



# **SPRINGFIELD**

## **HIGH SCHOOL**

### **Curriculum Guide**

### **2025-2026**

875 7<sup>th</sup> Street, Springfield, OR 97477

[www.springfield.k12.or.us/SHS](http://www.springfield.k12.or.us/SHS)

Phone: 541-744-4700

## Welcome to Springfield High School

At Springfield High School, we promote our district's vision of *Every Student a Graduate Prepared for a Bright and Successful Future* by helping prepare students for college, career, and life opportunities by offering comprehensive programs, rigorous curricula, and unwavering support.

Our programs offer challenging courses of study designed for students to prepare and ultimately reach their academic and career goals. Through a coordinated plan of courses, our students will be better prepared for post-high school experiences to continue their learning and education.

### Springfield High's Mission

At Springfield High School we are committed to empower all students with the knowledge and skills necessary for a successful future.

Our portrait of an SHS Graduate:

- **Engaged individuals:** An SHS graduate is an adaptable and productive member of the community.
- **Innovative problem solvers:** An SHS graduate is resourceful.
- **Ethical decision makers:** An SHS graduate thinks deeply and makes informed decisions.
- **Effective communicators:** An SHS graduate listens actively, speaks and writes clearly and respectfully.
- **Productive collaborators:** An SHS graduate engages with others to achieve common goals.

### Forecasting

Forecasting, or the process of selecting courses for the following year, allows students to develop a sequence of required and elective courses that best meet their post-high school plans and goals. It also provides valuable information to administrators and teachers on what courses to offer each year.

Students will be scheduling each year in the spring. They select academic and elective courses that are of interest and are in line with their long-term educational and post-high school goals. Current 9<sup>th</sup> – 11<sup>th</sup> grade students will determine course selections in February and March. Current 8<sup>th</sup> graders will meet with high school counselors and administrators beginning in March/April.

Parents and students, please review the course catalog. Together, read the descriptions, pre-requisites and grade level requirements. Select the courses that best meet your needs both short term and long term. Select appropriate alternative classes in case a preferred class is not offered due to insufficient enrollment or funding.

### Using the Curriculum Guide

The purpose of the curriculum guide is to provide students and parents with a brief description of all required and elective course offerings at Springfield High School. The actual courses scheduled each semester are dependent on adequate student interest, facilities, teacher preparation, available resources, and other considerations. *Therefore, not every course listed in this guide may be available every year.*

Please use this guide to help make course choices that reflect your future goals and ambitions. Counselors and teachers are available to help you determine the appropriate courses that match your interests and plans. Please call or email your counselor with questions.

This guide is arranged by program areas such as Language Arts, Social Studies, Mathematics, etc., and students may choose required elective courses from all program areas. The catalog provides a course title, prerequisite, and a brief description of the course content. Additional information may be obtained by contacting the high school department lead teacher, counselor, or school administrator.

Equal opportunity is assured for all students in all courses. Federal law prohibits discrimination and we want to make every effort to assure student success in their chosen courses. Students are encouraged to explore courses in the CTE, other elective, and academic program areas. We are excited that you are part of the Springfield High School student body and look forward to your participation in the forecasting process!

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## STAFF CONTACT INFORMATION

### Administration

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Assistant Principal (9th)	Lisa Dillon	<a href="mailto:lisa.dillon@springfield.k12.or.us">lisa.dillon@springfield.k12.or.us</a>
Assistant Principal (10th)	Tracy Ross	<a href="mailto:tracy.ross@springfield.k12.or.us">tracy.ross@springfield.k12.or.us</a>
Assistant Principal (11th)	Betsy Johnson	<a href="mailto:betsy.johnson@springfield.k12.or.us">betsy.johnson@springfield.k12.or.us</a>

### Counseling

Our counseling department is dedicated to working with students, parents and teachers to ensure academic success. If you have any questions about your classes, programs, or post-secondary options, please contact your student's counselor. They are here to assist you!

