

WEST SALEM HIGH SCHOOL

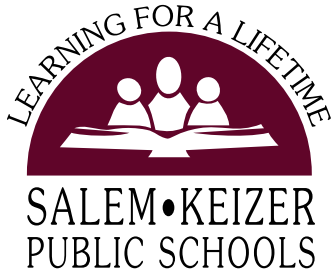


COURSE CATALOG
2025-2026



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WEST SALEM HIGH SCHOOL
Carlos Ruiz, Principal
1776 Titan Drive NW • Salem, Oregon 97304
503-399-5533 • FAX: 503-584-5004

Andrea Castañeda, Superintendent

Titan Students!

At West Salem High School, we have a vision that All West Salem Titans will belong, be known, and be connected, and all of our students will graduate prepared to engage in a diverse world with confidence and self-worth. To accomplish this vision, we work hard to offer relevant classes that align with your interests, passions and that will prepare you for life beyond high school.

To assist you in selecting and planning for the right classes of your choice, we have our Course Catalog. We encourage you to use it not only to make decisions on your current interests, but also to support your preparation for future opportunities. I encourage you to take the selection of your classes seriously and to make sure you find a good balance of challenging classes with classes connected to things you might enjoy. **It's important for you to know that your selections inform the courses we offer for the entire school year.** Please take your time in selecting courses and make sure to select those you really want to take. Students do have choice in their education and this annual opportunity honors that. Things to keep in mind as you review and select courses:

- Consider the recommendations your teachers have made for you.
- There are classes that are required based on your current grade level.
- Review and understand the graduation requirements so that what you are taking keeps you on-track towards graduation.
- Remember that we have many people that can be a help and resource as you make your selection decisions: counselors, teachers, family members, and your advisory teachers.
- Consider how the classes you choose support your future educational and career goals. Any knowledge and skills you gain now will serve you well!

Whatever your plans and dreams are after high school, remember that a dream is nothing without action. Action starts by selecting the right classes that keep you engaged, interested, and prepared now and towards the future. We are here because we believe in you, and we are committed to supporting you.

Carlos Ruiz
Director Bilingüe/Bilingual Principal
West Salem High School

HOW DO I USE THE COURSE CATALOG?

WHAT COURSEWORK DO I NEED TO TAKE?

General Guideline

1. All 9th and 10th grade students must enroll in 8 classes per semester. Release periods are not permitted.
2. All 11th and 12th grade students must enroll in at least 5 credited classes per semester. **Students seeking release periods must be on track for graduation and complete application for release.**
3. Please refer to the graduation requirements page. Counselors will ensure that students are enrolled in classes needed for graduation. Choose your electives and other courses carefully. When you sign up for courses, you are making your selection for the entire year and the class schedule is built around your requests.
4. Students should check their course requests and credits against admission requirements for colleges and universities to make sure that they will meet the standards for admission.
5. Students seeking NCAA eligibility should communicate this to their counselor and reference [NCAA eligibility guidelines](https://www.ncaa.org/sports/2021/2/8/student-athletes-future.aspx) (<https://www.ncaa.org/sports/2021/2/8/student-athletes-future.aspx>) and pages [96—101](#)).

Electives

At West Salem High School elective courses are available in many areas. Elective courses are an opportunity for students to explore areas of interest as well as experience a variety of other areas to enrich their educational background. Enrollment in elective classes is based on course availability. Certain electives are one semester, others, such as world language, are yearlong.

What are credits and why are they important?

Core content classes that are yearlong classes can earn 1.0 credit. Each semester course is assigned a 0.5 credit. To receive a high school diploma, students must earn 24 credits. These credits must be taken in specific areas of study. Students who fail to pass standards in core area content classes may be required to repeat the course. If your education plan includes enrollment in a 4-year university or college, there will be additional admission requirements. Please refer to the university you are interested in for their freshman admission requirements. You are responsible for ensuring that your classes will meet admission requirements for the college of your choice. Work with your counselor to plan your selections.

Credit is given for a grade of "D" or better. Universities and colleges require a grade of "C" or better for college admission. As you can see, grades and credits matter!

FORECASTING PROCESS

CURRENT WEST SALEM HIGH SCHOOL STUDENTS AND 8TH GRADERS AT WALKER AND STRAUB

1. Review your transcript to identify the credits that you need toward graduation.
2. Use the online Course Catalog to determine which classes you need or want to take to meet these requirements. Make sure you check the prerequisites and grade level for classes you are interested in taking.
3. Complete your grade level forecasting sheet to be ready to meet with your counselor. Some classes have been preloaded based on grade level required classes.
4. Meet with your counselor to ensure you are forecasting for the correct classes.
5. Enter your course requests using StudentVue. You will need to enter 16 course requests and 3 alternate courses.

Additional Resources for the forecasting of current students are available the school's website at [Course Catalog and Forecasting](https://west.salkeiz.k12.or.us/counseling/course-catalog) (<https://west.salkeiz.k12.or.us/counseling/course-catalog>) under the Forecasting tab.

STUDENTS NEW TO WEST SALEM HIGH SCHOOL AND/OR SALEM KEIZER SCHOOL DISTRICT

1. When you register at West Salem High School you will be sent a forecasting sheet.
2. Review the Course Catalog online to determine which classes you need or want to take.
3. Make sure you check the prerequisites and grade level for classes you are selecting.
4. Complete your grade level forecasting sheet.
5. Return the forecasting sheet to the school.

COUNSELING CENTER

We are excited about the many courses and activities we have to offer at West Salem High School and look forward to having you on our campus. We are committed to offering a wide variety of classes at all ability levels in order to ensure the success of our students. It is our hope that students and their family work closely together with their counselor to create a four-year academic plan that meets the needs and interests of each individual student.

If you have questions or would like more information about the registration process and/or specific courses, please call our Counseling Center at [503-399-3780](tel:503-399-3780). Students are assigned a counselor based on their last names.

Counseling Center Staff

Counselors:

| | |
|------------------|------------------|
| A – Dar | Amber Myers |
| Das – Hef | Heather Hagner |
| Heg – Met | Stephanie Spyрка |
| Meu – San | Linda Munguia |
| Sao – Z | Taylor Lane |

| | |
|------------------------------------|---------------------------------------|
| Registrar: | Janee Quinonez |
| Student Data Specialist: | Jacquelyn Svejksky |
| Curriculum Asst. Principal: | Michael Simental |
| Office Specialists: | Karla Canida, Jacqueline Lopez Flores |
| College & Career Coach: | Shelly Warde |

DIPLOMA OPTIONS

Standard Diploma

The Standard Diploma is for the student able to meet the rigor and content of all classes, specifically those in the required areas: Language Arts, Science, Math, Social Studies, Health, Physical Education, and Arts. Students receiving the Standard Diploma may attend either a 2 or 4 year college if they meet entrance requirements. Twenty-four credits are required for this diploma along with Personal Education Plan.

Modified Diploma

A Modified Diploma is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a standard high school diploma, even with reasonable accommodations. To be eligible for a modified diploma, students must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented history of a medical condition that creates a barrier to achievement. The Modified Diploma requires twenty-four credits along with Personal Education Plan.

Extended Diploma

An Extended Diploma is a high school completion document that may be earned by students with an Individual Education Plan (IEP) who have demonstrated an inability to meet the full set of academic content standards required for a Standard or Modified high school diploma, even with reasonable accommodations. Twelve credits are required for this diploma.

Certificate of Attainment

Students receiving this certificate are unable to meet the rigor and content of required courses, for either the Standard or Modified Diploma. They may take these classes, but usually need modifications or a parallel curriculum. These students will often need more assistance upon leaving the secondary school system. Functional, relevant classes are important and appropriate for the success of these students. Students receiving a Certificate of Attainment have a suggested list of classes that could benefit them in becoming more independent.

ACADEMIC HONOR DIPLOMA

Academic Honors Definition

Honors Diploma:

In order to recognize students going above and beyond the minimum requirements for graduation and choosing to challenge themselves academically, Oregon Department of Education will issue an honors diploma to a student that meet the following criteria after eight semesters:



GPA:

Students must graduate with an unweighted cumulative GPA of 3.5 or above.

Graduation Honors

Valedictorian:

Schools will recognize the students with the highest unweighted cumulative GPA over 8 semesters in high school as valedictorian. *** *Early graduates and fifth-year students are not eligible for valedictorian status.*

Salutatorian:

Schools will recognize the students with the next highest unweighted cumulative GPA over 8 semesters in high school as salutatorian. *** *Early graduates and fifth-year students are not eligible for salutatorian status.*

ADMISSIONS TO COLLEGES AND UNIVERSITIES

General Requirements for a High School Diploma, Admission to Universities and NCAA Division I eligibility.

| Subject Areas | Salem Keizer Diploma | Standard University Admission | National Collegiate Athletic Association (NCAA) Division I |
|---|--|---|---|
| Language Arts | 4 Credits | 4 credits in Language Arts. Grades must be C or above. | 4 Credits of courses. |
| Math | 3 Credits, Algebra I and above | 3 credits, Algebra or above, with completion of Algebra II or higher. Grades must be C or above. | 3 Credits, Algebra I or higher. |
| Science | 3 Credits (Scientific Inquiry and Lab Experience) | 3 credits in Science. Grades must be C or above, including at least one year each in two different fields of science with labs. | 2 Credits of Natural /Physical Science (1 year of lab). |
| Social Studies | 3 (must include .50 Civics*) | 3 credits in Social Studies. Grades must be C or above. | 2 Credits |
| Fine Arts = World Language, the Arts and/or Career and Tech Education | 3 Credits | 2 Credits World Language. Must be the same Language 2 consecutive years in a row and grade must be C or above. One year at the high school. | 1 Credit of additional Language Arts, Math, Natural/Physical Science. 4 Credits of additional academic courses. |
| Health | 1 Credit Grade 9 Wellness Skills I 0.5 Grade 11 Wellness Skills II 0.5 | None | None |
| Physical Education | 1 Credit Grade 9 through 12 Any Physical Education class | None | None |
| Personal Finance** | .50 | n/a | n/a |
| Higher Education and Career Path** | .50 | n/a | n/a |
| Electives | 5 Elective Credits | n/a | n/a |

Requirements in the areas of grade point average and admission test scores vary from school to school. * Class of 2026 and beyond
For details on these requirements, please check the website of the various universities. ** Class of 2027 and beyond

ADMISSION TO OTHER COLLEGES AND UNIVERSITIES

All colleges and universities have requirements that entering freshmen must meet in order to be admitted. Some schools have many more qualified applicants than they can possibly admit. The letter of recommendation is an integral part of the college application and staff would like the opportunity to craft a well-written letter of recommendation. Seniors and Early Graduates that are seeking letters of recommendation or [CommonApp.org](https://www.commonapp.org) recommendations need to submit this request to their school counselor or classroom teacher 3 weeks in advance. It is important to remember that staff does not work during Winter Break and many college applications have a January 1st deadline. If a student requests a letter of recommendation from a teacher or counselor during Winter Break it will not be completed until our staff returns to work. The three-week request window will start when we return from breaks.

Some prestigious schools will not admit students who do not take the highest level of classes offered at the students' high school. It is important that you study the entrance requirements, as well as the admission processes, for the schools that you may attend. Be sure to look for this information on the college's website. Include the necessary courses in your four-year plan.

PSAT, SAT AND ACT TESTS

The PSAT is given each year in October. Juniors should register and pay for the test at West Salem High School their junior year as this is the only means to be considered for a National Merit Scholarship. Some four-year colleges require that students take either the SAT or ACT test for admission. Test dates, locations and registration information are available at: SAT – www.collegeboard.com/SAT ACT – www.act.org



Definition

Embedding an Honors Option in general education courses allows **every student** the opportunity to earn honors designated credit while earning content area credit within the same classroom. Students choose to pursue the opportunity to demonstrate a higher level of proficiency on specific assessments/tasks to earn honors credit by the end of the course.

Courses carrying the option of Embedded Honors:

- Language Arts 9, 10, 11, 12
- World Social Studies, US Social Studies, Perspectivas Del Siglo XX Parte 1, Perspectivas Del Siglo XX Parte 2, and US Gov and Civics
- NGSS Physics, NGSS Chemistry, NGSS Biology
- Geometry

Earning Honors Credit in a Class

- Each course will differ with exact requirements for earning Honors credit. The requirements for each class will be listed in the course syllabus and communicated to Parents/Guardians at the beginning of the term.
- Students can decide to work towards Honors credit at any point in the term. Teachers are encouraged to include the first opportunity for students to indicate this choice by asking students to notify the teacher after reading the syllabus, which will outline the exact requirements for earning the Honors credit.
 - This initial indication will be used to early-identify students but will not prevent others from choosing to pursue Honors credit later in the term.
 - If the student wants to choose to work towards Honors credit later in the term, but opportunities for Honors assignments have passed, the student will need to work with the teacher to implement one of the following:
 - determine a supplemental honors option
 - re-work a previous assessment/task with the honors option.
- If a student meets all of the Honors criteria at the end of the term but did not signal this formally, the student may still choose to earn Honors credit.
- Students will not be put into a separate course for Honors. Teachers will continue to address the entire class with the Honors Options as summative assessments/tasks are presented. Teachers will also continue to encourage students to try the honors option whether or not they have formally opted into the credit.
- Students may choose, and should be encouraged, to complete Honors Options on assessments even if not formally opting into honors credit.
- Students may opt out of earning honors credit at any point, but teachers should conference to determine if students need more support.
- **All students within the course will meet the same grade level standards.** Students may receive an A in the regular course and not access Honors. Students demonstrating an honors option will demonstrate deeper application of the standards. **The Honors Option will NOT assign substantially more work than other students in the course.**
- TAG Considerations: TAG students may also require adjustments not only to **rigor** but to the **rate** of learning. Though Honors is not synonymous with acceleration, some TAG students may require acceleration (compacting of standards to increase the pacing of class) to meet their individual TAG plans.

ADVANCED PLACEMENT PROGRAM

COLLEGE BOARD ADVANCED PLACEMENT (AP) PROGRAM

The Advanced Placement Program, monitored by the College Board, offers ambitious and capable high school students an opportunity to take college-level courses. If the student scores within an acceptable range on the Advanced Placement exam, course credit or entry at a higher course level may be awarded upon college entrance which translates to saving money and time. Well before taking AP exams, students should contact the directors of admissions at the colleges of their choice to ask about specific Advanced Placement and credit policies. Colleges and universities should be prepared to tell the student in writing what credit and/or Advanced Placement will be granted for a given score on an AP exam, including any courses from which the student will be exempted or any higher-level courses the student will be allowed to enter. The College Board provides course descriptions and examinations. Course descriptions can be found on apcentral.collegeboard.org. High school teachers use these rigorous course descriptions in curriculum planning and in preparing students to take an Advanced Placement examination at the end of AP level courses. Students are required to pay AP registration fees as determined by the College Board.

If a student cannot afford the registration fee, the student should see the Curriculum Assistant Principal to seek scholarship availability.

AP COURSES OFFERED AT WEST SALEM HIGH SCHOOL

| | |
|--|-----------------------------------|
| AP Biology | AP Human Geography |
| AP Pre-Calculus | AP Physics 1 |
| AP Calculus AB | AP Spanish Literature and Culture |
| AP Chemistry | AP Statistics |
| AP Computer Science A | AP Studio Art |
| AP English Language and Comp | AP US Government and Politics |
| AP English Literature and Comp | AP US History |
| AP Environmental Science | AP Seminar |
| AP European History | AP Research |
| AP Spanish Languages and Culture (Exam only) | |

For more information is available at [Advanced Placement](https://west.salkeiz.k12.or.us/programs/ap-dual-credit) (<https://west.salkeiz.k12.or.us/programs/ap-dual-credit>)

DUAL CREDIT OPPORTUNITIES



College Credit Now!

College Credit Now
Chemeketa Community College

College Credit Now (CCN) provides high school students with an opportunity to earn Chemeketa credit while still in high school for only \$30.00 per year. Students can take as many CCN classes as are available to them at their school.

When can I start earning College Credit? Students and parents should consider the College Credit Now! opportunities in the freshman year of high school. Thoughtful forecasting of your high school program can result in several significant benefits. A carefully designed high school course of study will result in saved time and money.

Where are these classes offered? Public high schools in Marion, Polk and Yamhill counties participate in the Chemeketa Community College program, **College Credit Now!**

What can I take? West Salem High School offers a comprehensive curriculum, which includes a wide variety of advanced level courses.

| | | |
|----------------------------|--------------------------------|----------------------------|
| Spanish IV | Intermediate Accounting | Teaching Young Children I |
| Medical Terminology I | Intro to Emergency Services II | Teaching Young Children II |
| Health Services I | College Algebra | Robotic Projects |
| Emergency Medical Tech | Firefighter Operations | |
| Medical Terminology II | & Techniques | |
| Introduction to Accounting | Developing Child | |

PLEASE NOTE: High school course titles and Chemeketa course titles are not always identical. For specific course titles, please contact the Curriculum Assistant Principal.



Willamette Promise College Credit Opportunities

The Willamette Promise is a program coordinated through the Willamette Education Service District to provide local schools support in reaching our state's education goals. This program will support those goals by increasing students' chances for degree attainment by completing college courses while still in high school. It will also greatly expand the opportunities for students to complete Career and Technical Education courses leading to industry certification and careers. Another major advantage to the Willamette Promise is that these opportunities for students will come at a significant cost savings for families.

Willamette Promise provides high school students with an opportunity to earn Western Oregon University and Oregon Tech credit while still in high school for only \$30.00 per year for as many credits as a student can earn in the academic year.

What can I take? West Salem High School offers a comprehensive curriculum, which includes advanced level courses.

| | |
|------------------------------|-----------------|
| Human Anatomy and Physiology | College Writing |
|------------------------------|-----------------|

PLEASE NOTE: High school course titles and Western Oregon University and Oregon Tech course titles are not always identical. For specific course titles, please contact the Curriculum Assistant Principal.

EDUCATIONAL PROGRAMS

Talented and Gifted (TAG) Program

Identification Process:

Salem-Keizer Public Schools identifies students in the categories of Academic Talents and Intellectual gifts. Those identified as Academically Talented have shown specific ability in either reading or math. Intellectually Gifted students have demonstrated unusual capabilities in mental reasoning. Identification is based on multiple criteria that call for a consistent pattern of excellence over time. One piece of evidence is a score at or above the 97th percentile on a nationally standardized test of academic achievement or mental ability, or the potential to score at this level. Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test score, measure, or piece of evidence shall be the sole criterion for identification or prevent students from being identified.

Instructional Services:

For students identified as TAG, instructional services are provided through an in-class model. In this model, the classroom teacher is the primary service provider. Classroom teachers are responsible for assessing the student's rate and level of learning and providing appropriate instruction. This applies to all grade levels, and for all subject areas or courses. Regardless of the category of identification, all identified students receive instruction at their assessed rate and level of learning in all content areas.

Level of Learning:

Is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Identification:

Parents who feel their child qualifies but has not been identified can refer him or her. Please contact West's TAG Advocate.

Rate of Learning:

Is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the subject, the point in the learning process, the degree of interest to the student, the level of difficulty of the material, and/or the learning style of the student. At all levels, the goal is to ensure that the gifted students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

Instructional Plans:

While individual TAG Instructional plans are no longer required in Salem-Keizer School District, the curriculum and instruction of each course will be differentiated based on assessed data and ongoing learning evidence to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension/challenge activities (on the principle of 'different work' not 'more work'), in order to ensure that students designated as 'Talented and Gifted' (TAG) receive academic instruction that is appropriate for their rate and level of learning. If a student needs additional extensions/challenges, they should be receiving them as part of classroom services as they show a need for them. Please contact individual teachers to find out how those individual needs are being met.

EDUCATIONAL PROGRAMS

English Language Development (ELD) Program

Students receiving ELD services are based on Student Language Profile and ELPA. ELPA assesses students in four domains: reading, writing, speaking and listening.

Our ELD program model at West Salem High School is an integrated model designed to provide ELD services to students at progressing level and above by strategically placing them in English Language Arts classes with a teacher who is ESOL endorsed. For other content areas, students are with general education teachers who receive professional development on how to best support our multilingual learner.

In addition to the integrated model, students at advanced levels are at times served through an ELD consult: student centered - interact directly with English Learners/Multilingual Learners in the classroom on occasion and observe students in classroom interactions to assess language proficiency in all four domains.

Contact: Guadalupe Mendez, EL Facilitator

Administrator: Michael Simental

Resources used: Salem-Keizer Public Schools Secondary Continuum of ELD Services

Advancement Via Individual Determination (AVID)

AVID: At WSHS this is a 4-year progressive program. This program is an elective class that provides students with support and guidance through a college preparatory pathway. Students participate in tutored study groups called tutorials, develop organizational skills, enhance writing skills, develop long-range academic and personal plans, and participate in self-reflective activities, team building, and service to community. Students interested in this program must apply, be interviewed, and then selected as an AVID student.

Contact: Jason Whiteley, AVID Coordinator

Administrator: Lindsay Goodpaster

Special Education Programs

Salem-Keizer School District's **Student Services Department** determines appropriate placement for students with certified learning disabilities. WSHS offers programs for students who are in need of additional assistance to succeed in learning. The **Developmental Learning Center (DLC)**, the **Learning Resource Center (LRC)**, the **Emotional Growth Center (EGC)**, and the **Life Skills Center (LSC)** assist students with certified learning disabilities. Services for students with hearing, vision, speech, or language disabilities are also provided.

Contact: Andy Boen, SpED Lead

Case Managers: Mandie Allen
Taylor Blair
Mark Colachico
Michael Cusick
Mahssa Hashemi-Rahni
Julie Jensen
Michael Weis

Administrator: Lindsay Goodpaster, LRC
Carlos Ruiz, DLC
Michael Simental, EGC
Wendy Stradley, LSC

ADVISORY (WHAT IS ADVISORY?)

Course Description

Academic Advisory is designed to assist students in developing and improving organizational habits and study skills to support their academic classes throughout the year. Academic Advisory will explore a variety of strategies to build the students "toolbox" of skills needed for success. Academic Advisory requires students to reflect on their exploration and their growth over the semester.

Course Objectives

Students will:

- Complete all appropriate PEP-related coursework (goal setting, grade checks, resume and college/career related activities).
- Reflect and refine their practice of the organizational and study skills presented in class.

Course Content

Topics of study, skills and themes:

Academic: Grade Checks, Goal Setting, and Reflections

College + Career Readiness: Exploration Assignments, Resume, and Cover Letter

Community: Attend bi-monthly breakout sessions to engage and connect with staff and peers around common interests, passions, and hobbies. Students sign up for a semester-long breakout session at the beginning of the semester. Attendance is taken in Academic Advisory and in breakout sessions.

Class Expectations

- Attend class (both Academic Advisory and breakout sessions) every Tuesday.
- Come prepared with a charged Chromebook.
- Participate actively in all learning experiences.
- Turn in PEP assignments in Canvas.
- Turn off and put away phones.

Additional Information

Academic Advisory is a required, Pass/No Pass class for all students and awards one-half an elective credit each year. It occurs once a week for 54 minutes. Students will retain the same Academic Advisory teacher throughout their time at West, ensuring that they have consistent support as they navigate high school and prepare for their goals after graduation.

DUAL LANGUAGE

Programa de Educación Dual en West

Nuestro programa de educación dual presenta oportunidades para alumnos multilingües con la meta de mejorar su rendimiento académico y lingüístico de cada participante. Su visión es desarrollar alumnos que piensen críticamente, alumnos multilingües que tengan la capacidad de conectar puentes interculturales de entendimiento entre culturas diversas y participen exitosamente en una comunidad global.

Dual Language Education at West

Our dual language program presents opportunities for multilingual scholars with the goal of improving the academic and linguistic performance of all participants. Its mission is to develop critically aware, multilingual students who are equipped to build bridges of intercultural understanding between diverse communities and successfully participate in the global community.

Nuestro programa dual tiene la siguiente visión para todos los alumnos:

- alcanzar niveles altos de dominio en ambos idiomas, español e inglés, y usar ambos idiomas efectivamente en contextos académicos y sociales.
- lograr un rendimiento más alto de su nivel de grade en todas las áreas de contenido en español e inglés.
- valorar y apreciar su propia cultura y la diversidad de culturas en nuestra comunidad.
- graduarse con el Sello de Bialfabetismo del Estado de Oregon y salir preparados para triunfar como ciudadanos globales.

Our dual language program's vision is that all students:

- attain high levels of proficiency in Spanish and English and are able to use both languages effectively in academic and social settings.
- perform at or above grade level in Spanish and English all content areas.
- value and appreciate their own culture and the diversity of our community's cultures.
- graduate with an Oregon State Seal of Biliteracy and are prepared to thrive as global citizens.

¿Cómo entra un alumno a clases del Programa Dual?

Cualquier alumno que gusta participar en clases del Programa Dual puede comenzar esta petición por medio de su consejera/o escolar.

How does a student enroll in Dual Language classes?

Any student wanting to participate in Dual Language classes may start this request via their school counselor.

WORLD LANGUAGE CREDIT BY PROFICIENCY

Salem-Keizer Public Schools values the diverse language abilities of our students and provides opportunities for students with strong skills in a language other than English to earn world language credit at their high school. Students earn world language credits by taking a test that assesses their language proficiency in listening, speaking, reading and writing.

Steps to World Language Proficiency Credit:

What is the value in obtaining credit by proficiency?

- Students can earn world language credit for a language they already know.
- Students can earn credit for a language that may not be offered as a class in their high school.
- Colleges recognize credits earned by proficiency.

Follow the process below to obtain world language credit by proficiency.

1 Contact your school counselor about taking a language proficiency test.

Your counselor will provide you with information about:

- Proficiency tests available in your language.
- Procedures for registering for and taking the test.
- Whether or not you are a good candidate for earning credit by proficiency.

2 Register to take the test

- You will register to take a test in a specific language.
- You will be provided with information on the testing schedule and test preparation.

3 Prepare for the test

- Examine the rubrics for each of the tests (Listening, Speaking, Reading and Writing) to understand the expectations for each language proficiency level.
- Take a practice test to understand the types of questions you might have on the actual test.

After your school receives your test score, you will be awarded language credit.

- Your score will determine for which class(es) you will receive credit, from Language 1-Language 5.
- Your counselor will let you know for which class(es) you have earned credit.
- Credit will appear on your transcript with a grade of A. Classes will appear with the same name as classes taken in-person.
- If you receive a qualifying score, you will also receive the Oregon State Seal of Biliteracy at graduation.
- If classes are offered at your school in the language you speak, you can use your scores to accelerate to advanced courses.

OREGON STATE SEAL OF BILITERACY

What is the Oregon State Seal of Biliteracy (OSSB)?

The Oregon State Board of Education established The Oregon State Seal of Biliteracy to recognize the language abilities of English Learners who speak a language other than English outside of school and of students who have acquired a second language through taking world language classes in school. Upon graduation, students who qualify for the seal of biliteracy receive a certificate of achievement, a biliteracy seal in their diploma and a note of biliteracy attainment in their high school transcripts.

What is the purpose of the Seal of Biliteracy?

