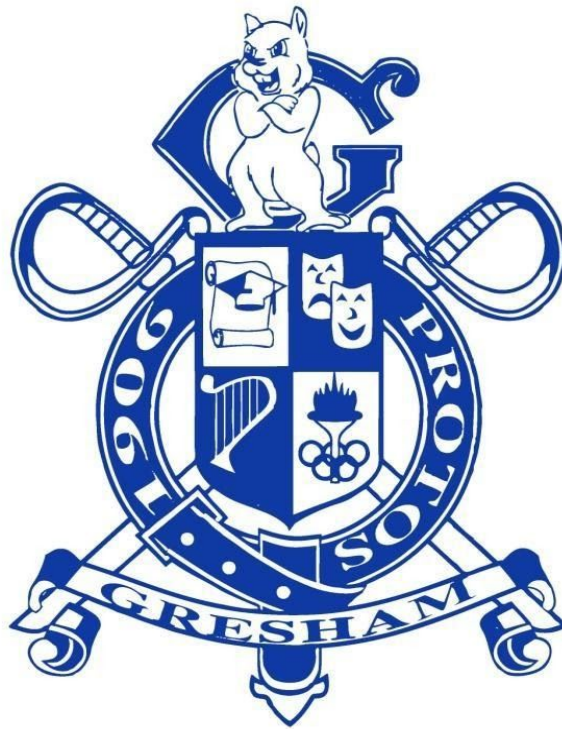


# **COURSE PLANNING GUIDE**



## **2021 - 2022**

**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

Drake Shelton  
Principal

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Assistant Principal  
**A-Go**

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Assistant Principal  
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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):** Students must participate in experiences that connect classroom learning with real-life experiences in the workplace, community and/or school relevant to their education plan.

**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.

**Essential Skills:** Skills that can be applied in a variety of courses, subjects, experiences and settings and are deemed critical for future success. Students must demonstrate that they are proficient in specific essential skills in order to graduate and will be given a variety of opportunities to demonstrate their proficiency.

**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.

## Forecasting Guidelines

Gresham High School students are required to develop a 4-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 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 is available to answer any questions regarding course selections.

## 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 (.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 2022 and Beyond

<i><b>Subject Areas</b></i>	<i><b>Credits Required</b></i>
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>

### **Essential Skills**

Students are required to demonstrate proficiency in certain essential skills before they are awarded their diploma. State approved assessment options include designated standardized tests or Essential Skills work samples. Students must demonstrate Essential Skills in the areas of Reading, Writing, and Mathematics in order to graduate.

The following Essential Skills will be phased in over subsequent years. The timeline is yet to be determined by the Oregon Department of Education.

- Speak and present publicly
- Think critically and analytically
- Use technology
- Demonstrate civil and community engagement
- Demonstrate global literacy
- Demonstrate career-related learning standards: communication, problem solving, personal management, teamwork, employment foundations, and career development.

### **Personalized Learning**

In addition to credit requirements, Essential Skills and portfolio 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).

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 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 NCAA.***

## 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 issues. 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. Counselors are also available as needed for consulting services to help teachers and parents who request assistance.

Some of the concerns 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 social/emotional issues is short term with an emphasis on outside referral when appropriate. Students can access their 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. Counselors believe communication is a key to success and are here to help students and their families navigate their high school career.

## 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 F, 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 F (Failed), WF (Withdraw-Failure), NP (No Pass) and NG (No Grade). Semester grades will be entered on the student 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 he/she 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 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. Students in the IB Full Diploma Program may only take one P/NP in an IB class.**

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

## 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, or Science level, the student must go to the Counseling Center to pick-up a "Change of Level" form. Requests for level changes will only be allowed during the first two weeks of each semester. The form will require the student to list the reason for the request and to obtain the signatures of the classroom teacher, department chair, and parent. Change of levels for IB and AVID classes are highly discouraged and require an administrator's signature on the "Change of Level" form. Please note: Any level changes that occur after classes have begun may require an adjustment in the student's schedule.

## 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. Approval will be submitted through the Petition Form prior to beginning the class.

- 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 calculate 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).

## Period Release Request

Students requesting to have a release period will need to have parent permission on file. Forms can be picked up in the counseling office.

## World Language Credits by Proficiency

World Language is the only area that students are able to earn credit through taking one of our approved tests through FLATS or STAMP. These tests are designed to measure a student's performance against specific course-related criteria. They are designed to test beginning-level listening comprehension, reading comprehension, and grammatical accuracy.

# 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, Essential Skills requirements, portfolio requirements, education plan and profile, extended application and 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.
  7. International Baccalaureate Full Diploma Candidates who are in good standing at the end of the eighth semester of their senior year will automatically earn a Scholars Diploma at Gresham High School.
- 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 2022 ADVANCED COURSE LIST (subject to change)**

### **MATH**

IB Math Applications and Interpretations SL  
Pre-Calculus  
Calculus

### **SOCIAL SCIENCE**

AP US History  
AP United States Government and Politics  
AP Psychology  
AP Human Geography  
IB History of the Americas HL 1  
IB World History HL 2

### **SCIENCE**

Honors Chemistry  
IB Chemistry SL  
IB Environmental Systems and Societies SL  
IB Biology HL 1  
IB Biology HL 2

### **CAREER & TECHNICAL EDUCATION**

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

### **WORLD LANGUAGE**

IB Japanese SL 7-8  
IB Spanish SL 7-8, Spanish HL 9-10

### **ENGLISH**

IB Language and Literature SL 1  
IB Language and Literature SL 2  
AP English Language and Composition  
IB Literature HL 1  
IB Literature HL 2  
IB Theory of Knowledge I and 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) and Honors Courses

With the ending of our IB program with the class of 2022, we are excited to introduce the Advanced Placement program to our students. The Gresham High School Honors/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. Honors and AP courses are open to all students who wish to enroll, but students who have not taken an Honors or AP course 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. Honors courses are scaffolded in curriculum, instruction, and assessment to prepare for the AP exams and coursework. Honors and 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 Honors/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 and Honors is for you!
- Do your grades indicate high achievement then AP and Honors is for you!
- Are you an independent learner then AP and Honors is for you!
- Are you an avid reader then AP and Honors is for you!
- Do you have a strong work ethic and personal integrity then AP and Honors is for you!
- Are you curious about academic pursuits and a self-starter then AP and Honors is for you!
- Do you understand the personal commitment and time to complete course work then AP and Honors is for you!
- Are you interested in something more from your high school experience involving college level coursework then Honors and AP is for you GOPHER!