9th grade students	Damaris Carlson	<a href="mailto:Damaris.Carlson@springfield.k12.or.us">Damaris.Carlson@springfield.k12.or.us</a>
10th grade students	Kimberlee Montoya	<a href="mailto:Kimberlee.Montoya@springfield.k12.or.us">Kimberlee.Montoya@springfield.k12.or.us</a>
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Family Resource Coordinator	Meredith Branch	<a href="mailto:Meredith.Branch@springfield.k12.or.us">Meredith.Branch@springfield.k12.or.us</a>
College and Career Specialist	Cindy Dapkus	<a href="mailto:Cindy.Dapkus@springfield.k12.or.us">Cindy.Dapkus@springfield.k12.or.us</a>

**WE ARE ONE**  
**WE ARE FAMILY**  
**WE ARE MILLERS**

## SHS: PLANNING FOR GRADUATION

### STANDARD DIPLOMA REQUIREMENTS

Subject	Credit Required
English/Language Arts	4.0
Math	3.0 <i>Geometry, Algebra plus one</i>
Science	3.0
Social Studies	2.5
Civics	0.5 <i>Starting Class of 2026, students must earn .5 Civics (U.S. Government)</i>
Personal Finance	0.5 <i>Starting Class of 2027, students must earn .5 Personal Finance</i>
Higher Education Career Pathways	0.5
Physical Education	1.0
Health	1.0
Fine Arts, CTE (Career Technical Education), World Language	3.0
Electives (other subjects)	5.0
<b>Total Credits</b>	<b>24.0</b>
<b>Personalized Learning</b>	
Education Plan and Profile	Develop an education plan and profile to guide learning toward a student's personal, career and post-high school goals using the Naviance platform.
Career-Related Learning Experiences	Participate in experiences that connect classroom learning with real life experiences in the workplace, community and /or is relevant to a student's education plan and profile.
Extended Application	Apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals through Naviance.

## GRADUATION HONORS

**Honor Roll:** Students may earn academic recognition when they achieve a GPA of 3.5 or higher at the end of a semester grading period. Students must be enrolled and must pass at least four (4) classes per semester with no more than one P in a graded class to be eligible for the honor roll.

**National Honor Society:** Students who maintain a GPA of 3.5 or above in graded classes and exhibit *character, leadership, and service* to the community are eligible for nomination to the National Honor Society during their junior year. Candidates must be a member of the junior or the senior class.

**Seal of Biliteracy:** Students literate in more than one language are able to qualify for a Seal of Biliteracy to be placed on their diploma and utilized on job and educational applications. In order to earn the seal, students must pass the SLIP, STAMP, or CLEP exam, offered each Spring.

Valedictorian	Salutatorian	Outstanding Achievement
4.00 cumulative GPA	3.98 or above cumulative GPA	3.95 GPA or above or having earned only one B in a non-Honors or non-Advanced Placement class.
<b>Has taken:</b> 4 credits English 4 credits of Math 4 credits of Science <b>at least 20</b> semester courses of College Now, Advanced, or AP courses	<b>Has taken:</b> <b>at least 15</b> semester courses of College Now, Advanced, or AP courses	<b>Portrait of an SHS High School Graduate:</b> Persistent and Resourceful Individual Productive Member of the Community College and Career-Ready Scholar Critical and Innovative Problem-Solver Ethical Decision Maker Effective Communicator and Collaborator

### Approved Courses

College Now Courses	AP Courses	Advanced Courses
CN Ethnic Studies CN Political Science CN Biology CN Writing 121 CN Pre-Calculus CN Calculus CN Math 105/106 CN Statistics CN Anatomy and Physiology  Teacher Cadet Acting Ensemble French 2 Spanish 3, 4, 5 Intro to Business Computer Applications Ceramics 2 Intro to Welding/Adv Welding Intro to Woods/Adv Woods Auto 1, 2, 3	AP Literature and Composition AP United States History AP Macroeconomics AP Studio Art AP Chemistry AP Physics AP Environmental Science	English 9 and 10 Honors Global History Honors American Government Hon. French 3, 4 Ceramics 3, 4 Advanced Studio Graphic Design 2, 3 Symphonic Band Advanced Orchestra Advanced Percussion Mariachi Del Sol Melodaires Kaleidoscope Accounting 2 Advanced Personal Finance Marketing Applications DECA Architectural Drafting Adv Technical & Computer Drafting Certified Nursing Asst Digital Arts and Photo 2, 3 Advanced Media AVID

## HONORS DIPLOMA

Students in all Springfield High Schools have the opportunity to earn an Honors Diploma. The Honors Diploma is an actual diploma that states *Honors Diploma*, rather than the general, *High School Diploma*. The Honors Diploma may be earned by students who have demonstrated excellence and rigor in a focused area of study, as described in the established criteria for each Honors Diploma type (see chart below). There are different pathways for students to earn an Honors Diploma: Academic Honors and Pathway Honors.