The Seal of Biliteracy honors and validates the home or primary language students bring to their English academic education and honors all students who demonstrate a high level of literacy in two or more languages, one being English. It also provides employers and universities with a method of identifying people with strong language and biliteracy skills.

How do students qualify for the Seal of Biliteracy?

To qualify, students need to:

1. meet all graduation requirements, including passing essential skills in Reading and Writing in English requisite score on English STAMP.
2. score at a level Intermediate High or above in listening, speaking, reading and writing on a state approved partner language assessment.

How can students show that they are proficient in a partner language?

Students meet the partner language proficiency requirement by taking a state-approved language assessment

- Students in Advanced Placement language classes take an AP exam and need to score 4 or higher to meet the partner language requirement.
- Students who are biliterate but not taking a World Language class also may show proficiency in a partner language by taking a language assessment that matches their partner language.

What should students do if they are interested in qualifying for the Seal of Biliteracy?

- Students should make sure they are on track to graduate.
- Students who are not yet biliterate in two languages should take World Language courses at their proficiency level.
- Students with biliteracy skills who are not in World Language classes should talk with the Curriculum Assistant Principal about their interest in taking a partner language assessment.





Salem-Keizer Public School's Career Technical Education Center or CTEC, offers ten exciting and innovative Career Technical Education programs (descriptions follow). Students apply to CTEC during their 10th year. CTEC is open to 11th and 12th grade students in the Salem-Keizer School District. CTEC programs provide the competitive advantage needed to tap into the high wage, high demand jobs of the future.

AUTO BODY REPAIR AND PAINTING

- Create custom modifications using modern welding, sanding, masking, and creative painting techniques
- Operate industry standard collision repair and painting equipment
- Restore a variety of damaged vehicles by applying advanced techniques of metal fabrication, adhesive repair, and creative refinishing

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- Certifications
- College Credit
- FAA Part 61 Pilot Licensing
- FAA Part 107 Drone Certification and Licensing
- National Competitions

AVIATION

- Explore and learn all aspects of the aviation industry ranging from flight, logistics, maintenance, baggage, airport systems, avionics, etc.
- Work alongside industry professionals with an opportunity to earn licensure as an airplane pilot, an aircraft maintenance technician, or a drone pilot.
- Build, program, and operate high-tech drones to perform data-gathering missions

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- FAA Part 61 Pilot Licensing
- FAA Part 107 Drone Certification and Licensing
- National Competitions

BEHAVIORAL HEALTH AND HUMAN SERVICES

- Facilitate and observe group play therapy, individual therapy, and art therapy
- Work alongside industry professionals to understand trauma and create treatment plans
- Learn fundamental wellness skills that can be utilized on self and others

WORK-BASED EXPERIENCE:

- Local Internships
- Certifications
- College Credits

BIOTECHNOLOGY AND MEDICAL SCIENCE

- Operate multiple high-tech laboratories to apply biochemistry, molecular biology, nutrition and
- anatomy principles needed to address the growing biotechnology industry
- Implement and understand biotechnology practices through the lens of plant science
- Work with business and industry experts in biotechnology, bioscience, medical science, and clinical laboratories
- Opportunities to earn college credits in communications, biology and medical sciences, certifications in food handling and Biotechnology

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- Certifications
- College Credit

COSMETOLOGY

- Express individual creativity by providing a wide range of artistic hair, nail, skin care, and barbering services using the latest technology, trends, and name-brand products
- Operate and experience a full-service, interactive salon and spa environment
- Work alongside professional cosmetologists to explore all aspects of quality salon services and management

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- National Competitions
- Licensure
- College Credit



CULINARY ARTS AND MANAGEMENT

- Express individual creativity as part of a team that develops entire meals, unique dining experiences, and delivers great customer service
- Cook alongside professional chefs in a modern commercial kitchen setting
- Operate fast-paced restaurant venues such as food trucks, deli, and catering services

CAREER FOCUS: Prepared for immediate employment and further education

WORK-BASED EXPERIENCE:

- National Culinary Competitions
- Food Trucks/Cafe

LAW ENFORCEMENT

- Work alongside and learn from certified law enforcement, FBI, and legal professionals who keep the community safe
- Examine state and federal laws while learning about the critical roles of police, corrections, and rehabilitation in the criminal justice system
- Strengthen your mind and body through rigorous mental and physical training, including advanced self-defense tactics

CAREER FOCUS: Prepared for cadet programs, immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- Ride-Alongs
- College Credit

MANUFACTURING, WELDING, AND ENGINEERING

- Operate professional CAD and manufacturing equipment to invent, design, and engineer the same types of precision parts, tools, and products used worldwide
- Work with advanced welding and machining techniques to join, cut, bend, and manipulate materials for industrial and artistic applications

- Produce solutions for complex engineering challenges from concept to completion

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- National Competitions
- College Credit

RESIDENTIAL CONSTRUCTION

- Design and build an upscale residential home from the ground up
- Work alongside industry professionals in all aspects of architecture and building including foundations, walls, roofing, and interior and exterior finishing
- Operate professional equipment and power tools for all aspects of construction

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- Certifications
- College Credit

VIDEO AND GAME DESIGN

- Produce original content for local industry partners that is shown on social media and statewide television
- Work with professional technologies to create virtual worlds, virtual reality (VR), and 3D modeling to achieve inspiring results
- Collaborate to brainstorm, storyboard, and create unique 3D animation, computer graphics, games, and videos

CAREER FOCUS: Prepared for immediate employment, advanced certifications, and further education

WORK-BASED EXPERIENCE:

- National Competitions
- Certifications

Salem-Keizer Public Schools promotes equal opportunity for all individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, veteran's status, genetic information or disability. For more information, please view our [Nondiscrimination/Title IX policy](https://ctec.salkeiz.k12.or.us/nondiscrimination-title-ix-policy) (<https://ctec.salkeiz.k12.or.us/nondiscrimination-title-ix-policy>).

For more information about our programs and to apply, please visit [CTEC's website](https://ctec.salkeiz.k12.or.us) at <https://ctec.salkeiz.k12.or.us>.

SCHEDULE CHANGE REQUEST POLICY

The decision to drop a class for partial credit or a "W" is driven by the student/family. The building administrator has the authority to make decisions about a student's schedule based on educational needs, health, safety, or other reasons. The total amount of credit a student may earn for a dropped class can align to the date the student adds or drops a course.

Category 5.1 Add/Drop Procedures for High School Courses

The procedure outlined below does not remove the authority of the building administrators in making decisions about a student's schedule based on educational needs, health, safety, or other reasons.

Step 1: Student/Family discusses wish to drop class with Counselor.

Step 2: Counselor discusses options and post-secondary ramifications of the following options with student/family:

- A)** Students may drop the class for partial credit and keep the grade earned at the time of the drop. Students may choose to obtain partial credit from a prior grading period with aligned credit.
 - a)** Example: A student chooses to drop a semester class after the second progress report at which time the student's grade in the class is a D. The student's grade in the class at the time of first progress report was a B. The student may choose to earn 0.17 credit at a B or 0.375 credit at a D.
- B)** Students may choose to audit the course through the remainder of the term for an INC or NG with the opportunity to grade repair/replace in a future term with administration approval..
- C)** Students may withdraw from the class, receiving no credit. The course will remain on the student's transcript with a "W," but will bear no credit and have no impact on the student's GPA. The student must repeat the course in its entirety for credit and grade replacement. Note: A "W" does not preclude a student from Val/Sal status or the Honors Diploma.

Step 3: Upon selection of the option, Registrar and Counselor take the following action:

- Option A:** End date the course for the student. Assign partial credit according to the Partial Credit Matrix. Award grade/credit from the posted grading period.
- Option B:** Registrar assigns Incomplete or NG. Counselor coordinates with student on options for grade repair and develops a plan. The INC/NG may either be changed (grade repair) or can be replaced by adding a second instance of the course with the grade (replace the INC with a NG).
- Option C:** End date the course for the student. Assign a "W" as a grade, and zero-out credit.

FAQs

- Q.** What is the time frame to drop classes?
 - A.** A class may be dropped at any point in time with a "W", up until three weeks before the class is over. Student must make an appropriate choice based on the timeline for the drop.
- Q.** How does a student initiate the drop process?
 - A.** Drop form is obtained from your counselor. Form is completed including required signatures (student, parent, teacher, counselor, etc.) Form should indicate the grade/credit option chosen above.
- Q.** How is the drop process communicated?
 - A.** Student/Parent Handbook, Course Catalog, etc.
- Q.** What role do teachers have in this process?
 - A.** Ultimately, the decision to drop a class for partial credit or a "W" is driven by the student/family, and they get to select the option that works best for them. If a teacher is concerned about a student's choice, the teacher should discuss with the CAP or Principal. The Administration has final authority over approval of a student's schedule based on educational needs, health, safety, or other reasons.

EXPLANATION OF COURSE LISTINGS

SAMPLE COURSE DESCRIPTION

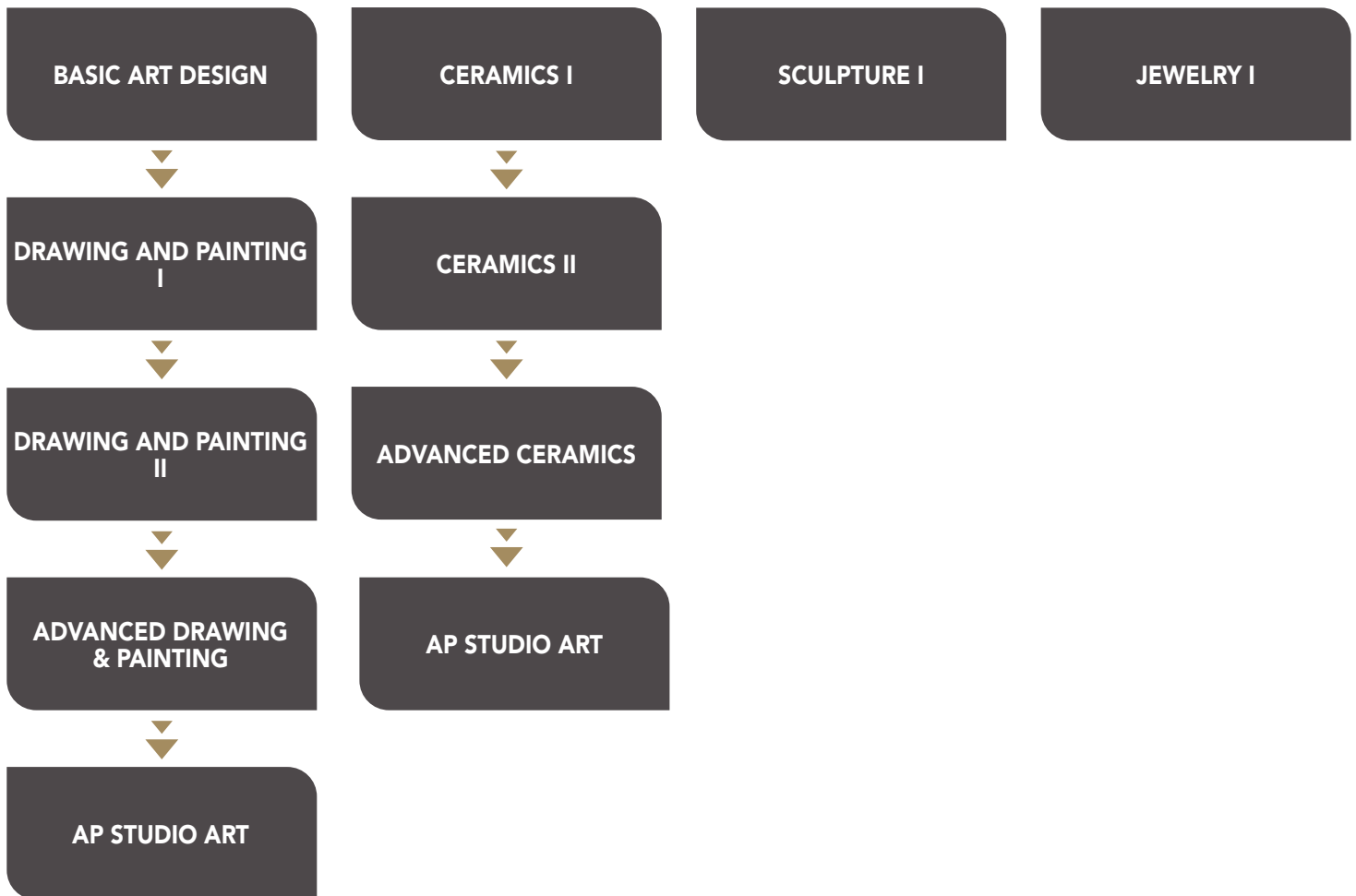
| | | |
|----------|---|---------------------------------------|
| 1 | DRAWING AND PAINTING I | 2 |
| 3 | Credit: 0.5 | 4 Grade Level: 9-12 |
| 5 | NCAA: No | |
| 6 | Meets Requirements: Fine/Applied Arts or Elective | 7 Repeat for Credit: No |
| 8 | Drawing is the foundation of all work in the visual arts. Before one paints, sculpts, photographs, or carves, one must learn how to draw. This course provides students with a strong foundation in drawing through a variety of techniques and media including pencil, charcoal, ink wash, chalk pastel, mixed media, watercolor, collage, and acrylic paint. Observational drawing skills will be developed through the creation of still-life, portrait, and landscape images. Students will have the opportunity to experience art through abstract and non-objective means. This course will cover major art movements and artists, and use new learning in the creation of original works of art. | |
| 9 | Prerequisite: Basic Art Design | |

Order of the Course Listings:

- 1 Course Title** – this name may be abbreviated on the student schedule.
- 2 Course Number** – this number appears on the transcripts and is used for registration.
- 3 Credit** – the amount of credit offered, 0.5 = semester course, 1.0 = year long.
- 4 Grade Level** – the levels at which the courses can be taken.
- 5 NCAA** – Yes (approved) or No (not approved).
- 6 Meets Requirements** – credit requirements this course meets.
- 7 Repeat for Credit** – some courses can be repeated and credit earned.
- 8 Course Description** – a brief explanation of the course offered.
- 9 Prerequisites** – conditions that must be met to enroll in the course.

Acronym Definitions:

AP - Advanced Placement
AVID - Advancement Via Individual Determination
CCC - Chemeketa Community College
CTE - Career Technical and Education
CTEC - Career Technical Education Center
IB - International Baccalaureate
NCAA - National Collegiate Athletic Association
NGSS - Next Generation Science Standards
OSAA - Oregon School Activities Association



ART COURSE PATHWAYS

Students begin by taking Basic Art Design, then progress to Drawing and Painting I, then progress to Drawing & Painting II, then progress to Advanced Drawing and Painting, and then may choose to take AP Studio Art.

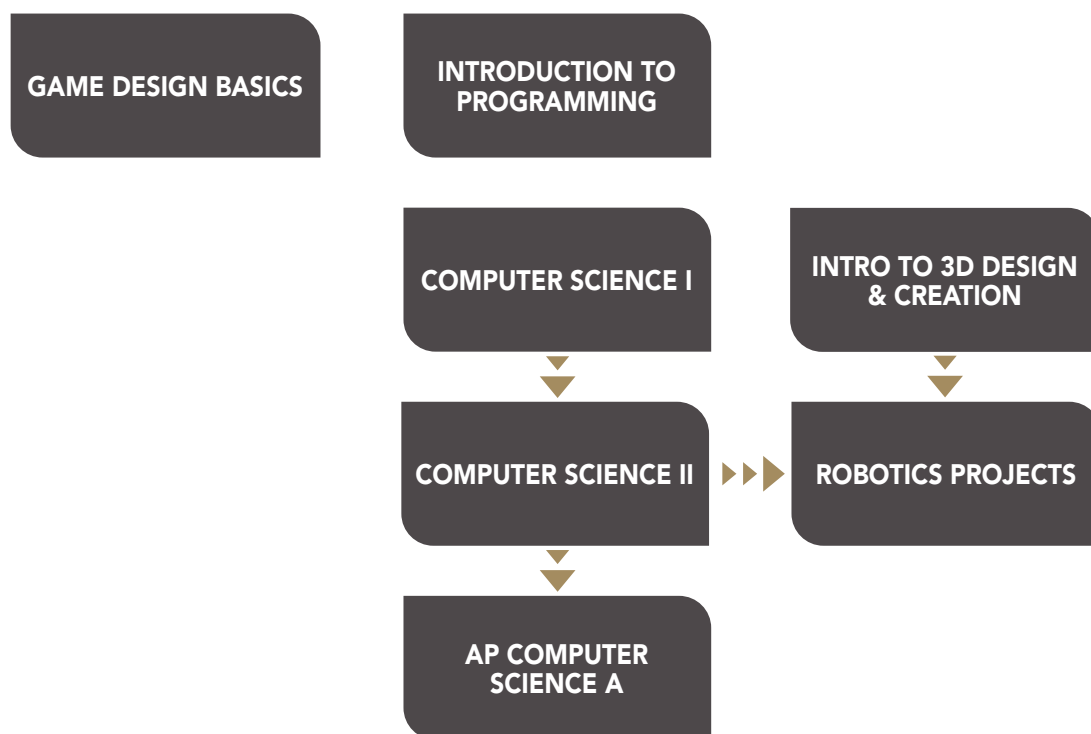
Students may choose to begin with Ceramics I, then progress to Ceramics II, and then may choose to take AP Studio Art.

Students may take Sculpture I and Jewelry I at any time.

| BASIC ART DESIGN | | AZ211SX |
|---|------------------------|----------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| This is an introductory level class with a focus on the elements of art and principles of design as students embark on a journey through art history. Beginning with the cave art of Lascaux and ending with Renaissance Painting, students will produce a number of original works including drawings, paintings, sculpture, and mixed media. Students will practice the studio procedures, theories, and vocabulary necessary for success in the more advanced art courses. Basic Art Design is a prerequisite for other art courses. | | |
| Prerequisite: None | | |
| DRAWING AND PAINTING I | | AZ209SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| Drawing is the foundation of all work in the visual arts. Before one paints, sculpts, photographs, or carves, one must learn how to draw. This course provides students with a strong foundation in drawing through a variety of techniques and media including pencil, charcoal, ink wash, chalk pastel, mixed media, watercolor, collage, and acrylic paint. Observational drawing skills will be developed through the creation of still-life, portrait, and landscape images. Students will have the opportunity to experience art through abstract and non-objective means. This course will cover major art movements and artists, and use new learning in the creation of original works of art. | | |
| Prerequisite: Basic Art Design | | |
| DRAWING AND PAINTING II | | AZ310SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| This course introduces students to the fundamentals of painting, practice of color mixing, and theory of color. We will work primarily with acrylics and watercolors, exploring the many ways paint can be handled. Students entering this course have already learned how to observe carefully and describe precisely through drawing. Now they have the space and state of mind to create original compositions with increased skill, both compositionally and conceptually. A variety of drawing techniques and media will also be covered, including gesture drawing, figure drawing, and monotype printmaking. | | |
| Prerequisite: Drawing and Painting I | | |
| ADVANCED DRAWING AND PAINTING | | AZ411SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| This course is designed to provide the serious art student who has a special interest in drawing and painting with a smooth transition to the AP Studio Art course. This is an advanced course that stresses strong technique, strong studio work ethic in the production of art, and an emphasis on developing a clear personal voice through their craft. Students at this level are self-directed learners. By the end of the semester, students will have completed at least 7 major works, which may be used in the AP Studio Art portfolio, and/or college admission process. | | |
| Prerequisite: Drawing and Painting II | | |
| CERAMICS I | | AZ204SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| This course is an introductory studio art course consisting of hand-building and wheel methods of construction. It explores technical craftsmanship, the creative and expressive potential of clay, glaze decoration and the firing process. Students develop visual literacy specific to the medium in order to self-assess and critique. Emphasis is placed on composition elements and principles, art appreciation and cultural/historical awareness. | | |
| Prerequisite: None | | |

| CERAMICS II | | AZ304SX |
|--|------------------------|------------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| This course builds upon basic skills and processes from level 1 while introducing additional construction methods, glazing techniques and possible firing experiences. Students are pushed to think more critically and generate more challenging compositions. Students will work to refine techniques and critically assess at an intermediate level. | | |
| Prerequisite: Ceramics I | | |
| ADVANCED CERAMICS | | AZ406SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| This course presents students with more personal, conceptual, or technically challenging projects. Experimentation and investigation is encouraged to develop individual directions, expression, refinement of personal style. Students will gain insight and support for portfolio development and college/career opportunities. | | |
| Prerequisite: Ceramics II | | |
| AP STUDIO ART | | AZ504S1/S2 |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| AP Studio Art is a year-long course designed for the highly motivated student who is seriously interested in the study of art. This course is equivalent to a first-year college art class. The course is not based on a written exam; instead, students submit portfolios for evaluation due the first week of May. In building the portfolio, students experience a variety of art media and approaches designed to help them demonstrate a range of abilities and versatility, both conceptually and technically. Students are expected to challenge themselves to develop mastery in concept, composition, and execution in drawing and 2D design and will also develop a cohesive body of work that investigates an idea of personal interest. Students are working towards submitting an AP Portfolio. | | |
| Prerequisite: Advanced Drawing and Painting or Advanced Ceramics and portfolio submission | | |
| SCULPTURE I | | AZ212SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| Students will explore four different types of sculpting: additive sculpting, subtractive carving, assemblage and casting. This course presents students with more personal, conceptual, or technically challenging projects. Experimentation and investigation is encouraged to develop individual directions, expression, refinement of personal style. Students will gain insight and support for portfolio development and college/career opportunities. | | |
| Prerequisite: None | | |
| JEWELRY I | | AZ207SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | |
| In Jewelry I, students develop basic jewelry-making skills and techniques. This class places emphasis on three-dimensional design and craftsmanship, and appreciation of jewelry as an art form, critical analysis and cultural awareness. | | |
| Prerequisite: None | | |

CTE: COMPUTER SCIENCE



CTE: COMPUTER SCIENCE COURSE PATHWAYS

Students begin by taking Introduction to Programming, then progress to Computer Science I, then progress to Computer Science II, and may take AP Computer Science A.

Students may choose to take the introductory level course, Game Design Basics, at any time.

Students may take Introduction to 3D Design and then progress to Robotics Projects; Robotics Projects may also be taken after Introduction to Programming.

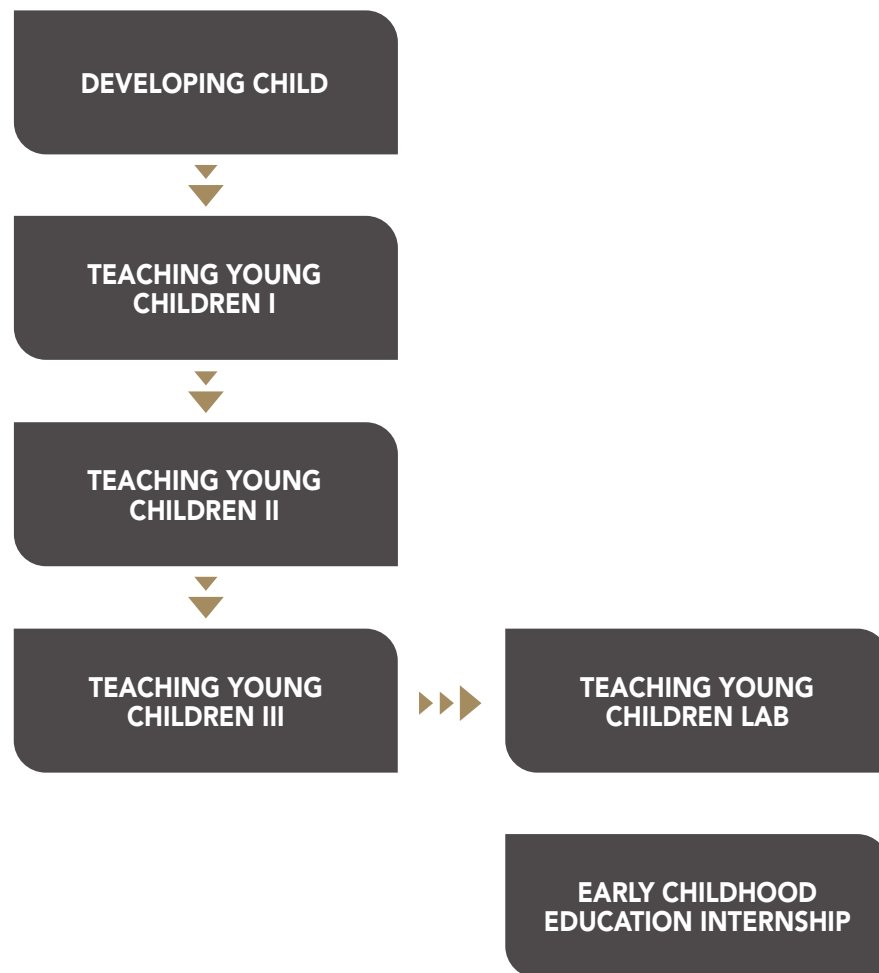
CTE: COMPUTER SCIENCE

| INTRODUCTION TO PROGRAMMING | | | CP301SX |
|---|--------------------|------------------------|------------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| In this course students will be introduced to computer programming through a variety of environments. Students will move from drag and drop programming to Game Maker and Scratch to more structured languages like Python and Java. Students will see the similarities and differences between the languages. After successfully completing this course, students will be prepared to take the Computer Science I and II sequence. | | | |
| Prerequisite: None | | | |
| INTRO TO 3D DESIGN AND CREATION | | | CA211SX |
| Credit: 0.5 | Grade Level 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| This introductory course is designed to allow students the opportunity to gain technical skills in 2D design, file conversions, 3D design and printing as well as diving into VEX Robotics design systems. Students will use multiple tools such as AutoCad, 3D printers, and other computer software. In the end, students will have a design portfolio they can use in future computer science courses and/or interviews. | | | |
| Prerequisite: None | | | |
| COMPUTER SCIENCE I | | | CP302SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will be using the language of Python to learn and understand how to program using linear, looping and decision constructs. Students will study program design, debugging, and efficiency considerations. | | | |
| Prerequisite: Intro to Programming | | | |
| COMPUTER SCIENCE II | | | CP401SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will be learning java in anticipation of the AP course. It focuses on files, arrays, recursion, advanced sorts, and dynamic data structures (linked lists, stacks, queues, and trees). | | | |
| Prerequisite: Computer Science I | | | |
| ROBOTICS PROJECTS | | | IV404SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| In this class students design, build and program robots as individual projects or to compete in the VEX Robotics Competition. | | | |
| Prerequisite: Intro to Programming or Computer Science II; students with previous robotics experience may contact instructor to skip prerequisites | | | |
| AP COMPUTER SCIENCE A | | | CP501S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will use the language Java to prepare for the Advanced Placement exam. Students will focus on projects using this language – especially looking at the AP case study. | | | |
| Students are expected to take the AP Exam in May. | | | |
| Prerequisite: Computer Science II | | | |

CTE: COMPUTER SCIENCE

| GAME DESIGN BASICS | | CA209SX | |
|--|-------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will learn the basics of computer programming by creating video games. Students will use professional software and learn industry-level skills in video game design. The first part of this course will begin with students learning skills and then the second part will involve them working on their personal project. | | | |
| Prerequisite: None | | | |

CTE: EARLY CHILDHOOD EDUCATION



CTE: EARLY CHILDHOOD EDUCATION COURSE PATHWAY

Students may begin by taking Developing Child, then they progress to Teaching Young Children I, then progress to Teaching Young Children II, then progress to Teaching Young Children III. Students enrolled in Teaching Young Children III may also take the Teaching Young Children Lab. Students may take the capstone course Early Childhood Education Internship after the previous coursework experience is gained.