# 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

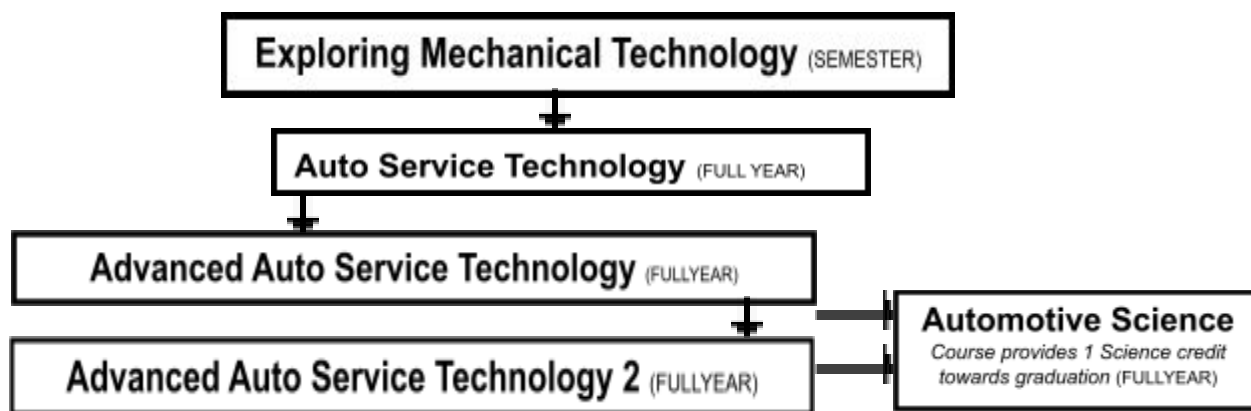
**Brad Cook**  
**Department Chair**

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 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**

**½ 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:** Successful completion of Exploring Mechanical Technology.

### ADVANCED AUTO SERVICE TECHNOLOGY (College Now Credit Available)

**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:** Successful completion of 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:** Successful Completion of Mechanical Technology, Auto Service Technology and Advanced Auto Service Technology. No exceptions.

## **ADVANCED AUTO SERVICE TECHNOLOGY II (College Now Credit Available)**

**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:** Successful completion of Advanced Auto Service Technology.

# **CONSTRUCTION**

## **INTRODUCTION TO THE TRADES 1-2**

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

### **Course Overview:**

Introduction to the Trades 1-2 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 school year students will be introduced to different phases of home construction; from framing to floor and countertop installation. Students will learn how to safely utilize and operate a variety of tools. Another 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. 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.

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

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

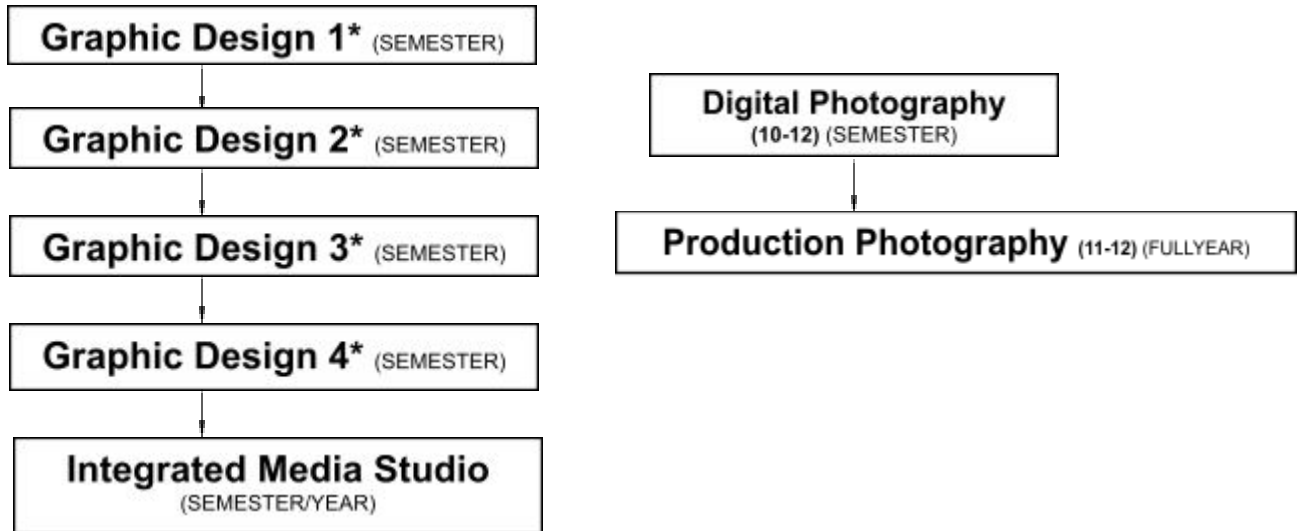
### **Course Overview:**

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.

**Special Requirements:** Successful completion of **Introduction To The Trades 1-2.**

# 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

½ 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

½ 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**

**½ 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**

**½ 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**

**½ 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**

**½ 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.



## **\*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.

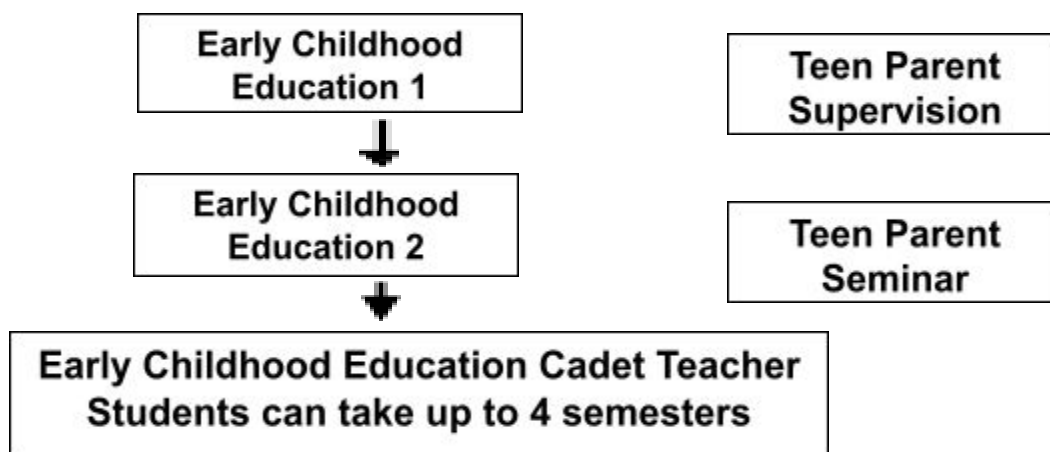
**Comments:** While high end cameras will be provided for class use, it is recommended to have your own digital camera (point and shoot, cell phone or digital SLR).

**\*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.

## **EARLY CHILDHOOD EDUCATION**



Students that are interested in a career working with young 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 7:00 a.m. – 3:30 p.m. offering quality childcare, beginning in September and follows the high school calendar. Enrollment application required.

## **EARLY CHILDHOOD EDUCATION 1**

**½ 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 theories of child development, health and safety, nutrition, childcare agencies, the child in a crisis, and the special child. 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, ECE2 and a full year of ECE Cadet.

## **EARLY CHILDHOOD EDUCATION 2**

**½ CTE Credit    Grades 10, 11, 12**

### **Course Overview:**

This course will prepare students to “build healthy families” and to meet the responsibilities and demands involved. Topics will include friendships, dating, love, marriage, family planning, pregnancy, as well as demands of parenting with a focus on infant and toddler development. 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 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, ECE1 and a full year of ECE Cadet.

