gresham High School Administration

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## Planning Guide Glossary

**Academic Content Standards:** These standards define what students are expected to know and be able to do in English, Mathematics, Science, Social Sciences (History, Government and Economics), the Arts, World Language and P.E./Health.

**Benchmarks:** Checkpoints during grades 3-8, and 11 at which time a student's progress toward meeting state standards is measured.

**Career-Related Learning Experiences (CRLE) and Extended Application :** Students must participate in at least two experiences that connect classroom learning with real-life experiences in the workplace, community and/or school relevant to their education plan. Students will also submit an extended application outlining these experiences.

**Education Plan and Profile:** Students must develop an education plan and build an education profile to guide their learning and document their progress toward achieving their personal, career and post-high school goals.

**Smarter Balanced Assessment:** Official name for state tests.

**Performance Standards:** These standards describe the minimum scores expected on state tests and classroom work samples in order to achieve benchmarks at grades 3-8, and 11.

## Counseling and Guidance

The counseling team at Gresham High School is dedicated to the belief that all students can be successful in school. The needs of students vary greatly, and in order for them to be capable and competent learners, the Counseling Department is committed to providing services to students that will assist them with academic, career, and social/emotional development issues. School Counselors provide students with opportunities to develop self-understanding, self-acceptance, and self-direction. The counseling staff works with individuals, small groups, and large groups. School Counselors are also available as needed for consulting services to help teachers and parents who request assistance.

Some of the concerns School Counselors address with students include: the development of accurate self-concept; development of interpersonal communication skills; acquisition of effective decision-making skills; career awareness; academic planning; and adjustment issues involving peers, family, and others. Personal counseling that addresses short term social/emotional needs with an emphasis on outside referral when appropriate. Students can access their School Counselor through a variety of ways, including coming to the Counseling Center for drop-in appointments or to request an appointment, during lunch, after school or by email. School Counselors believe communication is a key to success and are here to help students and their families navigate their high school career.

## Forecasting Guidelines

Gresham High School students are required to continue developing their 6 year educational plan and profile. When selecting your classes for this year, we ask that you choose wisely. Carefully read all course descriptions prior to selecting each course. The master schedule is built according to your course requests. **Changes in your requests for next year's courses are highly unlikely and may be made only on a space available basis.** Students should consult with their parents/guardians, teachers, and school counselors during the course selection process. **Please be advised that all course offerings as well as the number of courses a student may take are based upon staffing and enrollment.** The Counseling Department staff are available to answer any questions regarding course selections.

## Add/Drop Policy

All class changes require approval through the Counseling Center. Students must see their counselor to discuss potential changes. The Counseling Center will provide the student with a "Request For Schedule Change" form. If a student decides to add a class to their schedule, they may do so during the first **two weeks at the start of each semester if space is available and only after new enrollees have complete schedules. No courses will be added after the submission deadline.** If a student wishes to drop a class from their schedule, they may do so during the first **two weeks at the start of each semester if space is available and only after new enrollees have complete schedules.** For any class dropped from a student's schedule after this period, the student will not receive credit for this course and a withdrawal failure (WF) grade will be reflected on the official transcript.

## Level Change Policy

If a student, parent, and teacher believe the student has been placed in the wrong English, Math, Social Studies or Science level, the student must first speak with their current teacher before meeting with their School Counselor. Requests for level changes may only be allowed during the first two weeks of each semester. If the level change is approved, the level change will result in a change of schedule. Specific teachers may not be requested.

## Graduation Requirements and Academic Information

### **GRADUATION REQUIREMENTS:**

The GBSD Board of Education believes all students should be provided a rigorous and relevant course of study to prepare them for success in college and the workforce in a 21st century global society. The K-12 educational program will provide all students experiences that require the application of academic and problem solving skills in real world, applied settings. As such, the diploma awarded from Gresham High School certifies that the student has successfully completed the requirements of the school district. In order to earn a diploma, students are expected to be in attendance for 8 semesters and must attend a minimum of half time during the last semester of their senior year. Exceptions may be granted by the district for students who have been approved for early graduation. A unit of credit is based upon 130 clock hours of instruction per unit. A student generally earns 1.0 unit of credit by taking and passing a class for the entire year. One half (0.5) unit of credit is earned by successfully completing a class for one semester.

*Gresham-Barlow School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups in any educational programs, activities or employment. Gresham-Barlow provides equal access to individuals with disabilities.*

### **REQUIREMENTS FOR THE GRADUATING CLASS OF 2023 and Beyond\***

<b>Subject Areas</b>	<b>Credits Required</b>
English/Language Arts	4
Mathematics • 3 credits must be in Integrated 1 (Algebra 1) or higher. • Middle school students may earn high school math credit as long as they receive an A or B at the Algebra 1 level and higher when available at a district middle school. • Middle school Algebra 1 or higher grades will be counted as part of the high school GPA.	3
Science	3
Social Science	3
Health/PE	2
Fine Arts, Career & Technology Education	3
Electives	6
<b>Total Required</b>	<b>24</b>

### **Personalized Learning**

In addition to credit requirements, students must:

1. Develop an education plan and profile.
2. Apply and extend their knowledge in new complex situations related to the student's personal and career interest and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
3. Participate in career-related learning experiences (minimum of 2).

\*Class of 2025 and beyond - Oregon Department of Education is currently in discussion for updating Essential Skills Requirements.

*Requirements may be modified or waived in exceptional circumstances at the discretion of the district.*

## Early Graduation Requirements

The Board of Directors of the Gresham-Barlow School District believes that a four-year comprehensive program of high school education is advisable for most young people. The Board recognizes that in some cases, it may be beneficial for young people to complete their secondary education in less than four years.

The Board will, in unusual cases, permit students to graduate and receive diplomas after the completion of course requirements in less than four years, but only upon a thorough analysis of the situation and the recommendation of the school counselor and administration, and a written request by a parent or guardian.

Students who are considering applying for early graduation **must meet all graduation requirements that apply to their original graduating class.** Students should plan well in advance before submitting an application. Conferences with school counselors regarding alternatives should be instituted in addition to discussion with parents and other interested persons. Please meet with your School Counselor to begin the petition process. These requests are usually made in the sophomore year.

## NCAA Graduation Requirements

Any student planning to attend college and play Division I or Division II athletics must complete the NCAA Clearinghouse Form. To review core requirement rules and register, prospective athletes should visit the Clearinghouse web site by logging onto [www.ncaa.org](http://www.ncaa.org).

### **DIVISION I AND II Core Grade-Point Average and Test Score Information:**

Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.ncaa.org](http://www.ncaa.org)) will be used to calculate your core-course GPA. Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA according to the NCAA Sliding Scale. When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used. Please go to the NCAA website to review: [www.ncaa.org](http://www.ncaa.org)

### **DIVISION I 16 Core-Course Rule**

#### **16 Core Courses:**

- 4 years of English
- 3 years of Mathematics (Algebra I or higher).
- 2 years of Natural/Physical Science (1 year of lab if offered by high school).
- 1 year of additional English, Mathematics or Natural /Physical Science.
- 2 years of Social Science.
- 4 years of additional courses (from any area above, Foreign Language or comparative Religion or Philosophy).

### **DIVISION II 16 Core-Course Rule**

#### **16 Core Courses:**

- 3 years of English
- 2 years of Mathematics (Algebra I or higher).
- 2 years of Natural/Physical Science (1 year of lab offered by high school).
- 2 years of Social Science.
- 3 years of additional English, Mathematics or Natural/Physical science.
- 4 years of additional courses (from any area above, Foreign Language or comparative Religion or Philosophy).

***IMPORTANT: It is the responsibility of the student and family to coordinate with the NCAA. NCAA Transcript requests must be ordered through the Counseling Office. There is no charge for transcripts sent to the NCAA.***

## Grading Policy

Student achievement is based on a variety of activities including: oral and written reports, objective and essay tests, and active participation in small and large group activities. Grades represent the teacher's best overall judgment of progress made from enrollment in the class up to the time the grade is given. Since certain classroom activities cannot be duplicated, absences may be reflected in the grade a student receives.

Individuals are graded on a letter basis of A, B, C, D or NG, with the pass/no-pass option available for some electives.\* Credit is given for grades A, B, C, D and P (Pass), all of which indicate varying levels of satisfactory work. **Any class dropped after the second week of the semester will result in a grade of WF and will affect the student's grade point average.** The grade will be a permanent grade on the student's transcript. No credit is given for an NG (No Grade), WF (Withdraw-Failure), NP (No Pass). Semester grades will be entered on the student's transcript at the end of the semester.

Deadlines on assignments set by the instructors must be adhered to. Students who do not meet deadlines may receive a reduction in a grade as well as possible loss of credit for the course. Report cards will be available at the end of each semester grading period through your ParentVue and StudentVue accounts. Hard copies can be requested through the Counseling Office. In calculating a Grade Point Average (GPA) for a semester class, an A is worth 4 points, a B is worth 3 points, a C is worth 2 points and a D is worth 1 point. No points are awarded for an F. Pass/ No-pass grades will not be included in the calculation of GPA. Total the points and divide by the number of courses to determine the GPA.

**\*Note: Students who wish to earn the Gresham Scholars Diploma may earn only one elective credit using the PASS/NO PASS Option.**

### CONSIDERATIONS:

1. To be eligible for athletics or activities, a student must be enrolled in and passing at least 5 classes in the semester prior to the sport/activity as well as during the semester in which the student wishes to participate.
2. Honor Roll is open only to students taking at least 6 graded classes. Pass/No Pass is not considered a graded class.
3. National Honor Society selection is open only for those students taking at least 6 graded classes.

## Pass/No-Pass Grade Policy

In order to encourage students to participate in classes which might be avoided because of concern for the grade, the following pass/no-pass option program has been adopted for Gresham High School.

Any Sophomore, Junior or Senior may choose to take one elective course per semester from the approved list for a pass/no-pass grade rather than the conventional letter grade. The "pass" grade will carry the same graduation credit as a letter grade, but will not be figured into the student GPA.

**No student can be on the Honor Roll if they receive a "NP" in a Pass/No-Pass course. National Honor Society selection is open only for those students taking at least 6 graded subjects. Students who wish to earn the Gresham Scholars Diploma may earn only one elective credit using the Pass/No-Pass Option.**

\*CAL classes are not eligible to receive the Pass/No Pass grading option.



## Repeating Classes

Students are able to retake a required course during the school day if there is space available and if specified criteria is met, as outlined in district policy. Admin must approve if a student earned a letter grade of “C” or higher for the class they are requesting to retake.

- If a student repeats a required course, the original grade will remain on the transcript. The new grade and credit (designated as elective credit) earned in the repeated class also will be recorded on the transcript. The transcript will offer a true record of each student’s work while enrolled in the GBSD high school.
- Students may not repeat an elective course unless it has been designated as a course that can be repeated for credit.
- Students who take Integrated Math 1 in 8<sup>th</sup> grade and do not earn an A or B for all trimesters, will be allowed to repeat the course in grade 9 without penalty.

## Credit Recovery

The title “Credit Recovery” or “CR” will not be recorded on a transcript. GBSD students who have failed a course and are enrolled in a Credit Recovery course outside of school will have the opportunity to benefit from the removal of the “F” as a policy. The following guidelines will apply to those eligible. When a student earns an “F” in a course, but they recover the course in Credit Recovery, their letter grade (“F”) will no longer count in the CGPA calculation through a “#F” mark. The #F mark will remain as a record, but it will not be calculated into the CGPA. The new grade earned in Credit Recovery will then be calculated into the overall GPA. This policy only applies to courses that are eligible for Credit Recovery. If a student repeats a failed course in their regular day schedule, they will also be eligible to benefit from the “#F” policy. This does NOT apply to students retaking courses for a better grade for college. Students who receive a failing grade in a Credit Recovery course will not have an additional “F” added to their transcript.

## Audit or No Grade

If a student enrolls in school without transfer grades and so late in the term that they will not be able to earn a passing grade, the student may audit the course. This will result in a NG (No Grade).

## World Language Credits by Proficiency

World Language is the only area that students are able to earn credit through taking one of the following district-approved language proficiency assessments: FLATS, STAMP, or ALTA. These tests are designed to measure a student’s performance against specific course-related criteria. They are designed to test listening comprehension, reading comprehension, and grammatical accuracy through speaking and listening. In addition to earning credit, students can also earn the Oregon State Seal of Biliteracy on their high school diploma if they earn a certain proficiency level on the STAMP or ALTA assessments. Students who are interested in this opportunity should meet with their counselor to learn more. The chart below breaks down how credits are earned through these assessments.

### Accepted Assessments/Scores/Credits

	ACTFL Equivalent	SLIP	STAMP	FLATS (BYU)	AP	SAT Subject Tests	Transcribe as
Credit 1	Novice Mid	50-75 oral, 20-23 writing	Level 2	Pass 101		350-499	World Language 1-2 (via test name)
Credit 2	Novice High	76-112 oral, 24-27 writing	Level 3	Pass 102	2	500	World Language 3-4 (via test name)
Credit 3	Intermediate Low	113-136 oral, 28-30 writing	Level 4	Pass 201	3		World Language 5-6 (via test name)
Credit 4	Intermediate Mid	137-149 oral, 31-34 writing	Level 5-9		3		World Language 7-8 (via test name)

# Gresham Scholars Diploma

The Gresham High School Scholars Diploma is designed to honor academically well-rounded students who have pushed themselves to excel in the most challenging of four-year educational programs. For students who are self-directed and desirous of a balanced and challenging program, the Gresham Scholars Diploma is well worth the effort!

In addition to meeting all requirements for the Gresham-Barlow School District Diploma, students will qualify for a Gresham-Barlow School District Scholars Diploma based on their enrollment in advanced courses and provide confirmation that they have accomplished each of the requirements listed below. Students must remain enrolled in their advanced courses through their eighth semester, as their final GPA and class ranking will be determined by their highest GPA with the Scholars program and final grade report. Course lists are available from the schools. It is from among Scholars Diploma candidates that valedictorian and salutatorian recipients will be determined.

## **Requirements: A senior must...**

1. Successfully complete all graduation requirements, including credit requirements, education plan and profile, extended application and two career related learning experiences.
2. Earn an accumulative GPA of at least 3.50 at the end of the eighth semester.
3. Earn a minimum of 25 credits, at least eight (8) of which must be earned in designated advanced courses.
4. Demonstrate proficiency in a world language in addition to English or successfully complete two years of study in the same world language.
5. Have been an active participant in at least one co-curricular activity (e.g., Sports, Clubs, Theater, Music, Student Government, etc.).
6. May earn only one elective credit using the PASS/NO PASS option.

Any appeal regarding qualification for a Gresham-Barlow School District Scholars Diploma must be presented to the Scholars Diploma Review Panel.

## **HONORS SCHOLARS - CLASS OF 2023 ADVANCED COURSE LIST (subject to change)**

### **MATH**

AP Statistics  
Pre-Calculus  
Calculus  
IB Math Applications and Interpretations SL

### **SOCIAL SCIENCE**

AP US History  
AP United States Government and Politics  
AP Psychology  
AP Human Geography  
IB World History HL

### **SCIENCE**

Honors Chemistry  
AP Biology  
AP Chemistry

### **CAREER & TECHNICAL EDUCATION**

Newspaper  
Yearbook\*  
Production Photography\*  
Graphic Design 4  
Early Childhood Education Cadet Teaching 1 & 2

### **WORLD LANGUAGE**

AP Japanese  
IB Japanese SL 7-8  
AP Spanish  
IB Spanish SL 7-8

### **ENGLISH**

AP English Language and Composition  
AP English Literature and Composition  
IB Theory of Knowledge II

### **FINE AND PERFORMING ARTS**

(Students may only take 2 credits maximum in this area)

Theatre 7-8  
IB Art SL & HL  
Overtones & Concert Choir\*\*  
Jazz Ensemble & Wind Ensemble

### **CENTER FOR ADVANCED LEARNING**

Current courses offering college credit

### **Note:**

\* Must be an editor or 2<sup>nd</sup> year student

\*\* Must be a 2<sup>nd</sup> year student

## Advanced Placement (AP) Program

With the ending of our IB program with the class of 2022, we are continuing the Advanced Placement program to our class of 2023 students and beyond. The Gresham High School Advanced Placement Program offers college level learning experiences in our high school environment. The courses give greater opportunity for individual progress and accomplishment, and consequently, require more time and effort. Content of each course is well defined within the confines of college preparation and follows a structured route toward the course goal. AP courses are open to all students who wish to enroll, but students who have not taken AP courses should discuss choices with their teachers and counselors. We encourage all students to challenge themselves with the most rigorous courses we offer at Gresham and welcome them into our highest-level classes. Plans for course offerings and staffing are made based on student forecasting, so it is imperative that students carefully choose the courses they plan to take. Due to the significance of offerings and staffing, students must remain in the courses they forecast to take. In extreme cases (misplacement, personal challenges, etc.) the request to be removed from a course can be generated by either the teacher or the family, in which case it must be done in writing to the appropriate counselor. Understand that a seat may not be available, or there may not be a comparable class to transfer into prior to the end of the semester. Placement will be on a space available basis, and thus credit and academic progress could be lost.

### **What is Advanced Placement?**

The Advanced Placement (AP) Program is a nationwide program of college-level course work and examinations for secondary students. Pre-AP courses are scaffolded in curriculum, instruction, and assessment to prepare for the AP exams and coursework. Advanced Placement courses not only provide excellent academic preparation for college work, but also present an opportunity for students to earn college credit while still in high school. Students are required to take nationally administered examinations as a culminating assessment of their progress and provide feedback to instructors (Approximately \$93 per exam). Students who qualify for free and reduced lunch may receive a subsidized reduction for AP Exam fees. According to their performance on each exam, those students may receive college credit for that particular course. This also makes it possible for a student who is successful on the exam(s), and in the course(s), to enter college at or near the sophomore level.