CTE: EARLY CHILDHOOD EDUCATION

| DEVELOPING CHILD | | | EV201CX |
|--|-------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |  College Credit Now <small>Chemeketa Community College</small> |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will focus on the concerns, issues and decisions faced by future parents, caregivers and teachers of infants. A special emphasis will be placed on issues in society affecting the development of children. Child development will be studied from the prenatal through age one. College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: None | | | |

| TEACHING YOUNG CHILDREN I | | | EV306CX |
|---|-------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No |  College Credit Now <small>Chemeketa Community College</small> |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| This one semester course will focus on development of 1 year olds through 2 and a half year olds. Students will learn the strategies that are used in the industry to manage behavior and teach skills. Skills will be reinforced and practiced. In addition, students will also analyze developmental theories. College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: Developing Child or grade 10 and above | | | |

| TEACHING YOUNG CHILDREN II | | | EV307CX |
|---|--------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No |  College Credit Now <small>Chemeketa Community College</small> |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students interested in becoming a teacher or working in early childhood education can learn the aspects of planning developmentally appropriate activities through this course. Emphasis is placed on planning art, math, science, and a variety of activities. This class also plans all activities used in the Titan Tots Preschool. College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: Teaching Young Children I | | | |

| TEACHING YOUNG CHILDREN III | | | EV404SX |
|---|--------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No |  College Credit Now <small>Chemeketa Community College</small> |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students gain leadership skills by becoming a lead planner in our Teaching Young Children II curriculum planning class. This class also allows students to use their knowledge of instructional skills and learn more strategies for planning appropriate activities for preschoolers. It also focuses on designing a childcare program by concentrating on room arrangement, parental involvement, and childcare career exploration. A career portfolio will be developed to assist in future job opportunities. Prerequisite: Teaching Young Children II, application and interview | | | |

| TEACHING YOUNG CHILDREN LAB | | | EV309SX |
|---|--------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes |  College Credit Now <small>Chemeketa Community College</small> |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Leadership skills and teaching strategies are gained through presentations to children in the Titan Tots Preschool Program. Types of observation methods and techniques will be the primary focus of this course. Units of study will focus on safety, health, equipment, storytelling, and puppetry. Prerequisite: Application and interview | | | |

CTE: EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION INTERNSHIP

XI403SX

Credit: 0.5

Grade Level: 11-12

NCAA: No

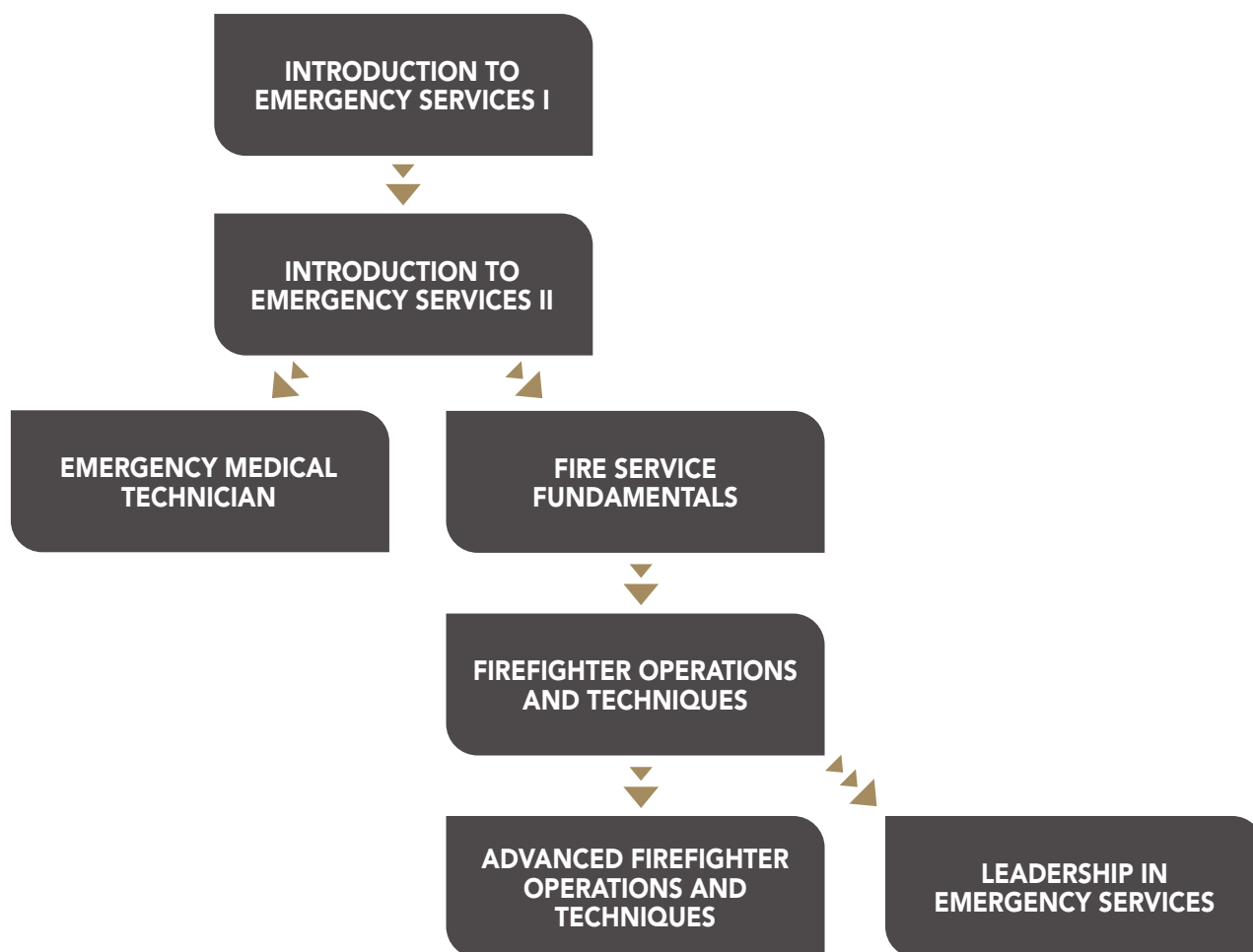
Meets Requirements: Fine/Applied Arts or Elective

Repeat for Credit: No

This is an introduction to the teaching profession exploring qualities of good teachers, why individuals choose teaching as their life's work, the diverse services provided by schools, and educational technology. Those enrolled visit learning environments to observe skilled educators and participate in their programs. Students must also have taken and mastered these courses: Teaching Young Children I, II and III and Teaching Young Children Lab.

Prerequisite: Application and interview

CTE: EMERGENCY SERVICES




CTE: EMERGENCY SERVICES COURSE PATHWAYS


Students interested in the CTE Emergency Services pathway may begin by taking Introduction to Emergency Services I and then progress to Introduction to Emergency Services II. After that, students may continue into Emergency Medical Technician or Fire Service Fundamentals. After Fire Service Fundamentals, students may progress to Firefighter Operations and Techniques, and then they may progress to Advanced Firefighter Operations and Techniques. After gaining experience in this pathway, students may choose to apply to be considered for the Leadership in Emergency Services course.

CTE: EMERGENCY SERVICES

| INTRODUCTION TO EMERGENCY SERVICES I | | | RU201SX |
|---|-----------------------|----------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | Repeat for Credit: No | | |
| Introductory course for students interested in a career in emergency services, law enforcement or other public service. Throughout the course, professional communication, both written, verbal, and non-verbal skills are emphasized. Includes interactive and hands-on units on teamwork building, physical fitness, health and wellness of the emergency responder, professional skills development, and career exploration. | | | |
| Prerequisite: None | | | |


| INTRODUCTION TO EMERGENCY SERVICES II | | | RV201CX |
|---|-----------------------|----------|--|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No |  College Credit Now Chenoketa Community College |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Covers the responsibilities of fire and medical emergency services in a community; the roles and responsibilities of a firefighter and EMT/Paramedic, evolution of the emergence services, an overview of the National Incident Management System, the organization and function of emergency services, allied organizations, education and certification requirements, including career opportunities, resume development and interview skills, fire and ambulance apparatus identification and uses, and chemistry of fire. First Aid/CPR will not be taught in this class. | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: None | | | |

| FIRE SERVICE FUNDAMENTALS | | | RV301SX |
|--|-----------------------|----------|---------|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| This course covers the history and traditions of the fire service community, the role of the fire service in safety and prevention, its integration in the emergency response system, beginning knowledge of the chemistry and physics of fire behavior, fire service personal protective equipment, fire department operations and basics of fire suppression techniques. Fire service organization, incident command systems and fire service communications will be used in all emergency services courses. | | | |
| Prerequisite: Introduction to Emergency Services I | | | |

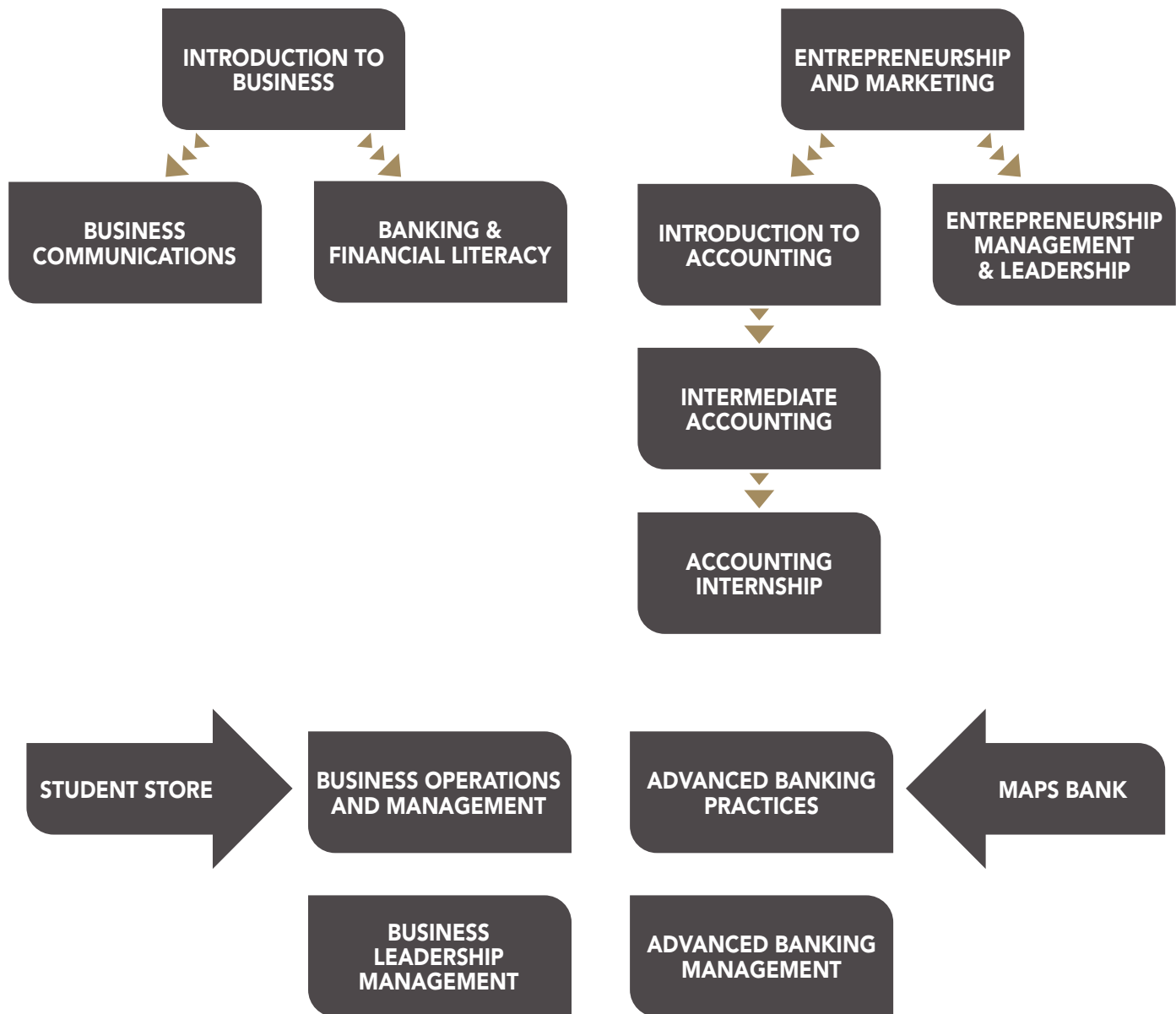
| FIREFIGHTER OPERATIONS AND TECHNIQUES | | | RV401C1/C2 RV402S2 |
|--|-----------------------|----------|--|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No |  College Credit Now Chenoketa Community College |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| This course continues fire service communications and incident command systems, with continued analysis of fire behavior. Introduces students to basics of building construction, ladders, ropes and knots, fire control, ventilation, loss control, and detection and suppression systems. An introduction to hazardous materials unit is also taught. Students will explore, experience, and participate in standard fire ground skills and tactics for water supply, fire suppression, search and rescue. | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: Fire Service Fundamentals | | | |

| ADVANCED FIREFIGHTER OPERATIONS AND TECHNIQUES | | | RV406S1/S2 |
|--|-----------------------|----------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Students will continue to explore Emergency Services-related fields and techniques necessary to perform the job as an entry level firefighter safely, effectively, and competently. This class continues to focus on academics, technical skills, employability, and career readiness practices that will transfer to the workplace. | | | |
| Prerequisite: Firefighter Operations and Techniques | | | |

CTE: EMERGENCY SERVICES

| EMERGENCY MEDICAL TECHNICIAN | | | HV404C1/C2 |
|--|-----------------------|----------|--|
| Credit: 2.0 | Grade Level: 12 | NCAA: No |  College Credit Now Chemeketa Community College |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| This course provides instruction at the level of Emergency Medical Technician (EMT). Students learn skills necessary to provide emergency medical care as outlined by state and national standards. Students learn advanced first aid skills for the treatment and transportation of the ill or injured. Successful completion of the course and all requirements provides the opportunity for the student to become licensed as an Emergency Medical Technician. Preference will be given to students who have completed all prerequisites. Note: Must be 18 to go to clinicals and take the licensing exams. | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: Medical Terminology I and Health Services I | | | |
| LEADERSHIP IN EMERGENCY SERVICES | | | RV302SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Emphasizes the role of emergency services leaders in managing the daily activities of emergency services crews. Covers leadership concepts such as types of leadership styles, including attitudes, cooperation, individual differences, motivation, and communications. | | | |
| Prerequisite: Interview. Please see instructor. | | | |

CTE: ENTREPRENEURSHIP AND FINANCE



CTE: ENTREPRENEURSHIP AND FINANCE COURSE PATHWAYS

Students interested in the CTE Entrepreneurship and Marketing pathway may begin by taking Introduction to Business or Entrepreneurship and Marketing. If a student takes Introduction to Business, they may then take Business Communications or Banking and Financial Literacy. If a student takes Entrepreneurship and Marketing, they may then take Introduction to Accounting or Entrepreneurship Management and Leadership. After Introduction to Accounting a student may take Intermediate Accounting and then may progress to Accounting Internship.


After gaining some experience in this pathway, students may apply to work in the Student Store and take Business Operation and Management and Business Leadership Management, or they may apply to work in the MAPS Bank and take Business Operation and Management and Business Leadership Management.


CTE: ENTREPRENEURSHIP AND FINANCE

| BUSINESS COMMUNICATIONS | | | BV212SX |
|---|-----------------------|----------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Business Communications provides the study of mass communication in professional organizations through technical writing, public speaking, and social media platforms. Through this class you will receive professional communication skills to use in creating your own business, corporate business, or various business endeavors. | | | |
| Prerequisite: Introduction to Business | | | |

| ENTREPRENEURSHIP AND MARKETING | | | BV214SX |
|---|-----------------------|----------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Students will learn how to start a business by providing practical skills and real-world examples. Students learn how to: Understand finances: Learn how to budget, do taxes, apply for loans, and invest. Analyze opportunities: Determine the feasibility of an idea through research (Marketing 4 P's). Develop a business plan: Create a plan to organize and promote a business. Work in a team: Learn how to collaborate and iterate. | | | |
| Prerequisite: None | | | |

| INTRODUCTION TO BUSINESS | | | BV201SX |
|--|-----------------------|----------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Finance/Econ or Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Introduction to Business addresses fundamentals such as economic, legal, and social foundations of business, as well as, starting a business, marketing products and services, financing operations, managing, and making difficult business decisions. Students are introduced to the inter-relationships of business, government and society; the roles of businesses and members of the business community; ethics and social responsibility; and employment opportunities in various business fields. Meets Personal Finance requirement. | | | |
| Prerequisite: None | | | |

| INTRODUCTION TO ACCOUNTING | | | BV202C1/C2 |
|--|-----------------------|----------|--|
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No |  College Credit Now Chemeketa Community College |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Accounting is a great career opportunity. Every business needs an accountant. Students learn the basic account principles and procedures that are applied to accounting records kept for service-oriented and merchandising businesses. Students will learn to use specialized journals, 10-column worksheets and how to prepare financial statements. Students use technology and working papers, computerized problems, and simulations. | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: Algebra I | | | |

| INTERMEDIATE ACCOUNTING | | | BV303S1/S2 |
|---|-----------------------|----------|--|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No |  College Credit Now Chemeketa Community College |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Accounting is a great career opportunity! Every business needs an accountant! Students learn the basic accounting principles and procedures that are applied to accounting records kept for service-oriented and merchandising businesses. Students will learn to use specialized journals, 10-column worksheets and how to prepare financial statements. Students use technology and working papers, computerized problems and simulations that satisfy math requirements for the high school diploma. | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | |
| Prerequisite: Introduction to Accounting | | | |

CTE: ENTREPRENEURSHIP AND FINANCE

| ACCOUNTING INTERNSHIP | | | XI406SX |
|---|--------------------|-----------------------|------------|
| Credit: 0.5 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| Students will intern in a financial services business. The students will gain community experience based on a student's focus area of study and interest. | | | |
| Prerequisite: None | | | |
| BANKING AND FINANCIAL LITERACY | | | BV312SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| In this course the students will explore the principles and practices of banking and finance. Students will gain an overview of financial services, preparing them for careers in the financial world. | | | |
| Prerequisite: Introduction to Business or Entrepreneurship and Marketing. | | | |
| ADVANCED BANKING PRACTICES | | | BV313S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students apply the knowledge learned in Introduction to Business and Banking and Financial Literacy courses while operating, managing, and marketing the Titan Branch of Maps Credit Union. Students participate in community service projects including financial literacy projects with feeder schools. | | | |
| Prerequisite: Banking and Financial Literacy; application process and interview. Please see instructor. | | | |
| ADVANCED BANKING MANAGEMENT | | | BV403S1/S2 |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| These advanced students are supervisors and trainers of the first year Advanced Banking Practices students in the Titan Branch of Maps Credit Union. Students take on lead roles in community service and financial literacy projects. | | | |
| Prerequisite: Advanced Banking Practices; application process and interview. Please see instructor. | | | |
| BUSINESS OPERATIONS AND MANAGEMENT | | | BV305S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Business Operations is a year-long course where students learn employability skills while operating the school store (The Titan Outpost). In the classroom, students learn customer service, sales, and professional skills that they then apply in the operation of the school store. | | | |
| Prerequisite: Introduction to Business; application process and interview. Please see instructor. | | | |
| BUSINESS LEADERSHIP MANAGEMENT | | | BV304S1/S2 |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Business Leadership is a year-long course for students with teacher approval. This course is a planned extension of Business Operations and Management. Students enrolled in this course will manage the school store and train the students in Business Operations and Management Course. | | | |
| Prerequisite: Business Operations and Management; application process and interview. Please see instructor. | | | |

CTE: ENTREPRENEURSHIP AND FINANCE

ENTREPRENEURSHIP MANAGEMENT AND LEADERSHIP

BV213SX

Credit: 0.5

Grade Level: 10-12

NCAA: No

Meets Requirements: Fine/Applied Arts or Elective

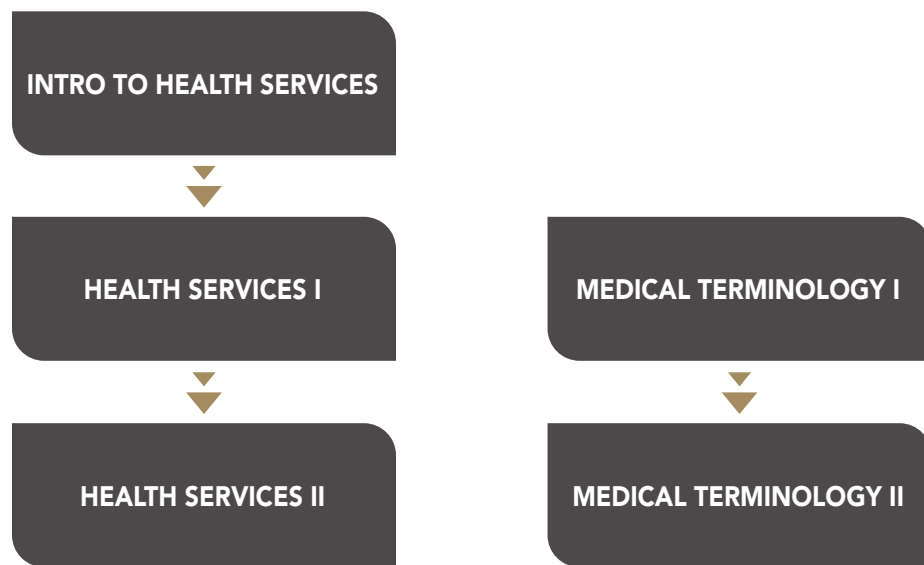
Repeat for Credit: Yes

Students will work to become entrepreneurs in our student ran business, West Stylin' Custom Apparel. Students will work with market research, social media campaigns, financial planning, advertising, sales pitch, and more. Still will be designing, creating and selling our school clothing apparel. Students in this course will also be in charge of the finances of the school ran business:

- Profit & Loss
- Return on Investment
- Cost & Savings Efficiencies
- Record Keeping (General Journal)
- Deposits
- Purchase Orders
- Cost of Maintenance on the business equipment
- Cost of Materials

Prerequisite: Entrepreneurship and Marketing

CTE: HEALTH SERVICES



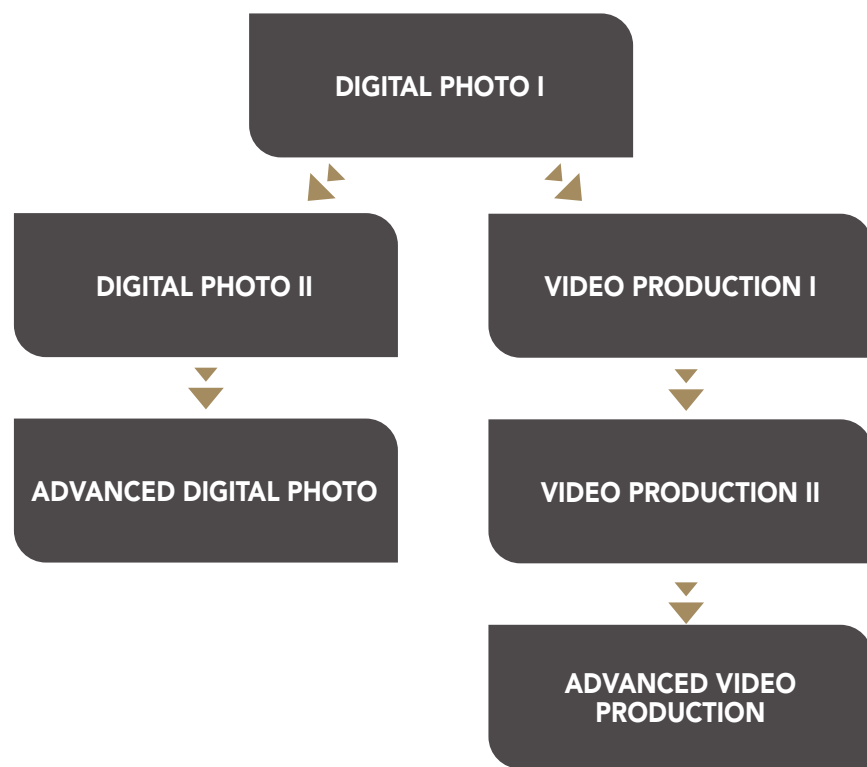
CTE: HEALTH SERVICES COURSE PATHWAYS

Students interested in the CTE Health Services pathway may begin by taking Intro to Health Services then progress to Health Services I and Health Services II. Students may also take Medical Terminology I and progress to Medical Terminology II.