Academic Honors	Pathway Honors
Successful completion of core subject advanced courses eligible for college credits, earning at least 1.0 credits each, in two different core disciplines. Must earn a letter grade.	Successful completion of 3.0 credits in a single, focused area of study in a CTE pathway, Fine Arts or Performing Arts. Must earn a letter grade.
Successful completion of at least 2.0 credits in the same World Language. Must earn a letter grade.	Successful completion of a capstone project, internship or culminating experience, as defined by the pathway.
Successful completion of 4.0 credits each in Math, Science, Social Science and English. Must earn a letter grade.	
<b>All Honors Diploma Candidates:</b> <ul style="list-style-type: none"> <li>● Demonstrate a portfolio of academic work that exceeds the minimum requirements for a general high school diploma,</li> <li>● Must earn at least 27 Credits,</li> <li>● Must earn at least a 3.5 GPA</li> </ul>	

### Academic Honors Criteria

1. Advanced courses eligible for college credits that meet the Academic Honors requirements are indicated with an asterisk (\*) in the list of College Now courses. ([See list below under College Now](#))
2. *Successful completion* of courses is earning a D or better in the course.
3. Courses do not have to be taken sequentially to satisfy the requirements for academic honors.
4. Courses specified in the Academic Honors criteria must be taken for a letter grade.
5. Additional courses (courses not listed in the Academic Honors criteria) may be taken pass/no pass.
6. Students may earn both Academic Honors and Pathway Honors but courses taken cannot count twice.
7. The GPA calculation is completed at the culmination of a student's 7th high school semester.

### Pathway Honors Criteria

1. A single, focused area of study is defined in each school's curriculum guide. [Quick Guide to Pathways.](#)
2. *Successful completion* of courses is earning a D or better in the course.
3. Must take pathway courses that are designated as introductory, intermediate and advanced levels.
4. Courses do not have to be taken sequentially to satisfy the requirements for pathway honors.
5. Courses specified in the Pathway Honors criteria must be taken for a letter grade.
6. Additional courses (courses not listed in the Pathway Honors criteria) may be taken pass/no pass.
7. Required capstone projects and culminating experiences will be defined in each school's curriculum guide and aligned with pathways in other district high schools.
8. Internships that qualify for Pathway Honors criteria are associated with the area of specialization. It may be a paid experience (120 hours), a volunteer experience (36 hours), and/or an embedded internship opportunity in the pathway courses.
9. Students may earn both Academic Honors and Pathway Honors but courses taken cannot count twice.

10. The GPA calculation is completed at the culmination of a student's 7th high school semester.

### ADVANCED PLACEMENT

A variety of options exist for accelerated programs of study at Springfield High School. Students may pursue advanced coursework in **College Now (CN)** and/or **Advanced Placement (AP)** courses.

In addition, we have **RTEC and Expanded Options** for students who require work beyond what is offered at Springfield High School. Some of these options involve an additional expense for students.

Students enrolled in accelerated programs can gain enhanced college level preparation, earn advanced placement credit, or earn college credit through a Community College. All students are encouraged to select courses to help them achieve their maximum academic potential.

**Advanced Placement** classes are taught at a college level. Students have the option of taking the AP test in May each year. Credit varies by college. Advanced Placement options are available in:

- US History
- World History
- Micro and Macro Economics
- Language and Composition
- Literature and Composition
- Chemistry, Physics, and Environment Science

### COLLEGE NOW

College Now allows currently enrolled Springfield students to earn Lane Community College credits for approved courses taken at SHS, taught by our specifically qualified high school teachers. This will be getting students closer to the degree/career they want! Jump start your college career, talk to your counselor about taking College Now courses.