**Prerequisite:** Successful completion of “Early Childhood 1” is required.

## **EARLY CHILDHOOD EDUCATION CADET TEACHER**

**½ CTE Credit    Grades 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:** ECE1, ECE2 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**

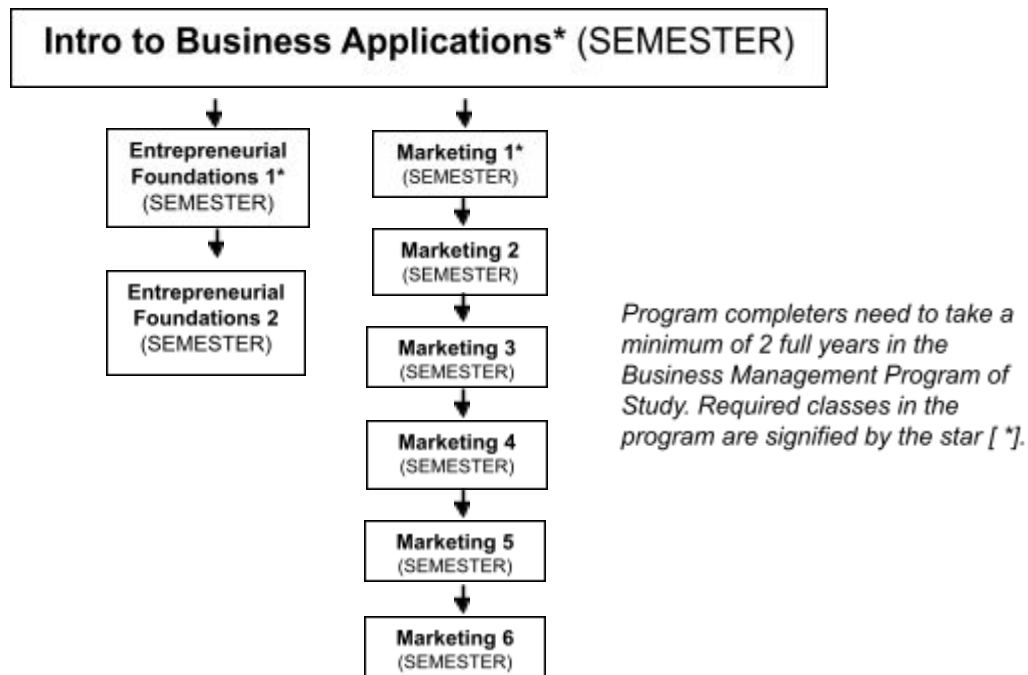
**1 CTE Credit            Grades 9, 10, 11, 12**

### **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

½ CTE Credit      Grades 9, 10, 11, 12

#### Course Overview:

This course is designed to improve students' proficiency of 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

½ CTE Credit      Grades 9, 10, 11, 12

#### Prerequisite: None

#### 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 with Oregon State University and the student based enterprise "The Gopher Hole" mobile food carts.

#### 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.

## **ENTREPRENEURIAL FOUNDATIONS 2**

**½ CTE Credit**                      **Grades 9, 10, 11, 12**

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

### **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.

## **MARKETING 1**

**½ CTE Credit**                      **Grades 9, 10, 11, 12**

**Prerequisite:** None

### **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.

## **MARKETING 2**

**½ CTE Credit**                      **Grades 9, 10, 11, 12**

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

### **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.

## **MARKETING 3**

**½ CTE Credit**                      **Grades 10, 11, 12**

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

### **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.

## **MARKETING 4**

**½ CTE Credit**                      **Grades 10, 11, 12**

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

### **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.

**Materials Processing & Design-** 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.

**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.

**Research & Development-** 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 will be required of all class participants.

## **MARKETING 5**

**½ CTE Credit**                      **Grades 10, 11, 12**

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

### **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.

**Materials Processing & Design-** 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.

**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.

**Research & Development-** Students demonstrate the principles of design and engineering in the creation of their own CO2 powered racer. This involves sketches, specifications, prototypes, and testing.

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

This advance 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.

## **MARKETING 6**

**½ CTE Credit**

**Grades 10, 11, 12**

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

### **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.

**Materials Processing & Design-** 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.

**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.

**Research & Development-** Students demonstrate the principles of design and engineering in the creation of their own CO2 powered racer. This involves sketches, specifications, prototypes, and testing.

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

This advance course can be retaken for credit.

### **Special Requirements:**

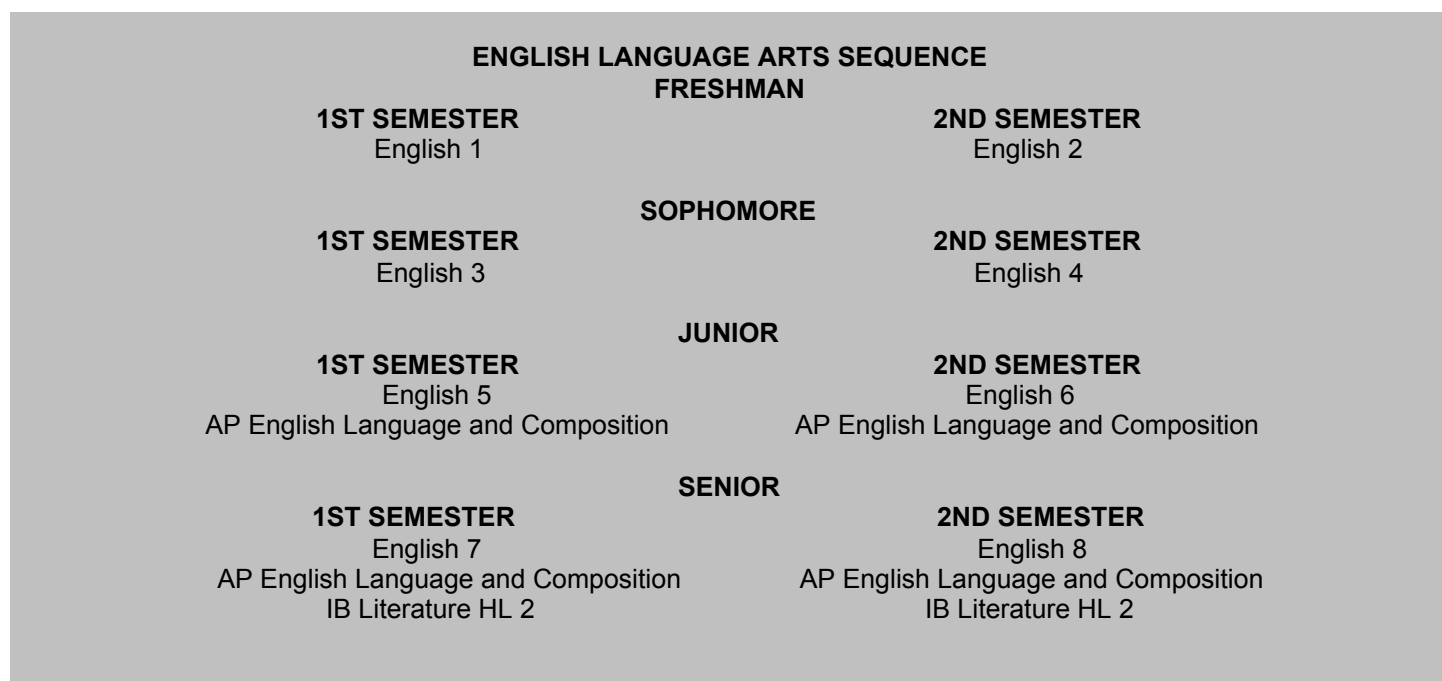
Successfully obtaining or possessing a current food handler's card are requirements of this class.