CTE: HEALTH SERVICES

| INTRODUCTION TO HEALTH SERVICES | | | HV201SX | |
|--|-----------------------|----------|------------|--|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | | |
| This one-semester course is designed to introduce students to the basic terminology and environment of health services. Included in this course are the history of health care, career exploration, health care systems, growth and development, social conditions, complementary and alternative medicine, forensics, and ethics. | | | | |
| Prerequisite: None | | | | |
| HEALTH SERVICES I | | | HV302C1/C2 | |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | | |
| Health Services I is designed to introduce students to the health care field. Emphasis is placed on developing health care specific knowledge and skills in effective communications, employability skills, ethical and legal responsibilities, safety, and emergency skill knowledge. Students will explore different career opportunities in the health care field. Students must provide their own transportation to job shadows. | | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | | |
| Prerequisite: Introduction to Health Services strongly recommended | | | | |
| HEALTH SERVICES II | | | HV405S1/S2 | |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | | |
| This one-year course prepares students for their participation in the health care world. Students will explore different career opportunities in the health care field as well as complete job shadows and career learning projects and must provide their own transportation to job shadows. In addition, the job shadowing experience at Salem Hospital requires that students have their updated immunization records, a current flu shot, and are TB tested before shadowing. | | | | |
| Prerequisite: Health Services I | | | | |
| MEDICAL TERMINOLOGY I | | | HV301CX | |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | | |
| This course is designed to introduce you to medical terminology and language – the technical language of medicine. With medical terminology you will learn to identify word root/combining forms, prefixes and suffixes then use them to analyze and build medical terms. Emphasis will be placed on meaning, correct spelling, and pronunciation of medical terms. This will assist you in preparing for medical communication in one of the vast array of occupations now available in the health care industry. | | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | | |
| Prerequisite: None | | | | |
| MEDICAL TERMINOLOGY II | | | HV303CX | |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | | |
| This course will build on the medical terminology that students learned in Medical Terminology I. The focus of this course is the digestive system, urinary system, female and male reproductive system, nervous system, lymphatic and immune systems, the skin and sense organs. | | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | | |
| Prerequisite: Medical Terminology I | | | | |

CTE: MEDIA PRODUCTIONS



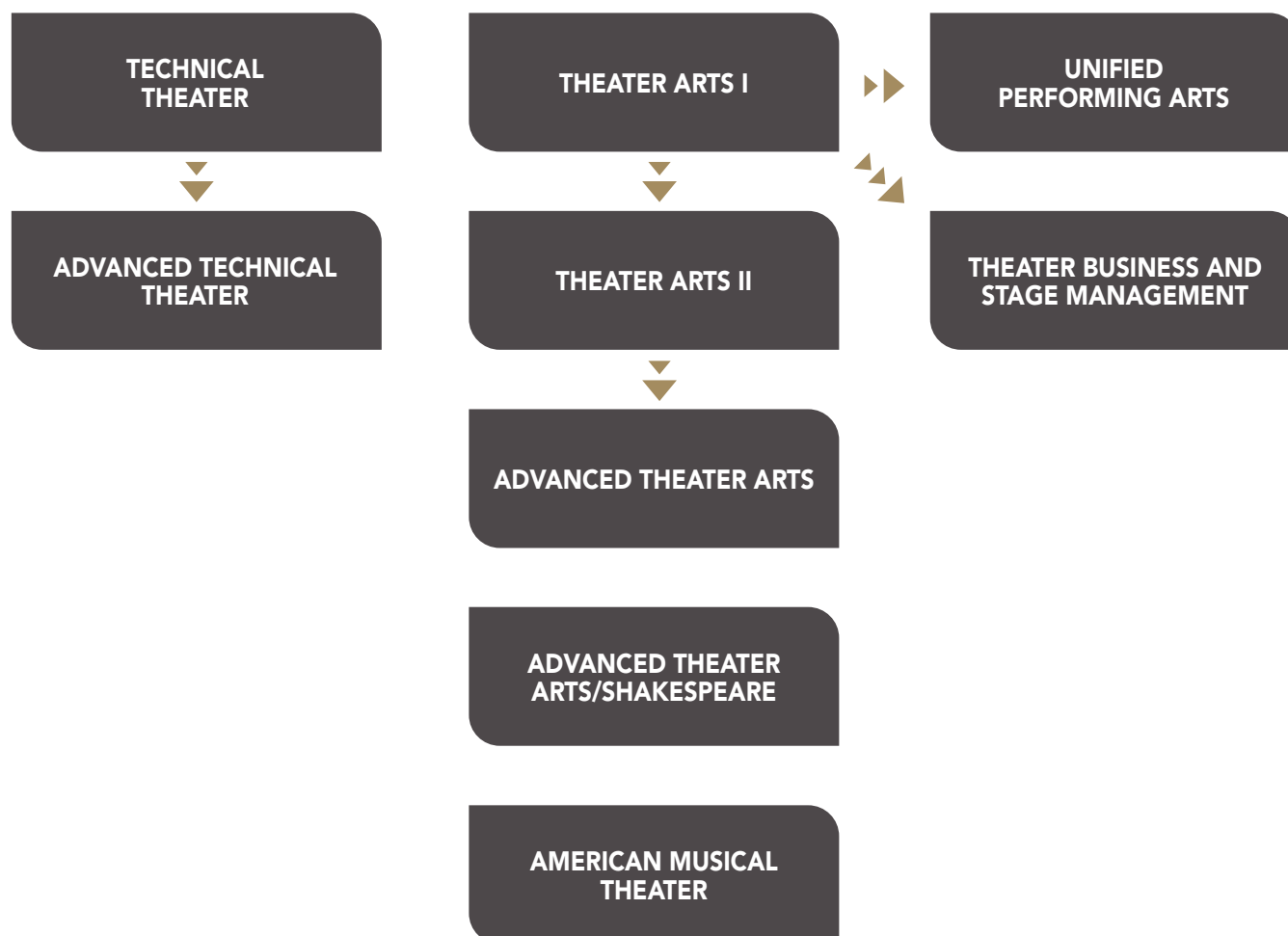
CTE: MEDIA PRODUCTIONS COURSE PATHWAYS

Students begin with the introductory course Digital Photography I, and then they may choose to continue to Digital Photography II and Advanced Digital Photography, or they may choose to take Video Production I, then progress to Video Production II, and finally Advanced Video Production.

CTE: MEDIA PRODUCTIONS

| DIGITAL PHOTOGRAPHY I | | | AZ210SX |
|---|--------------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students learn basic techniques and processes of digital photography. Different photography techniques will be explored as well as image manipulation with computer software. Students learn to take, edit, and discuss their images. | | | |
| Prerequisite: None | | | |
| DIGITAL PHOTOGRAPHY II | | | AZ311SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students continue to build on the skills and concepts learned in Digital Photography I. They work to develop their own individual style and explore more advanced digital techniques with editing software. Advanced composition approaches will be explored. | | | |
| Prerequisite: Digital Photography I | | | |
| ADVANCED DIGITAL PHOTOGRAPHY | | | AZ402SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students continue to build on the skills and concepts learned in Digital Photography I and II. They continue to develop and enhance their own individual photography style by using advanced digital software techniques. Students will study the history of photography and create photos based on the style characteristics of exemplar photographers. Students will create a portfolio of their own work. | | | |
| Prerequisite: Digital Photography II | | | |
| VIDEO PRODUCTION I | | | NP202SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will learn how to write, perform, act out, and edit a variety of kinds of scripts in the audio-visual medium. The kinds of scripts include commercials and promos for real products and services, documentaries, short features, translation of literature into the video medium, training tapes, special events, video serenades, and anything else that might come their way through a partnership with a small group of advanced business management students. In addition, students will analyze and evaluate currently existing video products so as to become more critical consumers of, or professionals in video production. Finally, the course will cover the elements of cinematography, computer graphics, and an awareness of related careers through business partnership activities. | | | |
| Prerequisite: Digital Photography I | | | |
| VIDEO PRODUCTION II | | | NP210SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Students will continue to improve media designing skills acquired in Video Production. Coursework will include focused study of the Pre-Production process, techniques for high quality production, as well as extensive exposure to a variety of post-production tools. | | | |
| Prerequisite: Video Production I | | | |
| ADVANCED VIDEO PRODUCTION | | | NP402SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Advanced Video Productions students learn to design and create dynamic media at a professional level. Coursework will build off the skills acquired in Video Productions with emphasis on using professional HD video and audio equipment to create a variety of real-world productions. | | | |
| Prerequisite: Video Production II | | | |

DRAMA



DRAMA COURSE PATHWAYS

Students may begin with the introductory course Technical Theater and progress to Advanced Technical Theater. Or, students may begin with the introductory course Theater Arts I, then progress to Theater Arts II, and then progress to Advanced Theater Arts.

Students may take Unified Performing Arts after gaining experience in a previous theater course.

Theater Business and Stage Management, Advanced Theater Arts/Shakespeare, and American Musical Theater may all be taken after successfully auditioning.

| THEATER ARTS I | | | ND201SX |
|--|--------------------|------------------------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| This is a semester course in the foundation of theater. The course will include exploring the production aspects of theater, understanding theater history, and learning beginning acting concepts. | | | |
| Prerequisite: None | | | |
| THEATER ARTS II | | | ND301SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| This one semester course is designed to develop basic techniques in the follow areas: voice, movement, acting, script analysis and interpretation, character development and students will create theatre for children. | | | |
| Prerequisite: Theater Arts I | | | |
| ADVANCED THEATER ARTS | | | ND401SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| In this advanced course the curriculum is designed to meet student needs in the following areas: Theories of acting, directing, play production, script analysis and advanced acting techniques. This class will be involved in live production. This class is for serious acting students. | | | |
| Prerequisite: Theater Arts II | | | |
| TECHNICAL THEATER | | | ND302SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| In this course students will study the practical application in the following: theater spaces, design, set construction, painting techniques, lighting, sound, props, costumes, make-up, and publicity. Specific course work will be determined by the experience level of the student. 20 lab hours are required outside of regular class schedule. | | | |
| Prerequisite: None | | | |
| ADVANCED TECHNICAL THEATER | | | ND309SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This course is for the technical theater student who has successfully completed Technical Theater. It includes hands-on practical application of the following: theater spaces, design, set construction, painting techniques, lighting, sound, properties, costuming, make-up and publicity. 40 lab hours outside of class on technical aspects of the current production are required. Specific course work will be determined by the experience and ability level of the student. | | | |
| Prerequisite: Technical Theater and interview. Please see instructor. | | | |
| ADVANCED THEATER ARTS/SHAKESPEARE | | | ND303SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| Students in this class will study Shakespearean literature and acting styles. The final project will be a main stage production for the public. | | | |
| Prerequisite: Audition. Please see instructor. | | | |
| AMERICAN MUSICAL THEATER | | | ND306SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This class will study acting techniques specific to musical theater performance, as well as the literature and history of the American Musical. The final project will include a main stage production for the public, written analysis, and independent performances throughout the semester. | | | |
| Prerequisite: Audition. Please see instructor. | | | |

DRAMA

| THEATRE BUSINESS AND STAGE MANAGEMENT | | | ND402SX |
|---|------------------------|----------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This class will address the business of theatrical administration. Topics of study, themes, skills, etc. Producing: creating a season. Stage Managing: pre-production planning rehearsal planning, rehearsal process, production week, production. Marketing: fundraising, publicity, programs Bookkeeping: budgets, contracts, royalties, ticket sales House Management: box office, ushers | | | |
| Prerequisite: Theater Arts I and interview. Please see instructor. | | | |
| UNIFIED PERFORMING ARTS | | | AZ213SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | Repeat for Credit: Yes | | |
| Dedicated to promoting inclusion through shared theater training and performance, Unified Theater joins students with and without intellectual disabilities as they rehearse and perform a variety of theater works. Modeled after Special Olympics Unified Champion Schools opportunities, this class was inspired by a simple principle; learning and working together is a quick path to friendship and understanding. | | | |
| Prerequisite: Theater Arts I and interview. Please see instructor. | | | |

GRADUATION REQUIREMENT - 1 CREDIT

WELLNESS SKILLS I



WELLNESS SKILLS II

OR

SALUD II

ELECTIVE

SPORTS MEDICINE

HEALTH COURSE PATHWAY

Students take Wellness Skills I during 9th grade and then progress to taking Wellness Skills II in 11th grade; students who are Spanish speakers or in the Dual Language program may opt to take Salud II instead of Wellness Skills II. Sports Medicine is an elective that may be taken at any time after the prerequisite is met.

| WELLNESS SKILLS I | | HZ201SX | |
|---|-----------------------|----------|--|
| Credit: 0.5 | Grade Level: 9 | NCAA: No | |
| Meets Requirements: Health | Repeat for Credit: No | | |
| Wellness Skills for Life is a required course designed to help students gain health literacy. Health Literacy is the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health. Health Education teaches students the skills to lead a healthy lifestyle. | | | |
| Prerequisite: None | | | |

| WELLNESS SKILLS II | | HZ202SX | |
|---|-----------------------|----------|--|
| Credit: 0.5 | Grade Level: 11 | NCAA: No | |
| Meets Requirements: Health | Repeat for Credit: No | | |
| Wellness Skills for Life is a required course designed to help students gain health literacy. Health Literacy is the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health. Health Education teaches students the skills to lead a healthy lifestyle. Wellness II builds upon the skills that have been taught in Wellness I. | | | |
| Prerequisite: Wellness Skills I | | | |

| SALUD II | | HZ206SX | |
|--|-----------------------|----------|--|
| Credit: 0.5 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Health | Repeat for Credit: No | | |
| This is the same course as Wellness Skills II but is taught entirely in Spanish. | | | |
| Prerequisite: Wellness Skills I | | | |

| SPORTS MEDICINE | | HV304SX | |
|---|-----------------------|----------|--|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| This course is for future physical therapists, physicians, athletic trainers, or anyone interested in a future in Health Services. This course is an application of aspects of Biology, Human Biology, and previous Health courses. Students gain an understanding of human anatomy, physiology, kinesiology, and rehabilitation techniques as they make evaluations and develop positive lifelong health habits. | | | |
| Prerequisite: Wellness Skills I | | | |

HIGHER EDUCATION AND CAREER PATH SKILLS

GRADUATION REQUIREMENT - .5 CREDITS*

**Class of 2027 and beyond*

HIGHER EDUCATION
AND CAREER PATH SKILLS

HIGHER EDUCATION AND CAREER PATH SKILLS

| HIGHER ED AND CAREER PATH SKILLS | | | XC301SX |
|--|-----------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 11 | NCAA: No | |
| Meets Requirements: Higher Ed and Career Skills | | Repeat for Credit: No | |
| This semester-long course is a graduation requirement. It helps students plan for college and careers, learn about financial aid, write resumes, practice interviews, and gain workplace skills through projects and guest speakers. | | | |
| Prerequisite: None | | | |

LANGUAGE ARTS

GRADUATION REQUIREMENT - 4 CREDITS

9th

ENGLISH LANGUAGE
ARTS 9

OR

PRE-AP ENGLISH I

AND

ARTES DE LENGUAJE 9

*Must be taken in conjunction with
required English Language Arts
course.*

10th

ENGLISH LANGUAGE
ARTS 10

OR

AP SEMINAR

AND

ARTES DE LENGUAJE 10

*Must be taken in conjunction with
required English Language Arts
course.*

11th

ENGLISH
LANGUAGE
ARTS 11

OR

AP ENGLISH
LANGUAGE

OR

AP ENGLISH
LITERATURE

INTRO A LA LITERATURA
HISPANOAMERICANA

12th

ENGLISH
LANGUAGE
ARTS 12

OR

AP ENGLISH
LITERATURE

OR

COLLEGE
WRITING

ELECTIVES

CREATIVE WRITING I

CREATIVE WRITING II

MYTHOLOGY

WORLD MYTHOLOGY

LANGUAGE ARTS COURSE PATHWAYS

In 9th grade, students may take English Language Arts (ELA) 9 or Pre-AP English I. Students who are Spanish speakers or in the Dual Language program may concurrently enroll in Artes de Lenguaje 9.

In 10th grade, students may take ELA 10 or AP Seminar. Students who are Spanish speakers or in the Dual Language program may concurrently enroll in Artes de Lenguaje 10.

In 11th grade, students may take ELA 11, AP English Language and Composition, or AP English Literature and Composition. Students who are Spanish speakers or in the Dual Language program may concurrently enroll in Intro a la Literatura Hispanoamericana.

In 12th grade, students may take ELA 12, AP English Language and Composition, AP English Literature and Composition, or College Writing.

10th through 12th graders may take ELA electives (Creative Writing I/II, Mythology/World Mythology) at any time concurrent with their grade-level ELA course.

LANGUAGE ARTS

| ENGLISH LANGUAGE ARTS 9 | | LW201S1/LL201S2 |
|---|----------------|-----------------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No |
| English Language Arts 9 is a year-long English course. Emphasis will be placed on expository composition skills and standards. A study of short literary texts will be included with an emphasis on demonstrating general knowledge and developing interpretations. Students will also study the content and structure of a variety of texts. Students will engage in the study of literary analysis. | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | |
| Prerequisite: None | | |

| PRE-AP ENGLISH I | | LL220S1/S2 |
|--|----------------|-----------------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No |
| Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students’ current work and essential for students’ future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses. | | |
| Prerequisite: None | | |

| ARTES DE LENGUAJE 9 | | LW204S1/LL204S2 |
|--|----------------|-----------------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No |
| Spanish Language Arts 9 is a year-long course that integrates the 9th-grade Common Core ELA standards with an emphasis on developing advanced skills in reading, writing, speaking, and listening. Students will engage deeply with authentic Spanish texts to analyze themes, central ideas, and authorial techniques, as well as to evaluate arguments and claims. The course emphasizes the study of literary and informational texts, focusing on how authors develop complex characters, structure arguments, and use language to convey meaning and tone. Students will develop their composition skills through expository, narrative, and analytical writing, while collaborative discussions and presentations will provide opportunities to refine oral communication. As part of the Dual Language program, this course highlights the linguistic and cultural richness of Spanish-speaking communities, encouraging students to explore diverse cultural perspectives. Research projects and close textual analysis will further enhance students’ academic language proficiency and critical thinking skills, preparing them to engage with complex texts and ideas in both academic and real-world contexts. | | |
| Prerequisite: Must be taken in conjunction with required English Language Arts course. | | |

| ENGLISH LANGUAGE ARTS 10 | | LW301S1/LL301S2 |
|---|-----------------|-----------------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No |
| English Language Arts 10 is a year-long English Course. Emphasis will be placed on argumentative composition skills and standards. A study of informational and literary text will be included with a focus on developing interpretations. Students will also study examining content and structure of literary text. | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | |
| Prerequisite: None | | |

LANGUAGE ARTS

| AP SEMINAR | | LL327S1/S2 |
|--|-----------------------|------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. This course does the following: Engages a wide range of students. The project-based learning model makes the course more relevant for more students. A more diverse group of students take and are successful in AP Seminar than any other AP course. It builds relevant skills: Students build skills foundational to college and career success, including investigating topics, conducting research, and presenting. They work in teams to investigate a real-world or academic problem and present an argument for their proposed solution. Improves outcomes: Taking AP Seminar in grade 10 specifically sets students up for future high school success. When compared with their peers, 10th-grade AP Seminar students on average have higher exam scores than students who take the AP Seminar Exam in grade 11. And they earn higher scores on AP English, history, and government exams taken in grades 11 and 12. Regardless of when they take the course, AP Seminar students are more likely to achieve higher first-year college GPAs and persist in college. And AP Seminar scores are more similar across White, Black, and Hispanic students than any other AP course. | | |
| Prerequisite: None | | |

| ARTES DE LENGUAJE 10 | | LW304S1/LL304S2 |
|--|-----------------------|-----------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| Spanish Language Arts 10 builds on the skills developed in SLA 9, integrating 10th-grade Common Core ELA standards with advanced proficiency in reading, writing, speaking, and listening in Spanish. Students will continue to engage with authentic Spanish texts to analyze complex themes, evaluate arguments, and refine their understanding of how authors develop ideas and use language to shape meaning and tone. The course includes a focus on literary and informational texts, advanced composition in various forms, and collaborative discussions to enhance oral and written communication. As part of the Dual Language program, it emphasizes exploring diverse cultural perspectives and fostering critical thinking. Additionally, the course embeds preparation for the AP Spanish Language and Culture Exam. Students will practice interpreting authentic materials, writing cohesive essays, delivering spoken presentations, and participating in simulated conversations. These activities are designed to strengthen their academic and cultural proficiency, equipping them for success in the AP exam and beyond. | | |
| Prerequisite: Must be taken in conjunction with required English Language Arts course. | | |

| ENGLISH LANGUAGE ARTS 11 | | LW401S1/LL401S2 |
|--|-----------------------|-----------------|
| Credit: 1.0 | Grade Level: 11 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| English Language Arts 11 is a year-long English course. Emphasis is placed on the content and structure of a variety of both informational and literary texts. Students will develop skills related to writing a variety of argumentative texts. Students will also study the craft and structure of literary and informational texts, along with writing a range of text types, for a variety of purposes – specifically argumentation. | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | |
| Prerequisite: None | | |

| AP ENGLISH LANGUAGE AND COMPOSITION | | LW503S1/S2 |
|---|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| AP English Language and Composition is an intensive study of writing, argumentation, and analysis. Students will read and explore various forms of rhetoric and argument, write analytical and argumentative essays, and develop techniques for dealing with on-demand writing prompts. While the focus of this course is writing, students will read several major literary texts during the course. This course is designed for the college bound student and offers college credit at many universities based on a student's AP test scores. | | |
| Students are expected to take the AP Exam in May. | | |
| Prerequisite: English Language Arts 10 | | |

LANGUAGE ARTS

| ENGLISH LANGUAGE ARTS 12 | | | LW403S1/S2 |
|--|-----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 12 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| English Language Arts 12 is a year-long English course. This is a culminating course focused on preparing students for college and/or career. Emphasis is placed on the content and structure of a variety of both informational and literary texts. Students will write in a variety of modes for college and career readiness. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: English Language Arts 11 | | | |

| COLLEGE WRITING | | | LW504C1/C2 |
|--|--------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| This course will parallel the Western Oregon University (WOU) series of WR121 (4 credits), WR122 (4 credits). This course covers expository writing, argumentative writing, and research writing and prepares students for writing required in college. Those students wishing to get WOU credit must pay the registration fee, and it is highly recommended that they purchase their own books. | | | |
| College Credit is offered through WOU; see instructor for details. | | | |
| Prerequisite: None | | | |

| AP ENGLISH LITERATURE AND COMPOSITION | | | LL503S1/S2 |
|--|--------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| This is a high-level, college-preparatory English class that is designed for highly motivated and advanced students of English in Grade 12. Students experience extensive vocabulary development, become proficient writers of expository prose, become skilled as literary critics, and broaden their acquaintance of literary classics. There are units in expository prose, poetry, the novel, the short story, and drama. Emphasis will also be placed on preparing students to take the Advanced Placement English test for college credit. | | | |
| Students are expected to take the AP Exam in May. | | | |
| Prerequisite: English Language Arts 10 | | | |

| INTRO A LA LITERATURA HISPANOAMERICANA | | | LW415S1/LL415S2 |
|--|--------------------|-----------------------|-----------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| This class will provide students with a foundation in literary analysis by focusing on contemporary Spanish literature. Emphasis will be on high-level reading comprehension and literary analysis. Students will increase their familiarity with terminology and concepts useful in writing about literature. | | | |
| Prerequisite: Artes de Lenguaje 10 | | | |

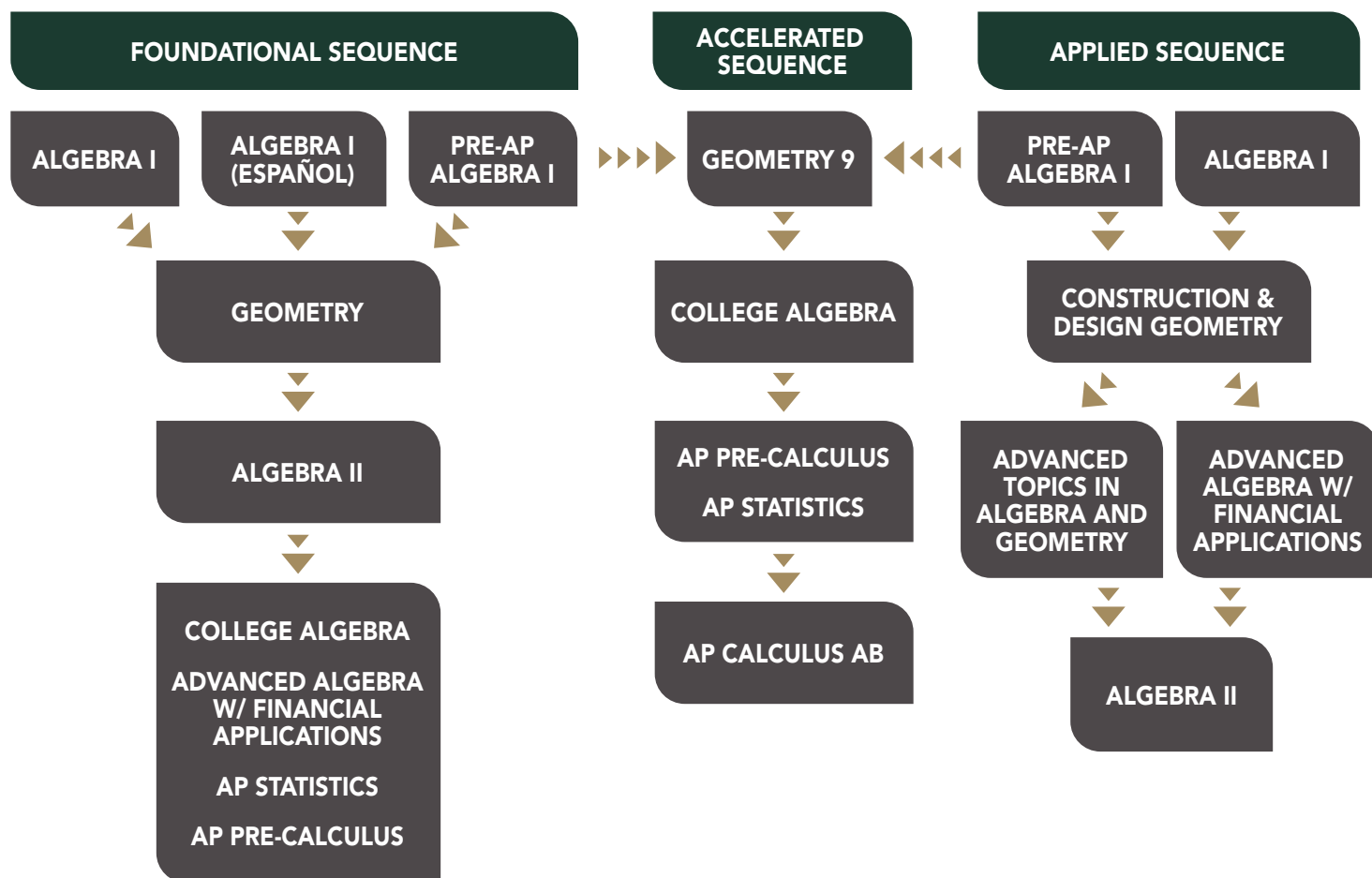
| CREATIVE WRITING I | | | LW306SX |
|--|--------------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| This course is designed to meet the needs of all students in grades 10 through 12 who show an interest in developing their skills in writing creatively. Students will spend the majority of their time writing creatively in such areas as short stories, screenplays, essays, poetry, etc. In addition, they will be expected to read and discuss models from recognized authors as well as their own efforts. | | | |
| Prerequisite: Must be taken in conjunction with required Language Arts course | | | |



LANGUAGE ARTS

| CREATIVE WRITING II | | LW404SX |
|---|------------------------------|------------------|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| The purpose of this course is to introduce students to the workshop method of writing, provide students an opportunity to write in a variety of genres, and to provide students with a variety of opportunities to improve their writing through study of mentor texts and writing opportunities. | | |
| Prerequisite: Must be taken in conjunction with required Language Arts course; Creative Writing I | | |
| MYTHOLOGY | | LL308SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| This class studies classical Greek and Roman mythology to develop an understanding of the archetypal patterns that form the basis of western thought, culture, and literature. Classical mythology studies the influences of Greco-Roman archetypes on history, religion, psychology, art, astronomy, and philosophy, as well as literature. | | |
| Prerequisite: Must be taken in conjunction with required Language Arts course | | |
| WORLD MYTHOLOGY | | LL311SX |
| Credit: 0.5 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | |
| World Mythology is a lively and engaging class with a focus on world myths and understanding the archetypal patterns from these stories that range through a variety of cultures. World mythology studies the influences of these archetypes on history, religion, psychology, art, astronomy and philosophy, as well as literature and their effects on modern society | | |
| Prerequisite: Must be taken in conjunction with required Language Arts course | | |

MATHEMATICS



Students may move from one sequence to another as long as they meet prerequisites.