### **Who Should Enroll in Advanced Placement Courses?**

Gophers that are interested in these classes, and are motivated and able to attack academic work with zeal, grit and perseverance. Consider some of the criteria below prior to forecasting:

- Have you scored well on nationally normed standardized tests and/or the state reading/writing assessments, then AP is for you!
- Do your grades indicate high achievement, then AP is for you!
- Are you an independent learner, then AP is for you!
- Are you an avid reader, then AP is for you!
- If you have a strong work ethic and personal integrity, then AP is for you!
- Are you curious about academic pursuits and a self-starter, then AP is for you!
- Do you understand the personal commitment and time to complete course work, then AP is for you!
- Are you interested in something more from your high school experience involving college level coursework, then AP is for you GOPHER!

# Post High School Options

The information below has been developed as an outline based on the minimum requirements for enrollment to various colleges and post high school programs. Students may select to engage in the most rigorous and competitive academic program regardless of their post high school choice. It is our goal to provide the best quality experience for all students so they can engage in a challenging and rewarding academic program.

<b>Private Colleges and Universities; Military Academies</b>	<b>Oregon University System; ROTC</b>	<b>Community College Associates Degree</b>	<b>Technical/Trade School or Certification Program</b>	<b>Military</b>	<b>Workforce</b>
HS Preparation, Most Rigorous and Competitive Academic Program	HS Preparation Rigorous Academic Program	HS Preparation College Preparatory Program	HS Preparation College Preparatory Program	HS Preparation College Preparatory Program	HS Preparation Diploma Requirements
Advanced Placement Program	Advanced Placement Classes, CTE Program Completion	CTE Program Completion	CTE Program Completion	CTE Program Completion	CTE Program Completion
College Now Credits	College Now Credits	College Now Courses	College Now Courses	College Now Courses	College Now Courses
	Charter School Options: CAL	Charter School Options: CAL	Charter School Options: CAL	Charter School Options: CAL	Charter School Options: CAL
Participation in National Honors Society, Key Club, or other Community Service	Participation in National Honors Society, Key Club, or other Community Service	Community Service	Community Service	Community Service	Community Service
Sample Colleges: Harvard, Stanford, Lewis and Clark, UC Berkeley, Willamette	Sample Colleges: University of Oregon, Oregon State, Eastern Oregon, Western Oregon, Southern Oregon	Sample Colleges: Mount Hood CC, Clackamas CC, Portland CC	Sample Options: Mount Hood CC, Clackamas CC, Portland CC, Trade School	Armed Forces	Workforce

CTE Classes: Career and Technical Education Classes

College Now Credits: College credits that are transferable to two year colleges and some four year colleges.

CAL: Charter schools in the district for 11th - 12th grades that offer half-day programs with a specific focus

<b>Grade Level</b>	<b>Private Colleges and Universities; Military Academies</b>	<b>Oregon University System; ROTC</b>	<b>Community College Associates Degree</b>	<b>Technical/Trade School or Certification Program</b>	<b>Military and Workforce</b>
9 <sup>th</sup> Grade	English Physical Science Int. Math 2 World Language	English Physical Science Int. Math 1 or Int. Math 2 World Language	English Physical Science Int. Math 1 Elective Programs	English Physical Science Int. Math 1 CTE Program(s)	English Physical Science Int. Math 1 Elective Programs
10 <sup>th</sup> Grade	English Chemistry Int. Math 3 AP Human Geo World Language	English Chemistry Int. Math 2 <b>or</b> Int. Math 3 Global Perspectives or AP Human Geo World Language	English Chemistry Int. Math 1.5 <b>or</b> Int. Math 2 Global Perspectives World Language CTE Program(s)	English Chemistry Int. Math 1.5 <b>or</b> Int. Math 2 Global Perspectives World Language CTE Program(s)	English Chemistry Int. Math 1.5 <b>or</b> Int. Math 2 Global Perspectives World Language CTE Program(s)
11 <sup>th</sup> Grade	AP Language and Composition AP Biology <b>or</b> Pre-Calculus AP US History World Language	English <b>or</b> AP Lang and Comp Biology or AP Biology Int. Math 3, Pre-Calculus, AP Stats/Stats AP US History, US History, or Ethnic Studies World Language <b>Charter School Options: CAL</b>	English Biology Int. Math 2 or Int. Math 3 US History or Ethnic Studies CTE Program(s) <b>Charter School Options: CAL</b>	English Biology Int. Math 2, Int. Math 3, or Stats US History or Ethnic Studies CTE Program(s) <b>Charter School Options: CAL</b>	English Biology Int. Math 2, Int. Math 3 or Stats US History or Ethnic Studies CTE Program(s) <b>Charter School Options: CAL</b>
12 <sup>th</sup> Grade	AP Literature <b>or</b> Physics <b>or</b> AP Chemistry <b>or</b> Untaken Science from Above AP Stats or Calculus AP Gov and Politics Elective Programs	English <b>or</b> AP Literature or AP Language Physics <b>or</b> AP Chemistry <b>or</b> Untaken Science from Above Pre-Calculus, Calculus <b>or</b> AP Stats/Stats Gov & Econ or AP Gov & Politics Elective Programs <b>Charter School Options: CAL</b>	English Int. Math 3 <b>or</b> Alg2 or Geometry Gov & Econ CTE Program Completer <b>Charter School Options: CAL</b>	English Gov & Econ CTE Program Completer <b>Charter School Options: CAL</b>	English Gov & Econ CTE Program Completer <b>Charter School Options: CAL</b>
<b>Sample Options</b>	Harvard, Stanford, Lewis and Clark, UC Berkeley, Willamette	University of Oregon, Oregon State, Western, Southern, Eastern Oregon	Mount Hood CC, Clackamas CC, Portland CC	Mount Hood, Clackamas, Portland CC, Technical and Trade School	Armed Forces Workforce

# College Admission Requirements (Oregon Public Universities)

## **OREGON PUBLIC UNIVERSITIES ENTRANCE REQUIREMENTS**

In addition to the required units of earned high school credit, which are listed in the graduation requirements section, the OPU Schools, consisting of Portland State University (PSU), Oregon State University (OSU), University of Oregon (U of O), Eastern Oregon University (EOU), Southern Oregon University (SOU), Western Oregon University (WOU), and Oregon Institute of Technology (OIT), also have the following requirements:

### **Grade Point Average**

To be considered for admission, students must have a minimum grade point average (GPA) in all graded subjects taken toward graduation in four years of high school. GPA minimums are: 3.00 for OSU, PSU, OIT and SOU; EOU and WOU are 2.75. UO does not define a minimum, but the average GPA is 3.6. These required GPAs may change so check online for the current minimums.

### **College Admission Tests**

The Oregon Public Universities System requires students to complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). College advisors strongly recommend high school students in their sophomore or junior year take the PSAT test in preparation for the Scholastic Aptitude Test. The SAT is administered nationally in November, December, January, March, May and June. The ACT is administered nationally in October, December, February, April and June. Students should consult with their counselor to determine the requirements of their chosen institution.

### **College Entrance Requirements**

College entrance requirements vary greatly throughout the nation; however, the academic requirements for entering a four year state college or university in Oregon are as follows:

- 4 years of English
- 3 years of Mathematics (Integrated 1, Integrated 2, Integrated 3)
- 3 years of Social Studies (including Economics)
- 2 years of Science (3 recommended)
- 2 years of the same World Language

Students should have **A PASSING GRADE OF C OR BETTER IN ALL CORE CLASSES**. Each OPU campus reviews applicants individually and the receipt of a grade below a C- may not automatically prevent a student from being admitted.

A holistic review of the student's entire academic history and other indicators of success in college will provide the student with an additional opportunity to be admitted if in the professional judgment of the admission committee the student is otherwise qualified. For more detailed information about college admissions, students and parents should seek advice from their high school counselor or the admission advisor at the college university of interest.

To enroll in a community college, a student must be 16 years old and take the college placement exam. To enroll in a state college in Oregon, a student must have completed the entrance requirements outlined above.

Other factors that determine college admission may include, but are not limited to, the following:

1. High school scholastic record as reflected in grade point average and class rank.
2. The quality of your record as seen in your course of study.
3. Personal recommendations of counselors and teachers.
4. Activities, both in and out of school.
5. Community service and leadership.

**The Oregon Promise may help pay for an Oregon community college.**  
**For more information: [oregonstudentaid.gov/oregon-promise.aspx](http://oregonstudentaid.gov/oregon-promise.aspx)**

# Career and Technical Education



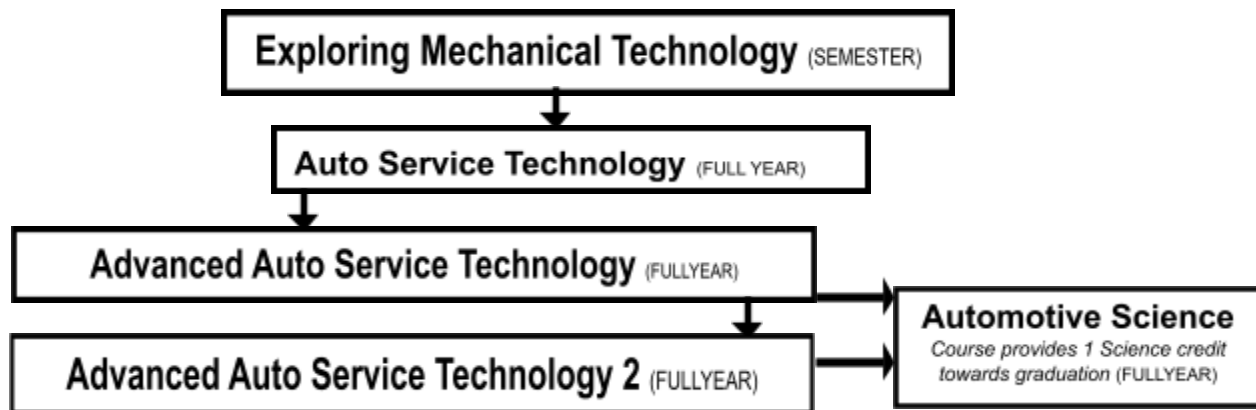
**Brad Cook**  
**Department Chair**

The Career and Technical Education programs offer multi-year sequences of courses that integrate core academic knowledge with technical occupational knowledge to provide students with a pathway to postsecondary education and careers. Students will learn valuable skills including: use of technology, reading and writing technical literature, problem solving, teamwork, and personal management. **Students will have multiple opportunities throughout the programs of study to earn the 2 required Career Related Learning Experiences (CRLE). Advanced courses in some programs provide the opportunity to earn College Now credit through MHCC.**

All Career and Technical Education (CTE) programs in this school district will be open to all students. The district will take steps to ensure that race, color, gender, national origin, disability, or the lack of English language skills will not be a barrier to admission and participation in CTE programs. Persons having questions should contact:

Gresham-Barlow School District Office  
1331 NW Eastman Parkway • Gresham, OR 97030  
(503) 261-4550

## AUTOMOTIVE TECHNOLOGY



**EXPLORING MECHANICAL TECHNOLOGY:**  
**SMALL GAS ENGINE REPAIR/THEORY and AUTO MAINTENANCE**  
**0.5 CTE Credit      Grades 9, 10, 11, 12**

**Course Overview:**

Students enrolled in Exploring Mechanical Technology begin with the theory and operation of a small single cylinder engine. Later, students are charged with the task of completely disassembling and reassembling the engine. The semester ends with a 4 week course in basic auto maintenance.

**General Comments:** The content of this course is appropriate for the beginner.

**AUTO SERVICE TECHNOLOGY**  
**1 CTE Credit      Grades 10, 11, 12**

**Course Overview:**

Students enrolled in Auto Service Technology will be introduced to tools, basic automobile parts, batteries, starters, alternators, electronic test equipment, differentials, electrical theory, schematics, and engine performance.

**Special Requirements/Prerequisites:** Successful completion of Exploring Mechanical Technology.

## **ADVANCED AUTO SERVICE TECHNOLOGY**

**1 CTE Credit      Grades 11, 12**

### **Course Overview:**

More of a hands-on class, students enrolled in Advanced Auto Service Repair will learn the theory and repair of automotive brake systems, suspension and steering and engine repair/rebuilding. Successful completion of this course allows the student to apply for college credit with MHCC automotive programs. This class can be taken more than once.

**THIS COURSE IS COMBINED WITH AUTO SCIENCE AND REQUIRES A TWO-PERIOD COMMITMENT.**

**Special Requirements/Prerequisites:** Successful completion of Auto Service Technology.

## **ADVANCED AUTO SERVICE TECHNOLOGY II**

**2 CTE Credits      Grades 11, 12**

### **Course Overview:**

Students enrolled in Advanced Auto II will be learning more in the areas of electrical/ electronics, braking, ABS systems, Automatic Transmission and diagnostic tool technology.

**THIS COURSE REQUIRES A TWO-PERIOD COMMITMENT.**

**Special Requirements/Prerequisites:** Successful completion of Advanced Auto Service Technology.

## **AUTOMOTIVE SCIENCE**

**1 SC Credit      Grades 11, 12**

### **Course Overview:**

Automotive Science is a class that allows students that have been enrolled in the automotive technology classes to obtain one science credit. This is essentially the SAME course as Advanced Auto Service Tech II with the addition of three projects that will be completed during the year. It should be noted that students wishing to go to a four year college or university should not enroll in this course unless it is a fourth year of science

**THIS COURSE IS COMBINED WITH ADVANCED AUTO SERVICE TECH AND REQUIRES A TWO-PERIOD COMMITMENT.**

**Special Requirements/Prerequisites:** Successful Completion of Exploring Mechanical Technology, Auto Service Technology and Advanced Auto Service Technology. No exceptions.

# **CONSTRUCTION**

## **INTRODUCTION TO THE TRADES 1**

**0.5 CTE Credit      Grades 9, 10, 11, 12**

### **Course Overview:**

Introduction to the Trades 1 will use both the classroom setting and job site environment to give students an introduction to the high-demand field of construction and teach them the skills that are necessary to build a house. Over the course of the semester, students will be introduced to different phases of home construction. Some of the topics covered: shop and tool safety, hand tools, power tools, drywall, framing, electrical, measuring, blueprint reading, several projects implementing these basic skills. A goal of this course is to embed math instruction into lessons so students realize the importance of the math they learn and its relevance in a real-world work environment. Students will be put in situations where they will collaborate and problem solve in order to complete projects.

**General Comments:** The content of this course is appropriate for the beginner.

## **INTRODUCTION TO THE TRADES 2**

**0.5 CTE Credit      Grades 9, 10, 11, 12**

### **Course Overview:**

Introduction to the Trades 2 will continue to use both the classroom setting and job site environment to give students an introduction to the high-demand field of construction and teach them the skills that are necessary to build a house. Over the course of the semester, students will be introduced to different phases of home construction. Topics covered: OSHA guidelines, shop and tool safety, power tools certification, project design green building, weatherization, electrical, tiling and career exploration and several projects. Students will be put in situations where they will collaborate and problem solve in order to complete projects. Different aspects of the course may be taught by industry professionals who have agreed to partner with Gresham High School to provide this type of education for students. Students will be safety trained as it relates to the field of construction. Lastly, students will learn professional skills, customer service, punctuality, bookkeeping and construction management.

**General Comments:** The content of this course is appropriate for the beginner. ITT 1 and ITT 2 can be taken out of sequence.

## **INTRODUCTION TO THE TRADES 3-4**

**1 CTE Credit      Grades 10, 11, 12**

### **Course Overview:**

Introduction to the Trades 3-4 will use both the classroom setting and job site environment to allow continuing students to be introduced and then to explore the student's area of interest to the high-demand field of construction. Over the course of the school year, students will continue to be introduced to different phases of home construction and they will have the opportunity to focus on the units of study they found interesting from Introduction to the Trades 1-2. Math instruction will be embedded into the lessons so students realize the importance of math they learn in the classroom and its relevance in a real-world work environment. Students will continue to collaborate and problem-solve with other students in order to complete projects. Different aspects of the course may be taught by industry professionals who have agreed to partner with Gresham High School to provide this type of education for students. Safety will be a top priority for this course, students will be safety trained as it relates to the field of construction. Lastly, students will learn professional skills, customer service, punctuality, bookkeeping, and construction management.

**Prerequisites:** Successful completion of Introduction To The Trades 1 and 2.

## **CONSTRUCTION TRADES**

**1 CTE Credit      Grades 11, 12**

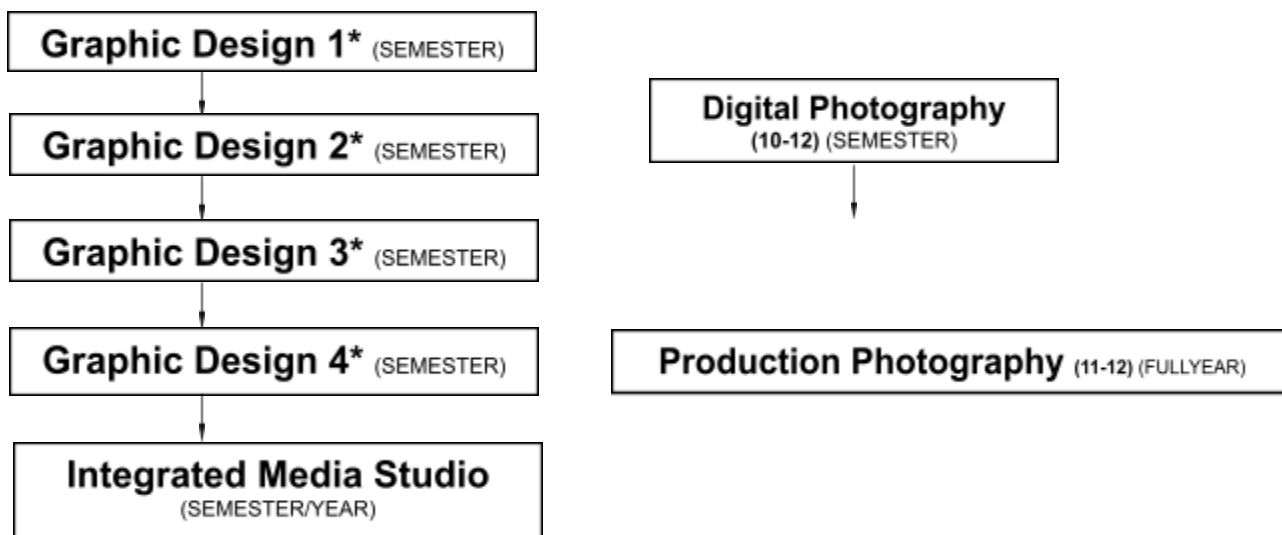
### **Course Overview:**

Students will learn how to operate hand and power tools found in the residential and commercial construction industry. The focus of this course is carpentry, however, small DIY lessons in residential concrete, electrical power and lighting, asphalt roofing, painting techniques, plumbing repairs, drywall, flooring installation and repairs will be taught and practiced. In addition, there may be construction related side projects that may arise and advanced students may be tasked to plan and build these requests. Ultimately, the main objective is to build projects and/or complete the local community projects. This course may be repeated for credit.