SUBJECT	SHS Course Title	LCC Title	Course #	Credits
Applied Fine Arts	Auto 1	Engine Repair	AM145	2
Applied Fine Arts	Auto 2 A&B/Leadership 1	Steering & Suspension	AM147	2
Applied Fine Arts	Auto 2 A&B/Leadership 1	Brakes	AM143	2
Applied Fine Arts	Auto 3 A&B/Leadership 2	Diesel Electrical Systems	DS257	2
Applied Fine Arts	Auto 3 A&B/Leadership 2	Engine Performance	AM244	2
Applied Fine Arts	Auto 3 A&B/Leadership 2	Electrical and Electronic Systems	AM243	2
Applied Fine Arts	Intro to Woods Technology	Construction Orientation & Environment	CST111	2
Applied Fine Arts	Advanced Woods/Cons.	Blueprint Reading 1	CST110	3
Applied Fine Arts	Welding Technologies	Shielded Metal Arc Welding 1	WLD121	1-2
Applied Fine Arts	Welding Technologies	Shielded Metal Arc Welding 2	WLD122	1-2

Applied Fine Arts	Advanced Welding	Wire Drive Welding 1	WLD143	1-2
Applied Fine Arts	Advanced Ceramics	Ceramics: Hand Building	ART250	3
Applied Fine Arts	Ceramics 2	Ceramics: Intermediate	ART253	3
Applied Fine Arts	Intro to Business	Introduction to Business	BA 101	4
Applied Fine Arts	Computer Applications	Computer Fundamentals	CIS101	4
Applied Fine Arts	Spanish 2, College Now	Spanish, First Year	SPAN 102	4
Applied Fine Arts	Spanish 3, College Now	Spanish, First and Second Year	SPAN 103	4
Applied Fine Arts	Spanish 4, College Now	Spanish, Second Year	SPAN 201	4
Applied Fine Arts	Spanish 5, College Now	Spanish, Second Year	SPAN202	4
Applied Fine Arts	French 2	First-Year French	FR101	5
Applied Fine Arts	Beg. Theater, Adv Theater, Acting Ensemble	Acting 1	TA141	3
Mathematics	Algebra 2/Math 95	Intermediate Algebra	MTH 95	5
Mathematics*	CN Math in Society 105	Math in Society	MTH105Z	4
Mathematics*	CN Math in Society 106	Math in Society 2	MTH106Z	4
Mathematics*	CN Pre-Calculus A	Precalculus 1: Functions	MTH111Z	4
Mathematics*	CN Pre-Calculus B	Precalculus 2: Trigonometry	MTH112Z	4
Language Arts*	College Writing 121	Composition 1	WR121z	4
Language Arts	Journalism A&B	Composition 2	WR122z	4
Science*	CN Biology A	CN General Biology	BI101F	4
Science*	CN Biology A	CN General Biology	BI102D	4
Science*	CN Biology B	CN General Biology	BI103E	4
Social Studies*	CN Ethnic Studies 101	Ethnic Studies	ES 101	4
Social Studies*	CN Political Science	Political Science 201	PS 201	4
Other Subjects	Teacher Cadet	Introduction to Teaching	ED100	3

## CAREER TECHNICAL EDUCATION (CTE)

Springfield High School has an agreement with Lane Community College and Oregon Institute of Technology, that CTE (Career and Technical Education) and College Now courses can be taken as part of their many technical programs. Courses won't have to be repeated when you graduate from high school and continue your studies at LCC or OIT. **College Now Career Technical Education (CTE)** opportunities are available in **Business, Art, Graphic Design, Health Professions, Journalism, Digital Arts, and Industrial Education (drafting, auto/mechanics, metal/welding and woods)**

### With CTE you can:

- **Save** on tuition costs and time by taking classes at SHS
- **Earn College Credit** for Lane Community College while in high school by taking Career Technical Courses. Some credits may transfer to other colleges, including OIT (Oregon Institute of Technology).
- **Train** for a professional technical career while still in high school.

## REGULAR UNDERGRADUATE ADMISSION REQUIREMENTS

High school graduation is required, plus the following subject requirements with a grade of C- or better:

- |                   |                            |
|-------------------|----------------------------|
| 4 English courses | 3 Social Studies courses   |
| 3 Math courses    | 2 Foreign Language courses |
| 3 Science courses |                            |

Every school will review every application, even if it doesn't meet admissions requirements. The school will consider other factors that may predict academic success in school. These factors include: difficulty of HS courses, SAT/ACT scores, writing samples, work experience, extracurricular activities, and volunteer work.

**NOTE:** These admission requirements are for informational purposes only. To ensure accurate information, always check with each specific institution.