MATHEMATICS COURSE PATHWAYS

9th grade students may begin at different points with math and move between the pathways as their skill and knowledge develops in order to support their future goals.

Students following the foundational sequence path will begin with Algebra I may take Algebra I, Algebra I in Spanish, or Pre-AP Algebra I. After that they may progress to Geometry, then progress to Algebra II, and then progress to either College Algebra, Advanced Algebra with Financial Applications, AP Statistics, or AP Pre-Calculus.


An applied sequence path for students beginning with Algebra I that is more application based may progress to Construction Design Geometry (10th grade only), and then progress to either Advanced Topics in Algebra and Geometry or Advanced Algebra with Financial Applications, and then they may progress to Algebra II.

9th Grade students who have proficiency in Algebra I may follow the accelerated sequence that begins in Geometry (9), then progress to College Algebra, then progress to either AP Statistics or AP Pre-Calculus, and then they may progress to AP Calculus.

MATHEMATICS

| ALGEBRA I | | MA201S1/S2 |
|---|---------------------------|------------------------------|
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| This course is an extension of linear algebra concepts learned in middle school. Students will learn more about quadratic and exponential equations, inequalities, and functions. This includes finding equivalent forms of expressions and solving equations. This course is aligned to the Common Core State Standards for Mathematics (CCSSM). | | |
| Prerequisite: None | | |
| ALGEBRA I (ESPAÑOL) | | MA206S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| Algebra I focuses on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically numerically, symbolically, and verbally, and using regression techniques to analyze the fit of models to distribution of data. On a daily basis, students use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. | | |
| Prerequisite: None | | |
| PRE-AP ALGEBRA I | | MA307S1/S2 |
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| Pre-AP Algebra I is a rigorous mathematics course that prepares students to pursue higher-level algebra courses with confidence and skill. Through the use of collaborative problem-solving, hands-on activities, real-world projects, students develop strong mathematical reasoning skills and proficiency in algebraic reasoning. | | |
| Prerequisite: None | | |
| GEOMETRY | | MG301S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| Geometry is a yearlong course designed to provide students with a hands-on approach to geometric concepts and problem solving, while reinforcing algebraic concepts. Students will be asked to investigate a variety of topics such as transformations, angles, similarity, trigonometry, polygons, and surface area/volume of solids. | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9 | | |
| Prerequisite: Algebra I, Accelerated Math 8 | | |
| CONSTRUCTION AND DESIGN GEOMETRY | | MA306S1/S2 |
| Credit: 1.0 | Grade Level: 10 | NCAA: No |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| Learners will apply mathematical concepts to building construction situations and design opportunities such as home interior projects and landscaping. Mathematical concepts include critical thinking, problem solving, linear measurements, circles, fraction/decimal conversion, square measurements, volumetric measurements, ratios/factors/proportions, percentages, and right triangle trigonometry. | | |
| Prerequisites: Algebra I | | |
| ADVANCED TOPICS IN ALGEBRA AND GEOMETRY | | MA301S1/S2 |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| Students will study advanced topics not addressed in Algebra I and Geometry and explore topics from Algebra II. A good portion of this course will be spent on the applications of these mathematical concepts. | | |
| Prerequisite: Geometry | | |

MATHEMATICS

| ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS | | | MA302S1/S2 | |
|---|--------------------|-----------------------|--|--|
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes | | |
| Meets Requirements: Math or Elective | | Repeat for Credit: No | | |
| This course is an algebra-based, application-oriented, technology dependent course. It addresses college preparatory mathematics topics from Advanced Algebra, Statistics and Probability under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem-solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. | | | | |
| Prerequisite: Geometry | | | | |
| ALGEBRA II | | | MA401S1/S2 | |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | | |
| Meets Requirements: Math or Elective | | Repeat for Credit: No | | |
| Algebra II deeply explores algebraic concepts. Concepts include but are not limited to exploring functions and other parent graphs, quadratics, exponential, logarithms and inverses, polynomials, and trigonometry. This course meets the basic entrance requirements for most 4-year Universities. | | | | |
| Prerequisite: Geometry | | | | |
| COLLEGE ALGEBRA | | | MA403C1/C2 | |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes |  College Credit Now Cheneketa Community College | |
| Meets Requirements: Math or Elective | | Repeat for Credit: No | | |
| College Algebra builds on concepts from Algebra I, allowing students to go deeper with functions and solving equations. Students investigate non-linear functions, transformations of functions, and they work with more complex equations, inequalities, and expressions. Students will work with quadratic, exponential, piecewise, logarithmic, trigonometric functions, and polynomial functions. This class moves at a quicker pace than Algebra II. Calculator recommended: TI 84 Plus. | | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | | |
| Prerequisite: Geometry (Honors recommended) or Algebra II | | | | |
| AP STATISTICS | | | MS503S1/S2 | |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes | | |
| Meets Requirements: Math or Elective | | Repeat for Credit: No | | |
| This course consists of a full high school academic year of work that is comparable to a one-semester, introductory, non-calculus-based course in colleges and universities. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Major topics include analysis of univariate and bivariate data, designing and conducting studies, probability and simulation, and statistical inference. A graphing calculator is required. | | | | |
| Students are expected to take the AP Exam in May. | | | | |
| Prerequisite: Algebra II | | | | |
| AP PRE-CALCULUS | | | MS401S1/S2 | |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | | |
| Meets Requirements: Math or Elective | | Repeat for Credit: No | | |
| The purpose of this course is to prepare students for AP Calculus AB. Topics to be covered include polynomial, rational, exponential, logarithmic, and trigonometric functions. With each function, students will explore how the graphs can be translated, reflected, and stretched. Other topics that will be covered include series, vectors, mathematical induction, parametric equations, probability, and polar equations. Calculator recommended: TI 84 Plus | | | | |
| Prerequisite: College Algebra | | | | |

MATHEMATICS

| AP CALCULUS AB | | MS501S1/S2 |
|---|---------------------------|------------------------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Math or Elective | | Repeat for Credit: No |
| <p>AP Calculus AB will cover all the topics included in the AP Calculus Framework. Students will learn to develop the notion of the derivative using limits, use the derivative in numerous applications, estimate derivatives from tables and graphs, apply derivative rules and properties, solve separable differential equations, apply the Mean Value Theorem, apply derivatives to solve contextual problems (related rates, optimization, rectilinear motion, growth and decay models). Students will understand the definition of a definite integral involving a Riemann sum, be able to compute definite integrals using geometry, be able to apply the integral to many applications (area, volume, motion). Most importantly, students will learn the relationship between integration and differentiation as expressed by the Fundamental Theorem of Calculus. The rigor and pace of the course will be similar to a college-level calculus course. A graphing calculator is required. Calculator recommended: TI 84 Plus.</p> <p>Students are expected to take the AP Exam in May.</p> | | |
| Prerequisite: AP Pre-Calculus | | |

| CHOIR | BAND | ORCHESTRA | ADDITIONAL MUSIC COURSES |
|--------------------------|-----------------------------|--------------------------------|--------------------------|
| TENOR-BASS CHOIR | BAND (CONCERT) | CONCERT ORCHESTRA | COLOR GUARD |
| SOPRANO-ALTO CHOIR | PERCUSSION ENSEMBLE | SYMPHONY STRINGS (SINFONIETTA) | |
| INTERMEDIATE MIXED CHOIR | ADVANCED BAND (SYMPHONIC) | ADVANCED CHAMBER ORCHESTRA | |
| ADVANCED CONCERT CHOIR | INTERMEDIATE JAZZ 2 | ADVANCED SYMPHONY ORCHESTRA | |
| ADVANCED SELECT CHOIR | ADVANCED JAZZ I | | |
| CLASS VOICE | ADVANCED WIND ENSEMBLE | | |
| | ADVANCED SYMPHONY ORCHESTRA | | |

MUSIC COURSE PATHWAYS

Choir courses are based on student voice and/or auditions and may require/recommend students to take multiple courses concurrently. The choir courses offered are: Tenor-Bass Choir, Soprano-Alto Choir, Intermediate Mixed Choir, Advanced Concert Choir, Advanced Select Choir, and Class Voice.

Band courses are based on student ability and/or auditions and may require/recommend students to take multiple courses concurrently. The Band courses offered are: Band (Concert), Percussion Ensemble, Advanced Band (Symphonic), Intermediate Jazz 2, Advanced Jazz I, Advanced Wind Ensemble, and Advanced Symphony Orchestra.

Orchestra courses are based on student ability and/or auditions and may require/recommend students to take multiple courses concurrently. The Orchestra courses offered are: Concert Orchestra, Symphony Strings (Sinfonietta), Advanced Chamber Orchestra, and Advanced Symphony Orchestra.

Color Guard is also offered.

| TENOR-BASS CHOIR | | | UC201S1/S2 |
|---|--------------------|------------------------|------------|
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| Open to students interested in singing music for tenor and bass voices. Instruction will focus on the development of individual and group technique, the ability to carry one's own part independently, music reading skills, and preparation of music for public performance. Students are required to participate in some performances both during and outside of the school day as part of the course work. | | | |
| Prerequisite: Tenor/Bass | | | |
| SOPRANO-ALTO CHOIR | | | UC202S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| Open to students interested in singing music for treble voices. Instruction will focus on the development of individual and group technique, the ability to carry one's own part independently, music reading skills, and preparation of music for public performance. Students are required to participate in some performances both during and outside of the school day as part of the course work. | | | |
| Prerequisite: Soprano/Alto | | | |
| INTERMEDIATE MIXED CHOIR | | | UC205S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This treble ensemble (SSAA) is comprised of female soprano and alto singers in grades 9-12. The female choir will rehearse and perform a variety of genres from treble vocal repertoire. Development of proper vocal technique and skills related to music literacy will be addressed. A system of choral markings will further cognitive development of musical preparation and interpretation. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED CONCERT CHOIR | | | UC302S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This mixed ensemble (SATB) is open to students in grades 10-12. Curriculum for this choir will include advanced vocal techniques for healthy singing, sight reading skills and comprehensive music literacy. Choir of the Titans will perform through various forms of concertizing, including performances at West Salem High School's auditorium, area festivals and competitions, as well as local and national tours. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED SELECT CHOIR | | | UC301S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This choir studies literature mainly pertaining to genres of jazz; however other styles of music will be utilized to allow a comprehensive chamber experience. Students enrolled in Soundscape must be concurrently enrolled in Choir of the Titans, pending results of audition. Students interested in playing in the rhythm section (string bass, trap set, piano, guitar) may also audition for this course. | | | |
| Prerequisite: Must audition | | | |
| CLASS VOICE | | | UC303SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This course is a vocal music class for students who want to develop their individual skills in singing in a group setting. Students will develop their range, tone quality, pitch awareness, correct breathing, diction, and stage presence through solo song literature. | | | |
| Prerequisite: Must audition | | | |

| BAND (CONCERT) | | | UB201S1/S2 |
|--|------------------------|----------|------------|
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This course explores and performs wind band literature at the intermediate level. Individual and ensemble skills will be developed. This is a year-long course covering both marching and concert seasons and is open to students by audition only. All rehearsals and performances outside of the class will be required. | | | |
| Prerequisite: Must audition | | | |
| PERCUSSION ENSEMBLE | | | UB202SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This course is open to students who want to study percussion technique and literature. All percussion students take this course year-long and are not in the other band classes. All rehearsals and performances outside of the class will be required. Entrance into the class is by permission of the instructor only. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED BAND (SYMPHONIC) | | | UB301S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This course explores and performs wind band literature as well as ensemble skills at the intermediate-advanced level. This is a year-long course covering both marching and concert seasons and is open to students by audition only. All rehearsals and performances outside of the class will be required. | | | |
| Prerequisite: Must audition | | | |
| INTERMEDIATE JAZZ 2 | | | UB203S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| Designed for the high school jazz band musician, this year-long class is open to students with the instructor's permission, which may include an audition. Out of class rehearsals and performances may be required. Students enrolled in this course must be enrolled in a concert ensemble concurrently. This class meets daily before school. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED JAZZ 1 | | | UB303S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This course explores and performs jazz band literature at an advanced level. Jazz style and improvisation will be developed. Students enrolled in Jazz band must be concurrently enrolled in a large instrumental ensemble. All rehearsals and performances outside of class will be required. This class meets daily before school. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED WIND ENSEMBLE | | | UB304S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This course explores and performs wind band literature at the highest level. The individual and ensemble skills developed and achieved will be at the most advanced level. This is a yearlong course covering both marching and concert seasons and is open to students by audition only. All rehearsals and performances outside of the class will be required. | | | |
| Prerequisite: Must audition | | | |

| CONCERT ORCHESTRA | | | US201S1/S2 |
|---|-------------------|------------------------|------------|
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| Called "Concert Orchestra", this course is the entry level orchestra at WSHS. Students are expected to play at an intermediate level. Students rehearse many styles of classical and some contemporary music. Analytical skills, music theory and history are integrated into this class. Rehearsals, sectionals, and performances outside of regular class time will be required. | | | |
| Prerequisite: Prior playing experience | | | |
| SYMPHONY STRINGS (SINFONIETTA) | | | UM304S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| Called "Sinfonietta", this course is an advanced level orchestra at WSHS. Students rehearse many styles of classical and some contemporary music. Analytical skills, music theory and history are integrated into this class. Rehearsals, sectionals, and performances outside of regular class time will be required. Concurrent enrollment in Advanced Symphony Orchestra is strongly encouraged. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED CHAMBER ORCHESTRA | | | US401S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| Called "Chamber Orchestra", this is the most advanced orchestra offering students intense training and performance experience. Analytical skills, music theory and history are integrated into this class. Rehearsals, sectionals, and performances outside of regular class time will be required. Fair Use Fee is assessed at the start of the year. Students must also be enrolled in Advanced Symphony Orchestra. | | | |
| Prerequisite: Must audition | | | |
| ADVANCED SYMPHONY ORCHESTRA | | | US402SX |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This class combines the most advanced strings, wind, brass, and percussion at WSHS. Literature covered is extremely advanced. Focus is on performances and competitions held in the spring. Performances and rehearsals outside of class are required. Students must be concurrently enrolled in an orchestra or band class. | | | |
| Prerequisite: Must audition | | | |
| COLOR GUARD | | | UB204SX |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: Yes | |
| This course is open to students who will be performing on flag or rifle with the marching band and/or winter guard. Entrance into the class is by audition and instructor's permission only. Performances and rehearsals outside of class time will be required. This is a year-long course. First semester covers marching band, second semester covers winter guard. | | | |
| Prerequisite: Must audition | | | |

PERSONAL FINANCIAL EDUCATION

GRADUATION REQUIREMENT - .5 CREDITS*

**Class of 2027 and beyond*

PERSONAL FINANCIAL EDUCATION

EDUCACIÓN PERSONAL FINANCIERA

PERSONAL FINANCIAL EDUCATION COURSE PATHWAYS

During the 25-26 school year, Personal Finance Education is a requirement for graduation for all 10th and 11th grade students. Students may take Personal Finance, or if they would like to study in Spanish, they can take Educacion Personal Financiera as part of the Dual Language program. Introduction to Business, Banking and Financial Literacy, and AVID IV will also meet the graduation requirement.

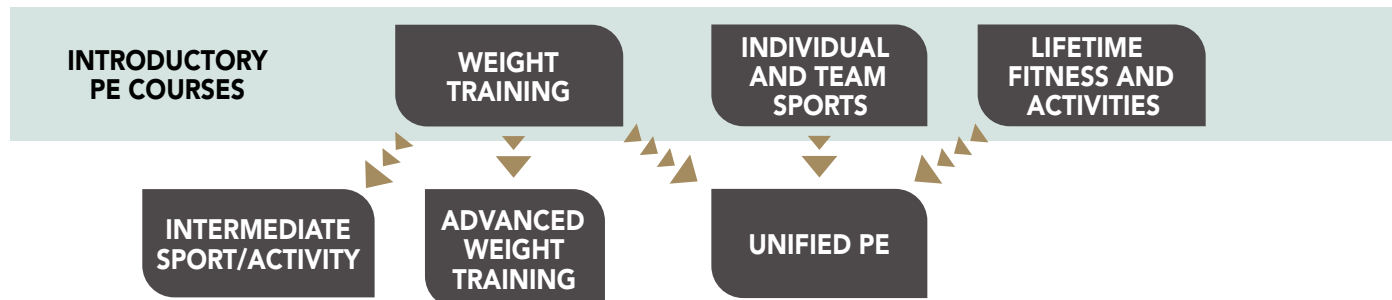
PERSONAL FINANCIAL EDUCATION

| PERSONAL FINANCIAL EDUCATION | | | PF201SX |
|--|--------------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 10-11 | NCAA: No | |
| Meets Requirements: Personal Financial Education or Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| | | | |
| This semester-long, 0.5-credit course meets Oregon’s Personal Finance Education graduation requirement. Students learn budgeting, saving, investing, and credit management. Hands-on activities and real-life examples help students build important skills for smart money choices and future financial independence. | | | |
| Prerequisite: None | | | |

| EDUCACIÓN PERSONAL FINANCIERA | | | PF202SX |
|--|--------------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 10-11 | NCAA: No | |
| Meets Requirements: Personal Financial Education or Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| This is the same course as Personal Financial Education but is taught entirely in Spanish. | | | |
| Prerequisite: None | | | |

PHYSICAL EDUCATION

GRADUATION REQUIREMENT - 1 CREDIT



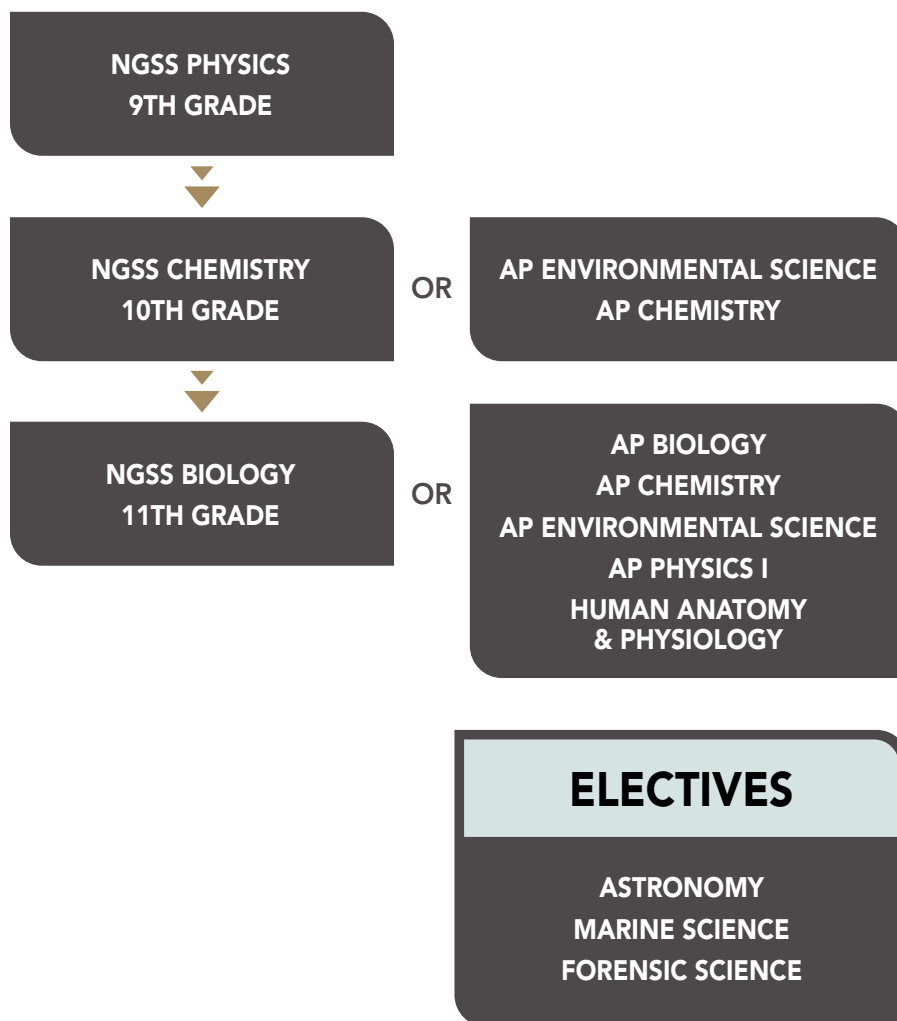
PHYSICAL EDUCATION COURSE PATHWAYS

Students may choose to begin their Physical Education studies in Weight Training, Individual and Team Sports, or Lifetime Fitness and Activities. Students looking to take more rigorous Physical Education courses may choose to take Intermediate Sport/Activity or Advanced Weight Training. And, students may choose to complete the application to be considered for being a Unified PE partner.

PHYSICAL EDUCATION

| LIFETIME FITNESS AND ACTIVITIES | | | PZ301SX |
|--|--------------------|------------------------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| As an alternative to a regular vigorous Physical Education program, this course focuses on the student's participation in individual sports. These activities are "non-aggressive" recreational PE curriculum. The course is designed for students wanting low intensity physical activities. | | | |
| Prerequisite: None | | | |
| WEIGHT TRAINING | | | PZ303SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| A beginning to intermediate level class focused on the fundamentals of strength training and conditioning. All components of strength and fitness will be addressed including Strength, Power, Agility, Speed, Mobility, and Endurance | | | |
| Prerequisite: None | | | |
| ADVANCED WEIGHT TRAINING | | | PZ402SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| An advanced level class that includes more complex and intense workout programming that builds upon the foundation of regular Weight Training class. | | | |
| Prerequisite: Weight Training | | | |
| INDIVIDUAL AND TEAM SPORTS | | | PZ308SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| This course will focus on the development of motor skills, social behaviors, and strategy concepts in a competitive environment. Students will participate in individual, dual, and team sports as well as fitness activities. Students will also participate in officiating and coaching activities. | | | |
| Prerequisite: None | | | |
| INTERMEDIATE SPORT/ACTIVITY | | | PZ318SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| This course provides refined skill development and will develop understanding of strategy and movement for a specific sport/activity. It will include more advanced cardiovascular, flexibility/mobility, power development, and strength training specific to the sport/activity focus. | | | |
| Prerequisite: None | | | |
| UNIFIED PE | | | PZ102SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| Dedicated to promoting inclusion through shared sports training and competition experiences, Unified PE joins students with and without intellectual disabilities, competing together in a variety of team sports. Modeled after Special Olympics Unified Sports, this class was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. | | | |
| Prerequisite: Application. Please see instructor. | | | |

GRADUATION REQUIREMENT - 3 CREDITS



SCIENCE COURSE PATHWAYS

9th grade students are enrolled in NGSS Physics.

10th grade students may either study NGSS Chemistry or AP Environmental Science or AP Chemistry.

11th grade students may either study NGSS Biology or AP Biology, AP Chemistry, AP Environmental Science, AP Physics I, or Human Anatomy and Physiology.

Students wanting to continue their studies in Science may also choose to concurrently enroll in Astronomy, Marine Science, or Forensic Science along with their grade level Science.

| NGSS PHYSICS | | | SP404S1/S2 |
|--|----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes | |
| Meets Requirements: Science or Elective | | Repeat for Credit: No | |
| NGSS Physics emphasizes the use of mathematical and phenomenological patterns to predict the future and understand the past. Through seven units including patterns and inquiry, texting and driving, energy and engineering, impulses, force and momentum, waves technology, electricity, power production and climate science, and space and the universe, students construct science knowledge by making an initial “wild-guess”, asking questions, planning and conducting experiments, collecting data, finding a mathematical model that fits their data, explaining the phenomenon based on that model, then finally making a data-informed prediction. Students engage in several engineering projects in each course, where they must use the patterns, they discover in their designs to optimize their solutions. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: None | | | |

| NGSS CHEMISTRY | | | SC403S1/S2 |
|---|-----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes | |
| Meets Requirements: Science or Elective | | Repeat for Credit: No | |
| NGSS Chemistry is a year-long high school introductory chemistry course. It meets many of the physical science standards from the Next Generation Science Standards, as well as some earth science standards. Through scientific inquiry, engineering design, and critical thinking, students discover and apply patterns in major Chemistry topics such as atomic structure, periodic trends, chemical reactions, and chemical bonding. Earth science topics relating to weather and climate in the context of chemistry are also explored. An important aim of the course is to challenge and further develop students’ problem-solving skills, scientific literacy and communication skills. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: None | | | |

| NGSS BIOLOGY | | | SB412S1/S2 |
|--|--------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Science or Elective | | Repeat for Credit: No | |
| This lab-based course covers the foundational principles of modern life focusing on molecular processes. The course is framed around the themes of structure and function as well as interaction and change. The Next Generation Life Science standards are covered in this course, with a focus on scientific and engineering practices. Course content will include the studies of biochemistry, cellular processes, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking and analysis are emphasized. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: None | | | |

| HUMAN ANATOMY AND PHYSIOLOGY | | | SB402C1/C2 |
|--|--------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Science or Elective | | Repeat for Credit: No | |
| Human Anatomy and Physiology is a challenging one-credit course designed for juniors and seniors interested in health professions or just wanting to learn about the human body and how it works. Major unifying themes are the complementarities of normal structure and function and homeostasis. The course emphasizes laboratory experiences to introduce and/or reinforce concepts. | | | |
| Willamette Promise is offered; see instructor for details. | | | |
| Prerequisite: None | | | |



the Willamette Promise
Building a strong future for all students.



| AP PHYSICS I | | SP505S1/S2 |
|--|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | Repeat for Credit: No | |
| AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory simple circuits. | | |
| Prerequisite: NGSS Physics and Algebra II (concurrent) | | |
| ASTRONOMY | | SP202SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | Repeat for Credit: No | |
| This class is designed for students interested in Astronomy. Students will gain an understanding of our place in the Universe, the solar system, optics, stellar evolution, deep sky objects and cosmology. They will use computer software and telescope equipment. Students will be evaluated on their practical knowledge of the sky and theoretical knowledge of the Universe. | | |
| Prerequisite: Must be taken in conjunction with required grade level science | | |
| MARINE SCIENCE | | SO301SX |
| Credit: 0.5 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | Repeat for Credit: No | |
| Marine Science provides students with an introduction to the chemical, physical and biological aspects of the marine environment. Students will learn how various chemicals affect the ocean, how currents, tides, and structures in the ocean are interconnected, explore marine ecosystems and the animals that live there, and discuss various threats facing the worlds' oceans. | | |
| Prerequisite: Must be taken in conjunction with required grade level science | | |
| FORENSIC SCIENCE | | SG302SX |
| Credit: 0.5 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | Repeat for Credit: No | |
| Forensics science introduces and develops the skills, understanding and knowledge of scientific processes and their application to forensic science. Topics include physical evidence, crime scene analysis, fingerprint analysis, trace evidence, impression evidence, blood evidence, toxicology, DNA analysis. Students will learn the scientific techniques used in forensic investigation through a variety of class activities: reading and note taking, with an emphasis on analysis through labs and group work. | | |
| Prerequisite: Must be taken in conjunction with required grade level science | | |
| AP BIOLOGY | | SB502S1/S2 |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | Repeat for Credit: No | |
| The AP Biology course is designed for the college bound student who has an interest in pursuing a biological science or related career. The course will enable the student to understand molecules and cells, genetics, evolution, organisms, ecology, populations, and behavior. | | |
| Students are expected to take the AP Exam in May. | | |
| Prerequisite: Chemistry or AP Environmental Science | | |

| AP CHEMISTRY | | SC503S1/S2 |
|---|---------------------------|------------------------------|
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | | Repeat for Credit: No |
| <p>The AP Chemistry course is designed for the college-bound student who has an interest in pursuing a science or related career. The course will enable the student to understand problem solving, experimentation, concepts and processes associated with the properties of matter.</p> <p>Students are expected to take the AP Exam in May.</p> | | |
| Prerequisite: Algebra II and NGSS Chemistry | | |

| AP ENVIRONMENTAL SCIENCE | | SB305S1/S2 |
|--|---------------------------|------------------------------|
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes |
| Meets Requirements: Science or Elective | | Repeat for Credit: No |
| <p>This course will examine current environmental issues from a scientific perspective, and through the study of ecological and sustainable concepts. Topics discussed will include global climate change, agricultural practices, energy alternatives, conservation of resources and pollution. Students will learn to evaluate information from a variety of sources and form opinions. Students will also conduct scientific investigations surrounding the issues.</p> <p>Students are expected to take the AP Exam in May.</p> | | |
| Prerequisite: NGSS Physics and Algebra I | | |

SOCIAL STUDIES

GRADUATION REQUIREMENT - 3 CREDITS

9th

WORLD SOCIAL STUDIES

OR

AP HUMAN GEOGRAPHY

OR

PERSPECTIVAS DEL SIGLO XX PARTE 1

10th

**UNITED STATES
SOCIAL STUDIES**

OR

***AP
US GOVERNMENT
& POLITICS**

OR

**AP HUMAN
GEOGRAPHY**

OR

**PERSPECTIVAS DEL
SIGLO XX PARTE 2**

11th

***US GOVERNMENT
& CIVICS**

OR

AP US HISTORY

OR

**ANY SOCIAL STUDIES
ELECTIVE**

12th

AP EUROPEAN HISTORY

* Meets Civics Graduation requirement for class of 2026 and beyond.