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

# English Language Arts

## Alethea Work Department Chair

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. See course descriptions for Honors options. 11th grade students will have the opportunity to take ELA 5-6 or Advanced Placement Language and Composition. 12th grade students that are IB Diploma candidates must take IB Literature HL2. All other 12th grade students can take ELA 7-8 or Advanced Placement English Language and Composition. If needed, an intervention Senior Essential Skills English class may be offered, however, students do not forecast for this class, rather they are identified as in need of support. All English courses address graduation requirements and prepare students to successfully meet them.



## 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. **Honors options will be available within all ELA 1-2 classes. Teachers will present this option to students within the first days of class. Students that choose the honors designation will need to communicate their choice to their teacher and their counselor before the end of the second week of classes. Once students choose this route, they will be expected to complete supplemental work and to stay with this designation until the end of the semester.**

## **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. **Honors options will be available within all ELA 3-4 classes. Teachers will present this option to students within the first days of class. Students that choose the honors designation will need to communicate their choice to their teacher and their counselor before the end of the second week of classes. Once students choose this route, they will be expected to complete supplemental work and to stay with this designation until the end of the semester.**

## **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:**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compare and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts - including images as forms of text - from a range of disciplines and historical periods.

## **IB LITERATURE HL 2**

**1 LA Credit      Grade 12**

### **Course Overview:**

**IB Literature HL 2 is the second half of the IB program in Language A: Literature.** The class encourages students to engage in independent literary criticism in a manner that will reveal a personal response to the literature. In-depth analysis of literature on a number of levels will be required. Requirements include completion of Oral Commentary and two written exams (externally assessed). Extensive reading and analysis should be expected. This course provides excellent preparation for college or university. **It is the expectation that students who enroll in this class will sign up for and complete the IB exam in the Language A1 subject area.**

# **LANGUAGE ARTS ELECTIVES**

## **9th Grade Success (required elective)**

**½ 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.



## **JOURNALISM 1-2**

**1 CTE Credit**

**Grades 9, 10, 11**

### **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 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.

## **BROADCAST JOURNALISM**

**1 ELECTIVE Credit**

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

### **Course Overview:**

This class will allow students to create original content for the school's news program, which will be broadcast to the entire student body. In this class, students will 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.

## **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 Broadcast 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 Journalism 1-2, 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. Application and letter of recommendation are required and instructor approval is necessary. Yearbook Advanced students will have additional leadership opportunities and responsibilities within the class.

**\*Special Requirements:** Students must have successful completion of Journalism and completed the required application. – Instructor Approval

## **IB THEORY OF KNOWLEDGE 2**

**½ ELECTIVE Credit    Grades 12**

### **Course Overview:**

If you love to think deeply about things “of great significance” then this is the course for you! It’s philosophy, psychology, history, literature, science, art, and math all rolled into one! Why should anyone believe you? Why do you believe anyone else? The Theory of Knowledge examines how we humans *know what we know*. TOK 2 builds on TOK 1 by examining the Areas of Knowledge that make up our shared understanding of the world.

**General Comments:** This elective course is intended for all students who enjoy satisfying intellectual conversations and are motivated to grapple with challenging ideas. A willingness to write and talk is a plus. Though TOK 1 is not required, it does help. If a senior chooses to take TOK 2 without having taken TOK 1, they should seek advice from the TOK instructor.

# English Language Learners Program

**Julie Rowell**  
**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 the 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**

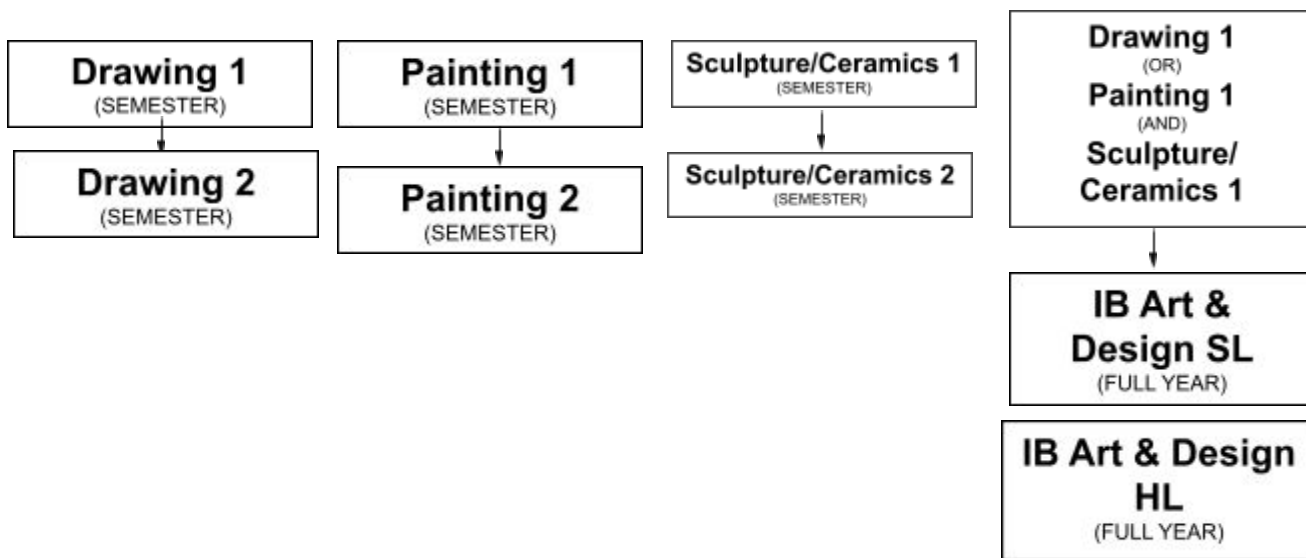
English Learners will have meaningful access to grade level content and curriculum at Gresham High School by enrolling in sheltered/clustered content classes and/or mainstream content classes across the curriculum. In these classes, research-based sheltered instructional strategies are used. All teachers 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



### DRAWING 1

**½ 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

**½ 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 reduced lunch/ free for free lunch.

## **PAINTING 1**

**½ 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**

**½ 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 AND CERAMICS 1**

**½ 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 AND CERAMICS 2**

**½ FA Credit    Grades 9, 10, 11, 12**

### **Course Overview:**

This course offers more complex methods to build on skills learned in Sculpture and Ceramics 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 and Ceramics 1 with a "C" or better, or instructor approval.

