

# **COURSE PLANNING GUIDE**



## **2017-2018**

**Gresham High School**

1200 N. Main Avenue

Gresham, OR 97030

(503) 674-5500

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



Dear Gresham High Students,

In your hands you are holding 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,

Michael J. Schaefer  
Principal

## Gresham High School Administration

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## Planning Guide Glossary

**Academic Content Standards:** These standards define what students are expected to know and be able to do in English, mathematics, science, social sciences (history, government and economics), the arts, world language and P.E./health.

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

**Career- Related Learning Experiences:** 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.

## 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 GRADUATING CLASSES OF 2018-2021

<i><b>Subject Areas</b></i>	<i><b>Credits Required</b></i>
English/Language Arts	4
Mathematics • 3 credits must be in 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.

- 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 his/her original graduating class.** He/she 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. Petitions for early graduation are available in the Counseling Office. 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.naaclearinghouse.net](http://www.naaclearinghouse.net).

### Grade Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.naaclearinghouse.net](http://www.naaclearinghouse.net)
- **Division I** grade-point average requirements are sliding scale core grade point averages. Go to the website to review.
- **The Division II** grade point average requirement is a minimum of 2.000.

### **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 nondoctrinal religion /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).
- 3 years 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/philosophy).

**PLEASE NOTE:** The core course grade-point average of 2.000 remains unchanged, as does the requirement of a minimum SAT score of 820 (critical reading/math only) or ACT sum score of 68.

***IMPORTANT: It is the responsibility of the student and family to coordinate with 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 by coming to the counseling center and making an appointment. Counselors are also available during the student lunch break on a drop-in basis.

## 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.

## 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 third 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), W (Withdraw-Failure), N (No Grade), and U (Unsatisfactory). 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 mailed home at the end of each semester grading period. 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 a 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 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 he receives 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.**

## **Add/Drop Policy**

It is important to read the Course Guide carefully. A great deal of time and effort goes into providing each student with a complete schedule of classes that reflects their required and elective choices. All class changes require the student to see her/his counselor. The counseling office will provide the student with a change of course request form.

If a student decides to add a class to their schedule, they may do so during the first **three 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 three-week period has ended.** If a student wishes to drop a class from his/her schedule, he/she may do so during the first **three weeks at the start of each semester if space is available and only after new enrollees have complete schedules.** If a class is dropped from a student's schedule after this period, the student will not receive credit for this course and this 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 office to pick-up a change of level form. The form will require the student to list the reason for the request, and to obtain the signatures of the classroom teacher, department head, and parent. Course level changes for students who no longer desire a rigorous course will be considered on a case by case basis, and may not be possible due to class size. Please note: Any level changes which occur after classes have begun may require an adjustment in class schedule.

# 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.

## **2017-2018 ADVANCED COURSE LIST (subject to change)**

### **CAREER & TECHNICAL EDUCATION**

Newspaper  
Yearbook\*  
Production Photography\*  
Graphic Design 4

### **ENGLISH**

IB Language and Literature SL1  
IB Language and Literature SL2  
IB Literature HL1  
IB Literature HL2

### **FINE AND PERFORMING ARTS**

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

Theatre 7-8  
IB Art SL & HL  
IB Music SL  
Overtones & Concert Choir\*\*  
Production Photo\*  
Jazz Ensemble & Wind Symphony\*\*  
Advanced Sculpture / Painting or Drawing

#### **Note:**

- \* Must be an editor or 2<sup>nd</sup> year student
- \*\* Must be a 2<sup>nd</sup> year student
- \*\*\* Physics can only be counted once whether taken at GHS, CAL or ACE

### **MATH**

IB Math Studies  
IB Math SL1  
IB Math SL2/HL

### **SOCIAL STUDIES**

IB History of the Americas HL 1  
IB 20th Century World History HL 2  
IB Social Anthropology SL  
IB Theory of Knowledge I and II

### **WORLD LANGUAGE**

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

### **SCIENCE\*\*\***

Honors Chemistry  
Physics  
IB Chemistry SL  
IB Physics SL  
IB Biology SL/HL1 & IB Biology HL2

### **CENTER for ADVANCED LEARNING**

Current courses offering college credit

### **ACADEMY of ARCHTECTURE, CONSTRUCTION & ENGINEERING (ACE)**

Current courses offering college credit

# International Baccalaureate Diploma Program



**Kathy Childress**  
**IB Diploma Coordinator**

Gresham High School is proud to be one of only 19 Oregon high schools that are International Baccalaureate World Schools.

Gresham High School offers the International Baccalaureate Diploma Program to juniors and seniors as our most advanced course of study in six different subject areas. IB is a challenging two-year program for motivated students who plan to attend college. It begins in the junior year and is generally supported by preparatory courses in grades 9-10. (Please note: IB Candidates should take four years of the same World Language beginning in grade 9.)

Full Diploma students must take courses from among six different subject groups: Language A1 (first language including the study of selections from world literature), World Languages, Individuals and Society (history, Social & Cultural Anthropology, Environmental Systems), Experimental Sciences (physics, chemistry, biology, Environmental Systems), Mathematics, and the Arts. Each individual must successfully complete one course from each subject group thus guaranteeing the breadth of their program of study. In addition, students must designate three or four of these classes as higher level (2 year course of study) and the remaining courses as standard level (one year course of study).

Student achievement in each course is assessed by examination (essay, short answer, and multiple choice) which will be judged by evaluators from all over the world. In addition, GHS classroom teachers are responsible for evaluating students through written papers, research projects and oral seminars over the two-year period.

## **IB DIPLOMA PROGRAM: EDUCATION FOR LIFE**

The International Baccalaureate Organization (IBO), a nonprofit educational foundation based in Switzerland, offers the Diploma Program for students in the final two years of secondary school. The educational philosophy of the organization is found in its mission statement adopted in 1996. Through comprehensive and balanced curricula coupled with challenging assessments, the IBO aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that bind all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

The International Baccalaureate Diploma program is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma model is based on the pattern of no single country but incorporates the best elements of several.

Students earn the IB Diploma by completing the course requirements and meeting the score requirements on exams in the six subject groups as well as by completing the TOK course, Extended Essay and CAS requirements. Students may earn certificates by completing all the class requirements and passing the exam in one or more classes.

## **IB DIPLOMA REQUIREMENTS**

Required:

- 3 HL courses: English, History, Biology, Art, or Math
- 4 years of a second language (Spanish, Japanese)
- 2 SL Courses: IB Physics, Music Theory, Anthropology, IB Art, IB Chemistry, Math, Environmental Systems SL

Students must take one course from each group, including the elective group.

## IB DIPLOMA COURSE OFFERINGS

Group	Courses
Group 1-Literature	IB Literature HL 1 and IB Literature HL 2, IB Language and Literature SL 1 and IB Language and Literature SL 2
Group 2-Language B (world language)	Spanish SL or Spanish HL Japanese SL
Group 3- Individuals and Societies (History)	History of the Americas HL1 and 20 <sup>th</sup> Century History HL 2 Anthropology SL Environmental Systems SL
Group 4- Experimental Sciences	Biology SL/HL 1 and Biology HL2 Chemistry SL Physics SL Environmental Systems SL
Group 5- Mathematics	Math Studies SL Math SL 1 and Math SL 2 Math HL
Group 6- Electives	Art SL or Art HL Music Theory SL (taken concurrently with band or choir) Anthropology SL Chemistry SL Physics SL Environmental Systems SL

### UNIQUE CHARACTERISTICS OF THE DIPLOMA

#### **Theory of Knowledge (TOK)**

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

#### **Creativity, Action, Service (CAS)**

Creativity, Action, Service is known by its acronym CAS and is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some many feel within a demanding school program. Participation in activities such as theatre productions, sports, and community service encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

#### **Extended Essay (EE)**

Diploma candidates are required to undertake original research and write an extended essay of some 4,000 words (about 12 pages). This project offers the opportunity to investigate a topic of special interest and acquaints students with kind of independent research and writing skills expected at university. Students will investigate their topic of interest from 60 subject areas and will work under the guidance of a supervisor. Students will complete their 12-page essay during their junior and senior year.

#### **Grading System**

The grading system used by the IB is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills related to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international assessment strategy.

#### **Removal from the Full Diploma Candidate Program**

Students who complete all IB Diploma requirements will be considered Full Diploma Candidates, and will be allowed to wear the IB Diploma Hood at graduation. Students who do not complete all requirements, or fail to meet deadlines specified for the CAS Project or Extended Essay, will not be considered Full Diploma Candidates.