SOCIAL STUDIES COURSE PATHWAYS

9th grade students may take World Social Studies or AP Human Geography, or for students who are Spanish speakers or in the Dual Language program, they may take Perspectivas del Siglo XX parte I.

10th grade students may take United States Social Studies, AP US Government and Politics (which meets the Civics graduation requirement), AP Human Geography, or for students who are Spanish speakers or in the Dual Language program, they may take Perspectivas del Siglo XX parte 2.

11th grade students may take US Government and Civics (which meets the Civics graduation requirement), or they may take AP US History.

12th grade students may choose to continue their studies and take AP European History.

Social Studies electives (History in Cinema, History of WWII, Latino/A/E Histories, Youth and Law [which meets the Civics graduation requirement], Advanced Law, and Black and African Histories may be taken in the 10th through 12th grade years at any time concurrently with the grade-level Social Studies course.

ELECTIVES

HISTORY IN CINEMA

HISTORY OF WWII

LATINO/A/E HISTORIES

***YOUTH AND LAW**

ADVANCED LAW

**BLACK AND AFRICAN
HISTORIES**

HISTORY OF SOCIOLOGY

SOCIAL STUDIES

| WORLD SOCIAL STUDIES | | | DG205S1/S2 |
|--|----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| World Social Studies is an investigation of world history and geography in relation to contemporary world cultures and issues. The course seeks to place contemporary events and circumstances in historical perspective, situating ourselves in the stream of history. The course investigates a variety of topics such as geographic determinism, structures of society, political rights, women, conflict, economic systems, and religion (among potential others), constructing the investigation through a historical lens. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: None | | | |

| PERSPECTIVAS DEL SIGLO XX PARTE 1 | | | DH202S1/S2 |
|---|----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| This is an integrated course that includes the study of civics, economics, world history, US history and geography from 1880 to 1945. This course is intended for the freshman participating in the dual language program and/or students with highly developed academic language and literacy skills in Spanish. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: May replace World Social Studies requirement | | | |

| UNITED STATES SOCIAL STUDIES | | | DG201S1/S2 |
|---|-----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| United States Social Studies is a thematic approach to United States History with the inclusion of geographic, civic, economic lenses. The course includes historical as well as contemporary events, circumstances, and multiple perspectives. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: None | | | |

| PERSPECTIVAS DEL SIGLO XX PARTE 2 | | | DH302S1/S2 |
|--|-----------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| This year-long course surveys United States history from 1945 to the present. Emphasis is on the interaction of people, cultures, and ideas; economic and technological developments; American politics; and the role of the United States in the world. This course is intended for the sophomores participating in the dual language program and/or students with highly developed academic language and literacy skills in Spanish. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: May replace United States Social Studies requirement | | | |

| AP US HISTORY | | | DH502S1/S2 |
|--|--------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| This course provides students with a broad knowledge of the political/diplomatic/military history of the US Economic, social, intellectual, and cultural developments in each era, exposure to a broad range of historical trends, insights on how historians might use input from other disciplines, such as psychology and sociology, and an introduction to a broad range of sources available to the historian: written documents, paintings and maps. | | | |
| Students are expected to take the AP Exam in May. | | | |
| Prerequisite: None | | | |

SOCIAL STUDIES

| AP US GOVERNMENT AND POLITICS | | | DC501S1/S2 |
|--|--------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Civics or Social Science or Elective | | Repeat for Credit: No | |
| This advanced placement course gives an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. Students will learn about various institutions, groups, beliefs, and ideas that have played important roles in the US government and political system. | | | |
| Meets Civics requirement. | | | |
| Students are expected to take the AP Exam in May. | | | |
| Prerequisite: None | | | |

| AP HUMAN GEOGRAPHY | | | DG303S1/S2 |
|--|-------------------|-----------------------|------------|
| Credit: 1.0 | Grade Level: 9-11 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface and serves as an introduction to human geography/cultural geography. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. | | | |
| Students are expected to take the AP Exam in May. | | | |
| Prerequisite: None | | | |

| US GOVERNMENT AND CIVICS | | | DC302SX |
|--|-----------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 11 | NCAA: Yes | |
| Meets Requirements: Civics or Social Science or Elective | | Repeat for Credit: No | |
| This course will be an inquiry-based examination and evaluation of the interrelationship between current events, daily life, and the Constitutional foundation upon which our society is based. Students will have the opportunity to directly apply their Civics understanding to the world around them and prepare to be an engaged member of society. | | | |
| Meets Civics requirement. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: None | | | |

| HISTORY OF WWII | | | DH303SX |
|---|--------------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| This course will cover key military, economic, social, and political elements that led to World War II, and the United States involvement. A historical approach to WWII including analysis of such topics as the causes of war and peace; strategy, tactics and technologies in the major theaters; political and military leadership; and war crimes. | | | |
| Prerequisite: Must be taken in conjunction with required Social Studies course if in grade 11 | | | |

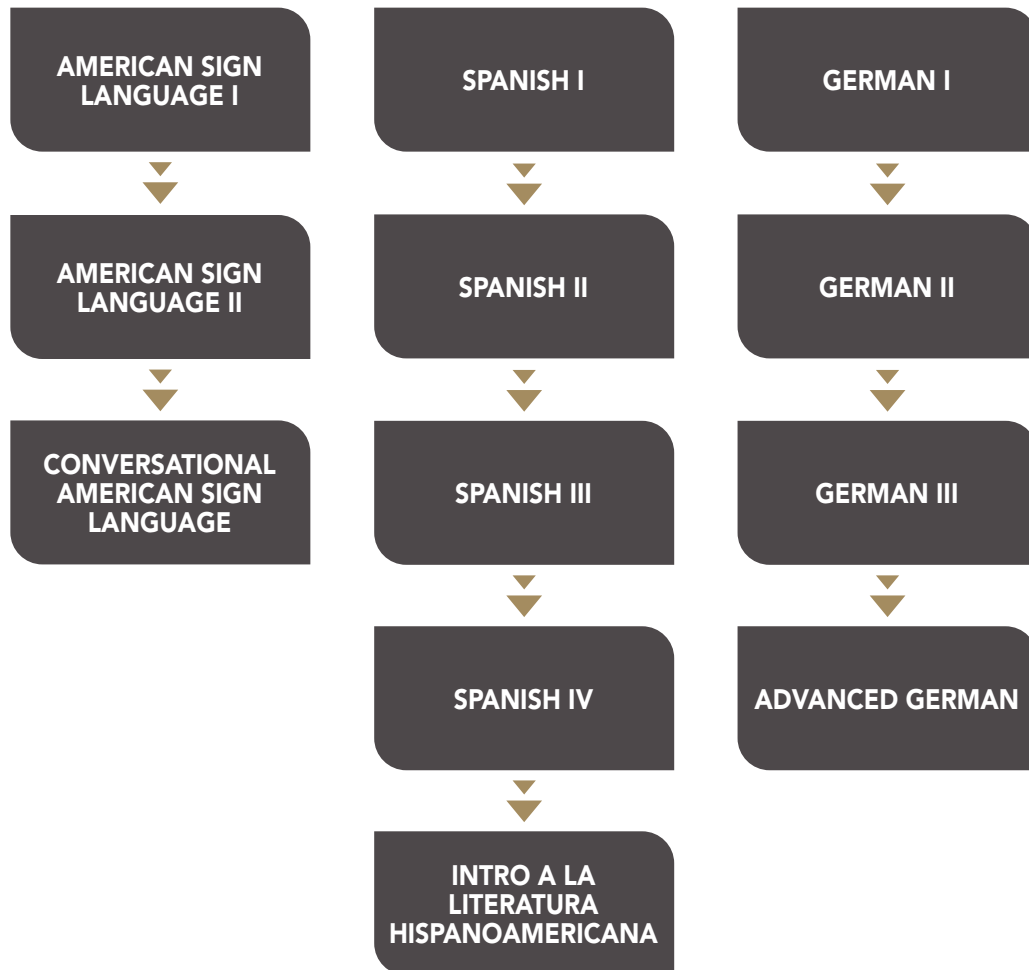
| LATINO/A/E HISTORIES | | | DH314SX |
|---|--------------------|-----------------------|---------|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| In this course, students will learn about the identities, histories, traditions, art and diverse culture of LatinX people and communities within the United States. In addition, students will analyze historical and cultural connections to regions in Latin America. | | | |
| Prerequisite: Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | | | |

SOCIAL STUDIES

| YOUTH AND LAW | | | DC301SX |
|---|--------------------|-----------------------|------------|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Civics or Social Science or Elective | | Repeat for Credit: No | |
| Youth and Law will provide a practical understanding of the legal issues experienced in daily life. The course will help students understand the ideas, processes, and values associated with our federal and state legal systems through a variety of hands-on activities. Students may be involved with Mock Trial, Youth Legislature, and other simulations of legal processes. Students will utilize local legal sources and the courts, police, local attorneys, and others to complete projects. | | | |
| Meets Civics requirement. | | | |
| Prerequisite: None | | | |
| ADVANCED LAW | | | DC303SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| Advanced Law provides students with an interactive discovery of the Oregon Court system in both criminal and civil jurisdictions. Students study the organization and process of deliberating cases in court. Mentors including attorneys, prosecutors, and police assist in exploring the application of law in court. | | | |
| Prerequisite: Youth and Law | | | |
| AP EUROPEAN HISTORY | | | DH503S1/S2 |
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| This Advanced Placement course offers students a broad knowledge of European history from 1450 to the present, as well as those skills involved in the study of history. Individual nations are studied as they relate to the rise of an international world and global economy. Primary and secondary sources expose students to a broad range of historical trends, interpretations, and sources of information. | | | |
| Students are expected to take the AP Exam in May. | | | |
| Prerequisite: None | | | |
| HISTORY IN CINEMA | | | DH304SX |
| Credit: 0.5 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| This class studies key episodes of American History using film and primary sources as key ingredients for instruction. Students will analyze the accuracy and impact of films about our nation's history. | | | |
| Prerequisite: Must be taken in conjunction with required Social Studies course if in grade 11 | | | |
| BLACK AND AFRICAN HISTORIES | | | DH317SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| In this course students will learn about the rich history of Black and African individuals and communities in the United States as part of the African diaspora. It will focus on identity, obstacles, activism, contributions, accomplishments, and celebrations. | | | |
| Prerequisite: Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | | | |
| HISTORY OF SOCIOLOGY | | | DS307SX |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | | Repeat for Credit: No | |
| History of Sociology is a semester long course that analyzes the impact of sociological studies throughout history. Key sociological concepts including behavior patterns of people in groups, the influences of society on the individual, and the cultural implications of sociological studies throughout history will be emphasized throughout the course. The course features a historical overview of sociological studies over the course of history, including units on culture, personality development, deviance, adolescence, class structure, religion, and race relations. History of Sociology will also cover the origins of the science, how it is used in society today, and the implications of this work on the globe. | | | |
| Prerequisite: Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | | | |

WORLD LANGUAGES

Placement based on proficiency with language



WORLD LANGUAGES COURSE PATHWAYS

Students studying American Sign Language (ASL) begin by taking American Sign Language I, then progress to American Sign Language II, and may take Conversational American Sign Language to continue their ASL studies.

Students studying Spanish begin by taking Spanish I, then progress to Spanish II, then progress to Spanish III, and then progress to Spanish IV.

Students studying German begin by taking German I, then progress to German II, then progress to German III, and then progress to Advanced German.

Students with previous experience in the language may begin these sequences at the level that matches their language proficiency.

WORLD LANGUAGES

| AMERICAN SIGN LANGUAGE I | | | FH201S1/S2 |
|---|-----------------------|-----------|------------|
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| ASL I fulfills the foreign language requirement for all state colleges and universities in Oregon. If a student is considering out of state schools, he/she should check with that college or university. This course requires the mastery of signs and phrases used to communicate in sign language. Both receptive and expressive skills will be evaluated weekly through quizzes, class projects, and interviews with the teacher. Testing will also include knowledge of ASL grammatical structure, fingerspelling, and sign vocabulary. Some written homework will be assigned but most homework will require studying new concepts and practicing sign skills outside of class. | | | |
| Prerequisite: None | | | |
| AMERICAN SIGN LANGUAGE II | | | FH301S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| ASL II continues to build on the skills introduced in ASL I. More signs are presented to the student for mastery, previous signs are reviewed, and complex phrases are added. Rules and grammar continue to be reviewed with more emphasis on conversational skills than on isolated signs and phrases. The evaluation process will be similar to ASL I. Receptive and expressive skills will be monitored weekly through the use of class projects, interviews with the teacher, and quizzes. The ability to work with other students in the class will be imperative to achieve success at this level. | | | |
| Prerequisite: American Sign Language I | | | |
| CONVERSATIONAL ASL | | | FH502S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| A one year course that will improve the student 's expressive and receptive ASL skills. Basic ASL signs will be reviewed and new signs will be introduced. Students will interact with other students extensively and perform in front of the class several times throughout the year. | | | |
| Prerequisite: American Sign Language II | | | |
| SPANISH I | | | FS201S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Spanish I - is designed to introduce the student to the Spanish language and the culture of some Spanish-speaking nations. Proficiency in the four skill areas or listening, speaking, reading, and writing are stressed. Some of the topic areas include school, leisure time and activities, family food, home, and city. Students will learn to communicate at a basic level (i.e., name, list, use simple sentences...) in these topic areas. The emphasis is placed on developing the communicative ability to speak about events in the present and past tenses in Spanish. | | | |
| Prerequisite: None | | | |
| SPANISH II | | | FS301S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| Spanish II is a continuation of beginning skills on new topics which may include: past events, future plans, health, animals, etc. Students will expand their knowledge of vocabulary and grammatical structures in order to improve their proficiency in the four skill areas through asking and answering questions, reading, and writing activities. The study of Spanish culture is also emphasized. The emphasis is placed on developing the communicative ability to speak about events in the past and future. | | | |
| Prerequisite: Spanish I | | | |

WORLD LANGUAGES

| SPANISH III | | | FS401S1/S2 | |
|--|--|-------------------|-----------------------|-----------|
| Credit: 1.0 | | Grade Level: 9-12 | | NCAA: Yes |
| Meets Requirements: Fine/Applied Arts or Elective | | | Repeat for Credit: No | |
| Spanish III is an intermediate to upper-intermediate course in which students will continue to improve their proficiency while broadening their knowledge base. A focus at this level is on initiating, sustaining, and closing conversations with increased proficiency. Students will be able to sustain more prolonged discourse, begin to deal with more abstract ideas, and subjective tenses (predict, hypothesize, relate-experiences). They will also study in more depth other Spanish-speaking areas of the world. Students will use the language to explore areas such as history, geography, art and literature. | | | | |
| Prerequisite: Spanish II | | | | |

| SPANISH IV | | | FS501C1/C2 | |
|--|--|-------------------|-----------------------|-----------|
| Credit: 1.0 | | Grade Level: 9-12 | | NCAA: Yes |
| Meets Requirements: Fine/Applied Arts or Elective | | | Repeat for Credit: No | |
| Spanish IV is a year-long course designed for students who have completed three years of high school Spanish and want to deepen their language skills. The course reinforces reading, writing, speaking and listening, with emphasis on practical communication. Students will expand their ability to converse on topics beyond immediate needs, such as personal interest, family, and leisure activities, and work toward speaking with greater accuracy and confidence. Although pauses and language transfer may still occur, students will develop longer, more complex responses. | | | | |
| College Credit Now is offered through CCC; see instructor for details. | | | | |
| Prerequisite: Spanish III | | | | |

| INTRO A LA LITERATURA HISPANOAMERICANA | | | LL415S1/S2 | |
|--|--|--------------------|-----------------------|-----------|
| Credit: 1.0 | | Grade Level: 11-12 | | NCAA: Yes |
| Meets Requirements: Language Arts or Elective | | | Repeat for Credit: No | |
| This class will provide students with a foundation in literary analysis by focusing on contemporary Spanish literature. Emphasis will be on high-level reading comprehension and literary analysis. Students will increase their familiarity with terminology and concepts useful in writing about literature. | | | | |
| Prerequisite: Artes de Lenguaje 9 | | | | |

| GERMAN I | | | FG201S1/S2 | |
|--|--|-------------------|-----------------------|-----------|
| Credit: 1.0 | | Grade Level: 9-12 | | NCAA: Yes |
| Meets Requirements: Fine/Applied Arts or Elective | | | Repeat for Credit: No | |
| German I - introduces students to German culture as they learn basic vocabulary, fundamental grammar necessary for speaking simple sentences, and how to ask and answer questions. Students write sentences, dialogs, short paragraphs, and extended answers in German by the end of the year. Students will learn to introduce and give basic information about them, ask questions, and describe people, objects, or situations, and offer opinions on various topics. | | | | |
| Prerequisite: None | | | | |

| GERMAN II | | | FG301S1/S2 | |
|---|--|--------------------|-----------------------|-----------|
| Credit: 1.0 | | Grade Level: 10-12 | | NCAA: Yes |
| Meets Requirements: Fine/Applied Arts or Elective | | | Repeat for Credit: No | |
| German II continues to expand the basic skill learned in German I, but also broadens the students' abilities to express themselves using future and past tense, as well as complex grammatical structures. Students write more extensively and also develop more advanced speaking skills, and learning practical skills such as traveling through an airport, staying in a youth hostel or going to the post office. | | | | |
| Prerequisite: German I | | | | |

WORLD LANGUAGES

| GERMAN III | | FG401S1/S2 | |
|---|--------------------|-----------------------|--|
| Credit: 1.0 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| German III review concepts, emphasizes more complex language studies, as well as, speaking skills. German poetry, music, art and literature are introduced. The continuation of German III is strongly recommended for college admission. | | | |
| Prerequisite: German II | | | |

| ADVANCED GERMAN | | FG501S1/S2 |
|---|------------------------|------------|
| Credit: 1.0 | Grade Level: 12 | NCAA: Yes |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| Students deepen their reading skills, explore the culture of German in –depth and work on advanced grammar and writing skills. Students will read literature, poetry and explore its place in history as well as reflecting on it personally. Students will continue to develop oral speaking skills, as well as writing reflective or research-based essays. | | |
| Prerequisite: German III | | |

DUAL LANGUAGE

Students participating in Dual Language are encouraged to take 50% (or as close to 50% as offerings and availability allow) of their classes in Spanish.

9th

ARTES DE LENGUAJE 9

**PERSPECTIVAS DEL SIGLO
XX PARTE 1**

ALGEBRA I (ESPAÑOL)

10th

ARTES DE LENGUAJE 10

**PERSPECTIVAS DEL SIGLO
XX PARTE 2**

**EDUCACIÓN PERSONAL
FINANCIERA**

11th

**INTRO A LA LITERATURA
HISPANOAMERICANA**

SALUD II

**HISTORIES
LATINOS/AS/ES**

**EDUCACIÓN
PERSONAL
FINANCIERA**

12th

**HISTORIES
LATINOS/AS/ES**

**MENTORES
ESTUDIANTILES**

DUAL LANGUAGE COURSE PATHWAYS

9th grade students in the Dual Language program, or who are Spanish speakers, are encouraged to take Artes de Lenguaje 9, Perspectivas del Siglo XX parte 1, and Algebra I (Español).

10th grade students in the Dual Language program, or who are Spanish speakers, are encouraged to take Artes de Lenguaje 10, Perspectivas del Siglo XX parte 2 and Educación Personal Financiera.

11th grade students in the Dual Language program, or who are Spanish speakers, are encouraged to take Intro a la Literatura Hispanoamericana, Histories Latinos/A/E/S, Salud II and Educación Personal Financiera.

12th grade students in the Dual Language program, or who are Spanish speakers, are encouraged to take Histories Latinos/A/E/S and Mentores Estudiantiles.

DUAL LANGUAGE

| SALUD II | | HZ206SX | |
|---|--------------------|-----------------------|--|
| Credit: 0.5 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Health | | Repeat for Credit: No | |
| This is the same course as Wellness Skills II but is taught entirely in Spanish. | | | |
| Prerequisite: Wellness Skills I | | | |
| ARTES DE LENGUAJE 9 | | LW204S1/LL204S2 | |
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| Spanish Language Arts 9 is a year-long course that integrates the 9th-grade Common Core ELA standards with an emphasis on developing advanced skills in reading, writing, speaking, and listening. Students will engage deeply with authentic Spanish texts to analyze themes, central ideas, and authorial techniques, as well as to evaluate arguments and claims. The course emphasizes the study of literary and informational texts, focusing on how authors develop complex characters, structure arguments, and use language to convey meaning and tone. Students will develop their composition skills through expository, narrative, and analytical writing, while collaborative discussions and presentations will provide opportunities to refine oral communication. | | | |
| As part of the Dual Language program, this course highlights the linguistic and cultural richness of Spanish-speaking communities, encouraging students to explore diverse cultural perspectives. Research projects and close textual analysis will further enhance students' academic language proficiency and critical thinking skills, preparing them to engage with complex texts and ideas in both academic and real-world contexts. | | | |
| Prerequisite: Must be taken in conjunction with required English Language Artsa course. | | | |
| ARTES DE LENGUAJE 10 | | LW304S1/LL304S2 | |
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | | Repeat for Credit: No | |
| Spanish Language Arts 10 builds on the skills developed in SLA 9, integrating 10th-grade Common Core ELA standards with advanced proficiency in reading, writing, speaking, and listening in Spanish. Students will continue to engage with authentic Spanish texts to analyze complex themes, evaluate arguments, and refine their understanding of how authors develop ideas and use language to shape meaning and tone. The course includes a focus on literary and informational texts, advanced composition in various forms, and collaborative discussions to enhance oral and written communication. As part of the Dual Language program, it emphasizes exploring diverse cultural perspectives and fostering critical thinking. Additionally, the course embeds preparation for the AP Spanish Language and Culture Exam. Students will practice interpreting authentic aactivities are designed to strengthen their academic and cultural proficiency, equipping them for success in the AP exam and beyond | | | |
| Prerequisite: Must be taken in conjunction with required English Language Arts course. | | | |
| ALGEBRA I (ESPAÑOL) | | MA206S1/S2 | |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Math and Elective | | Repeat for Credit: No | |
| Algebra I focuses on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically numerically, symbolically, and verbally, and using regression techniques to analyze the fit of models to distribution of data. On a daily basis, students use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. | | | |
| Prerequisite: None | | | |

DUAL LANGUAGE

| INTRO A LA LITERATURA HISPANOAMERICANA | | LW415S1/LL415S2 | |
|--|------------------------|-----------------|--|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: Yes | |
| Meets Requirements: Language Arts or Elective | Repeat for Credit: No | | |
| This class will provide students with a foundation in literary analysis by focusing by focusing on contemporary Spanish literature. Emphasis will be on high-level reading comprehension and literary analysis. Students will increase their familiarity with terminology and concepts useful in writing about literature. | | | |
| Prerequisite: Artes de Lenguaje 9 | | | |
| PERSPECTIVAS DEL SIGLO XX PARTE 1 | | DH202S1/S2 | |
| Credit: 1.0 | Grade Level: 9 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | Repeat for Credit: No | | |
| This is an integrated course that includes the study of civics, economics, world history, US history and geography from 1880 to 1945. This course is intended for the freshman participating in the dual language program and/or students with highly developed academic language and literacy skills in Spanish. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: May replace World Social Studies requirement | | | |
| PERSPECTIVAS DEL SIGLO XX PARTE 2 | | DH302S1/S2 | |
| Credit: 1.0 | Grade Level: 10 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | Repeat for Credit: No | | |
| This year-long course surveys United States history from 1945 to the present. Emphasis is on the interaction of people, cultures, and ideas; economic and technological developments; American politics; and the role of the United States in the world. This course is intended for the sophomores participating in the dual language program and/or students with highly developed academic language and literacy skills in Spanish. | | | |
| This course qualifies for Embedded Honors. Learn more about Embedded Honors on page 9. | | | |
| Prerequisite: May replace United States Social Studies requirement | | | |
| LATINO/A/E HISTORIES | | DH314SX | |
| Credit: 0.5 | Grade Level: 10-12 | NCAA: Yes | |
| Meets Requirements: Social Science or Elective | Repeat for Credit: No | | |
| In this course, students will learn about the identities, histories, traditions, art and diverse culture of LatinX people and communities within the United States. In addition, students will analyze historical and cultural connections to regions in Latin America. | | | |
| Prerequisite: Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | | | |
| MENTORES ESTUDIANTILES | | XZ201SX | |
| Credit: 0.5 | Grade Level: 12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | | |
| This is an opportunity for Dual Language students to identify a community need that they can help address using their Spanish. Students will research community need, set up volunteer opportunity, with teacher help and approval and volunteer 60 hours during the year. The opportunities are endless. Students will communicate with each other through guided blog questions and reflections. The year culminates in a presentation. A Peer Mentor is required to pass a criminal history background check. | | | |
| Must have own transportation. | | | |
| Prerequisite: Senior pursuing West DL Certificate | | | |
| EDUCACIÓN PERSONAL FINANCIERA | | PF202SX | |
| Credit: 0.5 | Grade Level: 10-11 | NCAA: No | |
| Meets Requirements: Personal Financial Education or Fine/Applied Arts or Elective | Repeat for Credit: No | | |
| This is the same course as Personal Financial Education but is taught entirely in Spanish. | | | |
| Prerequisite: None | | | |

SPECIAL EDUCATION

LANGUAGE ARTS

LANGUAGE ARTS I, 2 AND 3 - EX

SOCIAL STUDIES

BASIC UNDERSTANDING OF OREGON

BASIC UNDERSTANDING OF US HISTORY

HEALTH

BASIC WELLNESS SKILLS FOR LIFE I

MATH

INDIVIDUALIZED MATHEMATICS - EX

BASIC MATHEMATICS - EX

PRACTICAL MATHEMATICS - E

ALGEBRA READINESS

ALGEBRA TUTORIAL

SUPPORT

DAILY LIVING SKILLS

SURVIVAL LIVING SKILLS I AND II

FOUNDATIONS FOR FUTURE I AND II

SOCIAL SKILLS TRAINING CLASS

TRANSITION TO WORK

WORLD OF WORK I AND II

SCIENCE

UNDERSTANDING EARTH SCIENCE - EX

UNDERSTANDING ENVIRONMENTAL SCIENCE

UNDERSTANDING LIFE SCIENCE

UNDERSTANDING PHYSICAL SCIENCE - EX

UNIFIED

EXPERIENCING MUSIC - EX

UNIFIED PE

UNIFIED PERFORMING ARTS

SPECIAL EDUCATION COURSE PATHWAYS

Students receiving Special Education services may have access to a range of Language Arts classes. These classes may include a progression like Language Arts 1 EX to Language Arts 2 EX to Language Arts 3 EX to Reading/Writing Lab.