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

## **IB ART SL and HL**

**1 FA Credit    Grades 11, 12**

### **Course Overview:**

This rigorous course is for highly committed juniors and seniors. It is intended to prepare them for college-level art class work and/or the IB Diploma or Certification. Emphasis is placed on research, introductions to new art-making forms with a variety of media, and creating portfolio-quality studio work. Projects are theme-based and structured to challenge students to develop their own creative inquiries and production interests. Art history and aesthetic theory are an essential part of the course. 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.

**Comments:** This IB course can also be taken by the "artistically inclined" students who want to take an advanced art class that teaches multiple art forms. These are the "admission conditions":

1. They are seniors looking for a class to challenge their creative skills
2. They still need to have earned a "C or higher" in a 2-D class and a 3-D class; OR have earned a "C or higher" in Drawing 2, Painting 2, or Sculpture 2
3. They have instructor's approval

While it is a year-long class, students can take it for 1 semester (1st or 2nd), if that's all their schedule allows. The rigor of the course gives them a chance to experience what a college art class could be like. Thus, for these 1-semester IB Artists, it is not about the grade, it is the learning process that they will find invaluable and educational.

**Special Requirements:** **Fee required.** Students will be required to buy some of their own art supplies, such as a 9"x12" sketchbook. Students may sign up for these courses base on completion of all prerequisites, or instructor approval.

# PERFORMING ARTS

## FILM AND CULTURE

**½ 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

## THE MUSIC OF DISNEY

**½ FA Credit    Grades 10, 11, 12**

### Course Overview:

Do you enjoy the music and art of Disney? Would you like to create your own characters? Would you like to spend time discussing how Walt Disney and his company have impacted our nation and the world (positively and negatively)? Watch Disney films, listen to Disney music, and compare how this art has reflected society and changed it. Fulfill Walt Disney's final dream by designing your very own Experimental Prototype City Of Tomorrow! Be a part of The Music of Disney.

## JAZZ BAND

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

### Course Overview:

This course is designed for the advanced high school musician. 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 9th Grade 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*.

## FRESHMAN BAND

**1 FA Credit    Grade 9**

### Course Overview:

This course is 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 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 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*.



## **WIND SYMPHONY**

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

### **Course Overview:**

This course is 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:**

This course is designed for the advanced 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 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*.

## **PERCUSSION ENSEMBLE**

**½ 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 (New Music Ensemble)**

**½ FA Credit      Grades 9, 10, 11, 12**

### **Course Overview:**

Students will study basic music theory, roots music and contemporary music of the United States. Students will have the opportunity to familiarize themselves with music technology such as MuseScore. They will then use this information as the basis for original compositions. Students will possibly participate in at least one performance during the school year.

**Special Requirements:** No prior experience is required. Instructor's approval is required.

## **AP MUSIC THEORY**

**1 FA Credit      Grades 11, 12**

### **Course Overview:**

The AP Music Theory course covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Developments of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

## **VOCAL MUSIC**

### **GRESHAM MEN'S CHOIR**

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

#### **Course Overview:**

This is a non-audition course for all male singers 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 phenomena in men. Efforts are made to assist the male through that process and to keep him singing, learning and INVOLVED regardless of where his voice may be in this process. Some expense for shirts and ties is involved. This class may be taken more than once.

**Special Requirements:** Open to men only. 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.

### **TREBLE CHOIR**

**1 FA Credit      Grades 9, 10, 11**

#### **Course Overview:**

Entry level women will study and prepare choral music for presentation at concerts, assemblies, festivals and civic affairs.

**General Comments:** This course is open to all first-year women 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. This class may be taken more than once.

### **ENCORE**

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

#### **Course Overview:**

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, 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 class may be taken more than once.

**Special Requirements:** Placement by audition. Open to women only.

## **CONCERT CHOIR**

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

### **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.

**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 class may be taken more than once.

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

## **OVERTONES**

**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 singing, musicianship, creativity, choral literature, and music history. 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 class may be taken more than once.

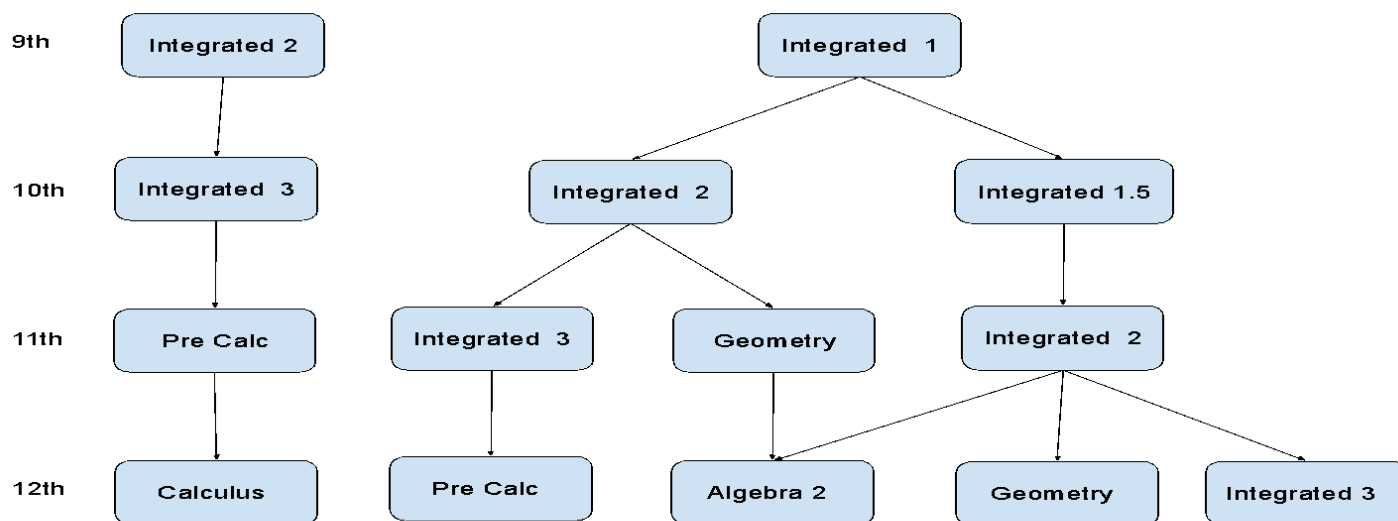
**Special Requirements:** Placement by audition.

# Mathematics

**Zachari Enoch**  
**Department Chair**

The need to understand and use mathematics in everyday life and in the workplace has never been greater. According to Time Magazine (December 18, 2006), "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.

## SAMPLE MATH SEQUENCES



### 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. 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. 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 1.5 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.

## **IB MATH APPLICATIONS AND INTERPRETATIONS SL**

**1 MA Credit    Grades 11, 12**

### **Course Overview:**

This IB Diploma Program Mathematics Standard Level is designed for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. This course is for students seeking a humanities career path with a focus on geometric, statistics and probability mathematical topics. Students should be seeking IB status or desire a challenging college preparatory math class.

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

**Special Requirements:** It is required that students received a grade of "C" or better in Integrated 3 prior to this course.

\*All IB Full Diploma Candidates must take this course.