# 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 (Algebra 1, Geometry, Algebra 2)
- 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

**New Oregon promise helps pay for community college.**  
**For info visit [www.OregonPromise.org](http://www.OregonPromise.org)**

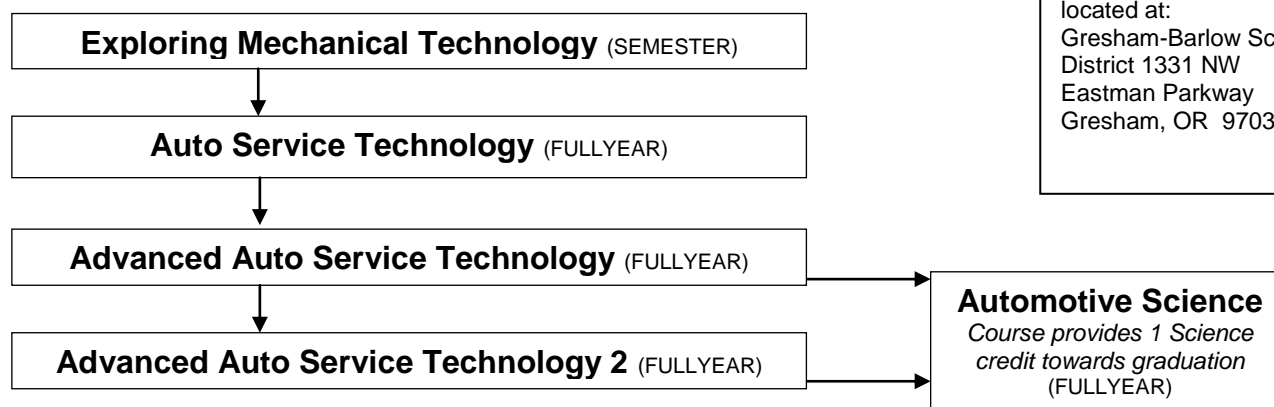
# Career and Technical Education

## Brad Cook Department Chair

The Career and Technical Education programs offer multiyear 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.**

**CTE COURSE OFFERINGS:** *See course description*

## AUTOMOTIVE TECHNOLOGY – PROGRAM OF STUDY



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:

Title IX Coordinator  
Deputy Superintendent  
James Hiu at 503-261-4577

The Gresham-Barlow School District Office is located at:  
Gresham-Barlow School District 1331 NW Eastman Parkway  
Gresham, OR 97030

## AUTOMOTIVE TECHNOLOGY: PROGRAM COURSE DESCRIPTIONS

### EXPLORING MECHANICAL TECHNOLOGY: SMALL GAS ENGINE REPAIR/THEORY and AUTO MAINTENANCE

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

#### Course Overview:

Students enrolled in 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 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 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 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 Credits**      **Grades: 11, 12**

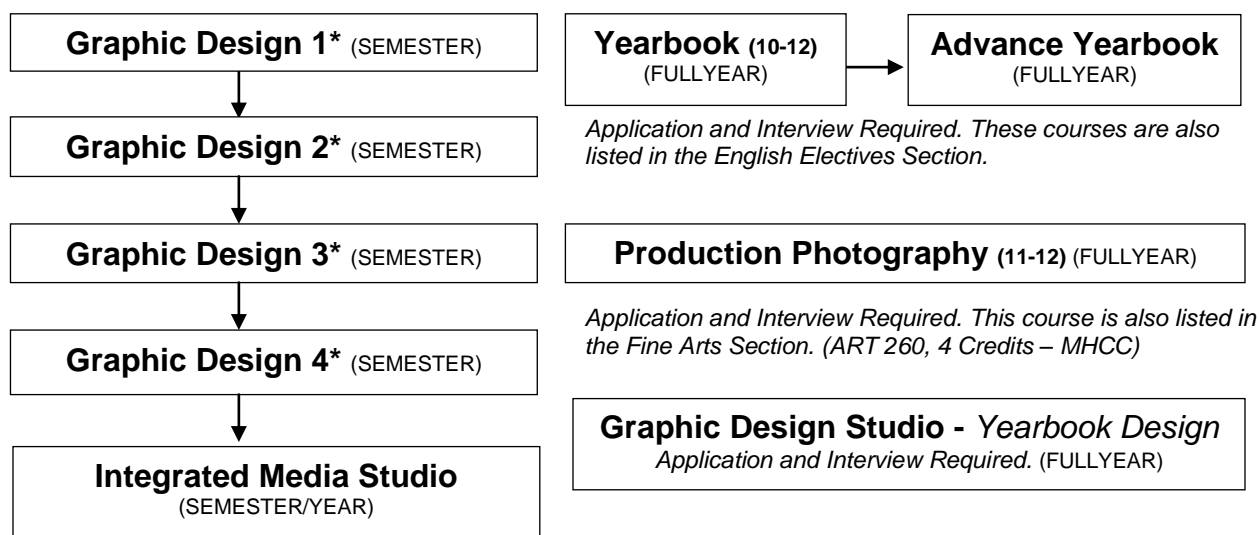
### **Course Overview:**

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.

## **INTEGRATED MEDIA – PROGRAM OF STUDY**



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

## INTEGRATED MEDIA: PROGRAM COURSE DESCRIPTIONS

### GRAPHIC DESIGN 1 – Introduction to Adobe Illustrator and Photoshop

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

#### **Course Overview:**

Students will be introduced to Adobe Illustrator and Photoshop, both 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. 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 with the new vinyl cutters. With endless applications, the knowledge of the software and equipment learned in this class will greatly enhance your high school academics.

**Comments:** Successful completion of this course will grant the required .5 technology credit needed for graduation.

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

### GRAPHIC DESIGN 2 – Advanced Adobe Illustrator and Photoshop

**½ 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 be introduced to basic principles of graphic design theory and begin applying their technical skills to design projects. In addition to preparing artwork for printing, students will also learn basic photography skills through the use of DSLR cameras. Students will utilize the Epilog laser, Graphtec vinyl cutter, and sublimation printer and T-shirt heat 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 – Color, Composition and Typography

**½ 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 Illustrator, Photoshop, and Indesign to prepare artwork for printed reproduction. In addition, students will continue to further their knowledge on the use of photography equipment, the Epilog laser, and the Graphtec vinyl cutter.

**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 –Concept, Creativity and Unity

**½ 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 in Adobe Illustrator, Photoshop and Indesign to prepare artwork for printed reproduction. 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

**.5 or 1 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.**

## GRAPHIC DESIGN STUDIO – Yearbook Design

**1 Credit**                      **Grades: 11, 12**

### Course Overview:

Graphic Design Studio students will experience an authentic design experience through the design and production of the school's yearbook. Students will be in charge of designing the visual identity of the book.

**Special Requirements:** Successful completion of Graphic Design 1, 2, 3, and 4 are required.

Application/Interview – Instructor Approval

## YEARBOOK 1-2

### ADVANCED YEARBOOK

**1 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.

**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

## PRODUCTION PHOTOGRAPHY

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

### Course Overview:

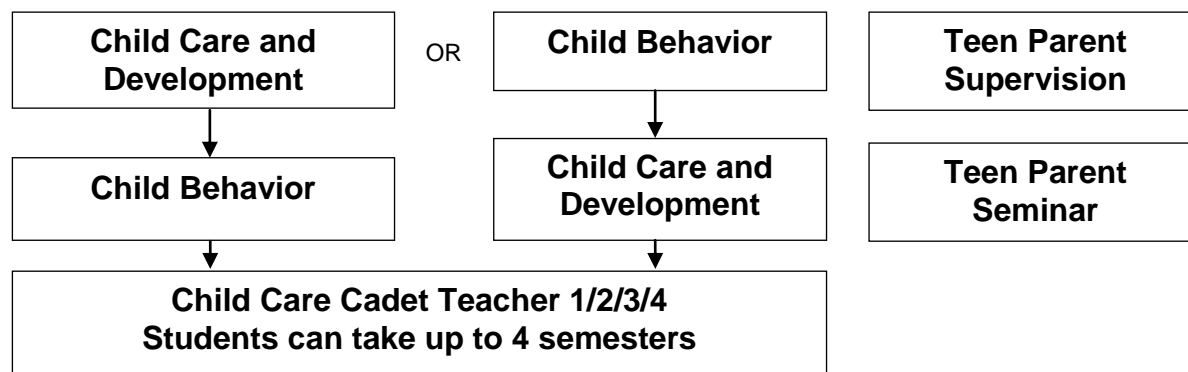
Photojournalism and studio photography. Students take photos for the school's yearbook and newspaper as a main focus. Students will become proficient with the use of a DSLR camera. Students will also learn a variety of skills necessary for photographers. Photo editing through the use of software programs such as Light Room and Photoshop will be explored.

**Comments:** While high end cameras will be provided for class use, it is recommended to have your own digital camera (point and shoot or digital SLR). 4 transferable College credit are available through the *College Now* program with Mt. Hood CC.

**Special Requirements:** It is recommended that students have a high interest and motivation to become a better photographer. This course requires a vast amount of time spent outside of class capturing the stories we don't all get to see. **Students need to complete an application and submit letter of recommendation to qualify. Fee required/half price for reduced lunch / free for free lunch.**

## CHILD CARE AND DEVELOPMENT – PROGRAM OF STUDY

Gresham High School offers a Teen Parent Program with on-site child care. The Child Development Center is open from 7:00 a.m. – 3:30 p.m. offering quality child care, beginning in September and follows the high school calendar. Enrollment application required.



## **CHILD CARE AND DEVELOPMENT: PROGRAM COURSE DESCRIPTIONS**

### **CHILD CARE AND DEVELOPMENT**

**½ Credit                      Grades 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, child care agencies, the child in a crisis, and the special child.

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

### **CHILD BEHAVIOR**

**½ 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.

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

### **CHILD CARE CADET TEACHER**

**½ 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, planning and leading activities, feeding, 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.

**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.

**Special Requirements:** Child Care, Child Behavior and instructor approval.

### **TEEN PARENT SUPERVISION**

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

#### **Course Overview:**

Students in this class will spend the period with the children (in 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 both males and females. 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.