	EOU	OIT	OSU	PSU	SOU	UO	WOU	OHSU
GPA	2.75	2.5	3.0	2.5	2.5	3.0	3.0	3.0
Additional Materials	--	--	One Essay	--	--	One Essay	--	Requires Transfer Credit
SAT or ACT	Optional	Optional	Optional	Optional	Optional	Optional	Optional	--

## FOUR YEAR PLANNING WORKSHEET

<u>Springfield School District Required Courses</u>	Year Completed			
	9	10	11	12
(LA) English (4 credits)				
1. English 9 A & B (honors available)				
2. English 10 A & B (honors available)				
3. English 11 A & B OR CN Writing 121				
4. English Elective OR AP English Literature OR CN Writing 121/2				
(MA) Mathematics (3 credits)				
1. Geometry and Data Reasoning A & B				
2. Algebra I and Data Reasoning A & B				
3. Algebra 2/Trig OR Financial Algebra				
(SC) Science (3 credits)				
1. NGSS Physics				
2. NGSS Chemistry				
3. NGSS Biology				
4. Oregon Naturalist or Forensics or AP Physics, or AP Chem				
(SS) Social Studies (3 credits)				
1. Global History <b>and</b> Global Studies <b>or</b> Ethnic Studies				
2. US History 20th Century <b>and</b> US History Nuclear Era <b>or</b> Ethnic Studies <b>or</b> Economics				
3. Government (Civics)				
(PE) Physical Education (1 credit)- Lifetime Fitness + one other 0.5 PE credit				
(HE) Health (1 credit) - Health 9 + one other 0.5 HE credit				
(AAF) Applied and Fine Arts/World Language/Career Technical Education (3 credits/6 semesters)				
Personal Finance 0.5 credit				
Higher Education and Career Pathways (0.5 credits)				
1.				



## SHS: PLANNING FOR COLLEGE AND CAREER



High School and Beyond is a SPS initiative to encourage students to get the most out of high school while preparing for their future. Students work with their school counselors and teachers starting in middle school to create their own personalized plan with goals for high school and beyond.

Postsecondary aspirations may include pathways for application to four-year colleges or universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on-the-job training.

The multi-media campaign is built around improving student achievement through specific, measurable outcomes:

- Improved attendance
- Improved GPA
- Improved credit attainment for on-time graduation
- Completion of FAFSA application
- Improved post-secondary enrollment and degree completion rates

At strategic times throughout the year, students and families will be reminded about the importance of getting involved at school, keeping a strong grade point average, earning all of their credits, and planning for life after high school.



### GET INVOLVED

Participate in student life

- Show-up! You can't do well in class if you are not there
- Join a club, play a sport, choose an extracurricular activity
- Volunteer in the community
- Stay informed about opportunities through the Family Newsletter and College & Career Center



### EARN A STRONG GPA

A strong GPA opens more opportunities for college and career choices

- With a 2.0 GPA you may be eligible for the Oregon Promise Grant at a community college
- A 3.0 GPA is required for entrance to some Oregon Public Universities
- Honors Diploma and National Honor Society require a minimum 3.5 GPA



### PLAN YOUR PATH

Explore college and career options

- Complete Naviance tasks
- Explore CTE pathways
- Complete two years of World Language
- File your FAFSA or ORSAA senior year



### EARN YOUR CREDITS

Do more than the minimum

- Pass your core classes
- At 24 credits, earn your high school diploma
- At 27 credits, explore an Honors Diploma
- Earn college credits through AP and College Now classes

## COLLEGE AND CAREER READINESS (9th Grade)

Our 9th grade class begins their high school experience focused on their bright FUTURES in a required College and Career Readiness course that focuses on the following post-high school skills:

### GOAL SETTING:

Students are introduced to the three essential keys for staying “on-track” in high school: setting specific, measurable goals; making informed decisions based on those goals; and planning for success. These skills help guide decision-making, ensuring that students stay focused on their academic and personal growth throughout their high school experience.

### SELF-MANAGEMENT:

Students are equipped with strategies to organize and plan their time effectively. This includes time for managing tasks and collaborating with peers. This time fosters responsibility, precision, and accuracy in completing academic work, allowing students to stay ahead of deadlines and maintain a balanced workload.

### SELF-ADVOCACY:

Students are explicitly taught how and when to communicate with teachers regarding their academic needs. Time is incorporated into the curriculum to encourage proactive student-teacher interactions. By practicing self-advocacy, students learn to seek support, clarify expectations, and ensure their learning needs are met in a timely and professional manner.