**Prerequisites:** Successful completion of ITT 1-2 and 3-4.

## **INTEGRATED MEDIA**

Students need to complete a minimum of 2 credits to be considered program completers by the state of Oregon. (Required Courses \*)





### **GRAPHIC DESIGN 1 – Introduction to the Adobe Creative Suite**

**0.5 CTE Credit    Grades 9, 10, 11, 12**

#### **Course Overview:**

Students will be introduced to Adobe Illustrator, Photoshop, and Indesign. These are programs of choice for many graphic and visual artists. Illustrator is a program that allows you to draw and manipulate artwork, add special effects, apply color, and much, much more. Adobe Photoshop is an image based program that allows you to modify, combine, create, and design on many levels. Indesign is a layout driven program that is used in the creation of everything from magazines, posters, and brochures. Through the use of these software programs students will engage in project based learning. Students will not only print their work, but will have the ability to laser their projects into a variety of materials. Students will also have the ability to make stickers, create apparel designs, and personalized products. The software and equipment learned in this class will greatly enhance your high school academics.

**Special Requirements:** **Fee required**/half price for reduced lunch/ free for free lunch.

### **GRAPHIC DESIGN 2 – Adobe Creative Suite Expanded**

**0.5 CTE Credit    Grades 9, 10, 11, 12**

#### **Course Overview:**

This advanced Adobe course will push students to work in-depth with Adobe Illustrator, Photoshop, and Indesign. Students will also be introduced to motion graphics. Students will expand on the knowledge of the basic principles of graphic design theory and begin applying their technical skills to design projects. Students will utilize the Epilog laser, vinyl cutter, sublimation printer and T-shirt press.

**Special Requirements:** Successful completion of Graphic Design 1 with a C or higher. **Fee required**/half price for reduced lunch/ free for free lunch.

### **GRAPHIC DESIGN 3 – Design in Practice**

**0.5 CTE Credit    Grades 10, 11, 12**

#### **Course Overview:**

Through class discussions and applied projects, an intermediate investigation of the use of typography and graphic imagery will be explored. Students will learn to apply basic color theory to designs to enhance visual concepts. Grid systems will be introduced to structurally integrate type and graphic elements in a composition. An emphasis will be placed on the continued development of digital skills used in Adobe Creative Suite. In addition, students will continue to further their knowledge on the use of the design labs equipment.

**Special Requirements:** Successful completion of Graphic Design 1 and 2 is required. **Fee required**/half price for reduced lunch/ free for free lunch.

### **GRAPHIC DESIGN 4 – Design Thinking**

**0.5 CTE Credit    Grades 10, 11, 12**

#### **Course Overview:**

Strategies for concept development and creativity will be explored to address increasingly challenging design problems. Students will explore graphic design as they see it in our society as it relates to communication and marketing in the world today. A strong emphasis will be placed on craftsmanship and preparing more complex digital files for production. Students will have the opportunity to work with the community on design projects. This class can be taken more than once.

**Special Requirements:** Successful completion of Graphic Design 1, 2 and 3 is required. **Fee required**/half price for reduced lunch/ free for free lunch.

### **INTEGRATED MEDIA STUDIO**

**0.5 or 1 CTE Credit    Grades 11, 12**

#### **Course Overview:**

Advanced Integrated media students will have the opportunity to design and develop projects in an area of focus of their choice. Students will have the ability to explore different areas of Integrated Media: Identity Design, Environmental Design, Video Creation/Editing, Product Packaging, Photography, and Advertising. Students will also have the ability to work with community partners on extended design projects.

**Special Requirements:** Successful completion of Graphic Design 1, 2, 3, and 4 are required. A studio class fee is required for this course.

**This course may be repeated for credit.**

## **DIGITAL PHOTOGRAPHY**

**0.5 CTE Credit    Grades 10, 11, 12**

### **Course Overview:**

This course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images.

**General Comments:** This course is not simply taking pictures. Digital Photography is a technical course that is aligned with the Photography 260 course at MHCC.

**Fee required/half price for reduced lunch/free for free lunch.**

## **ADVANCED DIGITAL PHOTOGRAPHY**

**0.5 CTE Credit    Grades 11, 12**

### **Course Overview:**

This course builds on the introductory skills in Digital Photography. Students will continue to develop their skills using manual controls of DSLR cameras, lighting, and mounted flash systems. Students will be exposed to portrait photography techniques, product photography/advertising, and landscape/architecture. The use of Photoshop and Lightroom will be used to enhance images post process.. Portfolios created in this course will be submitted to be selected for the Production Photography course.

**General Comments:** This course is not simply taking pictures. Advanced Digital Photography is a technical course that will require time and a great deal of responsibility.

**Special Requirements:** Successful completion of Digital Photography with a C or higher.

**Fee required/half price for reduced lunch/free for free lunch.**

## **PRODUCTION PHOTOGRAPHY\* – Photojournalism in the Age of Social Media**

**1 CTE Credit    Grades 11, 12**

### **Course Overview:**

This course is for students who want to get involved in the support and promotion of the Gresham HS community. In an effort to support the content needs of the school and community, students will be responsible for capturing the pictures and video to be used in the yearbook, newspaper, school and district websites, and social media accounts used by the Gresham community. Students will expand on their use of the DSLR cameras necessary for photographers. Photo editing through the use of Lightroom and Photoshop will be explored. Leadership opportunities are available.

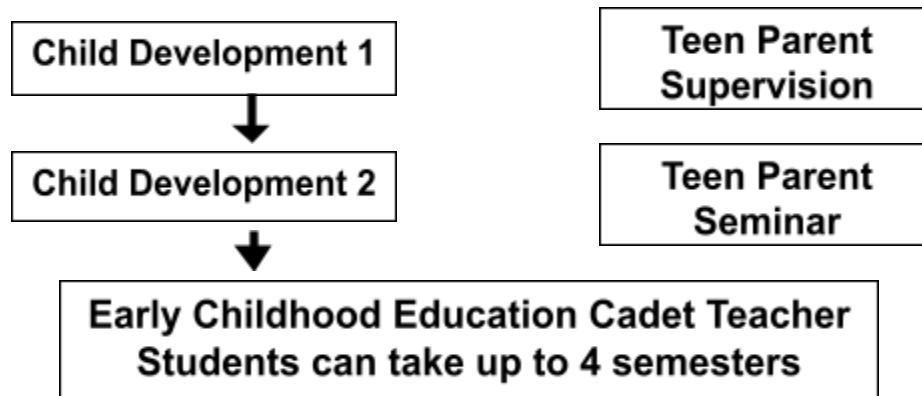
**Comments:** While high end cameras will be provided for class use, it is recommended to have your own digital camera (point and shoot , cell phone or digital SLR).

**\*Special Requirements:** Successful completion of Digital Photography is required. This course requires time spent outside of class capturing the stories we don't all get to see.

**Students need to complete an application and submit a letter of recommendation to qualify.** There is only a one year long section for this course.

**Fee required/half price for reduced lunch / free for free lunch.**

## **EDUCATION**



Students who are interested in a career working with children are encouraged to take these classes! Potential careers that would benefit from these classes are in teaching, coaching, medical and health fields, community services, law and criminal justice fields, as well as many others! Students learn how children develop, how to guide them and learn professional skills that will help with their future (personal and career). Gresham High School offers a Teen Parent Program with on-site childcare. The Child Development Center is open from 7:15 a.m. – 4:00 p.m. offering quality childcare, beginning in September and follows the high school calendar. Enrollment application required.

### **CHILD DEVELOPMENT 1**

**0.5 CTE Credit    Grades 9, 10, 11, 12**

#### **Course Overview:**

While working with three, four, and five year-old children in our preschool, the students will become aware of how children develop socially, emotionally, mentally and physically. Students will learn guidance techniques for working successfully with children to gain their cooperation. Other topics covered are teaching, curriculum planning, infants, toddlers, pre-schoolers, adults in children's lives (guidance, parenting), personal development, family partnerships, and careers/your future. This is the first class in this series.

**General Comments:** Students may earn College Now (Career Technical Education) Credit through Eastern Oregon University upon successful completion of this course, Child Development 2 and a full year of Early Childhood Education Cadet.

### **CHILD DEVELOPMENT 2**

**0.5 CTE Credit    Grades 10, 11, 12**

#### **Course Overview:**

By working with three, four, and five year-old children in our preschool, students will have a better understanding of child behavior and desirable guidance techniques. This course will review CD1 topics and prepare students to understand middle childhood development and planning for working with children ages 5-12. Topics will include teaching, curriculum planning, guidance, review infant, toddler and preschool development, theories of child development, middle childhood development (ages 5-12) and careers working with older children. This is the second class in this series.

**General Comments:** Students may earn College Now (Career Technical Education) Credit through Eastern Oregon University upon successful completion of this course, CD1 and a full year of ECE Cadet.

**Prerequisite:** Successful completion of Child Development 1 is required.

### **EARLY CHILDHOOD EDUCATION CADET TEACHER**

**0.5 CTE Credit    Grades 10, 11, 12**

#### **Course Overview:**

Students enrolled in this class will work directly with infants, toddlers and preschoolers along with the Child Care Specialists. They will be responsible for playing with and caring for children, planning and leading activities, as well as other duties. Students will also explore methods and philosophies of working with young children and their families. This class can be taken more than once (forecast for ECE Cadet 1 for your first time; ECE Cadet 2 for all other semesters).

**General Comments:** Students may earn additional College Now (Career Technical Education) Credit through Eastern Oregon University upon successful completion of two semesters of this course.

**Prerequisites:** Child Development 1, Child Development 2 and instructor approval.

### **TEEN PARENT SEMINAR**

**1 CTE Credit        Grades 9, 10, 11, 12**

#### **Course Overview:**

As part of the Teen Parent Program, students are enrolled in a Teen Parent Seminar. This class will focus on issues dealing with parenting, child development, guidance and discipline, linking with community resources, as well as job preparation. This class is open to both males and females. This class can be taken more than once. Parents enrolled in the Program will automatically receive Early Head Start services.

**Special Requirements:** Enrolled students must be pregnant or parenting.

### **TEEN PARENT SUPERVISION**

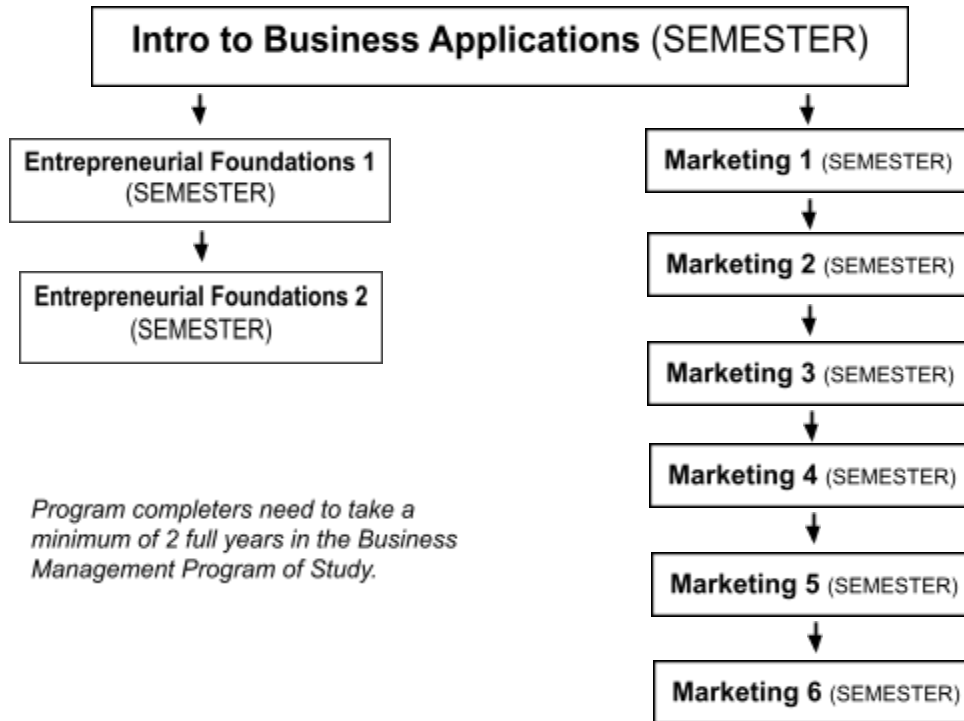
**1 CTE Credit        Grades 9, 10, 11, 12**

#### **Course Overview:**

Students in this class will spend the period with the children (in a room with their child), getting hands-on parenting experience and job skills with the guidance of our Child Care Specialists. This class is open to all genders of teen parents (fathers and mothers). This class can be taken more than once.

**Special Requirements:** Students must be parenting, enrolled in the Teen Parent Seminar, and have their child enrolled in the Center.

# Business Management-Marketing and Management



## INTRO TO BUSINESS APPLICATIONS

**0.5 CTE Credit** Grades 9, 10, 11, 12

### Course Overview:

This course is designed to improve students' proficiency in 21st Century technology knowledge and skills that can be applied both in the workplace and for personal purposes. Students will work with word-processing, spreadsheets, multimedia presentations, email, Google Docs, and other software programs that will help students prepare for entry level office employment. As part of improving employability, students will be asked to improve upon proper touch typing speed and accuracy outside of class time.

## ENTREPRENEURIAL FOUNDATIONS 1

**0.5 CTE Credit** Grades 9, 10, 11, 12

### Course Overview:

Students will learn how to be an entrepreneur, a person who operates a business enterprise. The Entrepreneurial Foundations 1 course was designed to introduce the basic concepts and theories of entrepreneurship, as well as to explore the differences between discovery and creation entrepreneurial opportunities. Vocabulary, case studies, simulations and hands-on applications, such as mobile maker space, will be used to learn about the risks and benefits of business ownership. This class develops an understanding of running a business enterprise by working through the design steps to create their own student based enterprise. The "Gopher Hole" and mobile food carts will be used in this process.

### Special Requirements:

Successfully obtaining or possessing a current food handler's card and requirements of this class. Out of class time working in the student store may be required of all class participants.

**Prerequisite:** None

## **ENTREPRENEURIAL FOUNDATIONS 2**

**0.5 CTE Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Entrepreneurial Foundations 2 is a course designed for students of all disciplines and will provide an overview of essential entrepreneurial concepts in a broad context. This course will examine how ideation, business model development processes, and essential entrepreneurial skills are essential to not only creating successful new ventures, but also enabling employees and company team members to become “intrapreneurs”. Intrapreneurship then becomes a catalyst to advance the career path of the individual, as well as to increase the productivity and longevity of companies.

This class develops an understanding of running a business enterprise by working with the student based enterprise “The Gopher Hole” mobile food carts and continuing to work with Oregon State University. Students will also work with Paxton & Patterson modules “Materials Process and Design” where students engage in the manufacturing process as they create products by forming, cutting, joining and finishing. They will also learn how the design process plays a vital role in the selection of the materials used to create those products. “Research and Development” where students demonstrate the principles of design and engineering in the creation of their own CO2 powered racer. This involves sketches, specifications, prototypes, and testing.

### **Special Requirements:**

Successfully obtaining or possessing a current food handler’s card are requirements of this class.

Out of class time working in the student store may be required of all class participants.

**Prerequisite: Entrepreneurial Foundations 1 with a C or higher**

## **MARKETING 1**

**0.5 CTE Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Marketing 1 is open to students who are interested in learning about the many activities, responsibilities, and services involved with business and marketing. In Marketing I, the student will be exposed to the promotional mix, branding, selling, advertising, communications, merchandising, fashion and retail, travel and tourism, green marketing, management, and product technology.

**Prerequisite: None**

## **MARKETING 2**

**0.5 CTE Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Marketing 2 students will continue to be exposed to the promotional-mix, branding, sales, advertising, communications, merchandising, display, human relations, promotion, management, operations, math, product technology and market research. Advanced marketing, economic, and business concepts, as well as leadership skills learned in Marketing 2, will help prepare students for future success in the business world. This class develops an understanding of running a business enterprise by working with the student based enterprise “The Gopher Hole” student store.

**Prerequisite: Marketing 1 with a C or higher**

## **MARKETING 3**

**0.5 CTE Credit    Grades 10, 11, 12**

### **Course Overview:**

Marketing 3 focuses on the promotional mix during the first semester. Students will further explore advertising, publicity, sales promotions, and personal selling. This course will also explore branding, packaging, and market research. In this course, students will learn about the business activities that take place in getting a product or service to the customer. Students have the opportunity to work in the student store where they will learn cashiering, sales, customer service, and human relations skills in the workplace. Course topics include salesmanship, advertising, business communications, and entrepreneurship. This class develops an understanding of running a business enterprise by working with the student based enterprise “The Gopher Hole” student store.

### **Special Requirements:**

Successfully obtaining or possessing a current food handler’s card are requirements of this class.

Out of class time working in the student store may be required of all class participants.