### **TEEN PARENT SEMINAR**

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

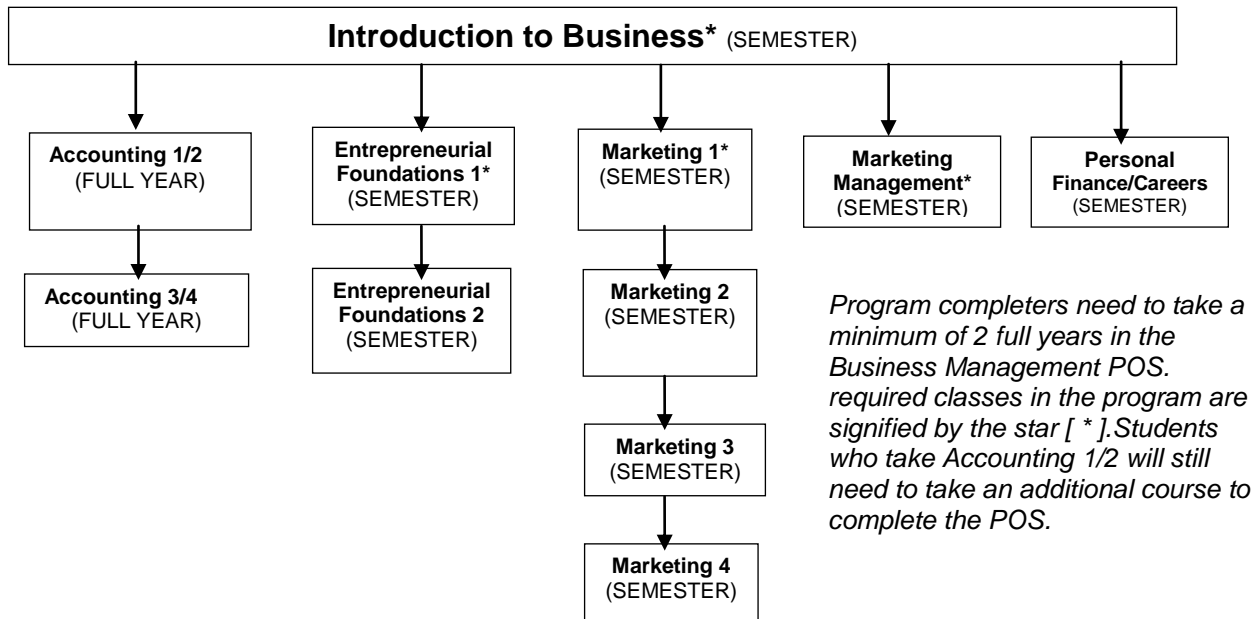
#### **Course Overview:**

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.

# Business Management-Marketing and Management

## PROGRAM OF STUDY



## BUSINESS MANAGEMENT: PROGRAM COURSE DESCRIPTIONS

### INTRODUCTION TO BUSINESS APPLICATIONS

**1/2 Credit**      **Grades: 9, 10, 11, 12**

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, multi-media 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.

**General Comments:** Successful completion of this course will grant the required .5 technology credit needed for graduation.

### ACCOUNTING 1/2

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

#### Course Overview:

The number one college major for both men and women is Business. Accounting establishes a foundation for understanding business, and provides initial knowledge needed for an accounting career. This class introduces the principles and process involved in double-entry accounting systems. It covers the entire accounting cycle including the use of journals, ledgers, worksheets, financial statements and specialized accounting functions such as banking and payroll. This class is recommended for anyone interested in pursuing a college degree or a career in business and/or accounting.

**General Comments:** Lecture-discussion, practice sets, and progress tests are the primary methods of teaching this course. Grades are based on daily work and homework assignments, tests and practice sets. Some homework is required for satisfactory completion of the course. The concepts learned are applied in problems performed through automated/computerized accounting.

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

## **ACCOUNTING 3/4**

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

### **Course Overview:**

Accounting 3-4 is a 2nd year course that is intended for students who plan to pursue a college degree in the field of business or who have a career goal in the accounting profession or for those who want to broaden and improve their knowledge and understanding of accounting principles. This course is designed to provide a strong working knowledge of computerized accounting with a major emphasis on learning QuickBooks - an accounting software program that is used by many small and medium size businesses.

**General Comments:** The student will work on an individual basis at his/her own rate of speed with assistance from the teacher as needed. Grades are based on study guides, practice problems, practice sets and progress tests.

**Special Requirements:** Successful completion of Accounting 1/2 with a C or higher.. The student must be motivated, a self-starter, and willing and capable of working independently. **Workbook fee required /half price for reduced lunch/ free for free lunch.**

## **ENTREPRENEURIAL FOUNDATIONS 1**

**1/2 Credit**                      **(Semester class)**      **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 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 the student based enterprise "The Gopher Shack" concession stand.

## **ENTREPRENEURIAL FOUNDATIONS 2**

**1/2 Credit**                      **(Semester class)**      **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 Shack" concession stand.

## **MARKETING 1**

**1/2 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**

**1/2 Credit**                      **(Semester class)**      **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**

**1/2 Credit (Semester Class) 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**

**1/2 Credit (Semester class) 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 the Promotional-Mix, branding, sales, advertising, communications, merchandising, display, human relations, promotion, management, operations, math, product technology and market research. One of the primary focuses of this course is the successful operation and management of the student store. By learning supervisory and management skills, students will have the edge for future employment opportunities and promotions. 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.

Virtual Business – Retailing simulation will also be used, students start with a familiar grocery/convenience store. As their retail knowledge deepens, students later manage sporting goods and electronics retailers. Students learn promotion/marketing strategies including traditional media and new options such as email campaigns. Students can fully design the retail layout of their stores. Grocery stores highlight perishables; sports stores highlight seasonality; electronics stores highlight personal selling. The "Mega-Mogul" project lets advanced students establish a retail empire of multiple stores in multiple product categories. Improved multiplayer mode lets students compete in class or from home.

**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.

### **PERSONAL FINANCE/CAREERS (Living on Your Own)**

**1/2 Credit Grades: 11, 12**

**Course Overview:**

This course provides students with practical decision-making skills for managing their financial resources. Topics covered include setting personal goals, budgeting, use of credit, consumer spending and saving and personal investment options. This course offers the information and skills that you will need to live as an independent adult. Students will examine their needs, wants, priorities, and resources. They will learn to budget their resources to reach their financial goals. The information gained will help students make decisions about being a consumer, including choices about food, transportation, housing, insurance, banking, and other financial concerns an individual faces. In addition, students will complete a job application unit and obtain information on applying for college and obtaining financial aid and scholarships. This class is designed to help you make the transition from living at home to living on your own.

# English Language Arts

**Tina Roberts**  
**Department Chair**

Eight semesters of English are required for graduation. Two levels are offered from sophomore year to senior year in order to provide the best learning situation for each individual. In 10th grade, students who seek a challenging curriculum may take Honors English 3-4. In the 11th grade, any student who wishes to pursue the International Baccalaureate (IB) curriculum as either a course student or a diploma student may sign up for those classes. In the 12th grade, seniors may continue the International Baccalaureate program or choose to take a year-long Senior English course. All English courses address graduation requirements and prepare students to successfully meet them.

ENGLISH LANGUAGE ARTS SEQUENCE			
FRESHMAN			
<b>1ST SEMESTER</b> English 1			<b>2ND SEMESTER</b> English 2
SOPHOMORE			
<b>1ST SEMESTER</b> Honors English 3 or English 3			<b>2ND SEMESTER</b> Honors English 4 or English 4
JUNIOR			
<b>1ST SEMESTER</b> IB Literature HL 1 IB Language & Literature SL 1 English 5			<b>2ND SEMESTER</b> IB Literature HL 1 IB Language & Literature SL 1 English 6
SENIOR			
<b>1ST SEMESTER</b> IB Literature HL 2 IB Language & Literature SL2 Senior English (.5 credit)			<b>2ND SEMESTER</b> IB Literature HL 2 IB Language & Literature SL2 Senior English (.5 credit)

## ENGLISH 1-2

**1 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. As Gresham High School is an International Baccalaureate World School, this course will also serve as beginning preparation as students move into the IB program as 11th and 12th graders. Students in this course will study a variety of literature from around the world, including both literary and non-fiction works. They will also follow the district writing curriculum and produce narrative, explanatory, and argumentative pieces of writing. Effective communication techniques will also be stressed.

## ENGLISH 3-4

**1 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, as well as help ensure preparedness for entrance into IB courses their junior year. 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 and use the library for research. Composition and mechanics will continue to be a focus as students develop writing in various modes, including expository, research and argumentative writing techniques.

## HONORS ENGLISH 3-4

1 Credit                      Grade 10

### Course Overview:

This course is designed for students with a strong interest in writing, reading, discussion, and analysis of literature. Students will read a variety of literature, including works by well-known American and world authors. Students will also be challenged to write papers that relate to the literature being studied. A formal argumentative essay, requiring research, is included in this course. They will also be asked to creatively engage as a writer in academic and literary forms.

**General Comments:** This course is recommended for students interested in earning an IB diploma.

## IB LITERATURE HL 1

1 Credit                      Grade 11

**Important note:** *Once this course is selected, students may NOT switch to IB Language and Literature SL 2 for senior year. They must commit to this course for the entire two-year cycle.*

### Course Overview:

This is the first year of the two-year IB Language A: Literature HL course. Students will explore a challenging selection of world and American literatures. Genres to be studied include poetry, drama and the novel, along with shorter selections of non-fictional prose. Assignments will be aimed at close analysis of the texts read, cultural and contextual considerations related to the works, and personal, creative responses to literature. Assessments will be both written (exams, essays, commentaries, journals) and oral (individual presentations, interactive oral discussions, etc.). Additionally, the junior year is the accountability year for the Smarter Balanced Assessment. Students must demonstrate proficiency on this assessment in order to graduate.