Students receiving Special Education services may have access to a range of math classes. These classes may include a progression like Individualized Mathematics EX to Basic Mathematics EX to Practical Mathematics E to Algebra Readiness to Algebra Tutorial.

Students receiving Special Education services may have access to a range of Science classes. These classes may include a progression like Understanding Earth Science EX, Understanding Environmental Science, Understanding Life Science, and Understanding Physical Science EX.

Students receiving Special Education services may have access to a range of Social Studies classes. These classes may include a progression like Basic Understanding of Oregon and Basic Understanding of US History.

Students receiving Special Education services may have access to a course like Basic Wellness for Skills for Life.

Students receiving Special Education services may have access to a range of support classes appropriate to supporting their goals/needs. These classes may include courses like Daily Living Skills, Survival Living Skills I and II, Foundations for Future I and II, Socials Skills Training, Transition to Work, and World of Work I and II.

Students receiving Special Education services may have access to certain classes that are being Unified; these classes may include courses like Experiencing Music EX, Unified PE, and Unified Performing Arts.

SPECIAL EDUCATION

| LANGUAGE ARTS I - EX | | | LLE01S1/S2 |
|--|-----------------------|-----------|------------|
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Language Arts (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This year-long course emphasizes reading and writing standards from grades 3 and below and prepares students to take Language Arts 2. Topics include phonemic development, fluency, vocabulary, grammar, reading comprehension, and writing. | | | |
| Prerequisite: None | | | |
| LANGUAGE ARTS 2 - EX | | | LLE02S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Language Arts (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This year-long course emphasizes reading and writing standards from grades 3 and below and prepares students to take Language Arts 3. Topics include phonemic development, fluency, vocabulary, grammar, reading comprehension, and writing. | | | |
| Prerequisite: None | | | |
| LANGUAGE ARTS 3 - EX | | | LLE03S1/S2 |
| Credit: 1.0 | Grade Level 9-12 | NCAA: No | |
| Meets Requirements: Language Arts (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This year-long course emphasizes reading and writing standards from grades 4 and 5. Topics include phonemic development, fluency, vocabulary, grammar, reading comprehension, and writing. | | | |
| Prerequisites: None | | | |
| READING/WRITING LAB | | | XT301SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Language Arts (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| The class will include instruction in basic reading and writing strategies, and will serve as a support for students to access grade level ELA. | | | |
| Prerequisites: None | | | |
| INDIVIDUALIZED MATHEMATICS - EX | | | MME02S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Math (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course emphasizes math standards from low elementary. | | | |
| Prerequisite: None | | | |
| BASIC MATHEMATICS - EX | | | MME01S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Math (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course emphasizes math standards from grades 6 and below and prepares students to take Algebra Readiness. Topics include number and operations, algebra, geometry, and measurement. Instructor approval is required for this course. | | | |
| Prerequisite: None | | | |

SPECIAL EDUCATION

| PRACTICAL MATHEMATICS - E | | | XM108S1/S2 |
|--|------------------------|----------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: Math (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| Practical Mathematics prepares students who are about to exit high school for math they need when living on their own. Topics include: paychecks, banking, budgeting, credit, loans, housing, grocery shopping, and transportation. Instructor approval is needed for this course. This course may be repeated for credit for Modified Diploma only. | | | |
| Prerequisite: None | | | |
| ALGEBRA TUTORIAL | | | XM114SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Math (Alternative Diploma) or Elective | Repeat for Credit: Yes | | |
| Mathematics support class to support students on IEPs to access Algebra I. | | | |
| Prerequisite: None | | | |
| ALGEBRA READINESS | | | XM107S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Math (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is for students accessing a modified or extended diploma and emphasizes math standards from grades 7, and 8 and prepares students to take Algebra 1. Topics include number and operations, algebra, geometry, and data analysis. | | | |
| Prerequisite: None | | | |
| UNDERSTANDING EARTH SCIENCE - EX | | | SEE01SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Science (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed for students pursuing an alternative Diploma. Students will gain an understanding of major concepts of Earth Science. | | | |
| Prerequisite: None | | | |
| UNDERSTANDING ENVIRONMENTAL SCIENCE | | | SBE02SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Science (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed for students pursuing an alternative Diploma. Students will gain an understanding of major concepts of Environmental Science, with an emphasis on ecology through a variety of experiences outside of the classroom. | | | |
| Prerequisite: None | | | |
| UNDERSTANDING LIFE SCIENCE | | | SBE01SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Science (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed for students pursuing an alternative Diploma. Students will gain an understanding of major concepts of Life Science. | | | |
| Prerequisite: None | | | |

SPECIAL EDUCATION

| UNDERSTANDING PHYSICAL SCIENCE - EX | | | SPE01SX |
|---|------------------------|-----------|---------|
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Science (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed for students pursuing an Extended Diploma. Students will gain an understanding of major concepts of Physical Science. | | | |
| Prerequisite: None | | | |
| BASIC UNDERSTANDING OF OREGON | | | DHE02SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Social Science (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed for students pursuing an alternative Diploma. Students will gain an understanding of important events that have impacted Oregon and Salem-Keizer history through a variety of community-based experiences. | | | |
| Prerequisite: None | | | |
| BASIC UNDERSTANDING OF US HISTORY | | | DHE03SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Social Science (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed for students pursuing an alternative Diploma. Students will gain an understanding of important events that have occurred after 1900 in US history. | | | |
| Prerequisites: None | | | |
| BASIC WELLNESS SKILLS FOR LIFE I | | | HZ101SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Health (Alternative Diploma) or Elective | Repeat for Credit: No | | |
| This course is designed to meet the state mandated graduation requirement for health education, covering issues in mental, social and physical health. Students who need a slower pace and skills to improve reading comprehension will benefit from this course. Activities will be based on the state and national guidelines for health education. | | | |
| Prerequisite: None | | | |
| DAILY LIVING SKILLS | | | XC101SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Elective | Repeat for Credit: Yes | | |
| Support class for students receiving Special Education services in the DLC. | | | |
| Prerequisite: None | | | |
| SURVIVAL LIVING SKILLS I | | | XC103SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | Repeat for Credit: No | | |
| Support class for students receiving Special Education services in the LSC. | | | |
| Prerequisite: None | | | |
| SURVIVAL LIVING SKILLS II | | | XC104SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | Repeat for Credit: No | | |
| Support class for students receiving Special Education services in the LSC. | | | |
| Prerequisite: None | | | |

SPECIAL EDUCATION

| FOUNDATIONS FOR FUTURE I | | | XT202S1/S2 |
|--|--------------------|------------------------|------------|
| Credit: 1.0 | Grade Level: 9-10 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| This course is designed to teach personal strengths and weaknesses, setting goals, and developing skills that will help them make good decisions and become successful students. A portion of the class is designated for developing independent study skills. | | | |
| Prerequisite: None | | | |
| FOUNDATIONS FOR FUTURE II | | | XT205S1/S2 |
| Credit: 1.0 | Grade Level: 10-11 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| This course is designed to teach problem-solving, self-advocacy and personal awareness, and to develop communication and decision-making skills. A portion of the class is designated for practicing independent study skills. | | | |
| Prerequisite: None | | | |
| SOCIAL SKILLS TRAINING CLASS | | | XT101SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| Students will focus on their behavior and individual growth to understand choices and relationships with others by developing skills in behavior management, communication, decision-making, social skills and conflict resolution. The class will also define personal values and individual goals through a decision-making process. Sections will be presented on emotional intelligence and perceptions/reactions (thoughts/feelings). | | | |
| Prerequisite: None | | | |
| TRANSITION TO WORK | | | XT105SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: Yes | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| This course is designed to develop knowledge and skills required for successful employment; i.e., where to find job openings and how to develop skills to get and keep a job. | | | |
| Prerequisite: None | | | |
| WORLD OF WORK I AND II | | | XT208S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: Yes | |
| This course is designed to develop foundation work habits and work communication skills in a structured and supervised work environment, supported by classroom instruction. | | | |
| Prerequisite: None | | | |
| EXPERIENCING MUSIC - EX | | | UDE01SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Fine/Applied Arts or Elective | | Repeat for Credit: No | |
| Through singing and listening, playing and hearing instruments, and an introduction to music notation, special needs students will have an integrated approach to functional musicianship taught by district music teachers. | | | |
| Prerequisite: None | | | |
| UNIFIED PE | | | PZ102SX |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Physical Education or Elective | | Repeat for Credit: Yes | |
| Dedicated to promoting inclusion through shared sports training and competition experiences, Unified PE joins students with and without intellectual disabilities, competing together in a variety of team sports. Modeled after Special Olympics Unified Sports, this class was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. | | | |
| Prerequisite: Application. Please see instructor. | | | |

SPECIAL EDUCATION

| | | | |
|---|-------------------|------------------------|--|
| UNIFIED PERFORMING ARTS | | AZ213SX | |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: Yes | |
| Dedicated to promoting inclusion through shared theater training and performance, Unified Theater joins students with and without intellectual disabilities as they rehearse and perform a variety of theater works. Modeled after Special Olympics Unified Champion Schools opportunities, this class was inspired by a simple principle; learning and working together is a quick path to friendship and understanding. | | | |
| Prerequisite: Theater Arts I and Interview | | | |

ADDITIONAL OPPORTUNITIES

| AP RESEARCH | | XZ302S1/S2 |
|---|------------------------|------------|
| Credit: 1.0 | Grade Level: 11-12 | NCAA: No |
| Meets Requirements: Elective | Repeat for Credit: No | |
| AP Research students will be able to conduct an in-depth investigation of a single area of personal interest (using an inquiry and reflection model) to produce an academic paper and a presentation of the research conducted. Action-research or community-engagement opportunities available as part of this course. This course is the second course in a two-course series called AP Capstone. In order to enroll in AP Research, students must have successfully completed AP Seminar. Class activities at the end of AP Seminar function as a bridge to the AP Research course. | | |
| Prerequisite: AP Seminar or interview. Please see instructor. | | |
| YEARBOOK | | NP305S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| This is a full year course in which the school yearbook is produced. Students set up the pages, write the copy, and sell advertising. Students learn and use computer technology and desktop publishing in planning and preparing pages for production. | | |
| Prerequisite: Application and interview process with Mr. O'Dell | | |
| LEADERSHIP | | XZ002S1/S2 |
| Credit: 1.0 | Grade Level: 10-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| This course is for elected Associated Student Body (ASB) and Class Officers, grades 10-12, for the current school year and is a one-year commitment. Students are expected to follow the guidelines of the school Constitution (view on West's website under ASB) as well as meet the requirements of their officer job descriptions. This class emphasizes student's discussions, problem solving, interaction with other Salem-Keizer ASB students, focus on up-coming events, and provides opportunities for students to learn and apply leadership skills, organizational skills, and group processing skills in real school and community settings. We also have a Freshman Mentorship cohort; all interested Freshmen are encouraged to apply at the end of first semester for second semester. | | |
| Students enrolled in this course must maintain a minimum of 5 classes excluding Advisory. | | |
| Prerequisite: Application and interview: Required for elected student leaders. Please see instructor. | | |
| MENTORES ESTUDIANTILES | | XZ201SX |
| Credit: 0.5 | Grade Level: 12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| This is an opportunity for Dual Language students to identify a community need that they can help address using their Spanish. Students will research community need, set up volunteer opportunity, with teacher help and approval and volunteer 60 hours during the year. The opportunities are endless. Students will communicate with each other through guided blog questions and reflections. The year culminates in a presentation. A Peer Mentor is required to pass a criminal history background check. | | |
| Must have own transportation. | | |
| Prerequisite: Senior pursuing West DL Certificate | | |
| NEWSPAPER | | NP304S1/S2 |
| Credit: 1.0 | Grade Level: 9-12 | NCAA: No |
| Meets Requirements: Fine/Applied Arts or Elective | Repeat for Credit: Yes | |
| This is a full-year course in which the school newspaper is produced. The course focuses on further developing student skills in journalistic writing, computer layout and design, photography, business management and advertising. Self-motivation, responsibility, and creativity are desired qualities for students interested in taking this course. | | |
| Prerequisite: None | | |

ADDITIONAL OPPORTUNITIES

| STUDENT AIDE | | XX003SX | |
|---|--------------------|------------------------|--|
| Credit: 0.5 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: Yes | |
| Students may serve as an assistant in a classroom, library, or office. Permission forms must be completed by the student and supervising faculty member. Students may only be an aide once per semester. | | | |
| Prerequisite: Application. Please see instructor. | | | |
| SPORTS LEADERSHIP | | XZ014SX | |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| Sports Leadership is a one-semester elective course designed for current team leaders, potential team captains, and current team captains to learn character-based leadership skills. The intent is to encourage and develop these student-athletes into character-based servant leaders. | | | |
| Prerequisite: Application. Please see instructor. | | | |
| STUDY HALL | | YZ005SX | |
| Credit: 0.0 | Grade Level: 10-12 | NCAA: No | |
| Meets Requirements: n/a | | Repeat for Credit: No | |
| Study Hall is a non-credit class. Students who have heavy academic loads may request an individual study hall. | | | |
| Prerequisite: None | | | |
| PENDING RELEASE | | YZ100SX | |
| Credit: 0.0 | Grade Level: 11-12 | NCAA: No | |
| Meets Requirements: n/a | | Repeat for Credit: No | |
| Releases do not take priority in scheduling over academic courses. Students who request a release must be on track for graduation. Students who are current in credits and/or have special circumstances may apply for release. When a student is on release they must be in an approved area or off campus. Application for Release period must be signed before release is awarded. | | | |
| Prerequisite: None | | | |
| MOCK TRIAL | | DC202SX | |
| Credit: 0.5 | Grade Level: 9-12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: Yes | |
| This course explores the way the legal system works by involving students in an actual court case. Students portray each of the principles in the cast of courtroom characters. The student teams study a hypothetical case, conduct legal research, and receive guidance from volunteer attorneys in courtroom procedures and trial preparation. This course is Pass/No Pass. | | | |
| Prerequisite: Application and interview. Please see instructor. | | | |

ADDITIONAL OPPORTUNITIES: AVID

AVID stands for Advancement Via Individual Determination. AVID is an elective class that teaches skills and behaviors in order to achieve academic success, and also provides intensive peer support through tutorials and strong student/teacher relationships. By teaching critical thinking, inquiry, and self-advocacy, AVID educators empower students to own their learning. We create a positive peer environment for students and that drives development towards a sense of hope and personal determination.

If you are interested in applying to be in the AVID Elective class, please reach out to our AVID Coordinator, Jason Whiteley, by email whiteley_jason@salkeiz.k12.or.us

| AVID I | | XA201S1/S2 |
|---|-----------------------|------------|
| Credit: 1.0 | Grade Level: 9 | NCAA: No |
| Meets Requirements: Elective | Repeat for Credit: No | |
| Advancement Via Individual Determination (AVID I) is a yearlong elective class for freshman, previously or currently in the academic middle, who intend on attending college. In 9th grade, the course focuses on developing skills that will help students be successful both in rigorous high school classes, as well as preparing students for college. These include tutor-facilitated study groups, motivational activities, a college visit, along with academic success skills including writing and note-taking, organization, collaboration and inquiry, and critical reading (WICOR). Additionally, in 9th grade AVID, students focus on beginning to invest in their community. This course is for students who are capable of and committed to completing rigorous classes through hard work and determination. | | |
| Students enrolled in this course must maintain a minimum of 5 classes excluding Advisory. | | |
| Prerequisite: Application and interview with AVID Coordinator or site team member. | | |

| AVID II | | XA301S1/S2 |
|---|-----------------------|------------|
| Credit: 1.0 | Grade Level: 10 | NCAA: No |
| Meets Requirements: Elective | Repeat for Credit: No | |
| Advancement Via Individual Determination (AVID II) is a yearlong elective class for sophomores, previously or currently in the academic middle, who intend on attending college. In 10th grade, the course focuses on developing skills that will help students be successful both in rigorous high school classes, as well as preparing students for college. These include tutor-facilitated study groups, motivational activities, a college visit, along with academic success skills including writing and note-taking, organization, collaboration and inquiry, and critical reading (WICOR). Additionally, in 10th grade AVID, students focus on exploring career options, resume writing, interviewing, as well as financial decision making with regards to college funding and preparing for pre-collegiate testing. This course is for students who are capable of and committed to completing rigorous classes through hard work and determination. | | |
| Meets Higher Education and Career Path Skills requirement. | | |
| Students enrolled in this course must maintain a minimum of 5 classes excluding Advisory. | | |
| Prerequisite: Successful completion of AVID I &/or application and interview with AVID Coordinator or site team member. | | |

| AVID III | | XA401S1/S2 |
|--|-----------------------|------------|
| Credit: 1.0 | Grade Level: 11 | NCAA: No |
| Meets Requirements: Elective | Repeat for Credit: No | |
| Advancement Via Individual Determination (AVID III) is a yearlong elective class for juniors who intend on attending college. In 11th grade, the course focuses on developing the writing and critical thinking skills expected of beginning college students and focuses largely on leadership. In addition, AVID III continues to support students with tutor-facilitated study groups, motivational activities, college visits, along with academic success skills including: writing and note-taking, organization, collaboration and inquiry, and critical reading (WICOR). Additionally, in 11th grade AVID, students begin the college application process through exploration and analysis of potential colleges, including preparing for and taking a pre-collegiate exam (ACT/SAT) and scholarship essay writing. This course is for students who are capable of and committed to completing rigorous classes through hard work and determination. | | |
| Meets Higher Education and Career Path Skills requirement. | | |
| Students enrolled in this course must maintain a minimum of 5 classes excluding Advisory. | | |
| Prerequisite: Successful completion of AVID II &/or application and interview with AVID Coordinator or site team member. | | |

ADDITIONAL OPPORTUNITIES: AVID

| AVID IV | | XA402S1/S2 | |
|---|-----------------|-----------------------|--|
| Credit: 1.0 | Grade Level: 12 | NCAA: No | |
| Meets Requirements: Elective | | Repeat for Credit: No | |
| Advancement Via Individual Determination (AVID IV) is a yearlong elective class for seniors who intend on attending college. In 12th grade, the course focuses on developing the writing and critical thinking skills expected of beginning college students and focuses largely on the college application process. In addition, AVID IV continues to support students through an adaptation of the tutorial process (college-level collaborative study groups), as well as college-bound activities intended to support students as they apply to universities and confirm their post-secondary plans. Additionally, in 12th grade AVID, all students are required to apply for admissions to multiple universities and scholarships, in order to expand their post-secondary options. This course is for students who are capable of and committed to completing rigorous classes through hard work and determination. | | | |
| Meets Personal Finance requirement. | | | |
| Students enrolled in this course must maintain a minimum of 5 classes excluding Advisory. | | | |
| Prerequisite: Successful completion of AVID III. | | | |

IN-DISTRICT TRANSFER PROCESS

THE PROCESS BEGINS WITH THE RESIDENT, OR ASSIGNED SCHOOL.

Parent or guardian obtains an In-District Transfer request form from either their resident school or the Office of Elementary/Secondary Education. Forms are not available online or at other locations. The completed form is returned to the resident school.

For middle and high school students, if a transfer is desired within a school year, the transfer request form must be submitted between November 1 and November 30.

If the transfer is desired for the following school year, the request form must be submitted between March 1 and March 31.

The principals of both the resident school and the requested school separately review and approve or deny the request. If the request is approved by both principals, parents are mailed a copy of the approved form notifying them of the decision. The response time on transfer requests can vary but generally takes about one week.

If parents disagree with a decision on a transfer request, there is an appeal process. A letter of appeal must be written to the appropriate director of high school education. Be sure to include a copy of the In-District Transfer request and explain the reason you disagree with the decision. Please add any additional information you feel the director would need to make a decision. The director will respond in a letter detailing their decision. The director's decision is final, and no further appeals can be submitted.

Please note: Bus transportation is not provided for students who attend school on an In-District Transfer.

For more information or questions about the In-District Transfer process, please contact the Office of Secondary Education at [503-399-2636](tel:503-399-2636).

PROGRAMS ELIGIBLE FOR IN-DISTRICT TRANSFER

| PROGRAM NAME | ELIGIBLE SCHOOLS |
|---|---|
| AGRICULTURE: Students in this program will learn about plant science, animal science, agricultural mechanics and agribusiness. | McKay |
| AUDIO PRODUCTION TECHNOLOGY: Students will learn to create film, music and TV master recordings as an audio engineer. | McNary McKay |
| AUTOMOTIVE TECHNOLOGY: Students study automotive systems, including engines, brakes, electrical, suspension, steering and transmissions. ASE certification and college credit are available. | McKay McNary Sprague |
| BANKING and FINANCE: The program provides students with a background in the banking industry. Students demonstrate professional business skills while managing and operating the onsite MaPS Credit Union branch. | West Salem |
| BASIC NURSING ASSISTANT: Students learn basic health care skills used in caring for patients. Advanced students participate in clinical experiences with an opportunity to earn a Nurse Assisting license from the Oregon State Board of Nursing. | McKay |
| BROADCAST JOURNALISM: Students will develop, produce, and deliver original content for commercial broadcasts from concept to completion. They will work individually and with a team to create dynamic programming for radio, television and social media while using professional news studio equipment. | South Salem |
| BUSINESS MANAGEMENT: Students learn teamwork and problem solving skills through exposure to a variety of computer-based activities. Students are exposed to the proper business etiquette expected in today's global marketplace and they are introduced to communication skills needed in the workplace. | McNary |
| CABINETMAKING: Students apply skills and techniques to design and produce custom cabinets and fine furniture as well as study construction trades. | North Salem |
| COMPUTER AIDED DRAFTING: Using industry standard software, students develop skills needed in the residential building design industry. | Sprague |
| COMPUTER PROGRAMMING: Students have the opportunity to learn various programming languages including pascal, C++, Visual Basic and Access. | South Salem Sprague West Salem |
| CONSTRUCTION TECHNOLOGY: Essential skills for the building trades are covered. Advanced students build a home and earn national NCCER certification. | McKay McNary |
| CULINARY ARTS: Students learn culinary skills and techniques, creating innovative menus and restaurant – quality dishes. Advanced students operate a bistro and catering business. | McKay McNary North Salem South Salem |
| EARLY CHILDHOOD EDUCATION: An on-site preschool laboratory provides students with training and practical experience to succeed in an early childhood career. | North Salem West Salem |

PROGRAMS ELIGIBLE FOR IN-DISTRICT TRANSFER

| PROGRAM NAME | ELIGIBLE SCHOOLS |
|---|--|
| EDUCATION and TEACHING: This college preparatory program is designed for students interested in becoming an elementary or secondary school teacher and provides practical experience working with young children. | Sprague Roberts |
| EMERGENCY SERVICES: Students learn basic safety practices of a fire response team. The program includes fire prevention/suppression training and emergency response activities. Students are eligible to receive EMT, wildland fire and national NFPA Firefighters 1 certificate. | West Salem |
| ENGINEERING TECHNOLOGY: Students apply the Engineering Design Process to design and construct projects in robotics, bridges, work cells and other areas. Students also gain experience in computer programming, CNC Manufacturing and Robotics Programming. | McKay North Salem |
| GRAPHIC DESIGN: Students use graphic design software to produce high quality products for customers such as posters, screen printing and advertisements. | McNary North Salem South Salem |
| HEALTH SERVICES: Students learn basic life support skills and on-scene leadership in emergency medical care situations. Students successfully completing the training are eligible to sit for the EMT basic certification exam. | West Salem |
| IB – INTERNATIONAL BACCALAUREATE: The IB Diploma Program (DP) is a demanding pre-university course of study that leads to rigorous international assessments. The IB Career-Related Program (CP) allows students to focus on potential career opportunities with the academic distinction of completing an IB program. This program prepares students for the rigors of college along with allowing the student to explore a specific career focus. Incoming freshmen who wish to enter into an IB program will need to request their transfer to North Salem HS or South Salem HS based on their residence attendance area as shown below: <i>North Salem IB Program residence areas - McNary, North Salem, and West Salem</i> <i>South Salem IB Program residence areas - McKay, South Salem, and Sprague</i> | South Salem North Salem |
| JROTC – Army Prepares students for success after high school by learning to be leaders and responsible citizens. | North Salem |
| MANUFACTURING: Students use welding, machining, measurement, woodworking and blueprint reading skills to design and manufacture products. | South Salem |
| MARKETING: Students learn the foundations to successfully market goods, services and ideas to consumers. Study includes operation of student store. | McKay North Salem South Salem Sprague |
| MEDIA PRODUCTION: The program addresses all major media production topics including video composition, operation of video camera systems, lighting techniques and equipment, audio equipment, directing and editing principles, post-production and visual effects. | McNary Sprague West |

PROGRAMS ELIGIBLE FOR IN-DISTRICT TRANSFER

| PROGRAM NAME | ELIGIBLE SCHOOLS |
|---|--|
| NATIONAL SECURITY: Students will train alongside state and federal organizations such as law enforcement, military and emergency services that play critical roles in national security. | North Salem |
| SPORTS MEDICINE: Students learn treatment techniques to promote healthy movement, reduce pain, restore function and prevent injuries in a state-of-the-art lab. Advanced students may apply for a practicum experience. | Sprague South Salem |
| World Language: AMERICAN SIGN LANGUAGE ASL I, II, III | Sprague West Salem |
| World Language: FRENCH French I, II, III, Adv. | McKay North Salem South Salem Sprague |
| World Language: GERMAN German I, II, III, Adv. | McNary South Salem |
| World Language: JAPANESE Japanese I, II, III, Adv. | North Salem |

OSAA ELIGIBILITY

An eligible student is one who is enrolled in school, attending regularly and passing in subject's equivalent to at least five (5) classes and who, during the immediate preceding semester, was enrolled in school, attended regularly and passed five (5) classes. Additional eligibility requirements may be assigned at the beginning of the school year.