**Prerequisite: Marketing 1-2 with a C or higher**

## **MARKETING 4**

**0.5 CTE Credit    Grades 10, 11, 12**

### **Course Overview:**

One of the primary focuses of this course is the successful operation and management of the student store, "The Gopher Hole". By learning supervisory and management skills, students will have the edge for future employment opportunities and promotions. Students will continue to be exposed to Promotional-Mix, branding, sales, advertising, communications, merchandising, display, human relations, promotion, management, operations, math, product technology and market research. Advanced marketing, economic, and business concepts, as well as leadership skills learned in Marketing 4, will help prepare students for future success in the business world.

Students will work with Paxton & Patterson modules. This class will continue to use project based learning and career ready practices in the following modules:

**Design & Marketing-** Students explore the fundamental elements and principles of modern design with an emphasis on providing design solutions to meet marketing strategies from concept to completion.

**Employability Skills-** Students develop the essential transferable skills needed to get hired and succeed in the workplace and life.

**Hospitality & Tourism Management-** Students examine the management and entrepreneurial skills necessary to work in establishments related to the field of hospitality and tourism.

**Personal Finance-** Students demonstrate the principles of personal finances including managing account balances, reconciliation, credit basics, managing risk and developing a budget for future success.

### **Special Requirements:**

Successfully obtaining or possessing a current food handler's card are requirements of this class.

Out of class time working in the student store will be required of all class participants.

**Prerequisite: Marketing 1-2-3 with a C or higher**

## **MARKETING 5**

**0.5 CTE Credit    Grades 10, 11, 12**

### **Course Overview:**

One of the primary focuses of this course is the successful operation and management of the student store, "The Gopher Hole". By learning supervisory and management skills, students will have the edge for future employment opportunities and promotions. Students will continue to expand their knowledge by using more leadership by means of theory, application and skill development. Advanced marketing, economic, and business concepts, as well as leadership skills learned in Marketing 5, will help prepare students for future success in the business world. Students will work with Paxton & Patterson modules. This class will continue to use project based learning and career ready practices in the following modules:

**Design & Marketing-** Students explore the fundamental elements and principles of modern design with an emphasis on providing design solutions to meet marketing strategies from concept to completion.

**Employability Skills-** Students develop the essential transferable skills needed to get hired and succeed in the workplace and life.

**Hospitality & Tourism Management-** Students examine the management and entrepreneurial skills necessary to work in establishments related to the field of hospitality and tourism.

**Personal Finance-** Students demonstrate the principles of personal finances including managing account balances, reconciliation, credit basics, managing risk and developing a budget for future success.

This class will also have multiple guest speakers and take field trips to local college campuses.

This advanced course can be retaken for credit.

### **Special Requirements:**

Successfully obtaining or possessing a current food handler's card are requirements of this class.

Out of class time working in the student store will be required of all class participants.

**Prerequisite: Marketing 1-2-3-4 with a C or higher**

## **MARKETING 6**

**0.5 CTE Credit     Grades 10, 11, 12**

### **Course Overview:**

One of the primary focuses of this course is the successful operation and management of the student store, "The Gopher Hole". By learning supervisory and management skills, students will have the edge for future employment opportunities and promotions. Students will continue to expand their knowledge by using more leadership by means of theory, application and skill development. Advanced marketing, economic, and business concepts, as well as leadership skills learned in Marketing 6, will help prepare students for future success in the business world. Students will work with Paxton & Patterson modules. This class will continue to use project based learning and career ready practices in the following modules:

**Design & Marketing-** Students explore the fundamental elements and principles of modern design with an emphasis on providing design solutions to meet marketing strategies from concept to completion.

**Employability Skills-** Students develop the essential transferable skills needed to get hired and succeed in the workplace and life.

**Hospitality & Tourism Management-** Students examine the management and entrepreneurial skills necessary to work in establishments related to the field of hospitality and tourism.

**Personal Finance-** Students demonstrate the principles of personal finances including managing account balances, reconciliation, credit basics, managing risk and developing a budget for future success.

This class will also have multiple guest speakers and take field trips to local college campuses. This advanced course can be retaken for credit.

### **Special Requirements:**

Successfully obtaining or possessing a current food handler's card are requirements of this class.

Out of class time working in the student store will be required of all class participants.

**Prerequisite: Marketing 1-2-3-4-5 with a C or higher**

## **Public Service and Safety**

### **INTRODUCTION TO PUBLIC SERVICE & SAFETY**

**0.5 CTE Credit     Grades 9, 10, 11, 12**

### **Course Overview:**

This course is the first in the Public Service & Safety Pathway. This Introductory Level course outlines the different career opportunities in a variety of pathways that address emergency medical services, fire, safety, and investigation. Students will learn how these groups interact, what each career is responsible for along with the basics of the 911 communication system. Students will also learn basic first aid skills, career preparation, problem solving, and professional communication. This course will be taught using group and individual activities, lecture, audio and video technique, guest speakers, and field trips. After this course students will be eligible for the next courses in the Public Service & Safety Pathway. These courses will include continued Emergency Medical Technician Training, Criminology, Mental Health and Crisis Management Support.

# English Language Arts

Eight semesters of English are required for graduation. All 9th grade students will be required to take the 9th Grade Success course as an elective class in conjunction with their ELA 1-2 class. The first two levels of English Language Arts will be the same for all 9th and 10th grade students. 11th grade students will have the opportunity to take ELA 5-6 or Advanced Placement Language and Composition. 12th grade students can take ELA 5-6 (if not taken as a junior), ELA 7-8, AP Language or AP Literature. All English courses address graduation requirements and prepare students to successfully meet them.

## ENGLISH LANGUAGE ARTS SEQUENCE

9TH GRADE	
<b>1ST SEMESTER</b> English 1	<b>2ND SEMESTER</b> English 2
10TH GRADE	
<b>1ST SEMESTER</b> English 3	<b>2ND SEMESTER</b> English 4
11TH GRADE	
<b>1ST SEMESTER</b> English 5 AP English Language and Composition	<b>2ND SEMESTER</b> English 6 AP English Language and Composition
12TH GRADE	
<b>1ST SEMESTER</b> English 7 AP English Language and Composition AP Literature and Composition	<b>2ND SEMESTER</b> English 8 AP English Language and Composition AP Literature and Composition

### ENGLISH 1-2

**1 LA Credit      Grade 9**

#### Course Overview:

English 1-2 is a Language Arts class that is aligned to the Common Core State Standards (CCSS) and aims to give students a firm foundation in reading, writing, and speaking that will prepare students for both further English classes and for the work they will be asked to do across the curriculum. Students in this course will study a variety of literature from around the world, including both literary and non-fiction works. They will also follow the district writing curriculum and produce narrative, explanatory, and argumentative pieces of writing. Effective communication techniques will also be stressed.

### ENGLISH 3-4

**1 LA Credit      Grade 10**

#### Course Overview:

English 3-4 is a Language Arts class that is aligned to the Common Core State Standards (CCSS) and aims to further develop students' skills in reading, writing and speaking, in preparation for work they will do across the curriculum. Students will study a variety of literary genres (short stories, novels, autobiography, essay, drama and poetry), as well as write about the literature they read. Composition and mechanics will continue to be a focus as students develop writing in various modes, including expository, research and argumentative writing techniques.



**ENGLISH 5-6****1 LA Credit     Grade 11****Course Overview:**

Students will explore and develop skills with creative non-fiction texts. Students will examine the relationship between writing and the real world, using the focus of our reading texts with real world connections from diverse perspectives. It will offer students an opportunity to write in a variety of forms, developing the power of their personal voice.

**ENGLISH 7-8****1 LA Credit     Grade 12****Course Overview:**

Students will build on skills development from English 5-6 but will use a framework of fictional texts, those that employ the power of the imagination and invented to express their message to the world. Students will be offered the opportunity to analyze these fictional texts as well as the opportunity to write creatively and effectively.

**AP ENGLISH LANGUAGE AND COMPOSITION****1 LA Credit     Grades 11 or 12****Course Overview:**

AP English Language and Composition is structured to help students become skilled readers of a wide-range of prose written in a variety of disciplines and rhetorical contexts. Students will also become skilled writers with emphasis in expository, analytical, and argumentative writing that forms the basis of academic and professional communication. Through both reading and writing, students will develop an awareness of the interactions among a writer's purposes, audience expectations, and subjects.

**Prerequisite:** Recommended to have an A or B in prior English class.

**AP LITERATURE AND COMPOSITION****1 LA Credit     Grade 12****Course Overview:**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of classical literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing assignments focus on the critical analysis of literature and include expository, analytical, argumentative, and on-demand essays. Although critical analysis makes up the bulk of student writing, creative writing assignments will also be offered. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Throughout the course, emphasis is placed on reaching stylistic maturity in writing. Summer homework is required.

**Prerequisite:** Recommended to have an A or B in prior English class.

## **LANGUAGE ARTS ELECTIVES**

**9TH GRADE SUCCESS****0.5 ELECTIVE Credit     Grade 9****Course Overview:**

You will work to develop the communication, organization, and academic skills you need to succeed in high school and beyond. You will gain a foundation for valuable writing skills for nearly all college or career fields. Students will learn how to read carefully, write effective arguments, understand the writing process, engage with others' ideas, cite accurately, and craft powerful prose.

**PRE-ADVANCED PLACEMENT (PAP)****0.5 ELECTIVE Credit     Grade 9 or 10****Course Overview:**

The Pre-Advanced Placement Program (PAP) enables willing and academically prepared students to pursue college-level studies. PAP consists of college preparatory Humanities lessons designed to develop students who are eager for Advanced Placement (AP) courses. The course will prepare students to engage in high level reading, writing and test taking strategies.

## **CREATIVE WRITING**

**0.5 ELECTIVE Credit     Grades 10, 11, 12**

### **Course Overview:**

The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. To show evidence of writing development throughout the course, students will be required to engage in writing community activities that require sharing one's work and in publishing one's writing beyond the classroom setting.

## **MULTIMEDIA JOURNALISM**

**1 ELECTIVE Credit     Grades 9, 10, 11, 12**

### **Course Overview:**

This course offers real world learning experiences to students who are interested in finding out more about the world around them. We work on developing the following skills through interviewing and reporting: writing, media literacy, communication, leadership, photography, design, and videography. In this class we are committed to seeking the truth, having fun, and speaking for those without a voice in our community. This class will also learn how to write, design, produce and edit videos using the latest technology. Students will learn the basics of operating a camera, how to produce and write news pieces that are both entertaining and informative, and how to edit using industry software. This course will prepare students for a possible career in Broadcast Journalism or Newspaper.

This class is a prerequisite for Newspaper and Yearbook.

### **Special Requirements:**

\*Seniors need instructor's approval as some restrictions do apply to enrollment in this beginning course.

## **ADVANCED BROADCAST JOURNALISM**

**1 CTE Credit     Grades 10, 11, 12**

### **Course Overview:**

This class will further develop students' ability to create original news content, which will be broadcast to the entire student body. In this class, students will develop advanced production, design, video editing, and script writing skills. Using the latest technology, students will learn further camera operation, production and writing techniques to create new pieces that are both entertaining and informative, as well as continuing to develop familiarity with industry software. This course will further prepare students for a possible career in Broadcast Journalism.

**\*Special Requirements:** Students must have successful completion of MultiMedia Journalism.

## **NEWSPAPER**

### **NEWSPAPER - ADVANCED**

**1 CTE Credit     Grades 10, 11, 12**

### **Course Overview:**

In this course students produce the student newspaper, which provides students a "real" journalism experience.

**General Comments:** Students will further develop their writing skills and learn staff responsibilities in producing a school newspaper.

(Newspaper - Advanced may be repeated for credit.)

**Special Requirements:** The prerequisite for this course is successful completion of MultiMedia Journalism completed application, and instructor's permission. This is a limited enrollment class. Students should have some Computer Applications or Desktop Publishing skills.

## **\*YEARBOOK 1-2**

### **\*YEARBOOK - ADVANCED**

**1 CTE Credit     Grades 10, 11, 12**

### **Course Overview:**

This course offers an authentic learning experience where students have the opportunity to create Gresham's award winning yearbook from scratch. Students work as a team, completing a wide variety of tasks in order to assemble vast amounts of information contained in the yearbook. (Yearbook - Advanced may be repeated for credit.)

**General Comments:** This course is not for everyone. Students must be self-motivated individuals with the ability to work on a team with a common goal. Yearbook Advanced students will have additional leadership opportunities and responsibilities within the class.

**\*Special Requirements:** Students must have at least earned a B or higher in their ELA class, be able to be self-directed.

# English Language Learners Program

**Amy Wolf**  
**Case Manager**

## **ELL NEWCOMER PROGRAM**

Students who have recently arrived in the U.S. and have a beginning or early intermediate proficiency in English participate in a one-year newcomer program at GHS. This intensive language learning experience will equip students with the foundational English language skills they need to be successful in high school. This program is short-term and intensive; students will transition to our sheltered/transitional program when they reach intermediate language proficiency, or in one year, whichever comes first.

## **ELL PROGRAM – INTERMEDIATE THROUGH ADVANCED ELL**

English Language Learners, ELLs, participate in a program designed to support them in learning English and in accessing grade level content. They will be enrolled in an appropriate ELD course as well as core content courses, including English Language Arts. Students at this level have access to all elective courses and programs; the ELL counselor will advise students about which courses suit their interests and skills.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Courses are correlated to Oregon's ELP standards with the goal of helping students acquire advanced proficiency in English. ELD courses emphasize speaking and listening skills, but also provide opportunities for applying the lessons to reading and writing. Placement in these sections is by teacher recommendation based on a portfolio of information that may include language proficiency assessments such as ELPA, Woodcock-Munoz, ADEPT, and a writing sample scored with a writing rubric correlated to the ELP standards. These courses align to the district's ELD curriculum scope and sequence, and are supported by the use of the *Focused Approach to Systematic ELD Handbook*, Pearson's *Top Notch & Summit* ELD texts, *Side-By-Side*, picture dictionaries, short readings, and other appropriate materials. Students in these courses will receive elective credits.

### **BEGINNING ELD**

**2 ELECTIVE Credits    Grades 9, 10, 11, 12**

#### **Course Overview:**

The focus of instruction is to develop general utility vocabulary, social and academic language functions and grammatical forms that support them at the beginning and early intermediate proficiency levels. Students at this level will be enrolled in two periods of Newcomer ELD.

**Special Requirements:** Teacher recommendation/test scores.

### **INTERMEDIATE ELD**

**2 ELECTIVE Credits    Grades 9, 10, 11, 12**

#### **Course Overview:**

This course is for students who are working to achieve intermediate to high intermediate levels of English proficiency. Students at this level will be enrolled in two periods of Intermediate ELD.

**Special Requirements:** Teacher recommendations.

### **EARLY ADVANCED ELD**

**1 ELECTIVE Credit    Grades 9, 10, 11, 12**

#### **Course Overview:**

This course is for students who are working to achieve early advanced proficiency in English.

**Special Requirements:** Teacher recommendation.

### **ADVANCED ELD**

**1 ELECTIVE Credit    Grades 9, 10, 11, 12**

#### **Course Overview:**

This course is for students who are working to achieve advanced proficiency in English.

**Special Requirements:** Teacher recommendation.

## **ELD WORKSHOP**

**1 ELECTIVE Credit**      **Grades 9, 10, 11, 12**

### **Course Overview:**

This course is designed for students who have near native-like fluency in English but continue to work on academic English as well as literacy. Most students in this course will have been in the United States for six years or longer. Students in this course are still working on the skills necessary to exit the ELL Program and acquisition of academic language that will support them in navigating their core classes.

**Special Requirements:** Teacher recommendation.

## **ELL PRE-ALGEBRA**

**1 ELECTIVE Credit**      **Grades 9, 10, 11, 12**

### **Course Overview:**

This course focuses on the key vocabulary, language structures, and concepts in math that ELLs will need to be successful in Integrated Math 1. Students will receive elective credit for this course.

**Special Requirements:** Teacher recommendation/test scores.

## **LANGUAGE ARTS 1**

**1 ELECTIVE Credit**      **Grades 9, 10, 11, 12**

### **Course Overview:**

Students in this class will work on basic English literacy skills including phonics, decoding, comprehension, and writing at the sentence level. Students will use Hampton Brown's Edge: Fundamentals to support their learning.

**Special Requirements:** Teacher recommendation.

## **LANGUAGE ARTS 2**

**1 LA Credit**      **Grades 9, 10, 11, 12**

### **Course Overview:**

Students in this class will work on beginning English reading and writing strategies and skills including basic comprehension skills. Students will read selections from grade level texts including Hampton Brown's Edge.

**Special Requirements:** Teacher recommendation.

## **LANGUAGE ARTS 2.5**

**1 LA Credit**      **Grades 9, 10, 11, 12**

### **Course Overview:**

LA 2.5 is designed to help bridge the gap between LA 2 and LA 3 within the EL program ELA sequence. Students in this class are working towards an early-advanced/advanced proficiency in English and grade-level ELA benchmarks. They will focus on English reading and writing strategies and skills including basic comprehension skills and writing mechanics. There is a focus on argumentative writing, identifying and evaluating evidence as well as appropriately attributing sources. Additionally, students will explore various literary pieces and learn the basic principles of analysis. Students will read selections from grade level texts including Hampton Brown's Edge.

**Special Requirements:** Teacher recommendation.

## **LANGUAGE ARTS 3 & LANGUAGE ARTS 4**

**1 LA Credit**      **Grades 9, 10, 11, 12**

### **Course Overview:**

Students in this class will work on mastering grade-level English reading and writing strategies and skills. Students will read works from a variety of grade-level texts including Hampton Brown's Edge and Houghton Mifflin's English 3D.