**General Comments:** This English course is recommended for Full IB Diploma candidates.

## IB LANGUAGE AND LITERATURE SL 1

1 Credit                      Grade 11

### Course Overview:

This is the first half of the IB Language A: Language and Literature course. Students will explore meanings generated by language and texts, and they will focus closely on the language of the texts to become aware of the role each text plays in a wider context. Students will develop skills in textual analysis and deep understanding of both literary and non-literary texts, ranging from literature to drama and poetry, to music, film, advertisements, photos and more. Students will be expected to analyze how formal elements are used to create meaning, and to explore how meaning is affected by culturally defined reading practices, as well as by production and reception. Additionally, the junior year is the accountability year for the Smarter Balance Assessment. Students must demonstrate proficiency on this assessment in order to graduate.

## SENIOR ENGLISH

1 Credit                      Grade 12

### Course Overview:

This course will focus on contemporary and modern literature, including traditional and non-traditional formats, non-fiction articles, graphic novels, historical speeches and recently published short stories and poems. It will use a variety of forms and genres to evaluate how language arts portrays, influences and reflects our history, our community and our world. Students will focus on how writers develop voice, and they will work on honing their own voice. Students will be expected to think, analyze, write, and publish work. This course addresses district required work samples and Common Core State Standards.

## IB LITERATURE HL 2

1 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 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.**

## **IB LANGUAGE AND LITERATURE SL 2**

**1 Credit                      Grade 11**

### **Course Overview:**

**IB Language & Literature SL 2 is the second half of the IB program in Language A: Language and Literature.** This class encourages students to engage in in-depth literary criticism, as well as examine and explore meanings generated by language and texts, and they will focus closely on the language of the texts to become aware of the role each text plays in a wider context. Students will develop skills in textual analysis and deep understanding of both literary and non-literary texts, ranging from literature to drama and poetry, to music, film, advertisements, photos and more. Students will be expected to analyze how formal elements are used to create meaning, and to explore how meaning is affected by culturally defined reading practices, as well as by production and reception. 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.**

## **JOURNALISM**

### **JOURNALISM 1-2**

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

### **Course Overview:**

Journalism involves the writing of all kinds of journalistic stories with emphasis on newspaper style, interviewing, headlining, etc.

### **General Comments:**

Students will learn the basic news writing principles and makeup, layout and design. This course prepares students for work on school publications.

### **Special Requirements:**

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

## **NEWSPAPER**

### **NEWSPAPER - ADVANCED**

**1 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.

### **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**

### **ADVANCED YEARBOOK**

**1 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.

**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 1**

**½ Credit                  Grades 11**

### **Course Overview:**

What do you know? How certain are you about what you know? Why should anyone believe you? Why do you believe anyone else? The Theory of Knowledge courses provide you with the opportunity to explore, reflect on, and understand what it means to say we know something. TOK-I begins by examining the key concepts of knowledge, truth, belief, and justification, as well as exploring their relationship to one another. Then, four primary ways of knowing—sense perception, language, reason, and emotion—are investigated. The course concludes by looking at how those concepts and ways of knowing operate in two academic disciplines.

**General Comments:** The Theory of Knowledge course sequence is a discussion-based elective suggested for all students planning to attend college. The sequence is required for all International Baccalaureate Diploma candidates. For these classes, students must have strong reading and writing skills and be highly motivated to grapple with challenging ideas. This course does not fulfill required social studies credit.

## **IB THEORY OF KNOWLEDGE 2**

**½ Credit                  Grade 12**

### **Course Overview:**

TOK-II investigates how the key concepts (knowledge, truth, belief, justification) and four ways of knowing (sense perception, language, reason, and emotion) introduced in TOK-I operate in different academic disciplines, or “areas of knowledge” as they are called in Theory of Knowledge. The areas of knowledge investigated in TOK-II can include mathematics, the natural sciences, the human sciences, history, the arts, ethics and politics, and religion and spirituality. (The specific areas of knowledge examined in TOK-II will vary, depending on the two that are examined at the end of the student’s TOK-I course.) The course will conclude with a re-examination of the relationships between the key concepts of knowledge, truth, and belief.

**General Comments:** Successful completion of TOK-I is a prerequisite for TOK-II. This course does not fulfill required social studies credit.

# 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, ELL's, 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 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 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 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 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 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-ALGEBRA 1.5-TUTORIAL**

**1 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 Algebra 1 and Geometry. Students will receive elective credit for this course.

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

## **LANGUAGE ARTS 1**

**1 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 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 3**

**1 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* :

**Special Requirements:** Teacher recommendation.

## **SHELTERED/CLUSTERED CONTENT CLASSES**

English Learners will have meaningful access to grade level content and curriculum at Gresham High Schools 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.

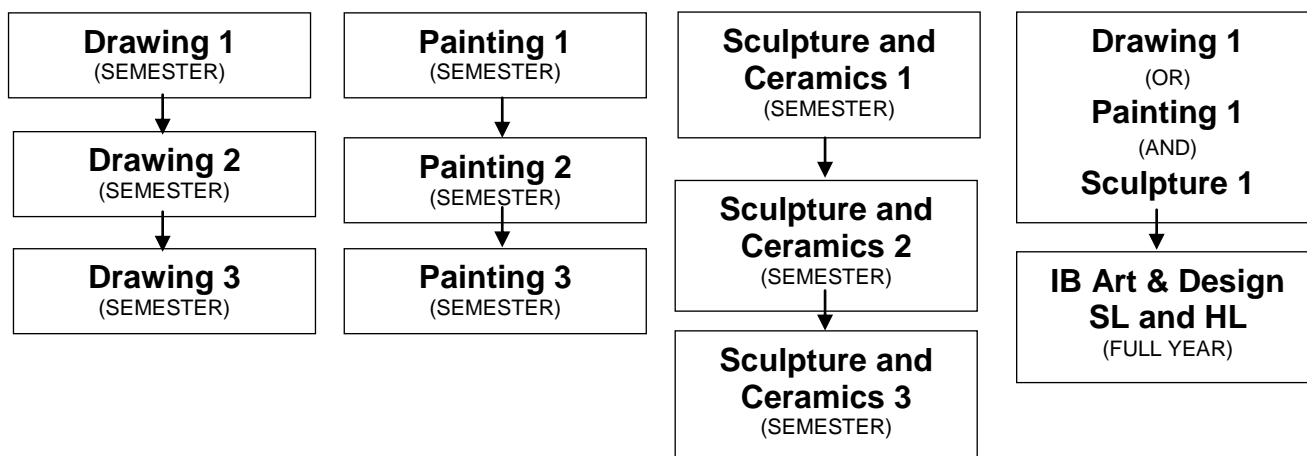
# Fine and Performing Arts

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

The Fine and Performing Arts Programs offer multiyear 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. IB Courses are now available.**

## Visual Arts

### PROGRAM AT A GLANCE



### DRAWING 1

**½ 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 realistically from observation and use the elements of design to effectively create the illusion of three dimensional space. This is not a cartooning class. All work must be original.

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

### DRAWING 2

**½ 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 learning about 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 the elements & principles of design.

**Special Requirements:** Successful completion of Drawing 1. **Fee required**/half price for reduced lunch/ free for free lunch.

### DRAWING 3

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

**Course Overview:** Students work on a series of drawings centered around one theme throughout the term. Students must research their inspiration and demonstrate a strong application of the elements and principles of design. At the end of the term they must have enough solid pieces to participate in the term art show. A sketchbook is needed for this class.

**Special Requirements:** Must have earned a C or higher in Drawing 1 and Drawing 2. **Fee required**/half price for reduced lunch/ free for free lunch.

### PAINTING 1

**½ 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 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.

## **PAINTING 3**

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

**Course Overview:** This is an advanced class designed to help students develop a strong portfolio. Work is student-directed under the guidance of the instructor. Students will be evaluated on their portfolio and their studies of selected artists. At the end of the term, students will showcase their individual work in a group exhibit with other advanced students in the visual art program. Visits to local art museums and galleries are part of the curriculum. This class may be repeated for credit.

**Special Requirements:** Completion of Painting 2 with a "C" or better, or instructor approval. **Fee required** half price for reduced lunch/ free for free lunch.

## **SCULPTURE AND CERAMICS 1**

**½ 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 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.

## **SCULPTURE AND CERAMICS 3**

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

**Course Overview:** This is an advanced class designed to help students develop a strong portfolio. Work is student-directed under the guidance of the instructor. Students will be evaluated on their portfolio and their studies of selected artists. At the end of the term, students will showcase their individual work in a group exhibit with other advanced students in the visual art program. Visits to local art museums and galleries are part of the curriculum. This class may be repeated for credit.

**Special Requirements:** Completion of Sculpture and Ceramics 2 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 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 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 and visits to local art museums and galleries.

**Special Requirements:** **Fee required.** Students will be required to buy some of their own art supplies, such as a 9"x12" sketchbook. Completion all prerequisites, or instructor approval.

## PRODUCTION PHOTOGRAPHY

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

### **Course Overview:**

Photojournalism and studio photography. Students take photos for the school's yearbook and newspaper as a main focus. Students will become proficient with the use of a DSLR camera. Students will also learn a variety of skills necessary for photographers. Photo editing through the use of software programs, such as Light Room and Photoshop will be explored.