## **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 the 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

**Mike Molony**  
**Department Chair**

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.

## **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 for PE class.**

## **PE 9th (Required)**

**½ PE Credit    Grade 9**

### **Course Overview:**

Students participating in 9th grade PE class will become knowledgeable in fitness concepts and demonstrate the ability to make life-long fitness choices. Through critical reflection of their own achievements, students will learn to set appropriate goals designed to enhance their fitness and take actions to reach their goals. This class will have a primary focus on skills, rules, strategies and training techniques for a variety of fitness activities both competitive and recreational in nature. Class includes unit on swim instruction.

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

## **HEALTH 1 (Required)**

**½ PE 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.

### **General Comments:**

Students will also receive instruction in Career Education through SchoolLinks program.

## **HEALTH 2 (Required)**

**½ PE 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 two Career Related Learning Experiences (CRLEs) to help meet the personalized learning graduation requirements. Students will also receive instruction in Career Education through SchoolLinks program

## ELECTIVE PHYSICAL EDUCATION ACTIVITY CLASSES

**Additional ½ credit required for graduation. Elective PE classes can be repeated. Open to Grades 9-12 except where noted. *\*Students are required to provide appropriate fitness clothes for PE class.***

### **Course Overview:**

Elective PE encourages students to maintain physical fitness through participation in sports and activities. Emphasis is placed on student's development of life-long fitness habits.

### **General Comments:**

Emphasis is placed on participation in Elective PE. It is essential that students be actively involved in the class each day. Students will have the opportunity to enroll in the following classes:

### **AQUATICS      Grades 9, 10, 11, 12**

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.*

### **LIFETIME ACTIVITIES      Grades 10, 11, 12**

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, swimming and a variety of diamond games, gym games, field games.

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

### **RECREATIONAL BASKETBALL      Grades 9, 10, 11, 12**

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      Grades 9, 10, 11, 12**

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      Grades 9, 10, 11, 12**

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.

### **STRENGTH AND CONDITIONING-GIRLS      Grades 9, 10, 11, 12**

This elective PE class is designed for girls who want to lift weights and improve their fitness and receive elective PE credit. The class will be a girl's only class and be designed specifically to address the needs and interests of girls. Students will learn the different muscle groups being affected by different lifts and will understand the long term benefits of weight and fitness training.

### **WALKING FOR FITNESS      Grades 11, 12**

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      Grades 9, 10, 11, 12**

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.



# Science

## Cyrus Harshfield Department Chair

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 Earth Science Forensics	Physics Zoology Earth Science Forensics	Earth Science Zoology Physics Forensics IB Biology HL 2

### 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.

## **BIOLOGY**

**1 SC Credit      Grade 11**

### **Course Overview:**

Biology is structured around a series of major themes including science 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.

## **IB BIOLOGY HL 2**

**1 SC Credit      Grade 12**

### **Course Overview:**

IB Biology HL2 is year two of a rigorous pre-university course for highly motivated students. It offers a well-balanced study of life science. The core curriculum includes studies of cells and chemistry, cellular energy, classification and diversity, and ecology in the first year. The second year includes genetics, plant science, and human physiology. The program emphasizes experiential learning through laboratory work along with a rigorous academic study.

**General Comments:** This course meets prescribed standards for IB. Students should be highly motivated in the sciences and have strong math and reading skills.

**Special Requirements:** Successful completion IB Biology HL1.

## **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.

## **EARTH SCIENCE**

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

### **Course Overview:**

Earth Science is a course designed to introduce students to the fundamental systems contained within the Earth and outside of it. Its focus is on how things inside and outside the Earth are put together, their function, and purpose. Key topics will include geology, astronomy, meteorology, and oceanography. Topics will be investigated through observation, experimentation, and problem solving. Group collaboration as well as independent critical thinking skills will be emphasized.

## **FORENSICS**

**½ 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

**Mark Adamski**  
**Department Chair**

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***

CLASS OF 2023 & BEYOND	CLASS
Grade 10	Global Perspectives
Grade 11	US History
Grade 12	Government/Economics

### FOR THE CLASS OF 2022

GRADE	CLASS
Grade 10	Government/Economics
Grade 11	US History/IB History of the Americas HL 1
Grade 12	Global Perspectives / AP US Gov. & Politics

### **AP HUMAN GEOGRAPHY**

**1 SS Credit      Grade 10**

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).

## **AP US GOVERNMENT & POLITICS**

**1 SS Credit      Grade 12**

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.

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

**1 SS Credit      Grade 11**

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.

## **GLOBAL PERSPECTIVES**

**1 SS Credit      Grades 10 and 12**

### **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.

## **IB WORLD HISTORY HL 2**

**1 SS Credit      Grade 12**

### **Course Overview:**

IB 20th Century World History is a college prep elective course for highly motivated Juniors and Seniors. It will focus on twentieth century topics of the causes, and effects of war and the emergence and rule of 20th century authoritarian states and the move to global war in the 20th century. Through this study students are prepared to take the I.B. History H.L. exam at the completion of year 2. This class will hold interest for students who are drawn to the study of history and political science.

**General Comments:** This course is required for Senior International Baccalaureate Diploma candidates and is also open as a social studies elective for motivated students who enjoy history. Students who choose this class must have excellent study habits and possess the ability to work independently and at an accelerated pace and should plan to take the IB history exam. Alternative credit to Global Perspectives.

## **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 sophomores.

# 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.

## CIVICS

**½ ELECTIVE Credit**      **Grades 9 and 10**

### **Course Overview:**

This course is an introduction to ethnic studies for 9th and 10th graders. Students will be asked to examine the history of their community and what role they play within it. Topics will include Early Oregon history, Waves of Immigration to Oregon, Oregon government structure, Oregonians struggle for Civil Rights, and Redlining and Generational Wealth.

## ETHNIC STUDIES

**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.

# World Languages

**Damon Messer**  
**Department Chair**

Enjoy communicating in Spanish or Japanese. 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:

- For the IB diploma, students should begin their language study freshman year.
- The IB diploma requires 4 years of the **same** language.
- Two years of study is required with a C or higher for university admission.
- Students who complete an additional year through middle school course work are not guaranteed placement in Spanish 3-4. Students wishing to advance to a higher level must take a placement test and receive instructor approval.

## SAMPLE WORLD LANGUAGE SEQUENCE

	Japanese Option	Spanish Option #1	Spanish Option #2 (For students with some prior Spanish experience)	Spanish Option #3 (For Heritage Spanish speakers)
9th	Japanese 1-2	Spanish 1-2	Spanish 3-4	Heritage Spanish 1-2
10th	Japanese 3-4	Spanish 3-4	Spanish 5-6	Heritage Spanish 3-4
11th	Japanese 5-6	Spanish 5-6	IB Spanish SL 7-8	IB Spanish SL 7-8 IB Spanish HL 9-10
12 <sup>th</sup>	IB Japanese SL 7-8	IB Spanish SL 7-8	IB Spanish HL 9-10	IB Spanish 9-10 HL (if not taken during grade 11)

### 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 IB 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.

## **IB JAPANESE/SPANISH SL 7-8**

**1 WL Credit    Grades    11, 12**

### **Course Overview:**

This course will help students prepare for the IB exam by reading from literature, history and the media. Discuss a variety of subjects in your language and research, write and discuss topics of interest.