**Special Requirements:** Teacher recommendation.

## **SHELTERED/CLUSTERED CONTENT CLASSES**

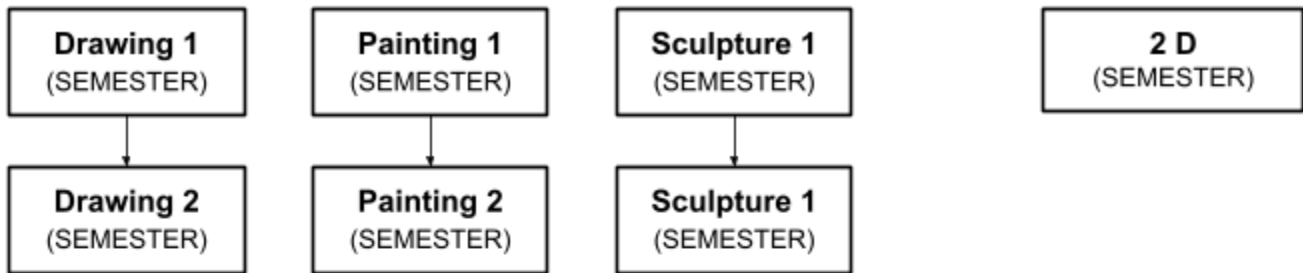
English Learners will have meaningful access to grade level content and curriculum at Gresham High School by enrolling in sheltered/clustered content classes and/or mainstream content classes across the curriculum. In these classes, research-based sheltered instructional strategies are used. All teachers with ELLs in their classes will receive training in sheltered instruction models and strategies such as Constructing Meaning.

# Fine and Performing Arts

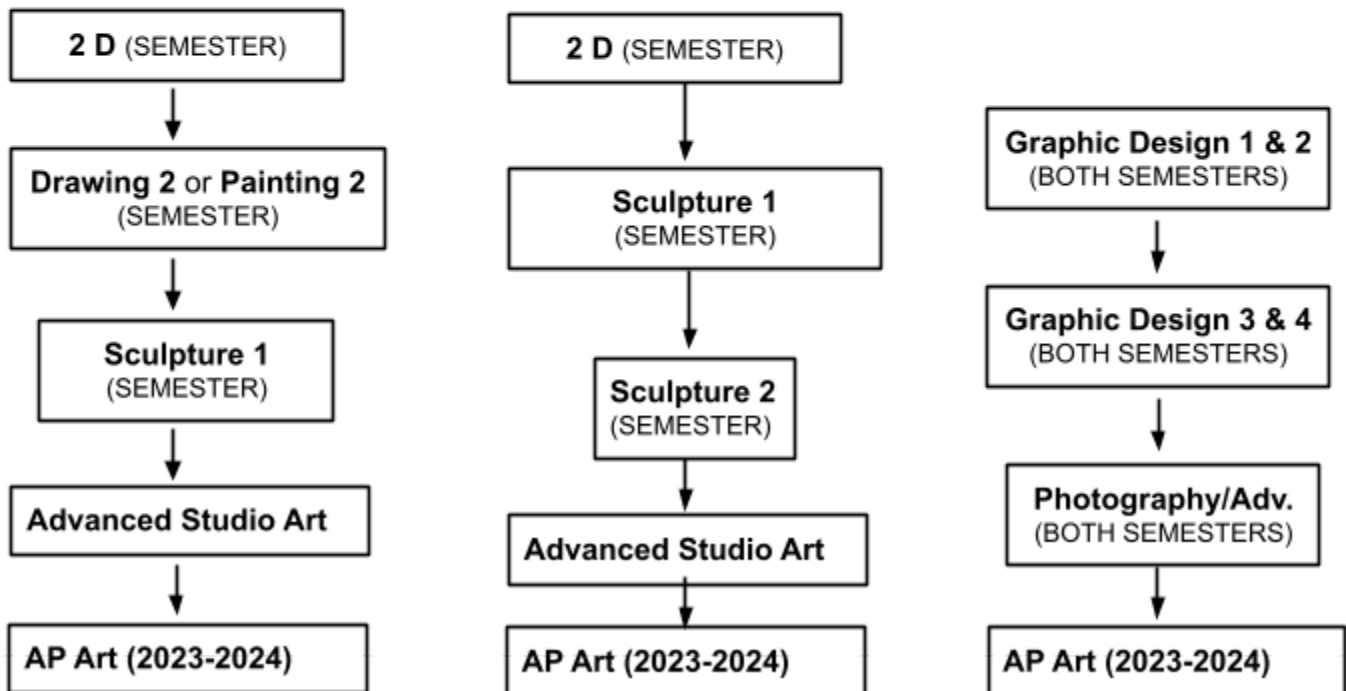
**Brad Cook**  
**Department Chair**

The Fine and Performing Arts Programs offer multi-year sequences of courses that integrate core academic knowledge with occupational knowledge to provide students with a pathway to postsecondary education and careers. **Students will have multiple opportunities throughout the programs of study to earn the 2 required Career Related Learning Experiences (CRLE) which are required towards graduation.**

## VISUAL ARTS



### AP Pathways



## **2 DIMENSIONAL (2D) ART**

**0.5 FA Credit    Grades: 9, 10, 11, 12**

### **Course Overview**

Introduction to the elements and principles of art and to a variety of media used in 2D studio practice. Students will gain exposure and experience using different media types like collage, drawing, painting, and printmaking. It will also introduce Art History, art aesthetics, and art critique.

## **DRAWING 1**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Students will learn the basics of drawing with an emphasis on increasing perceptual skills in drawing from life. Attention will be given to learning to draw from observation and use the elements of design to effectively create the illusion of three-dimensional space. This is not a cartooning class. Students will create original work. Some art history and aesthetic criticism will be introduced.

**Special Requirements:** **Fee required**/half price for reduced lunch/ free for free lunch.

## **DRAWING 2**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Students interested in taking Drawing II, must have earned a C or higher in Drawing I. In Drawing II, technique is combined with more in-depth art history, art criticism and aesthetics. The assignments are more conceptual and expressive than in Drawing 1. Students will broaden and improve their drawing skills with a variety of techniques and media with a continued focus on how to apply the elements & principles of design.

**Special Requirements:** Successful completion of Drawing 1. **Fee required:** Half price for Free/Reduced lunch.

## **PAINTING 1**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course is designed to introduce students to basic color theory, selected art history, and technical painting skills using watercolor, tempera and acrylics. The class will also emphasize learning to use the elements and principles of design to create and critique original artwork.

**Special Requirements:** **Fee required**/half price for reduced lunch/ free for free lunch.

## **PAINTING 2**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Students will broaden and deepen their painting skills with additional media and techniques. Projects will be more open-ended to challenge students to develop their own ideas and aesthetic perception. Attention will be given to continued learning and application of the principles of design. Students will be encouraged to visit local art museums and galleries.

**Special Requirements:** Successful completion of Painting 1 with a "C" or better, or instructor approval.  
**Fee required**/half price for reduced lunch/ free for free lunch.

## **SCULPTURE 1**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course will introduce students to the basics of sculpture and 3-D design. Projects will teach students to apply the elements and principles of design in different 3-D art-making processes. Students will get to explore a number of different media, learn selected art history and how to critique artwork.

**Special Requirements:** **Fee required**/half price for reduced lunch/ free for free lunch.

## **SCULPTURE 2**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course offers more complex methods to build on skills learned in Sculpture 1. Techniques students will learn include modeling, casting, additive, subtractive and relief carving using a variety of media. Students will be encouraged to visit local art museums and galleries.

**Special Requirements:** Completion of Sculpture 1 with a "C" or better, or instructor approval. **Fee required**/half price for reduced lunch/ free for free lunch.

## **ADVANCED STUDIO ART**

**0.5 FA Credit    Grades 10, 11, 12**

### **Course Overview:**

A studio-based art elective for those aspiring to further develop skills and knowledge of artmaking practices after having completed a level 2 Painting, Drawing, or Graphic Design course PLUS one Sculpture course. The course will include 2D, 3D, and mixed media projects, with focus on creative problem solving, conceptual design, media explorations and technical experimentations. In addition, students' artistic experiences will be inspired and enriched by required after-school life drawing sessions, artist workshops, and visits to local art museums and galleries.

This course is repeatable for credit, upon instructor approval.

This course will be a prerequisite for AP 2D or 3D art that will be added during the 2023-2024 school year.

**Special Requirements:** Completion of Drawing 2, Painting 2, **AND** Sculpture 1 or 2, **OR** completion of Graphic Design pathway with a "C" or better, or instructor approval. See flowchart above. **Fee required**/half price for reduced lunch/ free for free lunch.

## **PERFORMING ARTS**

### **FILM AND CULTURE**

**0.5 ELECTIVE Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Using strategies, discussions and various writing modes, students will study cinema from its' beginning to contemporary films.

Students will learn and apply film terminology to class discussions and writings. Students will research cinema history, film genres, directors, screenplays, actors, and film reviews and apply this information to film analyses and writings, which include: personal response, analytical, imaginative, and expository.

### **THEATRE 1-2**

**1 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Fundamentals of acting, developing voice and body for use on stage through pantomime and improvisation, working in individual and small group production of cuttings from plays. Study of theater reading and analyzing plays, theater history, and modern trends in theater will be emphasized. Attendance at theater performances required.

**General Comments:** Students will participate in front of audiences. Acting technique exercises require comfortable clothing.

### **THEATRE 3-4**

**1 FA Credit    Grades 10, 11, 12**

### **Course Overview:**

Advanced study in acting and directing in theater arts. Emphasis on practical and active participation in play cuttings and in play production. Study of dramatic criticism, dramatic literature, and trends in modern theater. Attendance at theater performances required.

**General Comments:** Intermediate drama students will perform short productions for public audiences.

**Special Requirements:** Successful completion of Theatre 1-2 or permission of instructor.

### **THEATRE 5-6**

**1 FA Credit    Grades 11, 12**

### **Course Overview:**

Expands on advanced acting and theater production. Advanced directing technique applied through production planning with beginning students. Attendance at theater performances required.

**General Comments:** Students will be required to participate in public performances.

**Special Requirements:** Successful completion of Theatre 3-4 or consent of instructor.

### **THEATRE 7-8**

**1 FA Credit    Grade 12**

### **Course Overview:**

Continues advanced acting and theater production techniques. The course will expand directing and production planning. Attendance at theater performances required.

**General Comments:** Students will have major responsibilities for production planning for both school and community performances.

**Special Requirements:** Successful completion of Theatre 5-6 or consent of instructor.

## **STAGECRAFT 1-2**

**1 FA Credit     Grades 10, 11, 12**

### **Course Overview:**

This course introduces students to all the basic aspects of technical theater through design and production projects throughout the year. Work includes maintenance and operation of stage and equipment in the auditorium.

**General Comments:** Through this course, students acquire skills in basic carpentry, painting, lighting, costuming and sound engineering while providing technical assistance to the drama program.

## **STAGECRAFT ADVANCED**

**1 FA Credit     Grades 11, 12**

### **Course Overview:**

Advanced study of technical theater skills, allowing for some specialized work in the primary area of interest. Students also work as crew leaders for beginning stagecraft students. This class can be taken more than once.

**General Comments:** Successful completion of Stagecraft 1-2 or consent of instructor. Course work also includes design projects and extracurricular crew assignments for main stage productions.

# **INSTRUMENTAL MUSIC**

## **CONCERT BAND**

**1 FA Credit     Grade 9**

### **Course Overview:**

Designed for the 9<sup>th</sup> grade high school musician with at least one year of experience on a band instrument. Musicians will study music theory as it relates to the wind band genre, and will discuss the historical and cultural aspects of wind band music. Students will study and perform musical literature in traditional and contemporary wind band styles. Musical literature will be selected based on the instrumentation and skill of the group's individuals. It is the intent that music will be selected throughout the year that will be both challenging and achievable to different members of the ensemble. Students will perform at approximately 3 concerts and 1 festival every year. Members of this ensemble are also members of the Gresham Gopher Pep Band. This band represents Gresham High School in the Mount Hood Conference. This course may be repeated for credit.

**Special Requirements:** Membership by instructor's approval. Members of this ensemble are required to attend all performances, both during and outside of the regular school day. A calendar is provided at the beginning of the school year. **This is a yearlong course and is not available for a single semester.** Students must provide *performance attire*.

## **SYMPHONIC BAND**

**1 FA Credit     Grades 10, 11, 12**

### **Course Overview:**

Designed for the emerging high school musician. Musicians will study music theory as it relates to the wind band genre, and will discuss the historical and cultural aspects of wind band music. Students will also study and perform musical literature in traditional and contemporary wind band styles. Musical literature will be selected based on the instrumentation and skill of the group's individuals. It is the intent that music will be selected throughout the year that will be both challenging and achievable to different members of the ensemble. Students will perform at approximately 4 concerts and 3 festivals every year. Members of this ensemble are also members of the Gresham Gopher Pep Band. This band represents Gresham High School in the Mount Hood Conference. This course may be repeated for credit.

**Special Requirements:** Membership by instructor's approval. Members of this ensemble are required to attend all performances, both during and outside of the regular school day. A calendar is provided at the beginning of the school year. **This is a yearlong course and is not available for a single semester.** Students must provide *performance attire*.

## **WIND ENSEMBLE**

**1 FA Credit     Grades 10, 11, 12**

### **Course Overview:**

Designed for advanced high school musicians. Musicians will study music theory as it relates to the wind band genre, and will discuss the historical and cultural aspects of wind band music. Students will also study and perform advanced musical literature in traditional and contemporary wind band styles. Students will perform at approximately 3 concerts and 3 festivals every year. Members of this ensemble are also members of the Gresham Gopher Pep Band. This band represents Gresham High School in the Mount Hood Conference. The ensemble travels out of state approximately every other year. This course may be repeated for credit.

**Special Requirements:** Membership is earned through **audition** and instructor's approval only. Members of this ensemble are required to attend all performances, both during and outside of the regular school day. A calendar is provided at the beginning of the school year. **This is a yearlong course and is not available for a single semester.** Students must provide *performance attire*.



## **JAZZ BAND**

**1 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course is designed for advanced high school musicians. Musicians will study music theory as it relates to jazz genres, and will discuss the historical and cultural aspects of jazz. Students will also study and perform advanced literature in traditional and contemporary jazz styles. Study of music theory will be related to both the performance of literature and improvisation. Students will perform at approximately 4 concerts and 3 festivals every year. This band represents Gresham High School in the Mount Hood Conference. The ensemble travels out of state every other year. This course may be repeated for credit.

**Special Requirements:** Concurrent enrollment in Concert Band, 9th Grade Band, Symphonic Band Wind Symphony, Wind Ensemble or Percussion Ensemble (**except for select guitar and piano players**). Membership is earned through audition and instructor's approval only. Members of this ensemble are required to attend all performances, both during and outside of the regular school day. A calendar is provided at the beginning of the school year. **This is a yearlong course and is not available for a single semester.** This class meets during zero period (6:30am M, T, Th, F). Students must provide *performance attire*.

## **PERCUSSION ENSEMBLE**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course is designed for the intermediate to advanced high school percussionist. However, anyone with a desire to create music, work on improving and cooperate with others is encouraged to join. The course will partially focus on performance of contemporary drum-line etudes, cadences and grooves. It will also focus on orchestral percussion techniques (including keyboard percussion), music theory, music literacy and possible improvisation. This course may be repeated for credit.

Students must provide:

2 pairs of Marching Snare Sticks

1 pair of yarn mallets

Various performance attire

**Special Requirements:** Membership by instructor's approval. Members of this ensemble are required to attend all performances, both during and outside of the regular school day. A calendar is provided at the beginning of the school year. **This is currently a 1 semester course.** Students must provide *performance attire*. Students will be required to participate in two evening concerts, the GHS Pep Band (approximately 4-5 Friday nights), The Teddy Bear Parade (a Saturday morning) and various outside of the school day events.

## **SURVEY OF MUSIC**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Students will get an introduction into basic music theory, roots music and contemporary music of the United States. Students will have the opportunity to familiarize themselves with music technology, including music production and recording. Students will get the opportunity to create original music through composition and production. Students will possibly participate in at least one performance during the school year. **Special Requirements:** No prior experience is required.

**Special Requirements:** No prior experience is required.

## **BEGINNING CLASSROOM GUITAR**

**0.5 FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course is designed for students with little to no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include: correct posture, note reading, rhythmic patterns, chord study, melody construction, musical forms, tablature notation, improvisation, and performing experiences. Students may be issued an instrument for school use, and are encouraged (but not required) to have their own guitar at home for practice. Formal and informal performances are typically included.

**Fee required:** Instrument Rental Fee. \$65 (Free/Reduced pricing available.)

# VOCAL MUSIC

## TENOR AND BASS CHOIR

**1 FA Credit     Grades 9, 10, 11, 12**

### **Course Overview:**

This is a non-audition course for all singers in this vocal range beginning their choral experience in high school. Emphasis will be on fundamentals of singing, breath support, sight reading, good vowel formation, and diction. A variety of music styles will be experienced and singing in parts will be emphasized. Unaccompanied singing will also be experienced. Throughout the school year, performances at concerts, civic functions, festivals, and invitational appearances will be experienced and expected.

**General Comments:** Special attention is given to the changing voice as students mature. Efforts are made to assist that process and to keep them singing, learning and INVOLVED regardless of where their voice may be in this process. Some expense for clothing is involved. This course may be repeated for credit.

**Special Requirements:** May be repeated if additional fundamental work is required before placement into Concert Choir. Attendance at all calendared (including evening) performances/events is academically required.

NO AFTER SCHOOL REHEARSAL IS REQUIRED.

## TREBLE CHOIR

**1 FA Credit     Grades 9, 10, 11, 12**

### **Course Overview:**

Entry level students in this vocal range (Soprano, Mezzo Soprano, and Alto). This ensemble will study and prepare choral music for presentation at concerts, and festivals. There will be opportunities to sing with the Tenor/Bass Choir. There will also be opportunities for solos but solo singing is NOT required.

**General Comments:** This course is open to all first-year Treble singers on a non-audition basis. Activities are designed to help the student learn more about the fundamentals of singing, musicianship, creativity, sight reading and other areas of music. Attendance at all calendared (including evening) performances/events is academically required.

NO AFTER SCHOOL REHEARSAL IS REQUIRED. This course may be repeated for credit.