**Comments:** While high end cameras will be provided for class use, it is recommended to have your own digital camera (point and shoot or digital SLR). College credit is available through the *College Now* program with Mt. Hood CC.

**Special Requirements:** **Successful completion of Graphic Design 1 and 2 or Instructor Approval.** It is recommended that students have a high interest and motivation to become a better photographer. This course requires a vast amount of time spent outside of class capturing the stories we don't all get to see. **Students need to complete an application and submit letter of recommendation to qualify.** **Fee required**/half price for reduced lunch / free for free lunch.

## Performing Arts

### *PROGRAM AT A GLANCE*

#### **THEATRE 1-2**

**1 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 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 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 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 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.

## **ADVANCED STAGECRAFT**

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

### **Course Overview:**

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

**Special Requirements:** 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**

### *PROGRAM AT A GLANCE*

## **JAZZ ENSEMBLE**

**1 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 the jazz genre, and will discuss the historical and cultural aspects of jazz. Students will also study and perform advanced literature in traditional and contemporary jazz styles. Study of music theory will be related to both the performance of literature and improvisation. Students will perform at approximately 4 concerts and 3 festivals every year. This band represents Gresham High School in the Mount Hood Conference. The ensemble travels out of state every other year. (This course may be repeated for credit)

**Special Requirements:** Concurrent enrollment in Concert Band, Symphonic Band, Wind Symphony or Percussion Ensemble (**except for 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*.

## **CONCERT BAND**

**1 Credit**                      **Grades 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 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*.

## **SYMPHONIC BAND**

**1 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 SYMPHONY**

**1 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 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 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. The ensemble travels out of state every other year.

**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*.

## **ADVANCED MUSIC FUNDAMENTALS (IB MUSIC)**

**½ Credit**                      **Grades 11, 12**

### **Course Overview:**

Through the observation, study and appreciation of music, students will gain a more connected view of the world. Brief study of music theory, history and analysis will assist in the exploration of music from multiple cultures as well as major investigations into one prescribed work and at least two works selected by the individual. Students are not required to take the IB exam at the end of this course, but are highly encouraged. Required performance portions of this class take place in Wind Symphony and Concert Choir.

**Special Requirements:** Only students in grades 11-12 may register for the IB Music Exam. Concurrent enrollment in either Wind Symphony or Concert Choir.

## **SURVEY OF MUSIC**

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

### **Course Overview:**

Students will study basic music theory, roots music and contemporary music of the united states. 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.

## **Vocal Music**

### *PROGRAM AT A GLANCE*

## **GRESHAM MEN'S CHOIR**

**1 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 Credit**                      **Grade 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 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 expense 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 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 expense 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 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. Expense 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

**Olivia Green**  
**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 Algebra 2 or Integrated Math 3.

Class of 2021			Class of 2020			
Gr.	Sequence A	Sequence B	Gr.	Sequence A	Sequence B	Sequence C
9	Int. Math 1	H. Geometry	9	(Algebra 1)	(Algebra 1)	H. Geometry
10	Int. Math 2	Int. Math 3	10	H. Geometry	Geometry	Int. Math 3 (Algebra 2)
11	Int. Math 3	IB Math SL1	11	Int. Math 3 (Algebra 2)	Int. Math 2	IB Math SL1
12	IB Math Studies IB Math SL1 Fin. Algebra	IB Math SL2	12	IB Math Studies IB Math SL1 Fin. Algebra	Int. Math 3 Fin. Algebra Alg. 2:ES (Mth 95)	IB Math SL2

Classes of 2018 and 2019					
Gr.	Sequence A	Sequence B	Sequence C	Sequence C	Sequence D
10	(Alg. 2)	H. Geometry	Geometry	Geometry	Algebra 1.5
11	IB Math SL1	Int. Math 3 (Algebra 2)	Int. Math 3 (Algebra 2)	Algebra 1.5	Geometry
12	IB Math SL2	IB Math Studies IB Math SL1 Fin. Algebra	IB Math Studies IB Math SL1 Fin. Algebra	Fin. Algebra Alg. 2:ES (Mth 95)	Fin. Algebra Alg. 2:ES (Mth

## INTEGRATED MATH 1

**1 Credit      Grade 9**  
**Course Overview:**

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

Course Overview: Students will use variables and number properties to solve multi-step equations and inequalities. Linear and exponential functions will be represented as tables, rules, and graphs and used for problem solving. Students will study transformations, congruence, and prove geometric theorems. Finally, students will summarize, represent, and interpret data using a variety of models.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

## **GEOMETRY**

**1 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 using algebra skills previously acquired and applied to geometric situations such as finding measures of angles or sides of similar figures. Coordinate geometry will be used throughout the course.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

A grade of "C" or above in Algebra 1 is recommended for this class.

## **HONORS GEOMETRY**

**1 Credit**                      **Grades 9, 10**

### **Course Overview:**

This course is designed to provide an advanced study of geometry topics. Successful completion will prepare students for an IB level curriculum. This is a rigorous course that will require an application project. Problem solving will involve using algebra skills previously acquired and applied to geometric situations.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

Student must have completed an Algebra 1 course with an "A" grade and/or teacher recommendation.

## **ALGEBRA 1.5**

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

### **Course Overview:**

This course will cover algebra, statistics, probability and right triangle trigonometry. This course is an expansion of topics covered in Algebra 1 and an introduction to Algebra 2 concepts.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

Student enrollment in this class is based on teacher recommendation.

## **INTEGRATED MATH 3 (Algebra 2)**

**1 Credit**   **Grades 10, 11, 12**

### **Course Overview:**

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.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

## **ALGEBRA 2 ES (Math 95)**

**1 Credit**                      **Grade 12**

### **Course Overview:**

This is a senior only course. 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. In addition to the course content, students in this course will be provided opportunities to complete local performance assessments via work sample in order to demonstrate the Essential Skills of Math to graduate. The course will have the potential to earn Math 95 credit through Mt. Hood Community College.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

Student enrollment in this class is based on teacher recommendation.

It is recommended students receive a grade of "C" or better in Algebra 1, Geometry, or Algebra 1.5 prior to this course.

## **FINANCIAL ALGEBRA**

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

### **Course Overview:**

Financial Algebra combines algebra and geometry topics with practical business and personal finance topics. You will learn important life math skills such as banking and investments; consumer debt; auto and home loans; stock market; taxes and budgeting.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative. Student enrollment in this class is based on teacher recommendation.

**Students must have completed Algebra 1 and Geometry.**

## **IB MATH STUDIES SL**

**1 Credit**                      **Grade 12**

### **Course Overview:**

This course is intended to give an appreciation of mathematics to students who may not be intending to follow a career requiring more advanced math training. Students will study functions, their properties, transformations, logic, probability, statistics and operations with functions during the first semester. Trigonometry, analytic geometry, logarithms, conics and some of the beginning concepts of calculus will be presented second semester. In addition to studying materials needed for success in a college calculus sequence, students will study traditional topics suggested for success on the IB external assessment and will complete their IB Project. Students should be seeking IB status or desire a challenging college preparatory math class.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

\*Student must be a senior and must have completed an Algebra 2 course with a “C” or better grade.

## **IB MATH SL 1 (Pre-Calculus)**

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

### **Course Overview:**

This course is a prerequisite for IB math HL, a college level Math class covering the concepts of Calculus. Students should be seeking IB status or desire a challenging college preparatory math class. The IB Diploma Program Mathematics Standard Level Course is for students with knowledge of basic mathematical concepts who are able to apply simple mathematical techniques correctly. The course provides students with a sound mathematical background to prepare for future studies in subjects such as chemistry, economics, engineering, psychology and business administration. Students will be introduced to important mathematical concepts through the development of mathematical techniques in a way that emphasizes subject comprehension. Students should, where possible, apply the acquired mathematical knowledge to solve realistic problems. In addition to studying materials needed for success in a college calculus sequence, students will study traditional topics suggested for success on the IB external assessment and will complete their IB Project. Students will not test on the IB Math SL exam at the end of year 1. They will test at the end of year 2.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative..

Student who has completed Algebra 2 with an A,B or C grade.

## **IB MATH SL 2 (Calculus)**

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

### **Course Overview:**

This 2<sup>nd</sup> year of IB Math SL course is a prerequisite for IB math SL2. Students will study traditional topics success on the IB external assessment and will complete their IB Project. Students who successfully complete year 1 and year 2 will sit for the IB Math SL exam in May.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative..

Student who has completed IB Math SL 1 with an A,B or C grade.

**IB MATH HL (Further Calculus)****1 Credit                      Grade 12****Course Overview:**

The IB Diploma Program Mathematics High Level Course is for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

**Special Requirements:** A graphing calculator is required for this course. A TI-NSpire CX Calculator is preferred. TI-84 graphing calculator can be used as an alternative.

Senior who has completed IB Math SL 1 and 2 with an A, B or C grade.

# 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.

### **TOTAL FITNESS: LIFETIME ACTIVITIES**

#### **1/2 Credit      Grade 9**

Students participating in Freshman 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.

**\*Students are required to provide a PE uniform.**

### **ADAPTIVE PHYSICAL EDUCATION**

#### **1 Credit      Grades 9-12**

##### **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 a PE uniform.**

### **ELECTIVE PHYSICAL EDUCATION ACTIVITY CLASSES**

#### **1/2 Elective PE credit required for PE graduation requirement**

#### **1/2 Credits      Elective PE classes can be repeated. Open to Grades 9-12 except where noted.**

**\*Students are required to provide a PE uniform.**

##### **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**

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 swim suit and towel.**

### **STRENGTH AND CONDITIONING**

This elective PE class is designed for students who want to lift weights and receive elective PE credit. The class will be co-ed. Students will learn the different muscle groups being affected by different lifts and will understand the long term benefits of weight training.