### ACADEMIC EXCELLENCE:

Students develop foundational academic skills that promote success across disciplines, including effective annotation techniques, Cornell notes, and a robust academic vocabulary. These tools foster critical thinking and deeper understanding, helping students excel in their studies. Emphasis is placed on applying these skills to enhance both the quality and depth of their academic performance.

### CCR9 - College and Career Readiness 9th grade

**Length and Credits:** Semester/ 0.5 OS credit

**Prerequisite:** Required course

**Grade Level:** 9

CCR9 is a designated period in each 9th grade student’s schedule designed to support transition into high school by providing students with opportunities to practice relevant school/work behaviors, and enrich their academic experience. CCR9 establishes the three key goals for an on-time graduation: earning a minimum of 6 credits per year, maintaining a 2.5 GPA, and missing less than 5 days per semester. CCR9 is an elective credit.

## HIGHER EDUCATION AND CAREER PATHWAYS

### SHS Students are Prepared for Life After High School.

Springfield High School prepares students for life after high school. Students possess the self-awareness and navigational skills needed to set goals and actively pursue them. While plans may evolve, being prepared involves the ability to adapt and continue moving forward toward one's aspirations.

Students are instructed on essential, real-world skills, ensuring that all have equal access to the tools and resources necessary for career and college readiness. By the time they graduate, each student will have a personalized plan in place to successfully take their next step, whether it's higher education, the workforce, or other opportunities.

Through this course, students will gain hands-on experience in several key areas:

- Job Application Skills: Learn how to create a strong resume, fill out job applications, and excel in interviews.
- Post-Secondary Exploration: Receive guidance in applying for colleges, financial aid, scholarships, apprenticeships, and vocational training programs to find the best fit for their future.
- Career Development: Build career-related skills through community-based learning opportunities, internships, and exploration of potential career paths.
- Self-Advocacy & Well-Being: Develop the confidence to advocate for themselves, while also learning how to access critical resources for mental, physical, and financial health.

### HIGHER EDUCATION AND CAREER PATHWAYS

**Length and Credits:** Semester / 0.5 credit

**Prerequisite:** Required course

**Grade Level:** 11/12

**Subject Area:** HECF

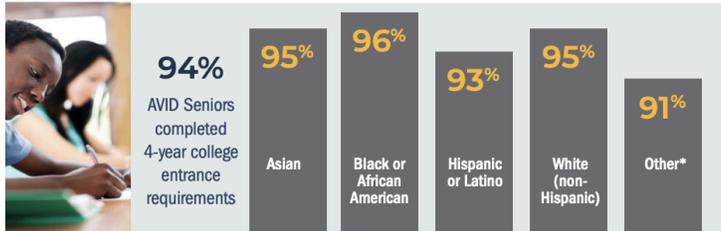
This semester-long course is designed to prepare students for life after high school, equipping them with essential skills to succeed in higher education, career pathways, and adult life. Developed in alignment with Oregon's new diploma requirements under Senate Bill 3, this course ensures students meet the 0.5 credit requirement in Higher Education and Career Path Skills, a critical component of the state's 24-credit graduation framework.

## AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION



AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society.

Class of 2021 Seniors completing 4-year college entrance requirements:



\*Other includes American Indian, Alaska Native, Native Hawaiian, Pacific Islander, two or more races, and students who declined to state. AVID. (2021). *AVID senior data collection* [Electronic Database].

**Impressive Outcomes:** Class of 2021 AVID Elective Seniors

**87%** reported plans to attend a postsecondary institution.      **77%** reported taking at least one rigorous course (e.g., AP®, IB®, and/or Cambridge®).

Springfield High School is proud to be an AVID SCHOOL! AVID equips teachers with instructional strategies and resources that will ensure all students are engaged in the learning process. AVID focuses on post-high school goal setting, promotes a mindset of achievement, and encourages a deeper connection with curriculum through critical thinking and practical applications.

### AVID Elective

Length and Credits:                      Year-long/ 1.0 credit  
 Prerequisite:                                Application Process/Teacher Recommendation  
 Grade Level:                                9/10/11/12  
 Subject Area:                                OS

AVID is a 4-year sequence elective class offered to select students who are highly motivated to prepare for college and careers. The AVID elective teaches high-level critical thinking skills by enhancing core skills in writing, inquiry, collaboration, organization and reading (WICOR). Additional requirements for the course include a commitment to learning and practicing note taking skills, enrolling in rigorous coursework, as well as maintaining good attendance, citizenship and a high GPA.