## ENCORE

**1 FA Credit     Grades 10, 11, 12**

### **Course Overview:**

**This is an advanced Treble Choir (Soprano, Mezzo Soprano, and Alto)**

The student will study vocal ensemble literature and techniques with an emphasis on style, performance practices and high standards of vocal ability. Literature will include madrigal, classical, jazz, musical theater, and pop styles.

**General Comments:** Activities are designed to help the student learn more about the fundamentals of singing, musicianship, creativity, sight reading, choral literature, and music history. Attendance at all calendared (including evening) performances/events is academically required. Some expenses for outfits and travel may be involved. This course may be repeated for credit. No after school rehearsals will be required.

**Special Requirements:** Placement by audition. Open to Treble Voices only.

## CONCERT CHOIR

**1 FA Credit     Grades 10, 11, 12 (Soprano, Mezzo Soprano, Alto, Tenor, Baritone, and Bass)**

### **Course Overview:**

The student will study advanced choral literature and techniques with emphasis on style, performance practices, and high standards of vocal ability. Throughout the school year performances in concerts, civic functions and invitational appearances will be given. The students will also compete in District and League events as well as the OSAA State Choir Championships. There will be opportunities to travel to compete in various festivals.

**General Comments:** Students will present the finest choral music of Gresham High School. Activities are designed to help the student learn more about the fundamentals of singing, musicianship, creativity, choral literature, and music history. Some expenses for retreat, travel, and tee shirts may be involved. Attendance at all performances, workshops, and events is academically required. This course may be repeated for credit.

**Special Requirements:** Placement by audition only.

**OVERTONES (Soprano, Mezzo Soprano, Alto, Tenor, Baritone and Bass)****1 FA Credit      Grades 10, 11, 12****Course Overview:**

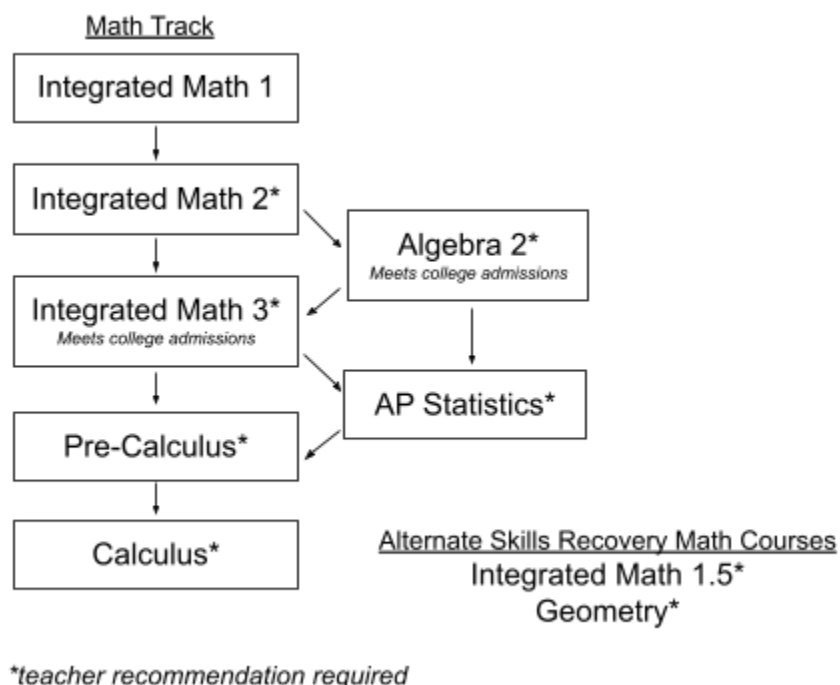
The student will study advanced vocal ensemble literature and techniques with an emphasis on style, performance practices, and high standards of vocal ability. Literature will include madrigal, classical, jazz, and pop styles. Performances in concerts, civic functions and invitational appearances throughout the school year will be given.

**General Comments:** Students will present the finest vocal ensemble literature at Gresham High School. Activities are designed to help the student learn more about the fundamentals of vocal performing in an ensemble , with an emphasis on musicianship, creativity, solo singing, and choral literature. Expenses for outfits and travel may be involved. Performance times will involve weekends and evenings. Attendance at all calendared (including evening) performances/events is academically required. This course may be repeated for credit.

**Special Requirements:** Placement by audition only. Auditions will be held in May.

# Mathematics

The need to understand and use mathematics in everyday life and in the workplace has never been greater. According to Time Magazine, "Without mastering the fundamental building blocks of math, science, or history, complex concepts are impossible." There is no question that mathematical competence opens doors to productive futures, regardless of a student's talent, interests, or goals. To meet graduation requirements, **all students must earn 3 credits**. If planning to attend a 4-year university after high school, students must complete at least 3 years of math with a "C" or higher grade, including Integrated Math 3 or Algebra 2.



## INTEGRATED MATH 1 1 MA Credit    Grade 9 Course Overview:

Students will study the three mathematical topics of statistics, algebra and geometry. Algebra skills focus on variables and number properties to solve multi-step equations and inequalities. Linear functions will be represented as tables, rules, and graphs and used for problem solving. Geometry skills covered will be basic geometric properties, transformations, congruence, and proof of geometric theorems. Finally, students will use statistics to summarize, represent, and interpret data using a variety of models.

**Materials/Requirements/Fees:** Scientific Calculator (i.e. TI-36x Pro, TI30XS Multiview, Casio fx-82es Plus)

## INTEGRATED MATH 1.5 1 MA Credit    Grades 10, 11, 12 Course Overview:

This course is an expansion of topics covered in Integrated 1 and an introduction to Integrated 2 concepts including, algebra, geometry and probability.

**Materials/Requirements/Fees:** Scientific Calculator (i.e. TI30XS Multiview, Casio fx-82es Plus). However, it is recommended that students get a graphing calculator such as the TI-84.

**Special Requirements:** Student enrollment in this class is based on teacher recommendation.

## **INTEGRATED MATH 2**

**1 MA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

Students will study the three mathematical topics of algebra, geometry and probability through an expansion of Integrated 1 skills. Algebra skills will focus on exponential, polynomial and quadratic functions. Geometry will study the relationships in polygons, similarity, right triangle trigonometry, circles, circumference, area and volume. Finally students will learn how to find and apply probability.

**Materials/Requirements/Fees:** Scientific Calculator (i.e. TI-36x Pro, TI30XS Multiview, Casio fx-82es Plus). However, it is recommended that students get a graphing calculator such as the TI-84.

**Special Requirements:** Student enrollment in this class is based on teacher recommendation. It is required that students receive a grade of "C" or better in Integrated 1 or Integrated 10.5 prior to this course.

## **INTEGRATED MATH 3**

**1 MA Credit    Grades 10, 11, 12**

### **Course Overview:**

**This course is intended to prepare students for a 4-year university.** Content for this course includes linear, quadratic, logarithmic, absolute value, rational, radical, polynomial, and trigonometric functions. Additionally, students will factor quadratic expressions, apply theorems about circles, use coordinates to prove simple geometric theorems algebraically, model with geometry, as well as make inferences and justify conclusions from sample surveys.

**Materials/Requirements/Fees:** A TI-84-graphing calculator if required for this course.

**Special Requirements:** Student enrollment in this class is based on teacher recommendation. It is recommended students receive a grade of "C" or better in Integrated 2 prior to this course.

## **ALGEBRA 2**

**1 MA Credit    Grades 11, 12**

### **Course Overview:**

**This course is intended to prepare students for a community college or trade school.** This course will have the potential to earn Math 95 credit through Mt. Hood Community College for seniors only. Content for this course includes solving equations and inequalities, solving systems of equations, complex numbers and factoring quadratic expressions. Additionally, students will study linear, quadratic, logarithmic, absolute value, exponential, rational and polynomial function.

**Materials/Requirements/Fees:** A TI-84-graphing calculator is required for this course.

**Special Requirements:** Student enrollment in this class is based on teacher recommendation. It is recommended that students receive a grade of "C" or better in Integrated 2 prior to this course.

## **STATISTICS**

**1 MA Credit    Grades 11, 12**

### **Course Overview:**

Statistics will focus on the study of analysis of data and analyzing trends to make predictions and inferences based on given information. Students will explore collection and analysis of data making use of graphical and numerical techniques to study patterns and departure from pattern. They will learn to construct a well-developed plan to show validity of data collected. The student will use probability as the tool for anticipating what the distribution of data should look like as a given model. Statistical inference will be used to guide the selection of an appropriate model using chi-squared distributions, binomial, distribution, geometric distribution, proportions, means, normal distributions, and t- distributions.

**Materials/Requirements/Fees:** TI-83 Plus or TI-84 Plus graphing calculator is required; TI-89's are not allowed.

**Special Requirements:** Int. Math 2 or higher

## AP STATISTICS

**1 MA Credit    Grades 11,12**

### Course Overview:

Statistics will focus on the study of analysis of data and analyzing trends to make predictions and inferences based on given information. **MHCC credit for MTH243 will be available for students with a year-long 'A' grade in the class.** Students will explore collection and analysis of data making use of graphical and numerical techniques to study patterns and departure from pattern. They will learn to construct a well-developed plan to show validity of data collected. The student will use probability as the tool for anticipating what the distribution of data should look like as a given model. Statistical inference will be used to guide the selection of an appropriate model using chi-squared distributions, binomial, distribution, geometric distribution, proportions, means, normal distributions, and t-distributions, *all as a means to perform hypothesis tests. Students must have a graphing calculator.*

**Materials/Requirements/Fees:** TI-83 Plus or TI-84 Plus graphing calculator is required; TI-89's are not allowed.

**Special Requirements:** C or higher in Integrated Math 3, Pre-Calculus or Statistics

## PRE-CALCULUS

**1 MA Credit    Grades 10, 11, 12**

### Course Overview:

**This course is intended to prepare students for a 4-year university.** This is a college-level math course which will offer students the opportunity for Math 111/112 credit through Mt. Hood Community College. Topics covered in this course include advanced functions and equations, sequences and series, exponentials and logarithms. In addition, topics in probability and statistics will be touched on. This course prepares students to continue on to Calculus or Statistics which are the key courses needed for the majority of four year college degrees.

**Math/Requirements/Fees:** A TI-84-graphing calculator is required for this course.

**Special Requirements:** It is required that students receive a grade of "C" or better in Integrated 2 prior to this course.

## CALCULUS

**1 MA Credit    Grades 11, 12**

### Course Overview:

This is a college-level math course which will offer students the opportunity for Math 251 credit through Mt. Hood Community College. Students in this course will learn first year calculus via limits, derivatives, integrals, functions, and plane curves.

**Math/Requirements/Fees:** A TI-84-graphing calculator is required for this course.

**Special Requirements:** It is required that students receive a grade of "C" or better in Pre-Calculus or an IB AI Math SL prior to this course.

## GEOMETRY

**1 MA Credit    Grades 11, 12**

### Course Overview:

Students will study a wide variety of traditional geometry topics beginning with reasoning, points, lines and planes, continuing with congruence of triangles, properties of polygons, trigonometry, surface area, volume and concluding with topics involving circles. Problem solving will involve building algebra skills and applied geometric situations such as finding measures of angles or sides of similar figures. Coordinate geometry will be used throughout the course.

## PE/Health

Health and PE classes emphasize healthy living through positive lifestyle decisions, physical activity, fitness, competition and social development. The PE program aids student development through regular physical activity. These activities are aimed at physical skill attainment, physical fitness, social skill development and the knowledge and understanding of how all of these relate to a healthy lifestyle. The Health courses emphasize healthy living concepts, health-related skills and a critical examination of various lifestyle decisions and their consequences.

**1.0 PE credit and 1.0 credit Health (HE) is required to meet graduation requirements, all PE classes can be repeated for credit.**

PE classes encourage students to maintain physical fitness through participation in sports and activities. Emphasis is placed on student's development of life-long fitness habits. Participation in PE is critical to success. It is essential that students be actively involved in the class each day.

**General Comments: *Students are required to provide appropriate fitness clothes and shoes for PE class.***

### AQUATICS

**0.5 PE Credit Grades 9, 10, 11, 12**

#### **Course Overview:**

This class focuses on aquatic activities to provide students with necessary skills to ensure short and long-term benefits for an active and healthy lifestyle. The course helps students develop positive attitudes toward movement activities, fitness habits, team and individual activities and their own health behaviors. As part of the course students will have instruction on individual swim techniques, aquatic games, aquatic fitness training, pool organization and maintenance and leading swim instruction for other students.

**Special Requirements: Students are required to provide their own swimsuit and towel.**

### BODIES IN BALANCE

**0.5 PE Credit Grades 9, 10, 11, 12**

#### **Course Overview:**

This elective PE class is designed for students who want to improve their core strength, fitness level and work on body sculpting. Students will receive elective PE credit. The class is designed to introduce some strength training methodology. Note: This class will NOT be a good fit for students with competitive and very focused strength training desires. Students will learn the different muscle groups being affected by different lifts and will understand the long term benefits of weight training and fitness training.

### LEARNING STRATEGIES PE

**1 PE Credit Grades 9, 10, 11, 12**

#### **Course Overview:**

Adaptive Physical Education is a diversified program of developmental activities, games, sports and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. Adaptive physical education is designed to aid students with handicaps to achieve physical, mental, emotional and social growth commensurate with their potential through a planned program of regular and special physical education and recreational activities.

#### **Special Requirements:**

Students will be screened by the instructor after being referred by general PE instructors, nurse, special educator and general faculty. The instructor will determine the participants in the class through a screening process that would like to involve all students needing special help, even if they have already passed PE. This class meets the graduation requirement for required physical education credit.

**\*Students are required to provide appropriate fitness clothes and shoes for PE class.**

### LIFETIME ACTIVITIES

**0.5 PE Credit Grades 9, 10, 11, 12**

#### **Course Overview:**

Students will participate in a variety of activities to develop lifelong fitness habits. Activities may include but are not limited to: tennis, badminton, pickleball, volleyball, croquet, bocce ball, ping-pong, ultimate frisbee, frisbee golf, and a variety of diamond games, gym games and field games.

**RECREATIONAL BASKETBALL****0.5 PE Credit   Grades 9, 10, 11, 12****Course Overview:**

Students will participate in individual and team drills as well as play modified and standard basketball games to develop cardio-respiratory fitness. Students will also be expected to demonstrate proper rules, strategies and sportsmanship.

**RECREATIONAL SOCCER****0.5 PE Credit   Grades 9, 10, 11, 12****Course Overview:**

Students will participate in individual and team drills as well as play modified and standard soccer games to develop cardio-respiratory fitness. Students will also be expected to demonstrate proper rules, strategies and sportsmanship.

**STRENGTH AND CONDITIONING****0.5 PE Credit   Grades 9, 10, 11, 12****Course Overview:**

Course goal: Increase muscle strength and fitness, while at the same time promoting each student's ability to apply what they learn in a pursuit of lifelong fitness. This class will focus on developing safe/functional lifting techniques. Periodization training (loading and unloading of muscle groups) will promote strength and fitness gains over time.

**WALKING FOR FITNESS****0.5 PE Credit   Grades 10, 11, 12****Course Overview:**

Students will participate in fitness walking outside on the athletic fields, in the school building and in the surrounding community to develop cardio-respiratory fitness. Appropriate fitness clothes and shoes for walking are required. A light rain jacket is recommended as the class will walk outside in light rain. This class meets outside as long as the temperature is near 50 degrees.

**YOGA/CORE FITNESS****0.5 PE Credit   Grades 9, 10, 11, 12****Course Overview:**

Students are introduced to the values and skills of Yoga. Yoga/Core Fitness includes basic Yoga philosophy and exercises for increased flexibility, improved health, relaxation, and reduced stress in daily living. In addition, students will participate in core fitness exercises to strengthen the body's core muscles.

**HEALTH 1 (Required)****0.5 HE Credit   Grade 9****Course Overview:**

This course emphasizes health concepts and skill-building activities that explore both long and short-term behavioral consequences. The course is aligned with district, state and Nation Health Education Standards and focuses on development of health skills in the content areas of: health and wellness, social emotional learning, safety and first aid, nutrition and physical activity, comprehensive sexual education and substance use and abuse.

**HEALTH 2 (Required)****0.5 HE Credit   Grade 10****Course Overview:**

This course builds on Health 1 and emphasizes health concepts and skill-building activities that explore both long and short-term behavioral consequences. The course is aligned with district, state and National Health Education Standards and focuses on development of health skills in the content areas of: health and wellness, social emotional learning, safety and first aid, nutrition and physical activity, comprehensive sexual education and substance use and abuse.

**General Comments:**

Students will complete a Career Related Learning Experience (CRLE) to help meet the personalized learning graduation requirements.



# Science

At Gresham High School, each student will engage in relevant science and engineering practices to explore phenomena by gathering data, discussing trends and arguing from evidence. In our lab based core sequence of Physical Science, Chemistry and Biology; students will explore potential answers to difficult questions. Gathering data, working in a team, and making data driven decisions is how Science students solve problems. Exploring and learning in the 21<sup>st</sup> century means working collaboratively, creatively, critically, and embracing technology to leverage problem solving and high level thinking. The unique experiences and perspectives each student brings into the classroom will be respected and valued. Students will engage in place based learning and connect beyond our local community to embrace a global and cultural awareness of the world around them. Taking responsibility for their work and recognizing and respecting cultural differences is how our students will develop both career and life skills while building upon their societal awareness.

**All students must take Physical Science, Chemistry, and Biology.** Three years of science is necessary to graduate. Four years of science are recommended for entering a university. Students planning to pursue a career in science are encouraged to take multiple science courses during the same academic year to maximize their experience.