## **STRENGTH AND CONDITIONING-GIRLS**

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.

## **LIFETIME ACTIVITIES**

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

**TEAM SPORTS**— Students will participate in a variety of team sports to develop cardio-respiratory fitness. Activities may include but are not limited to: football, basketball, softball, soccer, volleyball, water polo, dodgeball, diamond games, field games and gym games.

## **WALKING FOR FITNESS**

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. Students are required to wear PE uniform tee shirt and provide appropriate fitness shoes and fitness attire for walking. 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. Additionally, students will record and analyze their walking workouts, learn skills and concepts and complete a short presentation.

**YOGA/CORE FITNESS**—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.

## **RECREATIONAL BASKETBALL**

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.

## **HEALTH 10 (Required)**

**1/2 Credit                      Grade 10**

### **Course Overview:**

This course emphasizes health skill-building activities which explore both long and short-term behavioral consequences. The course is aligned with both state and Nation Health Education Standards and focuses on development of health skills in the content areas of: Mental, Emotional and Social Health, Sexuality Education, Substance Use and Abuse, Health Eating, First Aid and Environmental Health.

### **General Comments:**

Students will also receive instruction in Career Education and complete a Career Related Learning Experiences (CRLE) in the form of a job shadow. Students will also receive instruction in Career Education through Naviance.

## **HEALTH 12 (Required)**

**1/2 Credit                      Grade 12**

### **Course Overview:**

This course emphasizes skill-building activities which explore both long and short-term behavioral consequences. The course is aligned with both state and National Health Education Standards and focuses on development of health skills in the content areas of: Nutrition, Fitness, Diseases, Environmental Health and First Aid and Safety.

### **General Comments:**

Students may have the opportunity to earn first aid and CPR certification for a small fee. Students will complete a Career related Learning experience (CRLE) in the form of a Public Service Announcement (PSA). Students will complete a graduation requirement: Extended Application Assignment. Students will also update their personal resume in Naviance.

# Science

## Cyrus Harshfield Department Chair

Given the nature of our changing world, the problems in our society are very complex. Science has and will continue to play an important role in helping people to understand and solve these problems. After you exit high school, you will become an integral part of society as you work at your job, live in your home, and pursue your hobbies. Surrounding you will be environmental issues; health issues, regulations on hunting, camping, fishing; restrictions on land use; and new technology available for your use. A well rounded education in science will be essential in helping you to not only understand future technology but to think critically and actively adapt to our changing world.

**All students must take Physical Science, Chemistry, and Biology**, either at the standard or Honors/IB level, in order 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.

## SCIENCE COURSE SEQUENCE

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Core Requirement</b>	Physical Science or Physics**	Chemistry or Honors Chemistry	Biology or IB Biology HL 1	
<b>Electives</b>		Physics	Botany Earth Science Zoology Physics IB Chemistry SL IB Physics SL	Botany Earth Science Zoology Physics IB Env Systems SL IB Biology HL 1 IB Biology HL 2 IB Chemistry SL IB Physics SL

### PHYSICAL SCIENCE

**1 Credit    Grade 9**

#### Course Overview:

This is a lab-based physics course designed for freshman. 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

**General Comments:** \*\* Freshmen in Honors Geometry will be enrolled in Physics rather than Physical Science.

## **PHYSICS**

**1 Credit      Grades 9\*\*, 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.

**General Comments:** \*\* Freshmen in Honors Geometry will be enrolled in Physics rather than Physical Science.

**Special Requirements for sophomores, juniors, or seniors:** Successful completion of Physical Science, Algebra 1 or Integrated Math 1, or teacher recommendation.

## **CHEMISTRY**

**1 Credit      Grades 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.

## **HONORS CHEMISTRY**

**1 Credit      Grade 10**

### **Course Overview:**

This course is designed for IB-bound sophomores as a way to be exposed to the rigor of the IB curriculum. In this class students will gain an understanding of the inquiry process at the IB level. Emphasis is on using lab data to develop an understanding of the atomic and molecular structure of matter. Mathematical relationships as they relate to the interactions of atoms and compounds will be explored and an overall foundational understanding of these interactions will be emphasized throughout the course.

**Special Requirements:** Strong math skills required. Teacher recommendation.

## **BIOLOGY**

**1 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.

## **IB BIOLOGY HL1**

**1 Credit      Grades 11**

### **Course Overview:**

IB Biology HL1 is a rigorous pre-university course for highly motivated students. It offers a well-balanced study of life science. The core curriculum includes a study of cells and chemistry, genetics, human physiology, evolution, and ecology. 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 of Honors Chemistry or teacher recommendation.

## **IB BIOLOGY HL2**

**1 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.

## **IB CHEMISTRY SL**

**1 Credit      Grades 11, 12**

### **Course Overview:**

IB Chemistry SL is a one-year course designed to meet the science requirements for the IB Diploma. The principle goals of this course will be to provide students with an opportunity to develop the wide variety of skills associated with scientific inquiry, to gain a greater understanding and appreciation of the material world and to provide the prerequisites necessary for further study in chemistry and related fields at university. For IB Full Diploma candidates, this course can be the IB elective or a science course (group 4).

**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 of Honors Chemistry and Geometry or Integrated Math 2, or teacher approval.

*\*Offered in on alternating years with IB Physics. Scheduled to be offered in 2017-2018 and 2019-2020.*

## **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL**

**1 Credit      Grade 12**

### **Course Overview:**

Environmental Systems and Societies SL is a course designed to investigate the impact of humans on the environmental systems of the Earth. Governments, groups, and individuals making decisions on environmental issues must evaluate different viewpoints with an open mind, an understanding of the scientific principles, and an understanding of the balance of risks and benefits. For IB Full Diploma candidates, this course can be the IB elective, a science course (group 4), or a history course, (group 3).

**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 of Physical Science, Chemistry, Biology, and Geometry or Integrated Math 2, or teacher approval.

## **ZOOLOGY**

**1 Credit      Grades 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 through research, field trips, dissection and observation, all the major phyla (types) of animals from simple to complex.

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

## **BOTANY**

**1 Credit      Grades 11, 12**

### **Course Overview:**

Botany is an introductory course dedicated to the study of the evolution, structure, function, ecology, economic, and agricultural significance of plants. Students will gain an appreciation for the impact of plants on society through hands on investigations and inquiry, as well as through independent research. There will be an emphasis on maintaining plant health by meeting the physiological needs of plants as well as through controlling pests and disease. This class will prepare students who wish to pursue an education in the life sciences, and will include many relevant and practical lessons. Instruction will be through labs in the school greenhouse, lecture, and computer software.

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

## **EARTH SCIENCE**

**1 Credit      Grade 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.

# Social Studies

**Katrina Levin**  
**Department Chair**

The Social Studies 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 STUDIES**

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

<b>GRADE</b>	<b>CLASS</b>
<b>Grade 10</b>	<b>U.S. History</b>
<b>Grade 11</b>	<b>Government / Economics</b>
<b>Grade 12</b>	<b>Global Perspectives</b>

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

**1 Credit**                      **Grade 10**

##### **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 this year.

**General Comments:** This course is required for all sophomores.

#### **GOVERNMENT**

**½ Credit**                      **Grade 11**

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

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

**General Comments:** This course or IB-Prep Government is required for all students.

#### **ECONOMICS**

**½ Credit**                      **Grade 11**

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

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

**General Comments:** This course or IB-Prep Economics is required for all students.

## GLOBAL PERSPECTIVES

**1 Credit                      Grade 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 DIPLOMA/CERTIFICATE COURSES: SUGGESTED THREE 1/2 -YEAR COLLEGE PREP SEQUENCE**

GRADE	CLASS
Grade 9	Honors Geography (elective)
Grade 10	Honors Government / Honors Economics
Grade 11	IB HL 1 History of the Americas
Grade 12	IB HL 2 World History

## HONORS GOVERNMENT

**½ Credit                      Grade 10**

### Course Overview:

This course is designed for IB-bound sophomores as a way to fulfill the required Government credit, and to be exposed to the rigor of the IB curriculum. This course, along with Economics, replaces U.S. History the sophomore year. In this class students will gain an understanding of the principles and ideas upon which the government of the United States is founded. Students will see how our government is organized and operates, clarify their rights and responsibilities as citizens, and determine ways in which they can participate in government decision making. Students will be expected to complete a Social Science Analysis work sample during this semester.

**General Comments:** Students in the regular graduation track should take junior-level Government.

## HONORS ECONOMICS

**½ Credit                      Grade 10**

### Course Overview:

This course is designed for IB-bound sophomores as a way to fulfill the required Economics credit, and to be exposed to the rigor of the IB curriculum. This course, along with Government, replaces U.S. History the sophomore year. This class focuses on the major concepts of American capitalism and the dynamics of how modern economic systems work.

Students will study how the global marketplace has evolved over the past 20 years and how the "flattened" world has contributed to innovations and challenges to the U.S. economy. An additional objective is to help students relate economics to their daily life. Students will be expected to complete a Social Science Analysis work sample during this semester.