## SOURCES OF STRENGTH

### Mission

Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting, empowering both peer leaders and caring adults to impact their world through the power of connection, strength.

### Sources of Strength is...

A best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on.



### Vision

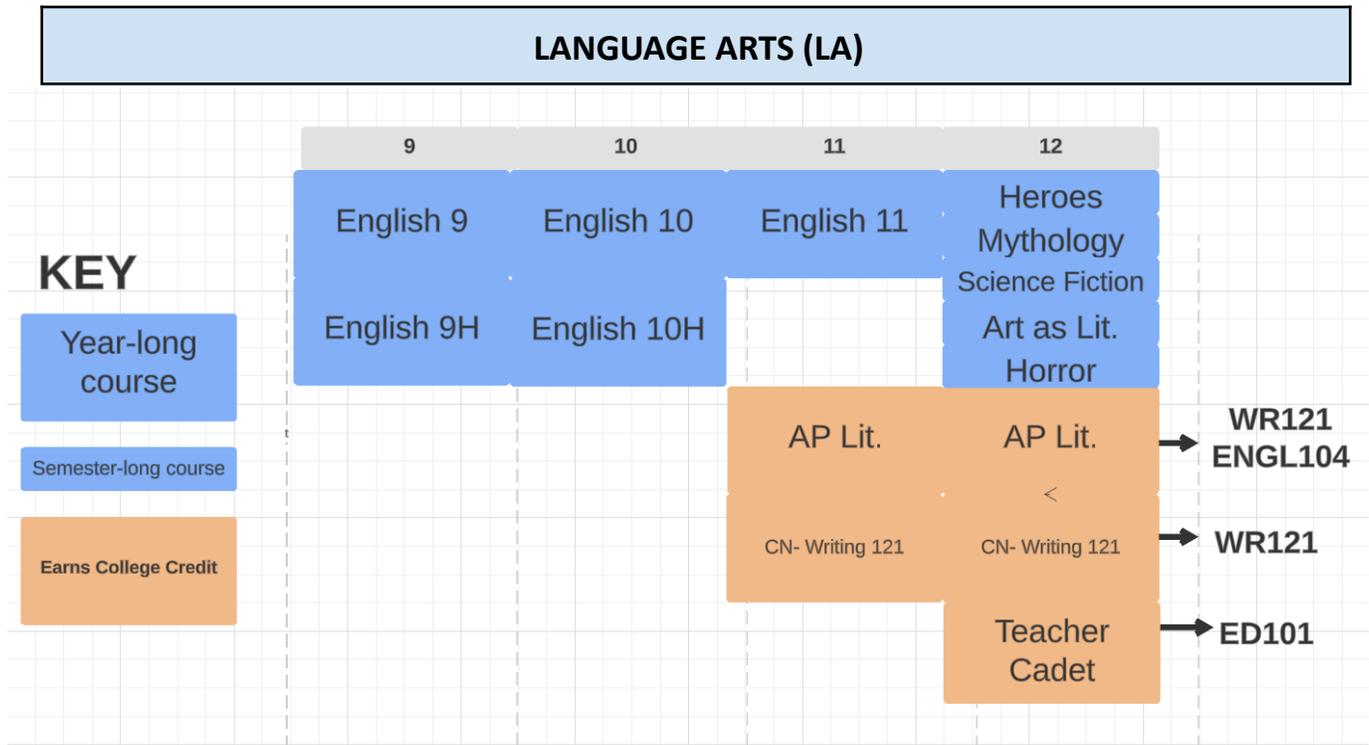
We believe that many strengths are more powerful than one, and our united goal is to activate and mobilize these strengths in ways that positively change individuals and communities.

### Sources of Strength Peer Leadership

Length and Credits: Year-long/ 1.0 credit  
Prerequisite: None  
Grade Level: 9, 10, 11 & 12  
Subject Area: OS

As a Peer Leader for Sources of Strength, you will help create a positive school culture that promotes wellness, resilience, and connection. Through collaborative projects and creative campaigns, you'll spread messages of hope, support, and mental health awareness. This class is for students who are passionate about mental health advocacy, enjoy talking to peers (both friends and new faces), and love working on collaborative projects. If you want to make a real difference and lead meaningful conversations, join SOS Peer Leadership! Help SHS become a place where every student feels seen, supported, and valued. Join SOS!