## SCIENCE COURSE SEQUENCE

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Core Requirement</b>	Physical Science	Chemistry	Biology	
<b>Electives</b>		Physics Zoology Forensics	Physics Zoology Forensics AP Biology AP Chemistry	Physics Zoology Forensics AP Biology AP Chemistry

### PHYSICAL SCIENCE

**1 SC Credit      Grade 9**

#### Course Overview:

This is a lab-based physics course designed for freshmen. Using the processes of scientific inquiry, engineering design, and critical thinking students will discover and apply patterns in such major physics topics as motion, forces and momentum, energy, waves, and electromagnetism. An important aim of the course is to develop and build students' math abilities, performance in problem solving, scientific literacy, and technical communication skills that will be useful in later science courses. This course will address all ODE physics, inquiry, and engineering standards.

### CHEMISTRY

**1 SC Credit      Grade 10**

#### Course Overview:

Emphasis is on using lab data to develop an understanding of the atomic and molecular structure of matter. An overall foundational understanding of the interactions of atoms and compounds will be explored with real world examples being the primary focus of inquiry by students. This course will address all ODE chemistry, inquiry, and engineering standards.

### AP CHEMISTRY

**1 SC Credit      Grades 11, 12**

#### Course Overview:

AP Chemistry is a rigorous college level course and a Math level of at least Integrated 3 is recommended. This course is geared towards highly motivated students with an interest in chemical and physical sciences. It builds on concepts covered in first year Chemistry and goes into much greater detail in concept exploration and laboratory investigation. Topics include atomic theory, chemical bonding, phases of matter, solutions, types of reactions, equilibrium, reaction kinetics, and thermodynamics. The exam in May offers students an opportunity to demonstrate their abilities and potentially earn college level credit. AP Chemistry is a college level course and success requires a substantial amount of time outside of class. When taking this AP course, it is expected you will participate in the AP Exam.

**Special Requirements:** AP Exam fee

## **BIOLOGY**

**1 SC Credit      Grade 11**

### **Course Overview:**

Biology is structured around a series of major themes including science such as investigation and inquiry, the chemistry of life, cells, genetic inheritance, ecology, and natural selection. Students will have opportunities to do experiments, perform research, take notes, and complete many hands-on activities in an inquiry based learning environment. This course will address all ODE biology, inquiry, and engineering standards.

## **AP BIOLOGY**

**1 SC Credit      Grades 11, 12**

### **Course Overview:**

AP Biology is aligned with the College Board. The first of three terms covers biochemistry, cell parts and function, cell transport, metabolism including photosynthesis and respiration. The second term includes cell communication, cell division, reproduction, DNA, protein synthesis, genetics and biotechnology. The class includes a study of evolution and ecology. The AP Biology test in May is a requirement for the class. In AP Biology, lab skills are emphasized and students will spend approximately one quarter of their time in a lab situation. Students will complete a research style project after the AP exam. Students need to be aware that this is high level Biology and will require a substantial amount of time doing work outside of the classroom. When taking this AP course, it is expected you will participate in the AP Exam.

**Special Requirements:** AP Exam fee

## **PHYSICS**

**1 SC Credit      Grades 10, 11, 12**

### **Course Overview:**

Physics is a course that builds students' understanding of physical science concepts through exploration and experimentation. These concepts will be applied to understanding how the universe works, from stars and galaxies to projectiles and roller coasters. Students will also have an opportunity to investigate the latest theories, discoveries, and applications in astronomy and physics. Physics is recommended for students entering a 4-year college.

**Special Requirements for Sophomores, Juniors, or Seniors:** Successful completion of Physical Science, Integrated Math 1, or teacher recommendation.

## **ZOOLOGY**

**1 SC Credit      Grades 10, 11, 12**

### **Course Overview:**

Zoology is an in-depth study of the structure and function of animals, how they are classified, and their interaction with the environment. The course is designed to study all the major phyla (types) of animals from simple to complex. This is a lab based, hands-on class that includes research, dissection, observation of live organisms, field trip to the zoo and even cooking and eating, among many other activities. If you have an interest in animals or going into the medical field this is the class for you.

**Special Requirements:** Lab fee required: half price for reduced lunch, free for free lunch.

## **FORENSICS**

**0.5 SC Credit      Grades 10, 11, 12**

### **Course Overview:**

Forensics is a hands-on Science course exploring the skills and concepts behind the physical and psychological aspects of crimes. Through case studies, crime scenes, and investigative labs, students will expand their skills in the realms of fingerprinting, blood spatter analysis, forensic anthropology and more. Students will apply the core sciences (Chemistry, Biology, and Physics), building their critical thinking skills through inquiry into real world scenarios, as well as the realm of abnormal psychology. This course addresses multiple NGSS standards related to Physics, Biology, and Chemistry.

# Social Science

The Social Science Department introduces students to a number of academic disciplines, which focus on the study of human behavior and historical experiences. An exploration of political, historical, economic, and sociological perspectives will help students acquire skills that can be used to develop a better understanding of the world.

## **PATHS FOR SOCIAL SCIENCE**

### **REGULAR DIPLOMA: SUGGESTED THREE-YEAR SEQUENCE**

<b>CLASS OF 2023 &amp; BEYOND</b>	<b>CLASS</b>
<b>Grade 10</b>	<b>Global Perspectives or AP Human Geography</b>
<b>Grade 11</b>	<b>US History, Ethnic Studies, or AP US History</b>
<b>Grade 12</b>	<b>Government/Economics or AP US Gov and Politics</b>

### **AP HUMAN GEOGRAPHY**

**1 SS Credit      Grade 10**

#### **Course Overview:**

This 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 socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

**General Comments:** This course can replace Global Perspectives as the required social studies course in 10th grade.

### **AP US GOVERNMENT & POLITICS**

**1 SS Credit      Grade 12**

#### **Course Overview:**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

**General Comments:** This course can replace Government and Econ as the required social studies course in 12th grade.

### **AP U.S. HISTORY**

**1 SS Credit      Grade 11**

#### **Course Overview:**

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**General Comments:** This course can replace U.S. History as the required social studies course in 11th grade.

### **GLOBAL PERSPECTIVES**

**1 SS Credit      Grade 10**

#### **Course Overview:**

Who are we as individuals, communities, a nation, a globe--and what is the impact we have on one another socially, economically, environmentally, and politically? These questions will be explored in this required senior-level course that serves as the capstone to students' social studies experience at Gresham High School. In the context of studying a range of global 20th century topics, students will participate in discussions and activities, read and evaluate a range of perspectives, and write both analytically and reflectively, including a state-required Analysis work sample.

**General Comments:** This course is required for all 10th graders unless enrolled in A.P. Human Geography.

## **GOVERNMENT**

**0.5 SS Credit    Grade 12**

### **Course Overview:**

In this class students will gain an understanding of the principles and ideas upon which the government of the United States is founded. Students will see how our government is organized and operates. Citizen rights and responsibilities will be clarified and students will determine ways in which they can participate in government decision-making. Students will be expected to complete a Social Science Analysis work sample during this semester.

**General Comments:** This course is required for all 12th graders unless enrolled in A.P. Government & Politics.

## **ECONOMICS**

**0.5 SS Credit    Grade 12**

### **Course Overview:**

This class focuses on the major concepts of American capitalism and the dynamics of how modern economic systems work. Students will study how the global marketplace has evolved over the past 20 years and how the “flattened” world has contributed to innovations and challenges to the U.S. economy. An additional objective is to help students relate economics to their daily life. Students will be expected to complete a Social Science Analysis work sample during this semester.

**General Comments:** This course is required for all 12th graders unless enrolled in A.P. Government & Politics.

## **U.S. HISTORY**

**1 SS Credit    Grade 11**

### **Course Overview:**

This course will allow students to examine the events that have shaped our past and continue to impact our society. The course will investigate American history from the Progressive Era (early 1900s) to the present day, completing the district survey of American history. Historical and contemporary issues will be analyzed throughout the course. Students will be expected to complete a required Social Science Analysis work sample during the year.

**General Comments:** This course is required for all 11th Graders unless enrolled in A.P. U.S. History or Ethnic Studies.

# **SOCIAL SCIENCE ELECTIVES**

## **AP PSYCHOLOGY**

**1 ELECTIVE Credit    Grades 11, 12**

### **Course Overview:**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

## **ETHNIC STUDIES 1 AND 2**

**1 SS Credit    Grades 11, 12**

### **Course Overview:**

Ethnic Studies is a course that operates from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. This course focuses on the history, experiences, and current events impacting the lives of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US.

**General Comments:** This course can replace U.S. History as the required social studies course in 11th grade.

# World Languages

Learn about the people and the countries where the language is spoken. Learn about employment, travel, study and exchange-student opportunities. Prepare yourself for a business world that increasingly needs employees with knowledge of a world language and culture. Please consider the following before enrolling:

- It is highly recommended for students to begin their study of a World Language freshman year if they are planning on taking the AP tests during their senior year.
- Two years of study is required with a C or higher for university admission.
- Students with prior knowledge of Spanish or Japanese must seek instructor approval in order to begin in a class that is higher than Spanish 1-2 or Japanese 1-2.
- Heritage speakers of Spanish are encouraged to begin with Heritage Spanish 1-2.

## SAMPLE WORLD LANGUAGE SEQUENCE

Grade	Japanese Option	Spanish Option #1	Spanish Option #2 (For Heritage Spanish speakers)
9th	Japanese 1-2	Spanish 1-2	Heritage Spanish 1-2
10th	Japanese 3-4	Spanish 3-4	Heritage Spanish 3-4
11th	Japanese 5-6	Spanish 5-6	Heritage Spanish 5-6
12 <sup>th</sup>	AP Japanese Language and Culture	AP Spanish Language and Culture	AP Spanish Language and Culture

### JAPANESE/SPANISH 1-2

**1 WL Credit** Grades 9, 10, 11, 12

#### Course Overview:

Basic communication skills in oral comprehension, speaking, reading, writing and familiarity with the culture.

**General Comments:** Students progress to ACTFL Novice-high level by the end of the course.

### JAPANESE/SPANISH 3-4

**1 WL Credit** Grades 9, 10, 11, 12

#### Course Overview:

Continuation and expansion of basic skills acquired in the first year course with increasing emphasis on reading and writing. Students will be provided opportunities for increased vocabulary, speaking ability, and cultural awareness through use of the language.

**General Comments:** Students enter the course at ACTFL Novice-high level and progress to Intermediate-mid level by the end of the course.

**Special Requirements:** Successful completion of 1-2 course and/or instructor approval.

### JAPANESE/SPANISH 5-6

**1 WL Credit** Grades 9, 10, 11, 12

#### Course Overview:

This course will help prepare students for the AP exam. Continue in-depth study of vocabulary and grammar from a variety of materials.

**General Comments:** Students enter the course at the ACTFL Intermediate-mid level and progress to Intermediate-high level by the end of the course.

**Special Requirements:** Successful completion of 3-4 course and/or instructor approval.

**HERITAGE SPANISH 1-2 (For students who understand Spanish as a home language)****1 WL Credit      Grades    9, 10, 11, 12****Course Overview:**

Heritage Spanish 1-2 is designed for heritage speakers of Spanish who wish to improve their command of the standard expression of the language. The course will focus on grammar, writing styles, reading skills, and vocabulary building. The course also explores the history and culture of the Spanish-speaking world. Special attention will be paid to those aspects of the language which heritage speakers in the United States find most problematic. Readings will also give students preparation for continuation in upper-level Spanish classes.

**General Comments:** A heritage speaker of Spanish is a person who has learned Spanish as a home language, but may have little or no experience with written and academic Spanish. This class is also open to students who are native speakers of Spanish, meaning that their primary language is Spanish, and they are comfortable using the language in all settings.

**HERITAGE SPANISH 3-4 (For students who understand Spanish as a home language)****1 WL Credit      Grades    9, 10, 11, 12****Course Overview:**

Heritage Spanish 3-4 is a continuation of Heritage Spanish 1-2. This course is designed for heritage speakers of Spanish who wish to continue to improve their command of the standard expression of the language. The focus is on refining grammar, writing styles, reading skills, and on vocabulary building. The course also explores the history and culture of the Spanish-speaking world. Special attention will be paid to those aspects of the language which heritage speakers in the United States find most problematic. Readings will also give students preparation for continuation in upper-level Spanish classes.

**General Comments:** A heritage speaker of Spanish is a person who has learned Spanish as a home language, but may have little or no experience with written and formal Spanish. This class is also open to students who are native speakers of Spanish, meaning that their primary language is Spanish, and they are comfortable using the language in all settings.

**Special Requirements:** Successful completion of Heritage Spanish 1-2 or permission of counselor/instructor.

**HERITAGE SPANISH 5-6 (for students who understand Spanish as a home language)****1 WL Credit      Grades    9, 10, 11, 12****Course Overview:**

Heritage Spanish 5-6 is a continuation of Heritage Spanish 3-4. This course is designed for heritage speakers of Spanish who wish to continue to improve their command of the standard expression of the language. Focusing on refining grammar, writing styles, reading skills, and vocabulary building. The course also explores the history and culture of the Spanish-speaking world. Special attention is paid to those aspects of the language, which heritage speakers in the United States find most problematic. Readings also give students preparation for continuation in upper-level Spanish classes.

**General Comments:** A heritage speaker of Spanish is a person who has learned Spanish as a home language, but may have little or no experience with written and formal Spanish. This class is also open to students who are native speakers of Spanish, meaning that their primary language is Spanish, and they are comfortable using the language in all settings.

**Special Requirements:** Successful completion of Heritage Spanish 3-4 or permission of counselor/instructor.

**AP Japanese Language and Culture****1 WL Credit    Grade 12**

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Prerequisites:** Successful completion of Japanese 1-6 OR with instructor approval.

**AP Spanish Language and Culture****1 WL Credit    Grade 12**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Prerequisites:** Successful completion of Spanish 5-6 OR Heritage Spanish 5-6 OR with instructor approval.

# Special Services

**Michael Pachelo**  
**Department Chair**

Diversified education classes limited to students with an approved Individualized Education Plan.

## **MATH STRATEGIES**

**1 Credit Elective or 1 Modified Math Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This course supports students who have math skills significantly below grade level. Students will develop and maintain math skills in the areas of basic operations, fractions, decimals, percents, problem-solving, and algebraic relationships. This class provides specially designed instruction to meet the learning needs of students who are pursuing a Modified Diploma or may provide prerequisite skills for Algebra I. Special Requirements: Recommendation from the IEP team and/or case manager.

## **CONSUMER MATH STRATEGIES 1**

**1 Credit Elective or 1 Modified Math Credit**

**Grades 11, 12**

### **Course Overview:**

This course supports students who have math skills significantly below grade level to develop their understanding of time concepts, money concepts, purchasing knowledge, and budgeting in preparation for adult living. Students are given opportunities to apply these concepts to real-world, multi-step word problems and community experiences. This class provides specially designed instruction to meet the learning needs of students as a modified math credit toward a Modified Diploma or as an elective credit toward a Standard Diploma. Special Requirements: Recommendation from the IEP team and/or case manager.

## **ENGLISH STRATEGIES 1-2, 3-4**

**1 Credit Elective or 1 Modified English Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This course supports students who have reading or writing skills significantly below grade level. Instruction focuses on applying reading comprehension skills and developing the ability to write in academic formats and real-world scenarios. Students will also develop and deliver an informative speech. This class provides specially designed instruction to meet the learning needs of students as a modified English credit toward a Modified Diploma or as an elective credit toward a Standard Diploma. Special Requirements: Recommendation from the IEP team and/or case manager.

## **LEARNING STRATEGIES FOR HIGH SCHOOL**

**1 ELECTIVE Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This course supports students who need instruction in the area of study skills and executive functioning. Students will develop their executive functioning skills through coaching and specially designed instruction. The curriculum focuses on study skills, organization skills, understanding your own learning style, self-advocacy and identifying post-high school interests. Students also access tutorial support to assist them with completing academic work. Additionally, they will participate in a transition-oriented curriculum to assist them with career exploration and post-secondary planning and beyond. May be repeated for credit. Special Requirements: Recommendation from the IEP team and/or case manager.

## **PEER BUDDY CADET PROGRAM**

**1 ELECTIVE Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

Being a peer buddy provides an opportunity for students to work together in an inclusive educational environment. Students are working with their peers and, with the guidance of a teacher, are providing academic support. By working in a peer buddy program, students are exposed to the general education curriculum and all of the activities high school students participate in. Additionally, being a peer buddy encourages positive social relationships between students.

## **ENGLISH FOUNDATIONS**

**1 Credit Modified English or 1 Alt. Cert. Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This course supports students working on the basic skills of reading and writing. Students will work on reading at their instructional level with increased fluency and comprehension. Students will work on writing basic sentences and paragraphs as well as writing for real-world situations. This class provides specially designed instruction to meet the learning needs of students who are pursuing a Modified Diploma or credit toward Alternative Certificate. May be repeated for credit. Special Requirements: Recommendation from the IEP team and/or case manager.

## **MATH FOUNDATIONS**

**1 Credit Modified Math or 1 Alt. Cert. Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This course supports students working on the basic skills of mathematics. Students will develop and utilize their functional math skills that will assist them with basic computations as adults. Students will participate in a variety of lessons that address addition, subtraction, money skills, telling time and real-world math applications. This class provides specially designed instruction to meet the learning needs of students who are pursuing a Modified Diploma or credit toward Alternative Certificate. May be repeated for credit. Special Requirements: Recommendation from the IEP team and/or case manager.

## **FOUNDATIONS FOR LIFE BEYOND HIGH SCHOOL**

**1 Credit Modified Elective or 1 Alt. Cert. Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This two-period block course supports students working on basic skills to support future employment and transition to independent living. This class provides specially designed instruction to meet the learning needs of students who are pursuing a Modified Diploma or credit toward Alternative Certificate. May be repeated for credit. Special Requirements: Recommendation from the IEP team and/or case manager.

## **SOCIAL COMMUNICATIONS FOUNDATIONS**

**1 Credit Modified Elective or 1 Alt. Cert. Credit**

**Grades 9, 10, 11, 12**

### **Course Overview:**

This course supports students working on basic social and communication skills. This class provides specially designed instruction to meet the learning needs of students who are pursuing a Modified Diploma or credit toward Alternative Certificate. May be repeated for credit. Special Requirements: Recommendation from the IEP team and/or case manager.