**General Comments:** Students in the regular graduation track should take junior-level Economics.

## IB HL 1 HISTORY OF THE AMERICAS

**1 Credit                      Grade 11**

### Course Overview:

IB History of the Americas is a college prep course for highly motivated juniors and seniors. It emphasizes political, social and economic developments in the United States, Canada and Latin America during the Great Depression, World War II, the Cold War, and the Civil Rights Era. Students are expected to complete college-level assignments over the course of the year to fulfill IB requirements, as well as participate in service and project-based learning.

**General Comments:** This course is required for Junior International Baccalaureate Diploma candidates. It is also open to students who desire a more in-depth study of the history of the U.S., Latin America and Canada. Students who choose this class must have excellent study habits and possess the ability to work independently at an accelerated pace.

Alternative credit to US History.

## **IB HL 2 WORLD HISTORY**

**1 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.

## **SOCIAL STUDIES ELECTIVES:**

### **HONORS GEOGRAPHY**

**½ credit                      Grade 9**

#### **Course Overview:**

Honors Geography is a course designed for incoming freshmen that feel particularly interested and/or skilled in the Social Studies. While discussing the five themes of geography, students will also be challenged to consider the impact of geography on world and national affairs, as well as become versed in utilizing Google Earth to study geographic factors.

The course will contain a significant number of writing assignments in order to prepare incoming students for more challenging courses ahead.

**General Comments:** Geography is recommended as an elective for any freshman that would like to pursue a college prep or IB track in social studies. Geography elective credit does not fulfill required social studies credit.

### **PSYCHOLOGY**

**½ Credit                      Grades 11, 12**

#### **Course Overview:**

Get ready to dive into the depths of the human experience! Psychology is the science of human beings--it explores both the human mind and human behavior in order to better explain why people think, feel, and do what they do. This class will provide you with a general introduction to the field of psychology and will ask you to look at your own human experience. You can count on many interesting discussions, journal topics, experiments, activities and connections to Career-Related Learning Experiences!

**General Comments:** This elective credit provides opportunities for a Career-Related Learning Experience. This course does not fulfill required social studies credit.

### **IB SOCIAL AND CULTURAL ANTHROPOLOGY SL**

**1 Credit                      Grades 11, 12**

#### **Course Overview:**

IB Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that challenge cultural assumptions. Many anthropologists explore problems and issues associated with the complexity of modern societies in local, regional and global contexts. In this course you will become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge by studying ethnography and applying fundamental concepts in anthropology to observations and written work and projects.

**General Comments:** Social and Cultural Anthropology is a course that fulfills the I.B. elective requirement. This course does not fulfill required social studies credit. Students should expect regular reading and writing assignments, as well as the ability to complete independent fieldwork tasks throughout the year.

# World Languages

**Tara Hieggelke**  
**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. Students are encouraged to begin their world language study early. Students that intend to pursue the IB diploma need to take 4 years of the **SAME** World Language. The Oregon and Washington University Systems require 2 years of the same language with a C or better for entrance. 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.

## **SPANISH LANGUAGE AND CULTURE**

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

**Not approved by NCAA**

**Course Overview:** Students will learn the basics of Spanish conversation and useful phrases. An in depth look at the cultures and the history of the Spanish speaking world will be a major part of this course. Students interested in a more grammar/vocabulary-based course or who are interested in taking IB Spanish in the future are encouraged to take Spanish 1-2 instead of this course. Students who take this course, but wish to take more Spanish, should forecast for Spanish 1-2 the following year. This course will not prepare students for Spanish 3-4.

**General Comments:** Students will be provided an opportunity to complete one English Speech Work Sample for graduation requirement in this course.

**Special Requirements:** None

## **JAPANESE/SPANISH 1-2**

**1 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 will be provided an opportunity to complete one English Speech Work Sample for graduation requirement in this course.

**Special Requirements:** None

## **JAPANESE/SPANISH 3-4**

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

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

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

## **JAPANESE/SPANISH 5-6**

**1 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 may earn college credit through MHCC for successful completion of Spanish 5-6.

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

**IB SL JAPANESE/SPANISH 7-8****1 Credit                    Grades 10, 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 may earn college credit through MHCC for successful completion of Japanese/Spanish 7-8.

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

**IB HL SPANISH 9-10****1 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.

**SPANISH LANGUAGE ARTS 1-2****1 Credit                    Grades 9, 10, 11, 12**

**Course Overview:** Spanish Language Arts 1-2 is designed for native 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 native speakers in the United States find most problematic. Readings will also give students preparation for continuation in upper-level Spanish classes.

**General Comments:** Students may earn college credit through MHCC for successful completion of Spanish Language Arts 1-2.

**SPANISH LANGUAGE ARTS 3-4****1 Credit                    Grades 9, 10, 11, 12**

**Course Overview:** Spanish Language Arts 3-4 is a continuation of Spanish Language Arts 1-2. This course is designed for native 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 native speakers in the United States find most problematic. Readings will also give students preparation for continuation in upper-level Spanish classes.

**General Comments:** Students may earn college credit through MHCC for successful completion of Spanish Language Arts 3-4.

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

### SAMPLE WORLD LANGUAGE SEQUENCE

	Japanese Option	Spanish Option #1	Spanish Option #2	Spanish Option #3 (For students with some prior Spanish experience)	Spanish Option #4 (For native Spanish speakers)
9th	Japanese 1-2	Spanish Culture and Language	Spanish 1-2	Spanish 3-4	Spanish Language Arts 1-2
10th	Japanese 3-4	Spanish 1-2	Spanish 3-4	Spanish 5-6	Spanish Language Arts 3-4
11th	Japanese 5-6	Spanish 3-4	Spanish 5-6	IB SL Spanish 7-8	IB SL Spanish 7-8 IB HL Spanish 9-10
12th	IB SL Japanese 7-8	Spanish 5-6	IB SL Spanish 7-8	IB HL Spanish 9-10	IB HL Spanish 9-10 (if not taken during grade 11)

# Special Services

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

## **ALGEBRA LAB**

**ALGEBRA 1 LAB, ALGEBRA 1.5 LAB**

**1 Credit Elective 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 in 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 STUDIES**

**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 LAB 1-2, 3-4**

**1 Credit Elective Grades 9, 10**

### **Course Overview:**

Available to students on an IEP with Reading and Writing goals and by IEP team placement only. This class is taken concurrently with a general education English class and provides additional Reading and Writing instruction at the student's level.

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

## **ENGLISH STRATEGIES 1-2, 3-4, 5-6, 7-8**

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

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

**1 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 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 application during the spring. A Renaissance Student Committee reviews the applications and students are chosen to be in the class for the upcoming year.

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

### **LEADERSHIP/Student Council**

**1 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.

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

### **OFFICE AIDES**

**½ 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 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 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**

**Variable Credit      Grades 9, 10, 11, 12**

### **Course Overview:**

The Options Program provides selected students with educational alternatives designed for at-risk students. The curriculum focuses on meeting the needs of individual students, improving basic skills, and increasing self-esteem. The goal of the program is to assist students to develop skills, attitudes, and behaviors that will enable them to complete their high school course of studies.

**Special Requirements:** Students must have a referral to the program from counselors.

## **CADET TEACHING**

**1 Credit                      Grades: 11, 12**

**Application forms will be available in 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 to 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. Students must arrange their own transportation to off-site locations.

## **COMMUNITY SERVICE**

**½ Credit                      Grades: 11, 12**

### **Course Overview:**

Students who do volunteer work can earn credit in community service. Volunteer sites must be approved by the teacher prior to acceptance into the program. Students are required to volunteer for a minimum of 100 hours per semester (5-6 hours per week) outside of the school day. Students will be expected to demonstrate punctuality, good communication skills, cooperation and teamwork and turn in monthly timesheets. The student's volunteer site supervisor will evaluate the student's performance at the end of the semester. Students must provide their own transportation. Students must document their work as a Career Related Learning Experience. This class may be taken more than once. See your school counselor.

## **INTERNSHIP**

**½ Credit                      Grades: 11, 12**

### **Course Overview:**

Internship is an unpaid work experience. It allows students to explore a career area by "working" 5-6 hours per week (100 hours per semester). The student will develop good work habits, help make realistic career decisions and gain valuable work experience. Internships are scheduled during early dismissal periods or outside of the school day. This class can be taken more than once.

**Special Requirements:** After acceptance into the program, the student will be expected to complete monthly timesheets and will be evaluated by their work site supervisor at the end of the semester. Students must provide their own transportation. Students must document their work as a Career Related Learning Experience. See your school counselor.

## **WORK EXPERIENCE**

**½ Credit                      Grades: 11, 12**

### **Course Overview:**

Students can earn credit in a supervised work experience. The work experience must be related to a career area of interest. All work sites must be approved by the teacher prior to acceptance into the program. Students will be expected to demonstrate punctuality, good communication skills, cooperation and teamwork, work a minimum of 100 hours per semester (5-6 hours per week) 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 own transportation. Students must document their work as a Career Related Learning Experience. This class can be taken more than once. Plan on earning an IB full diploma will begin work on the Extended Essay. Additionally, the junior year is the accountability year for the OSWA writing exam. Students need to demonstrate proficiency in this area in order to graduate.