Any exception to this policy must be made by the Oregon School Activities Association (OSAA) through a hardship request.

ADDITIONAL OSAA ELIGIBILITY REQUIREMENTS:

1. If a student moves into the district, his/her parents or legal guardians have to move in and, if they are guardians, they must have held this status prior to the move and must have lived with the student previously.
2. A student who enters the ninth grade for the first time is eligible if he/she lives in the West Salem High School attendance area or has an in-district transfer to West.
3. Once students enter grade nine, they may only compete for eight consecutive semesters.
4. A student who turns 19 BEFORE August 15th shall be ineligible for competition.
5. Must show satisfactory progress towards graduation.

(MINIMUM SATISFACTORY PROGRESS REQUIREMENTS)

Credits to Graduate _____ **24**

Credits Per Year _____ **6**

(70%) – Prior to Grade 10 _____ **4.5**

(80%) – Prior to Grade 11 _____ **10**

(90%) - Prior to Grade 12 _____ **17**

If you have any questions, please contact the Athletic Director, Wendy Stradley or Athletic Secretary, Amy Hamilton at [503-399-5533](tel:503-399-5533).

For detailed descriptions of all OSAA requirements refer to the [OSAA website](https://osaa.org) (osaa.org).

NCAA Eligibility Requirements

For more information regarding NCAA eligibility requirements please visit the [West Salem High School Athletics](https://west.salkeiz.k12.or.us/athletics-activities/athletics) page (<https://west.salkeiz.k12.or.us/athletics-activities/athletics>)

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

| ENGLISH | MATH (Algebra I or higher) | SCIENCE (Including one year of lab, if offered) | EXTRA (English, math or science) | SOCIAL SCIENCE | OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy) |
|---------|-------------------------------|--|-------------------------------------|----------------|--|
| 4 years | 3 years | 2 years | 1 year | 2 years | 4 years |

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.



ELIGIBILITY CENTER

1

NCAA ELIGIBILITY - DIVISION 1 STANDARDS

GRADE

9

REGISTER

- » If you haven't yet, **register** for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE

10

PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE

11

STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE

12

GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

10th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

11th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

12th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
International (including Quebec):
on.ncaa.com/IntlContact



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports)



ELIGIBILITY CENTER

2

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NCAA ELIGIBILITY - DIVISION 1 WORKSHEET

DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check [your high school's list](#) of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: **A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.**

| ENGLISH (4 YEARS REQUIRED) | | | | | | |
|---|----------------------------|--------|---|-------|---|---|
| 10/7 | NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| ✓ | Example: English 9 | .50 | | 4 | | (.5 x 4) = 2 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTAL ENGLISH UNITS | | | | | | TOTAL QUALITY POINTS |
| MATH (3 YEARS REQUIRED) | | | | | | |
| 10/7 | NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| ✓ | Example: Algebra I | 1.0 | | 3 | | (1.0 x 3) = 3 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTAL MATH UNITS | | | | | | TOTAL QUALITY POINTS |
| SCIENCE (2 YEARS REQUIRED) | | | | | | |
| 10/7 | NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTAL SCIENCE UNITS | | | | | | TOTAL QUALITY POINTS |
| EXTRA YEAR IN ENGLISH, MATH OR SCIENCE (1 YEAR REQUIRED) | | | | | | |
| 10/7 | NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTAL ADDITIONAL UNITS | | | | | | TOTAL QUALITY POINTS |
| SOCIAL SCIENCE (2 YEARS REQUIRED) | | | | | | |
| 10/7 | NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
| TOTAL SOCIAL SCIENCE UNITS | | | | | | TOTAL QUALITY POINTS |
| OTHER ACADEMIC COURSES (4 YEARS REQUIRED) | | | | | | |
| 10/7 | NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | | |
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| | | | | | | |
| TOTAL ADDITIONAL ACADEMIC UNITS | | | | | | TOTAL QUALITY POINTS |
| QUALITY POINTS / CREDITS = CORE-COURSE GPA | | | | | | |
| TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA | | | / | | = | |

Sixteen core courses are required for your core-course GPA. Ten of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science. The information presented on or through this worksheet is made available solely for general information purposes. Given the manual data entry required, the NCAA does not warrant the accuracy or completeness of this information. Any reliance placed on this information is strictly at your own risk. We disclaim all liability and responsibility arising from any reliance placed on this worksheet, and any information included therein, by you or any other individual or entity who may be informed of its contents.

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

 DIVISION II

MAKE IT *YOURS*

1. Earn 16 NCAA-approved core-course credits in the following areas:

| | | | | | |
|---------|-------------------------------|--|-------------------------------------|----------------|--|
| ENGLISH | MATH (Algebra I or higher) | SCIENCE (Including one year of lab, if offered) | EXTRA (English, math or science) | SOCIAL SCIENCE | OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy) |
| 3 years | 2 years | 2 years | 3 years | 2 years | 4 years |

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.



ELIGIBILITY CENTER

1

NCAA ELIGIBILITY - DIVISION 2 STANDARDS

GRADE

9

REGISTER

- » If you haven't yet, [register](#) for a free Profile Page account at [eligibilitycenter.org](#) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](#) to ensure you're taking the right courses, and earn the best grades possible!

GRADE

10

PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE

11

STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#).
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE

12

GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](#).
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

10th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

11th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

12th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or other

4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
International (including Quebec):
[on.ncaa.com/IntlContact](#)



[@ncaaec](#) [@ncaaec](#) [@ncaaec](#) [@playcollegesports](#)



ELIGIBILITY CENTER

2

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NCAA ELIGIBILITY - DIVISION 2 WORKSHEET

DIVISION II WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check [your high school's list](#) of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: **A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.**

| ENGLISH (3 YEARS REQUIRED) | | | | | |
|--|--------|---|-------|---|---|
| NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| Example: English 9 | .50 | | 4 | | (.5 x 4) = 2 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL ENGLISH UNITS | | | | | TOTAL QUALITY POINTS |
| MATH (2 YEARS REQUIRED) | | | | | |
| NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| Example: Algebra I | 1.0 | | 3 | | (1.0 x 3) = 3 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL MATH UNITS | | | | | TOTAL QUALITY POINTS |
| SCIENCE (2 YEARS REQUIRED) | | | | | |
| NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL SCIENCE UNITS | | | | | TOTAL QUALITY POINTS |
| EXTRA YEARS IN ENGLISH, MATH OR SCIENCE (3 YEARS REQUIRED) | | | | | |
| NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL ADDITIONAL UNITS | | | | | TOTAL QUALITY POINTS |
| SOCIAL SCIENCE (2 YEARS REQUIRED) | | | | | |
| NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL SOCIAL SCIENCE UNITS | | | | | TOTAL QUALITY POINTS |
| OTHER ACADEMIC COURSES (4 YEARS REQUIRED) | | | | | |
| NCAA-APPROVED COURSE TITLE | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL ADDITIONAL ACADEMIC UNITS | | | | | TOTAL QUALITY POINTS |
| QUALITY POINTS / CREDITS = CORE-COURSE GPA | | | | | |
| TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA | | / | | = | |

The information presented on or through this worksheet is made available solely for general information purposes. Given the manual data entry required, the NCAA does not warrant the accuracy or completeness of this information. Any reliance placed on this information is strictly at your own risk. We disclaim all liability and responsibility arising from any reliance placed on this worksheet, and any information included therein, by you or any other individual or entity who may be informed of its contents.

COURSE LISTING BY DEPARTMENT

ART

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|--|------|
| Basic Art Design | AZ211SX | Yes | Yes | | 9 to 12 | None | No |
| Drawing and Painting I | AZ209SX | Yes | Yes | | 9 to 12 | Basic Art Design | No |
| Drawing and Painting II | AZ310SX | Yes | Yes | | 10 to 12 | Drawing and Painting I | No |
| Advanced Drawing and Painting | AZ411SX | Yes | Yes | | 10 to 12 | Drawing and Painting II | No |
| Ceramics I | AZ204SX | Yes | Yes | | 9 to 12 | None | No |
| Ceramics II | AZ304SX | Yes | Yes | | 9 to 12 | Ceramics I | No |
| Advanced Ceramics | AZ406SX | Yes | Yes | | 10 to 12 | Ceramics II | No |
| AP Studio Art | AZ504S1/S2 | | | Yes | 11 to 12 | Advanced Drawing and Painting or Advanced Ceramics and portfolio submission. | No |
| Sculpture I | AZ212SX | Yes | Yes | | 9 to 12 | None | No |
| Jewelry I | AZ207SX | Yes | Yes | | 9 to 12 | None | No |

CTE: COMPUTER SCIENCE

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|---|------|
| Introduction to Programming | CP301SX | Yes | Yes | | 9 to 12 | None | No |
| Intro to 3D Design and Creation | CA211SX | Yes | Yes | | 9 to 12 | None | No |
| Computer Science I | C0302SX | Yes | | | 9 to 12 | Introduction to Programming | No |
| Computer Science II | CP401SX | | Yes | | 9 to 12 | Computer Science I | No |
| Robotics Projects | IV404SX | Yes | Yes | | 9 to 12 | Intro to Programming or Computer Science II; students with previous robotics experience may contact instructor to skip prerequisites. | Yes |
| AP Computer Science A | CP501S1/S2 | | | Yes | 10 to 12 | Computer Science II | No |
| Game Design Basics | CA209SX | Yes | Yes | | 9 to 12 | None | No |

CTE: EARLY CHILDHOOD EDUCATION

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|---|------|
| Developing Child (CC) | EV201CX | Yes | Yes | | 9 to 12 | None | No |
| Teaching Young Children I (CC) | EV306CX | Yes | Yes | | 9 to 12 | Developing Child | No |
| Teaching Young Children II (CC) | EV307CX | Yes | Yes | | 10 to 12 | Teaching Young Children I | No |
| Teaching Young Children III | EV404SX | Yes | Yes | | 10 to 12 | Teaching Young Children II, application and interview | No |
| Teaching Young Children Lab | EV309SX | Yes | Yes | | 10 to 12 | Application and interview | Yes |
| Early Childhood Education Internship | XA403SX | Yes | Yes | | 11 to 12 | Application and interview | No |

CTE: ENTREPRENEURSHIP AND FINANCE

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|--|------|
| Business Communications | BV212SX | Yes | Yes | | 9 to 12 | Introduction to Business | No |
| Entrepreneurship and Marketing | BV214SX | | | Yes | 9 to 12 | None | No |
| Introduction to Business | BV201SX | Yes | Yes | | 9 to 12 | None | No |
| Introduction to Accounting | BV201C1/C2 | | | Yes | 10 to 12 | Algebra I | No |
| Intermediate Accounting (CC) | BV303C1/C2 | | | Yes | 11 to 12 | Introduction to Accounting | No |
| Accounting Internship | XI406SX | Yes | Yes | | 11 to 12 | None | No |
| Banking and Financial Literacy | BV312SX | Yes | | | 9 to 12 | Introduction to Business or Entrepreneurship and Marketing | No |
| Advanced Banking Practices | BV313S1/S2 | | | Yes | 11 to 12 | Introduction to Business, Banking and Financial Literacy, TA | No |
| Advanced Banking Management | BV403S1/S2 | | | Yes | 12 | Advanced Banking Practices, TA | No |

COURSE LISTING BY DEPARTMENT

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|--|------|
| Business Operations and Management | BV305S1/S2 | | | Yes | 10 to 12 | Introduction to Business, TA | No |
| Business Leadership Management | BV304S1/S2 | | | Yes | 11 to 12 | Business Operations and Management, TA | No |
| Entrepreneurship Management and Leadership | BV213SX | | | Yes | 10 to 12 | Entrepreneurship and Marketing | No |

CTE: HEALTH SERVICES

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|--|------|
| Introduction to Health Services | HV201SX | Yes | Yes | | 9 to 12 | None | No |
| Health Services I (CC) | HV302C1/C2 | | | Yes | 10 to 12 | Introduction to Health Services strongly recommended | No |
| Health Services II | HV405S1/S2 | | | Yes | 10 to 12 | Health Services I | No |
| Medical Terminology I (CC) | HV301CX | Yes | | | 10 to 12 | None | No |
| Medical Terminology II (CC) | HV303CX | | Yes | | 10 to 12 | Medical Terminology I | No |

CTE: MEDIA PRODUCTIONS

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|------------------------|------|
| Digital Photography I | AZ210SX | Yes | Yes | | 9 to 12 | None | No |
| Digital Photography II | AZ311SX | Yes | Yes | | 9 to 12 | Digital Photography I | No |
| Advanced Digital Photography | AZ402SX | Yes | Yes | | 10 to 12 | Digital Photography II | No |
| Video Production I I | NP202SX | Yes | Yes | | 9 to 12 | Digital Photography I | No |
| Video Production II | NP210SX | Yes | Yes | | 9 to 12 | Video Production I | No |
| Advanced Video Production | NP402SX | Yes | Yes | | 10 to 12 | Video Production II | No |

CTE: PUBLIC SERVICES

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|-----------------------|------|--------|------|----------|---|------|
| Introduction to Emergency Services I (CC) | RU201SX | | Yes | | 9 to 12 | None | No |
| Introduction to Emergency Services II (CC) | RV201CX | | Yes | | 9 to 12 | Introduction to Emergency Services I | No |
| Fire Service Fundamentals | RV301SX | | Yes | | 10 to 12 | Introduction to Emergency Services I strongly recommended | No |
| Firefighter Operations and Techniques (CC) | RV401C1/C2 RV402S2 | | | Yes | 11 to 12 | Fire Service Fundamentals | No |
| Advanced Firefighter Operations and Techniques | RV406S1/S2 | | | Yes | 11 to 12 | Firefighter Operations and Techniques | No |
| Emergency Medical Technician (CC) | HV404C1/C2 | | | Yes | 12 | Medical Terminology I and Health Services I | No |
| Leadership in Emergency Services | RV302SX | Yes | Yes | | 10 to 12 | Interview. Please see instructor. | No |

DRAMA

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|---|------|
| Theater Arts I | ND201SX | Yes | Yes | | 9 to 12 | None | No |
| Theater Arts II | ND301SX | Yes | Yes | | 9 to 12 | Theater Arts I | No |
| Advanced Theater Arts | ND401SX | Yes | | | 10 to 12 | Theater Arts II | No |
| Technical Theater | ND302SX | Yes | Yes | | 9 to 12 | None | No |
| Advanced Technical Theater | ND309SX | Yes | Yes | | 10 to 12 | Technical Theater and interview. Please see instructor. | No |
| Advanced Theater Arts/Shakespeare | ND303SX | | Yes | | 9 to 12 | Audition. Please see instructor. | No |
| American Musical Theater | ND306SX | Yes | | | 9 to 12 | Audition. Please see instructor. | No |
| Theatre Business and Stage Management | ND402SX | Yes | Yes | | 9 to 12 | Theater Arts I and interview. Please see instructor. | No |
| Unified Performing Arts | AZ213SX | | Yes | | 9 to 12 | Theater Arts I and interview. Please see instructor. | No |

(CC) - College Credit Available | NCAA - Meets National Collegiate Athletic Association Requirements | TA - Teacher Approval

COURSE LISTING BY DEPARTMENT

HEALTH

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|------------------------------------|---------------|------|--------|------|----------|-------------------|------|
| Wellness Skills I | HZ201SX | Yes | Yes | | 9 | None | No |
| Wellness Skills II | HZ202SX | Yes | Yes | | 11 | Wellness Skills I | No |
| Salud II | HZ206SX | Yes | Yes | | 11 to 12 | Wellness Skills I | No |
| Sports Medicine | HV304SX | Yes | Yes | | 10 to 12 | None | No |

HEALTH

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|-------|--------------|------|
| Higher Ed and Career Path Skills | XC301SX | Yes | Yes | | 11 | None | No |

LANGUAGE ARTS

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|-----------------|------|--------|------|----------|---|------|
| English Language Arts 9 | LW201S1/LL201S2 | | | Yes | 9 | None | Yes |
| Pre-AP English I | LL220S1/S2 | | | Yes | 9 | None | Yes |
| Artes De Lenguaje 9 | LW204S1/LL204S2 | | | Yes | 9 | Must be taken in conjunction with required English Language Arts course | Yes |
| English Language Arts 10 | LW301S1/LL301S2 | | | Yes | 10 | None | Yes |
| AP Seminar | LL327S1/S2 | | | Yes | 10 | None | Yes |
| Artes De Lenguaje 10 | LW304S1/LL304S2 | | | Yes | 10 | Must be taken in conjunction with required English Language Arts course | Yes |
| English Language Arts 11 | LW401S1/LL402S2 | | | Yes | 11 | None | Yes |
| English Language Arts 12 | LW403S1/S2 | | | Yes | 12 | English Language Arts 11 | Yes |
| AP English Language and Composition | LW503S1/S2 | | | Yes | 11 to 12 | English Language Arts 11 | Yes |
| College Writing (CC) | LW504C1/C2 | | | Yes | 11 to 12 | None | Yes |
| AP English Literature and Composition | LL503S1/S2 | | | Yes | 11 to 12 | English Language Arts 10 | Yes |
| Intro A La Literatura Hispanoamericana | LW415S1/LL415S2 | | | Yes | 11 to 12 | Artes de Lenguaje 10 | Yes |
| Creative Writing I | LW306SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Language Arts course | Yes |
| Creative Writing II | LW404SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Language Arts course, Creative Writing I | Yes |
| Mythology | LL308SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Language Arts course, Creative Writing I | Yes |
| World Mythology | LL311SX | Yes | Yes | | 11 to 12 | Must be taken in conjunction with required Language Arts course | Yes |

MATH

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|--|------|
| Algebra I | MA201S1/S2 | | | Yes | 9 to 12 | No | Yes |
| Algebra I (Español) | MA206S1/S2 | | | Yes | 9 to 12 | None | Yes |
| Pre-AP Algebra I | MA307S1/S2 | | | Yes | 9 | None | Yes |
| Geometry | MG301S1/S2 | | | Yes | 9 to 12 | Algebra I, Accelerated Math 8 | Yes |
| Construction and Design Geometry | MA306S1/S2 | | | Yes | 10 | Algebra I | No |
| Advanced Topics in Algebra and Geometry | MA301S1/S2 | | | Yes | 11 to 12 | Geometry | Yes |
| Advanced Algebra with Financial Applications | MA302S1/S2 | | | Yes | 10 to 12 | Geometry | Yes |
| Algebra II | MA401S1/S2 | | | Yes | 9 to 12 | Geometry | Yes |
| College Algebra (CC) | MA403C1/C2 | | | Yes | 10 to 12 | Geometry (Honors recommended) or Algebra II | Yes |
| AP Statistics | MS503S1/S2 | | | Yes | 10 to 12 | Algebra II | Yes |
| AP Pre-Calculus | MS401S1/S2 | | | Yes | 11 to 12 | College Algebra or Advance Algebra with Trigonometry or Algebra II | Yes |
| AP Calculus AB | MS501S1/S2 | | | Yes | 11 to 12 | Pre-Calculus | Yes |

(CC) - College Credit Available | NCAA - Meets National Collegiate Athletic Association Requirements | TA - Teacher Approval

COURSE LISTING BY DEPARTMENT

MUSIC

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|---------------|------|
| Tenor-Bass Choir | UC201S1/S2 | | | Yes | 9 to 12 | Tenor/Bass | No |
| Soprano-Alto Choir | UC202S1/S2 | | | Yes | 9 to 12 | Soprano/Alto | No |
| Intermediate Mixed Choir | UC205S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Advanced Concert Choir | UC302S1/S2 | | | Yes | 10 to 12 | Must audition | No |
| Advanced Select Choir | UC301S1/S2 | | | Yes | 10 to 12 | Must audition | No |
| Class Voice | UC303SX | Yes | Yes | No | 9 to 12 | Must audition | No |
| Band (Concert) | UB201S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Percussion Ensemble | UB202SX | Yes | Yes | No | 9 to 12 | Must audition | No |
| Advanced Band (Symphonic) | UB301S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Intermediate Jazz 2 | UB203S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Advanced Jazz 1 | UB303S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Advanced Wind Ensemble | UB304S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Concert Orchestra | US201S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Symphony Strings (Sinfonietta) | UM304S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Advanced Chamber Orchestra | US401S1/S2 | | | Yes | 9 to 12 | Must audition | No |
| Advanced Symphony Orchestra | US402SX | Yes | Yes | | 9 to 12 | Must audition | No |
| Color Guard | UB204SX | Yes | | | 9 to 12 | Must audition | No |

PERSONAL FINANCE

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|--------------|------|
| Personal Financial Education | PF201SX | Yes | Yes | | 10 to 11 | None | No |
| Educación Personal Financiera | PF202SX | Yes | Yes | | 10 to 11 | None | No |

PHYSICAL EDUCATION

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|-------------------------------------|------|
| Lifetime Fitness and Activities | PZ301SX | Yes | Yes | | 9 to 12 | None | No |
| Individual and Team Sports | PZ308SX | Yes | Yes | | 9 to 12 | None | No |
| Weight Training | PZ303SX | Yes | Yes | | 9 to 12 | None | No |
| Advanced Weight Training | PZ402SX | Yes | Yes | | 9 to 12 | Weight Training | No |
| Intermediate Sport/Activity | PZ318SX | Yes | Yes | | 10 to 12 | None | No |
| Unified PE | PZ102SX | Yes | Yes | | 9 to 12 | Application. Please see instructor. | No |

SCIENCE

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|---|------|
| NGSS Physics | SP404S1/S2 | | | Yes | 9 | None | Yes |
| NGSS Chemistry | SC403S1/S2 | | | Yes | 10 | None | Yes |
| NGSS Biology | SB412S1/S2 | | | Yes | 11 to 12 | None | Yes |
| Human Anatomy and Physiology (CC) | SB402C1/C2 | | | Yes | 11 to 12 | None | Yes |
| AP Physics I | SP505S1/S2 | | | Yes | 11 to 12 | NGSS Physics and Algebra I (concurrent) | Yes |
| Astronomy | SP202SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Science course, Creative Writing I | Yes |
| Marine Science | S0301SX | Yes | Yes | | 11 to 12 | Must be taken in conjunction with required Science course, Creative Writing I | Yes |
| Forensic Science | SG302SX | Yes | Yes | | 11 to 12 | Must be taken in conjunction with required Science course, Creative Writing I | Yes |
| AP Biology | SB502S1/S2 | | | Yes | 11 to 12 | Chemistry or AP Environmental Science | Yes |
| AP Chemistry | SC503S1/S2 | | | Yes | 10 to 12 | Algebra II and NGSS Chemistry | Yes |

(CC) - College Credit Available | NCAA - Meets National Collegiate Athletic Association Requirements | TA - Teacher Approval

COURSE LISTING BY DEPARTMENT

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|----------------------------|------|
| AP Environmental Science | SB305S1/S2 | | | Yes | 10 to 12 | NGSS Physics and Algebra I | Yes |

SOCIAL STUDIES

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|---|---------------|------|--------|------|----------|---|------|
| World Social Studies | DG205S1/S2 | | | Yes | 9 | None | Yes |
| Perspectivas Del Siglo XX Parte 1 | DH202S1/S2 | | | Yes | 9 | May replace World Social Studies requirement | Yes |
| United States Social Studies | DG201S1/S2 | | | Yes | 10 | None | Yes |
| Perspectivas Del Siglo XX Parte 2 | DH302S1/S2 | | | Yes | 10 | May replace United States Social Studies requirement | Yes |
| AP US History | DH502S1/S2 | | | Yes | 11 to 12 | None | Yes |
| AP US Government and Politics | DC501S1/S2 | | | Yes | 10 to 12 | None | Yes |
| AP Human Geography | DG303S1/S2 | | | Yes | 9 to 11 | None | Yes |
| AP European History | DH503S1/S2 | | | Yes | 11 to 12 | None | Yes |
| US Government and Civics | DC302SX | Yes | Yes | | 11 | None | Yes |
| History of WWII | DH303SX | Yes | Yes | | 11 | Must be taken in conjunction with required Social Studies course if in grade 11 | Yes |
| Latino/A/E Histories | DH318SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | Yes |
| Youth and Law | DC301SX | Yes | Yes | | 10 to 12 | None | Yes |
| Advanced Law | DC303SX | Yes | Yes | | 10 to 12 | Youth and Law | Yes |
| History in Cinema | DH304SX | Yes | Yes | | 11 to 12 | Must be taken in conjunction with required Social Studies course if in grade 11 | No |
| Black and African Histories | DH317SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | Yes |
| History of Sociology | DS307SX | Yes | Yes | | 10 to 12 | Must be taken in conjunction with required Social Studies course if in grade 10 or 11 | Yes |

WORLD LANGUAGES

| TITLE | COURSE NUMBER | FALL | SPRING | YEAR | LEVEL | PREREQUISITE | NCAA |
|--|---------------|------|--------|------|----------|---------------------------|------|
| American Sign Language I | FH201S1/S2 | | | Yes | 9 to 12 | None | Yes |
| American Sign Language II | FH301S1/S2 | | | Yes | 9 to 12 | American Sign Language I | Yes |
| Conversational ASL | FH502S1/S2 | | | Yes | 9 to 12 | American Sign Language II | Yes |
| Spanish I | FS201S1/S2 | | | Yes | 9 to 12 | None | Yes |
| Spanish II | FS301S1/S2 | | | Yes | 9 to 12 | Spanish I | Yes |
| Spanish III | FS401S1/S2 | | | Yes | 9 to 12 | Spanish II | Yes |
| Spanish IV (CC) | FS501C1/C2 | | | Yes | 9 to 12 | Spanish III | Yes |
| Intro a La Literatura Hispanoamericana | LL415S1/S2 | | | Yes | 11 to 12 | Artes de Lenguaje 9 | Yes |
| German I | FG201S1/S2 | | | Yes | 9 to 12 | None | Yes |
| German II | FG301S1/S2 | | | Yes | 10 to 12 | German I | Yes |
| German III | FG401S1/S2 | | | Yes | 10 to 12 | German II | Yes |
| Advanced German | FG501S1/S2 | | | Yes | 12 | German III | Yes |

OUR MISSION

As West Salem Titans, we build authentic relationships, provide relevant learning experiences in and out of the classroom, and listen, learn and inspire each other to be our best selves every day.

West Salem High School
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Salem, OR 97304
[503-399-5533](tel:503-399-5533)



Andrea Castañeda, Superintendent

Salem-Keizer Public Schools promotes equal opportunity for all individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, veteran's status, genetic information or disability.

The Salem-Keizer Public Schools [nondiscrimination policy](#) and [grievance procedures](#) are located on the district website.