## Special Programs

Special programs provide an opportunity for students with diverse and unique interests to meet their academic and career goals. Student service program electives allow students to experience hands-on learning at school and in the community under the supervision of an appropriate staff member.

### **ADVISORY**

#### **0.5 ELECTIVE Credit Grades 9, 10, 11, 12**

This course is a full year course. Students will earn 0.25 credit per semester. This course is intended to provide students with a community connection to Gresham High School and their classmates. Students will have the opportunity to hear weekly announcements, participate in class discussions, and provide input on school wide decisions.

### **AVID (Advancement Via Individual Determination)**

#### **1 ELECTIVE Credit Grades 9, 10, 11, 12**

##### **Course Overview:**

AVID is an in-school academic support program for grades 9-12 that prepares students for four-year college and university eligibility and success. AVID targets students in the academic middle. As an AVID student you must commit to enrollment in a rigorous college preparatory sequence of courses.

**Special Requirements:** Students must interview. See your counselor for more specific details.

### **LEADERSHIP/Renaissance**

#### **1 ELECTIVE Credit Grades 10, 11, 12**

##### **Course Overview:**

Renaissance is a leadership program that focuses on five areas of the school environment: (1) increasing school attendance, (2) academic achievement, (3) graduation rate, (4) social tolerance, and (5) school promotion. There are seven student committees that have been established to work in these five areas. It is their goal to make Gresham High School be the best school it can be. The seven committees are Promotions, Awareness, Publication, Community Partnership, Publicity, Staff Recognition and Student Recognition. To become a member of Renaissance one must make an application during the spring. A Renaissance Student Committee reviews the applications and students are chosen to be in the class for the upcoming year. This class can be taken more than once.

**Special Requirements:** Students will be enrolled by selection only.

### **LEADERSHIP/Student Council**

#### **1 ELECTIVE Credit Grades 9, 10, 11, 12**

##### **Course Overview:**

Leadership class consists of those students who are elected to student government offices. Student government is one of our most active and important school organizations. It ensures that students are able to learn governmental procedures and are better able to prepare themselves for adult life as active citizens do. All elected officers from each class (freshman, sophomore, junior and senior) are required to be a member of the Leadership class. Officers learn leadership techniques by using class time to develop school activities. (This course may be repeated for credit.)

**Special Requirements:** All participants must be elected class, or student body, officers.

### **OFFICE AIDES**

#### **0.5 ELECTIVE Credit Grades 10, 11, 12**

##### **Course Overview:**

All office/library aides' grades will be on a Pass/Fail basis. Students must have permission from a secretary in order to be an aide. Students may take only ONE aide class per semester. See your counselor for more specific details on being an aide. This class can be taken more than once.

### **TEACHER AIDES**

#### **0.5 ELECTIVE Credit Grades 10, 11, 12**

##### **Course Overview:**

All teachers' aides grades will be on a Pass/Fail basis. Students must have permission from a teacher in order to be an aide. Students will not be able to aid a teacher during their prep time. Students may take only ONE aide class per semester. See your counselor for more specific details on being an aide.

## **CADET TEACHING**

**1 ELECTIVE Credit      Grades 11, 12**

### **Course Overview:**

Cadet Teaching provides an opportunity for juniors and seniors to assist classroom teachers and support the academic success of students enrolled in the Gresham-Barlow School District. GHS students may pursue placement in specific freshman and sophomore classes at GHS, or at an elementary or middle school in our district. The Cadet Teacher's primary role will be to work directly with individual students, small groups, or an entire class during one period of their schedule. Daily responsibilities will include assisting students with class activities such as reading, writing, or math assignments, individual and group projects, test preparation, and other work as the teacher directs. Cadet Teachers must participate in, and share responsibility for, various aspects of classroom instruction. They will help plan and implement instructional activities in cooperation with their supervising teacher. Students must document their work as a Career Related Learning Experience. This class can be taken more than once.

**Special Requirements:** Students must meet the following criteria in order to participate in Cadet Teaching: (1) approval of their supervising teacher (teacher signature), (2) an attendance rate of 95% or higher, and (4) completion and submission of a Cadet Teaching application to their Counselor for a GHS positions, or to the Career Coordinator for off-site positions. (4) For CTE and Fine/Performing Arts classes: students must also be Spanish bilingual. Students must arrange their own transportation to off-site locations.

## **OUTSIDE CREDITS**

Students can earn up to a maximum of 3.0 credits total outside their class schedule during their high school career. Below are three options on how to earn credit in an outside setting. Community Service, Internship, and Work Experience programs all require pre-approval of the work site, documentation of hours and employment/volunteer/internship placement, and the student's supervisor should not be with a family member.

## **COMMUNITY SERVICE**

**0.5 ELECTIVE Credit      Grades 11, 12**

### **Course Overview:**

Students who do volunteer work can earn credit in community service. Volunteer sites must be approved by the Career Coordinator prior to acceptance into the program. Students are required to volunteer for a minimum of 50 hours per 0.5 credit outside of the school day. Students will be expected to turn in monthly timesheets. Students must provide their own transportation. See your school counselor with any questions.

## **INTERNSHIP**

**0.5 ELECTIVE Credit      Grades 11, 12**

### **Course Overview:**

Internship is an unpaid work experience. Internships are not provided through Gresham High School, however opportunities that students find can be approved for Internship credit. Internship sites must be approved by the Career Coordinator prior to acceptance into the program. Students are required to intern for a minimum of 80 hours per 0.5 credit outside of the school day. Students will be expected to turn in monthly timesheets. Students must provide their own transportation. This class may be taken more than once. See your school counselor with any questions.

## **WORK EXPERIENCE**

**0.5 ELECTIVE Credit      Grades 11, 12**

### **Course Overview:**

Students can earn credit in a supervised work experience. All work sites must be approved by the Career Coordinator. Students will be expected to work a minimum of 80 hours per 0.5 credit and turn in monthly timesheets/pay stubs, up to three credits maximum. The student's work site supervisor will evaluate the student's performance at the end of the semester. Students must provide their own transportation.

## College Credit Courses



## College Now DUAL CREDIT PROGRAM

“College Now” is Mt. Hood Community College’s Dual Credit program. MHCC, in cooperation with GBSD high schools, offers high school students the opportunity to earn MHCC college credit while enrolled in high school. Credits can be earned in both lower-division transfer courses (LDT) and technical-professional courses (CTE). The procedure for earning credit may be through completion of course standards as approved by MHCC instructional staff or as detailed in program articulation agreements. Earned credit will be transcribed on the MHCC permanent record. Earning MHCC credit at Gresham High School does not automatically enroll a person in a MHCC certificate or degree program. MHCC admissions procedures and requirements must still be met. The following courses are currently offered:

College Course	# of College Credits	High School Course
Calculus I: Differential Calculus	5	Calculus
General Biology I: Survey to Cellular Biology	4	AP Biology
General Biology II: Survey to Molecular Biology and Genetics	4	AP Biology
General Biology III: Survey to Ecology and Evolution	4	AP Biology
Intermediate Algebra w/Right Triangle Trigonometry	5	Algebra 2
Statistics I: Descriptive Statistics	5	AP Statistics
Pre-Calculus II: Trigonometry/Geometry	5	Pre-Calculus I/II 1

### Academic Calendar 2022-2023

Term	Start Date	End Date
Summer 2022	June 2022	August 2022
Fall 2022	September 2022	December 2022
Winter 2023	January 2023	March 2023
Spring 2023	March 2023	June 2023

Students must complete the on-line College Now Admission form prior to registering for classes.  
Admissions and Registration is a two-step process.

#### **Step 1: Apply for Admissions – Get your MHCC ID number at [mhcc.edu/admissions](http://mhcc.edu/admissions)**

\*Admissions can take up to five business days to process

#### **Step 2: Register for classes on-line at [mymhcc.edu](http://mymhcc.edu)**

\*Refer to the College Now Program Manual or Student Handbook on-line at [www.mhcc.edu/collegenow](http://www.mhcc.edu/collegenow) for program details or see your School Counselor with questions.

# Center for Advanced Learning



## CENTER FOR ADVANCED LEARNING

Academically, **CAL candidates are most successful when two years of Math, Science, and English are completed by the end of sophomore year.** See your counselor for more information and apply online at [www.calcharter.org/apply](http://www.calcharter.org/apply).

### **Learn alongside students who are driven and interested...like you!**

To be successful, each CAL student has the determination to accomplish their goals, be willing to present new ideas, to contribute to a team, and to take responsibility for your own learning. Successful students represent all levels of learning. CAL students stand apart from their peers because of their tenacity and grit. CAL students get to work and make things happen!

### **CAL students build their resume *before* leaving high school!**

Opportunities to solve real, workplace problems are offered while working alongside experts in the industry of your choice. Internships and problem-solving meetings with company insiders associated with local news media, manufacturing giants like Boeing, small business entrepreneurs, and health clinics are tools to build your resume.

### **Want high school and college credits in *real time*?**

For two years in your chosen career program, half your day will be spent at CAL, and the other half of your day will be spent at your home high school. You remain connected to your athletic team(s) and friends at your school while gaining new friends and opportunities to network while at CAL. All classes at CAL satisfy elective and/or core classes for your diploma. In one school year, CAL students received 3,719 college credits in 2017-18! That's a tuition savings of more than \$397,000!

## How Do I Apply to CAL?



If you have decided that CAL is the right place for you, please follow each step of the application process in order to be considered for the program. Turn in all completed forms in to your Counseling Department. Questions? Email: [admissions@calcharter.org](mailto:admissions@calcharter.org)

For students completing the online application, go to the [www.calcharter.org](http://www.calcharter.org). On the main page, there is an APPLY NOW link. Complete the *Student Application Form* including contact information and questions for you to answer.

For Students in need of a printed copy: Request a printed copy from the counseling department. Make sure all forms are completed (especially student information in the upper right corner of each page) before turning in your application to your Counseling Department. Complete the Student Application Form including contact information and questions for you to answer.

## In-Person Tours & Virtual Open House Opportunities

Find dates and registration information at [www.calcharter.org](http://www.calcharter.org)

## 2022-2023 CAL PROGRAMS & CLASSES\*

**CHANGELab-** Entrepreneurs create their own business! In partnership with local business leaders and mentors, students will identify a problem and move it to a solution by creating a real business during Year One. During Year Two, emphasis is placed on growth leadership with a focus on a social action project for the community.

Year One – (AM CAL Schedule)

Marketing – 1.0 credit  
Launch Pad – 1.0 credit  
Launch Lab I – 1.0 credit  
English – 1.0 credit

Year Two (PM CAL Schedule)

Investing 101 .5 credit + CHANGELab II – .5 credit  
CHANGELab I – 1.0 credit  
Senior Studio– 1.0 credit  
English – 1.0 credit

**College credits available: 23 Lower Division Transfer Credits**

**Computer Information Systems** - Gain valuable coding skills that lead directly to Tech Careers such as programming and cybersecurity. Students will learn the basics of different operating systems, networking, programming, scripting, security techniques, and ethical hacking.

Year One (PM CAL Schedule)

Cybersecurity I – 1.0 credit  
Programming I – 1.0 credit  
Web Programming – 1.0 credit  
English – 1.0 credit

Year Two (AM CAL Schedule)

Cybersecurity II – 1.0 credit  
Programming II – 1.0 credit  
Server Side Programming – 1.0 credit  
English – 1.0 credit

**College credits available: 11 CTE credits and 16 Lower Division Transfer Credits**

**Dental Sciences** – Earn certification as Dental Assistant!

Learn basic patient care using dental equipment and charting, and obtain certification. Classes are aligned to college training programs.

Year One (AM CAL Schedule)

Medical Terminology – 1.0 credit  
Medical Biology – 1.0 credit  
Dental Applications & Practices I – 1.0 credit  
English – 1.0 credit

Year Two (AM CAL Schedule)

Anatomy & Physiology – 1.0 credit  
Dental Applications & Practices II – 1.0 credit  
Dental Radiology – 1.0 credit  
English – 1.0 credit

**College credits available: 6 CTE credits and 20 Lower Division Transfer Credits**

**FAB Lab- Fashion, Art, and Branding**

Students interested in designing apparel, accessories, and wearable technology learn all the skills necessary in this program. Learn to create using state-of-the-art equipment.

Year One (AM CAL Schedule)

Design & Draw – 1.0 credit  
History of Fashion - 1.0 credit  
Basic "Maker" Techniques – 1.0 credit  
English – 1.0 credit

Year Two (AM Schedule)

Product Innovation – 1.0 credit  
Design2Fab Lab – 1.0 credit  
Senior Studio – 1.0 credit  
English – 1.0 credit

**College credits available: 16 Lower Division Transfer Credits**

**Digital Media & Design – Build a professional portfolio!**

Learn to create and design graphics, photography, broadcast television/podcast shows using state-of-the-art digital photo and film/video equipment. Work alongside experts in the creative services industry!

Year One (AM or PM CAL Schedule)

Digital Photography/Imaging – 1.0 credit  
Web Development – 0.5 credit/Marketing – 0.5 credit  
Video Production – 1.0 credit  
English – 1.0 credit

Year Two (AM or PM CAL Schedule)

Senior Studio – 1.0 credit  
Graphic Design – .5 credit & Advertising – .5 credit  
Digital Art I & II – 1.0 credit  
English – 1.0 credit

**College credits available: 5 CTE credits and 20 Lower Division Transfer Credits**

**Health Sciences, Medical** – Learn basic patient care using medical equipment and charting, and obtain certification. Classes are aligned to college training programs for physicians, therapists, nurses, medical assistants, researchers.

Year One (AM or PM CAL Schedule)

Medical Terminology I– 1.0 credit  
Medical Biology – 1.0 credit  
Applications & Practices in Health Care I – 1.0 credit  
English – 1.0 credit

Year Two (AM or PM CAL Schedule)

Anatomy & Physiology – 1.0 credit  
Healthcare Experience– 1.0 credit  
Healthcare Innovation – 1.0 credit  
English – 1.0 credit

**College credits available: 6 CTE credits and 20 Lower Division Transfer Credits**

**Mechanical Engineering & Manufacturing** - In partnership with local experts, learn to design (CAD) and produce solutions to problems like an Engineer! Use of hand tools, measuring devices, welding, and milling metals. Program approved as Pre-Apprenticeship! Access earned hours at Cascade Corporation!

Year One (AM CAL Schedule)

Computer-Aided Design I (CAD – 1.0 credit  
Manufacturing Lab I – 1.0 credit  
Introduction to Engineering – 1.0 credit  
English – 1.0 credit

Year Two (PM CAL Schedule)

Computer-Aided Design II (CAD – 1.0 credit  
Manufacturing Lab II – 1.0 credit  
Senior Studio– 1.0 credit  
English – 1.0 credit

**College credits available: 6 CTE credits and 20 Lower Division Transfer Credits**

CAL Morning Schedule		CAL Afternoon Schedule	
A Day – Periods 1 & 2	B-Day – Periods 5 & 6	Home High School Morning Schedule– Periods 1-3	
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\*All classes are subject to change due to articulation agreements with MHCC and incoming enrollment.

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	Jazz Band	33	Fine Arts
<b>L</b>	Language Arts 1	28	English Language Learners
	Language Arts 2	28	English Language Learners
	Language Arts 2.5	28	English Language Learners
	Language Arts 3 and 4	28	English Language Learners
	Leadership/Renaissance	49	Elective - Special Programs
	Leadership/Student Council	49	Elective - Special Programs
	Learning Strategies for High School	47	Special Services
	Learning Strategies: PE	39	Health/PE
	Lifetime Activities	39	Health/PE
<b>M</b>	Marketing 1	21	CTE
	Marketing 2	21	CTE
	Marketing 3	21	CTE
	Marketing 4	22	CTE
	Marketing 5	22	CTE
	Marketing 6	22	CTE
	Math Foundations	48	Special Services
	Math Strategies	47	Special Services
	Multimedia Journalism	26	Language Arts
<b>N</b>	Newspaper	26	Language Arts
	Newspaper Advanced	26	Language Arts
<b>O</b>	Office Aides	49	Elective - Special Programs
	Overtones	35	Fine Arts
<b>P</b>	Painting 1 and Painting 2	30	Fine Arts
	Peer Buddy Cadet Program	47	Special Services
	Percussion Ensemble	33	Fine Arts
	Physical Science	41	Science
	Physics	42	Science
	Pre-Advanced Placement (PAP)	25	Language Arts



	Pre-Calculus	38	Math
	Production Photography	18	CTE
<b>R</b>	Recreational Basketball	40	Health/PE
	Recreational Soccer	40	Health/PE
<b>S</b>	Sculpture 1 and Sculpture 2	30	Fine Arts
	Social Communications Foundations	48	Special Services
	Spanish 1-2	45	World Languages
	Spanish 3-4	45	World Languages
	Spanish 5-6	45	World Languages
	Stagecraft 1-2	32	Fine Arts
	Stagecraft Advanced	32	Fine Arts
	Statistics	37	Math
	Strength and Conditioning	40	Health/PE
	Survey of Music	33	Fine Arts
	Symphonic Band	32	Fine Arts
<b>T</b>	Teacher Aides	49	Elective - Special Programs
	Teen Parent Seminar	19	CTE
	Teen Parent Supervision	19	CTE
	Tenor and Bass Choir	34	Fine Arts
	Theatre 1-2	31	Fine Arts
	Theatre 3-4	31	Fine Arts
	Theatre 5-6	31	Fine Arts
	Theatre 7-8	31	Fine Arts
	Treble Choir	34	Fine Arts
<b>U</b>	US History	44	Social Science
<b>W</b>	Walking for Fitness	40	Health/PE
	Wind Ensemble	32	Fine Arts
	Work Experience	50	Elective - Special Programs
<b>Y</b>	Yearbook 1-2	26	CTE
	Yearbook Advanced	26	CTE
	Yoga/Core Fitness	40	Health/PE
<b>Z</b>	Zoology	42	Science

## Notes