# College Credit Courses

## COLLEGE NOW

“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 NOW		
GHS Department	Gresham Course	MHCC Course
Art	Production Photography	ART 260 Digital Photography and Imaging
Auto	Advanced Auto Service Technology	AMF 101 Automotive Theory- Ford ASSET AMF 110 Internal Combustion Engine Theory - Ford ASSET AMF 116 Fundamental Brakes and Suspension Theory - Ford ASSET
AVID	AVID 11	HD 100C: College Success
ECE	Child Behavior	ECE 166 Seminar Beginnings
ECE	Child Care & Development	ECE 140 Intro to Early Childhood Education
ECE	Child Care Cadet 1 and 2	WE 280 CDC I Cooperative Ed
Math	Calculus I/II- IB Math SL 2	MTH 251: Calculus I Differential Calc
Math	IB Math Studies	MTH 105 Intro to Contemporary Math
Math	Algebra 2	MTH95 Intermediate Algebra with Right Triangle Trig
Math	Calculus I/II- IB Math SL 2	MTH 252: Calculus II- Integral Calc
Math	Pre-calculus 1	MTH 111: Pre-calc I Elementary Functions MTH 112: Pre-calc II Trig/Geometry
Science	IB Biology HL 2	BI 101: General Biology 1 BI 102: General Biology 2 BI 103: General Biology 3
World Language	Japanese 7/8	JPN 101: 1st Year Japanese I JPN 102: 1st Year Japanese II JPN 103: 1st Year Japanese III
World Language	Spanish 5/6	SPAN 101 First Year Spanish I SPAN 102 First Year Spanish II
World Language	Spanish 7-8	SPAN 103: First Year Spanish III
World Language	Spanish 9-10	SPAN 201: Second Year Spanish I
World Language	Spanish Lang Arts 1-2	SPAN 101: First Year Spanish I
World Language	Spanish Lang Arts 3-4	SPAN 102: First Year Spanish II

## **International Baccalaureate**

IB Exams can earn a student college credit, but it is entirely determined by each college and university. Please refer to the admissions site for the college you are interested in.

Students can earn college credit in the Oregon University System by taking the following IB courses at Gresham High School and earning 5 (scale 1-7) or higher on the spring IB exams:

IB Visual Arts SL/HL  
IB Music SL  
IB Literature HL  
IB Language and Literature SL  
IB History HL  
IB Social Cultural Anthropology SL  
IB Biology HL  
IB Environmental Systems SL  
IB Physics SL  
IB Chemistry SL  
IB Math Studies SL  
IB Math SL  
IB Math HL  
Japanese SL  
Spanish SL/HL

**All Gresham-Barlow students who qualify for free or reduced lunch can participate in the accelerated college credit programs at no cost to themselves or their families. All students who do not complete testing will be responsible for the entire financial cost.**

Please see Kathy Childress, IB Coordinator, if you have further questions.

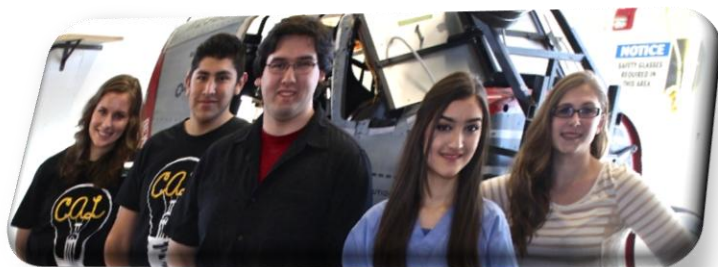
# Center For Advanced Learning



## 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 along side 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 college and high school 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. Last year, CAL students completed 4,548 college credits! That's a savings of more than \$450,000 in tuition fees!! All classes at CAL satisfy elective and/or core classes for your diploma.

Academically, **CAL candidates will need to have completed TWO YEARS of high school Math and English.** For Health Science candidates, two years of Science credits are required.

### How Do I Apply to CAL?



### CAL applications are available in your counseling department

See your high school counselor or contact us today!

OPEN HOUSE  
**February 23, 2017 at 6pm**

(503) 667 4978  
1484 NW Civic Drive, Gresham, Or 97030  
[www.calcharter.org](http://www.calcharter.org)

# 2017-2018

## Programs & Classes



### CHANGE lab@CAL

Junior year will identify a problem and move it to solution by **creating a real business**. While accessing business leaders as mentors, students will have the opportunity to receive seed funding to further grow their companies. Senior year emphasizes growth in business leadership and focuses on social entrepreneurship with a social action project, addressing a problem in community with a viable solution, using local nonprofit partnerships.

<b>11<sup>th</sup> Grade</b> Math for Business (Statistics) Launch Pad (Year Long) Launch Lab I (Year Long) English (Year Long)	<b>12<sup>th</sup> Grade</b> Personal Finance (Year Long) Change Lab (Year Long) Launch Lab II English (Year Long)
College credits available: 10 CTE credits and 16 Lower Division Transfer credits = 26	

### Computer Information Systems

Students will learn the basics of different operating systems, networking, programming, scripting, security techniques, and ethical hacking. Students will compete in two cybersecurity competitions.

<b>11<sup>th</sup> Grade</b> Cyber Security I (Year long) Programming I (Year long) English (Year long) Web Programming Game Design	<b>12<sup>th</sup> Grade</b> Cyber Security II (Year long) Programming II (Year long) English (Year long) Web Programming Game Design
College credits available: 15 CTE credits and 16 Lower Division Transfer credits = 31	

### Digital Media & Design

Students access foundational coursework that will allow them to access real work projects with business partners. Juniors build their portfolio learning graphics, animation and video production in broadcasting and field work settings. Seniors complete design, marketing, and commercial and/or campaign projects with partners

<b>11<sup>th</sup> Grade</b> Web Development (Year long) English (Year long) Digital Art (Year-long) Advertising & Graphic Design (Year-long) Digital Video/Video Production	<b>12<sup>th</sup> Grade</b> Senior Portfolio (Year-Long) English (Year long) Digital Art (Year-long) Advertising & Graphic Design (Year-long) Digital Video/Video Production
College credits available: 12 CTE credits and 28 Lower Division Transfer credits = 40	

### Health Sciences: Dental/Medical

Students learn basics in patient care and oral sciences such as knowing and preparing patient care tools, charting, and team support. Cellular biology labs lead to Anatomy and Physiology, coordinated with learning lab skills such as, first aid, CPR, patient care. Students are prepared to offer basic skills in the clinic/hospital environment during senior year. Dental students learn and use appropriate dental tools and imaging.

<b>11<sup>th</sup> Grade</b> Medical Vocabulary (Year long) Applications & Practices in Health Care I (Year long)^ Intro to Cellular Biology (Year long) English (Year long)	<b>12<sup>th</sup> Grade</b> Anatomy & Physiology (Year long) Application & Practices in Health Care II (Year long) English (Year long) Work-site Learning (Year long) Dental Radiology (Year long-Instructor Approval required)
College credits available: 9 CTE credits and 20 Lower Division Transfer credits = 29	

### Mechanical Engineering & Manufacturing

Students learn how to think, design and produce solutions to problems like a Mechanical Engineer. Use of hand tools, measuring accuracy, welding and milling metals. Students learn CAD - SolidWorks and MasterCAM. The classroom and lab experience often includes an industry expert working with students!

<b>11<sup>th</sup> Grade</b> CAD: Computer-Aided Design I (Year long) Manufacturing Lab I (Year long) Physics (Year long) English (Year long)	<b>12<sup>th</sup> Grade</b> CAD: Computer-Aided Design II (Year long) Manufacturing Lab II (Year long) Introduction to Engineering (Year long) English (Year long)
Up to 4 NIMS credentials & College credits available: 6 CTE credits and 16 Lower Division Transfer credits = 22	

Students attend CAL for half of their school day, determined by a designated home high school counselor and CAL. Classes occur on alternating days (A days & B days) throughout the year.

CAL - Morning Schedule		CAL - Afternoon Schedule	
<i>Start/End times are coordinated with home high school schedule</i>		<i>Start/End times are coordinated with home high school schedule</i>	
CAL		Home High School	
<b>A day</b> Period 1 & 2	<b>B day</b> Period 5 & 6	<i>Daily</i> Periods 1 - 3	<i>Daily</i> Periods 1 - 3
Home High School		CAL	
<i>Daily</i> Periods 5-7	<i>Daily</i> Periods 5-7	<b>A day</b> Period 3 & 4	<b>B day</b> Period 7 & 8

# Metro East Web Academy



**Classes Where You Want, When You Want:** Students access tuition-free schooling via the internet with their own computer or a loaner laptop available through the Web Academy to full-time students.

**Flexible Schedule:** Students can set their own study hours, but will be required to attend synchronous virtual sessions four times a term in their classes, and should plan to spend between 25-30 hours a week working on their classes. 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 include a tuition-free on-campus program called MEECA for fulltime 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 also offers a GED program or options for non-graduated students beyond the four year school.

**Instructional Support:** Teachers and mentors create individualized learning plans for students and closely monitor their progress while providing support with face-to-face tutoring in our support lab plus email and cell phone contact. Synchronous virtual sessions are required 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.\*

## 2017-2018 Elective Courses at MEWA may include:

Elective Courses	Dual Credit Courses	Fine Arts Courses
Astronomy	WR121	Digital Photography 1 and 2
AVID Elective	WR122	Food Safety
Creative Writing 1 and 2	ENG104	Healthy Cooking
Criminology	BA101 (Intro to Business)	Spanish 1 and 2
ELL Success	BA 218 (Personal Finance)	
Forensic Science	Art271 (Printmaking)	
Parent Education		
Personal Psychology 1 and 2		
Reading Plus		

**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 Avenue • 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 parent 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*

**Only complete application packets will be considered. A complete packet includes an application, three essays, a copy of the current year's attendance record, behavior record and a grade transcript.**