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

**Special Requirements:** Successful completion of 5-6 course and/or instructor approval.

## **IB SPANISH HL 9-10**

**1 WL Credit    Grades    11, 12**

### **Course Overview:**

This class is primarily a literature-based class (poetry and prose) that will require daily readings, research and essay writing on a variety of topics. This is an advanced course and will help students prepare for the HL Spanish IB exam, and is intended for highly motivated students who desire to explore literary themes of Spain and Latin America.

**Special Requirements:** For 12th grade full-diploma IB students who have successfully completed Spanish 7-8 (must be enrolled in Spanish 9-10 to take the HL IB exam). Instructor approval required.

## **HERITAGE SPANISH 1-2 (for students who understand Spanish)**

**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)**

**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.

# Special Services

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

**Kristin Nagel**  
**Department Chair**

## **ALGEBRA 1 LAB**

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

### **Course Overview:**

Available to students on an IEP with Math goals and by IEP team placement only. This class is taken concurrently with general education Algebra 1 or Algebra 1.5. Instruction focuses on the Algebra skills required to improve understanding of Algebraic Relationships.

**Special Requirements:** Recommendation from the IEP team and/or case manager.

## **MATH STRATEGIES**

**1 Credit**      **Elective or Modified Math Credit**      **Grades 9, 10**

### **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 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 special 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, 5-6**

**1 Credit**      **Elective or 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**

### **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. May be repeated for credit.

**Special Requirements:** Recommendation from the IEP team and/or case manager.

## **LEARNING STRATEGIES FOR COLLEGE AND CAREER**

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

### **Course Overview:**

This course supports students by focusing on study skills and essential skills needed to be successful in college and careers. Students will continue to develop and maintain their organizational skills through direct instruction and tutorial support. Additionally, they will participate in 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.



## **SOCIAL COMMUNICATION STRATEGIES**

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

### **Course Overview:**

This course supports students in improving their social communication skills. Students will learn the skills needed for successful communication with peers, teachers and other adults. Target skills include active listening, turn-taking, appropriate social interactions, problem-solving and perspective taking. May be repeated for credit.

**Special Requirements:** Recommendation from the IEP team and/or case manager.

## **SOCIAL SKILLS STRATEGIES**

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

### **Course Overview:**

This course supports students who need instruction in the area of social skills and executive functioning. Students will develop their social skills through coaching and specially designed instruction. The curriculum also focuses on study skills, organization skills, understanding your own learning style, self-advocacy and identifying post-high school interests. Students will also access tutorial support to assist them with completing academic work. May be repeated for credit.

**Special Requirements:** Recommendation from the IEP team and/or case manager.

## **ENGLISH FOUNDATIONS**

**1 Credit      Modified English or 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 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 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 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**

**½ 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**

**½ ELECTIVE Credit      Grades 10, 11, 12**

#### **Course Overview:**

All office/library aides' grades will be on a Pass/Fail basis; office/library aides will receive .5 credits per semester; students must have permission from a secretary in order to be an aide. Students may take only 1 aide class per semester. Because of scheduling conflicts when the master schedule is run, there is no guarantee that the student who signed up for a particular secretary will be placed with that secretary. See your counselor for more specific details on being an aide. This class can be taken more than once.

## **TEACHER AIDES**

**½ ELECTIVE Credit    Grades 10, 11, 12**

### **Course Overview:**

All teachers' aides grades will be on a Pass/Fail basis; teacher aides will receive .5 credits per semester; 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 1 aide class per semester. Because of scheduling conflicts when the master schedule is run, there is no guarantee that the student who signed up for a particular teacher will be placed with that teacher. See your counselor for more specific details on being an aide. This class can be taken more than once.

## **OPTIONS**

**½ ELECTIVE Credit    Grades 9, 10, 11, 12**

**Pass/No Pass Elective Credit**

### **Course Overview:**

The Options Program supports at-risk students through community, goal-setting, academic support, and life-skills. Through their experiences, students will develop habits and skills that lead to graduation.

**Special Requirements:** Students must have a referral to the program from counselors. Students can retake each semester.

## **CADET TEACHING**

**1 ELECTIVE Credit    Grades 11, 12**

**Application forms will be available in the Counseling Office.**

### **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 work site, documentation of hours and employment/volunteer/internship placement, and student's supervisor should not be with a family member.

## **COMMUNITY SERVICE**

**½ 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. This class may be taken more than once. See your school counselor with any questions.

**INTERNSHIP****½ 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. (This course may be repeated for credit.)

**WORK EXPERIENCE****½ 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 prior to acceptance into the program. Students will be expected to work a minimum of 80 hours per 0.5 credit and turn in monthly timesheets. The student's work site supervisor will evaluate the student's performance at the end of the semester. Students must provide their own transportation. This class can be taken more than once.

## 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 - Pending	5	Calculus
Fundamental Brakes and Suspension Theory – Ford ASSET	2	Auto
General Biology I: Survey to Cellular Biology	4	IB Biology
General Biology II: Survey to Molecular Biology and Genetics	4	IB Biology
General Biology III: Survey to Ecology and Evolution	4	IB Biology
Intermediate Algebra w/Right Triangle Trigonometry	5	Algebra 2
Pre-Calculus I: Elementary Functions - Pending	5	IB AISL
Pre-Calculus II: Trigonometry/Geometry - Pending	5	Pre-Calculus I/II 1

### Academic Calendar 2021-2022

<u>Term</u>	<u>Start Date</u>	<u>End Date</u>
Summer 2021	June 21, 2021	August 28, 2021
Fall 2021	September 20, 2021	December 11, 2021
Winter 2022	January 3, 2022	March 19, 2022
Spring 2022	March 28, 2022	June 11, 2022

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



## 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!

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).

## 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)

# 2021-2022 CAL PROGRAMS & CLASSES\*

## CHANGELab – Entrepreneurs creating their own business!

In partnership with local business leaders and mentors, students will identify a problem and move it to 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. Students will compete in two cybersecurity competitions.

### 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 for dental assistants, hygienists, lab technicians, general dentist, orthodontist, periodontist, oral surgeon.

### Year One (AM or PM 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 or PM 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

## Design2Fab Lab - Product Creation and Development for Athletic Apparel and Shoes!

In partnership with large, local Athletic Apparel companies, this new program will inspire students interested in designing athletic apparel for everyday wear and athletic performance gear. Learn to create and build new products using state-of-the-art equipment.

### Year One (AM CAL Schedule)

Design & Draw – 1.0 credit  
History of Form & Function in Clothing & Culture - 1.0 credit  
Basic "Maker" Techniques – 1.0 credit  
English – 1.0 credit

### Year Two (PM 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

## Medical Sciences – Earn Medical Assistant credential and certifications for First Responders!

Learn basic patient care using medical equipment and charting, and obtain certification. Work within our community and in patient care facilities. 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 - Earn National Certification from National Institute of Metalworking Skills (NIMS).

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: 5 CTE credits and 20 Lower Division Transfer Credits

## CAL Morning Schedule

A Day – Periods 1 & 2

B Day – Periods 5 & 6

Home High School Afternoon Schedule – Periods 5-7

## CAL Afternoon Schedule

Home High School Morning Schedule– Periods 1-3

A Day – Periods 3 & 4

B Day – Periods 7 & 8

\*All classes are subject to change due to articulation agreements with MHCC and incoming enrollment.



# Metro East Web Academy



O: 503.258.4790 F: 503.258.4791

50 NW Fifth St • Gresham, OR 97030

**Online classes available 24 hours a day:** Students access tuition-free education via the internet in the comfort of their home with instruction tailored to meet individual needs.

**Flexible Schedule:** Students can set their own study hours, but will be required to attend synchronous virtual sessions each week in their classes. Students should plan to spend between 25-30 hours a week working on their coursework. The Web Academy curriculum utilizes a web-based curriculum that is available 24/7 along with links to other online learning resources. The program provides courses that meet the needs and interests of a wide variety of students leading to a fully accredited, state authorized diploma.

**Options:** MEWA offers several programs to meet the needs of students.

- 1.) Early college options in MEWA's early college program include a tuition-free on-campus courses for full time students who attend classes on a community college campus. Special admission requirements apply. Also some college classes\*\* in Language Arts, Business, Fine Arts, and College Readiness are available through MEWA.
- 2.) MEWA offers a GED program or options for non-graduated students beyond the four year school.
- 3.) MEWA K-6 program: MEWA offers curriculum and support for parents of students in grades K-6. A learning coach at home is required for students to be successful.

**Instructional Support:** Teachers, mentors, and family engagement staff create individualized learning plans for students and closely monitor their progress while providing support with face-to-face tutoring plus email and cell phone contact. Synchronous virtual sessions are required weekly in all classes.

**Social Opportunities:** MEWA understands that students need opportunities to interact with their peers. MEWA offers clubs, labs, field trips and community service activities to allow students to get together with fellow MEWA students. Students enrolled in MEWA have opportunities to take one elective course at their neighborhood school.\* Students can participate with their peers in sports and clubs at their neighborhood school.\*

## 2021-2022 Elective Courses at MEWA may include:

Elective Courses	Dual Credit Courses	CTE and Fine Arts Courses
Astronomy	Art 115, 116, 131, 281	Art 115, 116, 131, 281
Forensic Studies	BA 101, 218	Career and Technical Exploration
Gaming Concepts	ENG104	Career and Life Planning
Leadership Skills Development	HD208	Digital Photography
Parent Education	Math 095	Health Science
Reading Plus	WR115	Medical Terminology
Writing Fundamentals	WR 121	Traveling the Globe

**All course work must be pre approved by your school counselor.** \*With approval of neighborhood school administration and/or school counselor \*\*College level taught at Web Academy. Jr/Sr only with instructor approval



# Springwater Trail High School



## Springwater Trail High School

1440 SE Fleming Ave • Gresham, Oregon 97080  
503-261-4600 Fax 503-261-4630

Ryan Blaszak, Principal ([Blaszak@gresham.k12.or.us](mailto:Blaszak@gresham.k12.or.us))

Springwater Trail High School is one of three high schools in the Gresham-Barlow School District and is offered as an option to students who are not interested in attending a large high school. They are willing to sacrifice a broad selection of electives, athletics, and activities in order to benefit from small class sizes in a more personal environment. Springwater Trail High School is a 4-year accredited high school with the same standards and graduation requirements as either Gresham or Sam Barlow High School. **However, we are a proficiency-based teaching, learning and grading system school,** which makes us unique and is a contributing factor to our high achievement results.

Students who are accepted for enrollment at Springwater Trail do so having made a commitment to attend regularly and graduate from this campus. If the student fails to attend at least 85% of the time, or has 2 or more incomplete and/or failing grades the school, after a review of individual needs, may take appropriate action up to and including dropping the student from Springwater Trail and enrolling him/her in another educational option.

### **Who is Springwater Trail for?**

#### **Students who:**

- *Are at or near grade level but wish a different social setting in which to pursue their education.*
- *Know they are smart and want to go to college or other schooling after high school.*
- *Express a desire and commitment to be at Springwater Trail High School.*
- *Want to earn a high school diploma but would benefit from more support and encouragement in a personal setting with smaller class sizes.*
- *Feel that they don't "fit in" at a large high school and might get lost in a larger setting.*
- *Have few connections to their home school but a desire to earn a high school diploma.*
- *May have struggled with some social or academic part of school in the past but are willing to make a commitment to attend regularly and graduate from high school.*
- *May be slightly behind in credits but still within reach of graduating on time.*
- *Have special needs that are not beyond Springwater Trail's capacity to help.*
- *Need and want a closer connection with teachers in order to succeed.*

### **Who is NOT an appropriate candidate for Springwater Trail High School?**

- *Someone being forced to attend by his/her parents or guardians.*
- *A student in need of a temporary placement.*
- *Students with a history of discipline or non-attendance issues unrelated to a handicapping condition.*
- *Students in need of extensive in-school counseling or a therapy program.*
- *Students who want an "easy way out" of high school by attending a credit factory or a place where credits can be gained more easily than the larger high schools.*
- *Students in need of significant amounts of specially-designed instruction.*

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	Options	51	Other
	Overtones	35	Fine Arts
<b>P</b>	Painting 1	30	Fine Arts
	Painting 2	30	Fine Arts
	PE 9th	39	Health/PE
	Percussion Ensemble	33	Fine Arts
	Physical Science	41	Science
	Physics	42	Science
	Pre-Calculus	37	Math
	Production Photography	17	Fine Arts
<b>R</b>	Recreational Basketball	40	Health/PE
	Recreational Soccer	40	Health/PE
	Renaissance Leadership	50	Other
<b>S</b>	Sculpture/Ceramics 1	30	Fine Arts
	Sculpture/Ceramics 2	30	Fine Arts
	Social Communication Strategies	49	Special Education
	Social Communications Foundations	49	Special Education
	Social Skills Strategies	49	Special Education
	Spanish 1-2	46	World Languages
	Spanish 3-4	46	World Languages
	Spanish 5-6	47	World Languages
	Stagecraft 1-2	31	Fine Arts
	Stagecraft Advanced	32	Fine Arts
	Strength and Conditioning	40	Health/PE
	Strength and Conditioning - Girls	40	Health/PE
	Student Council Leadership	50	Other

	Survey of Music	33	Fine Arts
<b>T</b>	Teacher Aide	51	Other
	Teen Parent Seminar	18	CTE
	Teen Parent Supervision	18	CTE
	The Music of Disney	32	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	33	Fine Arts
	Wind Symphony	33	Fine Arts
	Work Experience	52	Other
<b>Y</b>	Yearbook	25	CTE
	Yearbook Advanced	25	CTE
	Yoga/Core Fitness	40	Health/PE
<b>Z</b>	Zoology	42	Science