# CORE CLASSES



- **NOTE: We encourage ALL students to participate in our Honors and AP courses.**

### ENGLISH 9

Length and Credit: Year/1.0

Grade Level: 9/Required Course

This is an introductory class in high-school-level literature, composition (essay writing), and public speaking. Composition emphasizes sentence and paragraph structure, incorporation of direct textual quotes, and the different types of the five-paragraph essay.

### ENGLISH 9H

Length and Credit: Year/1.0

Grade Level: 9

Honors 9 is an accelerated course of Western literature and poetry. The focus on classics prepares students for further pre-AP and AP/College Now classes. A heavy emphasis on writing and independent reading skills enable students to prepare for college-level writing and reading.

### ENGLISH 10

Length and Credit: Year/1.0

Prerequisite: English 9

Grade Level: 10

The study of literature, speech, and composition. Composition skills continue emphasizing the short essay. Students read a range of material from various genres.

### ENGLISH 10H

Length and Credit: Year/1.0

Prerequisite: English 9

Grade Level: 10

Class designed as a world literature survey, with opportunities to write in multiple modes of writing. Students are expected to work above grade-level, as well as read and write independently. Class helps prepare students for AP classes.

## **ENGLISH 11**

Length and Credit: Year/1.0  
Prerequisite: English 10  
Grade Level: 11

Class combines American literature and composition. Students have opportunities to meet state benchmark standards and career related learning standards. Students will be given the opportunity to meet the Essential Skills in English through Smarter Balanced testing in this course.

## **CN – COLLEGE WRITING 121**

Length and Credit: Year/1.0  
Prerequisite: English 10  
Grade Level: 11, 12

A college preparatory reading and writing class emphasizing critical thinking skills through analysis of style and construction, including syntax word choice, figurative language and logic. *There is an opportunity to earn college credit in this course.*

## **ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION**

Length and Credit: Year /1.0  
Prerequisite: English 10  
Grade Level: 11, 12

This is a college-level course offering an in-depth study of poetry, drama, modern literature, and nonfiction. Composition will focus on literary analysis, MLA format, and various modes of academic writing. *There is an opportunity to earn college credit in this course.*

## **MYTHOLOGY**

Length and Credit: Semester/.5  
Prerequisite: English 9, 10, 11  
Grade Level: 12

Course study focuses on world myths and their influence on literature throughout the ages.

## **HEROES**

Length and Credit: Semester/.5  
Prerequisite: English 11  
Grade Level: 12

This class is an exploration of different kinds of heroes found in short stories, novels, nonfiction, poetry, and film. Students will write critical analysis and argumentative essays while continuing to develop their reading, writing, and analytical skills.

## **LITERATURE OF A THEME: FILM AS LITERATURE**

Length and Credit: Semester/.5  
Prerequisite: English 11  
Grade Level: 12

This course focuses on the critical analysis of literature and film. We cover source material for several critically-acclaimed films, and evaluate how those short stories and novels can come to life on the big screen. We examine how filmmakers use cinematic and theatrical elements to convey meaning, much in the same way an artful novelist does with written words. We explore thematic connections between fictional stories, film adaptations, current events, and our own lived experiences.

## **LITERATURE OF A THEME: SOCIAL JUSTICE**

Length and Credit: Semester/.5  
Prerequisite: English 11  
Grade Level: 12

This course works to define social justice, evaluate and think critically about the value of differences in culture and identity, and examine where these ideas fit inside the education system. We look at the effect famous figures have had, evaluate different approaches for change, learn and use essential social justice vocabulary while reading and writing on these various topics.. We will ask the hard questions and face the sometimes harder answers.

**LITERATURE OF A THEME: HORROR GENRE**

Length and Credit: Semester/.5

Prerequisite: English 11

Grade Level: 12

This is a semester-long senior English course that is worth .5 ELA credit. Through a variety of short stories, a novel, and 1-2 films, we will examine the different ways storytellers frighten audiences. We will focus on why fright is a useful emotion in demonstrating how horror techniques, tropes, and figures symbolize larger aspects of our society and human nature.

**SCIENCE FICTION**

Length and Credit: Semester/.5

Prerequisite: English 11

Grade Level: 12

Provides the opportunity for students to read a sampling of science fiction and see how authors forecast possible futures. Students study the development of the genre, key authors, stories and themes that led to the science fiction of today and its significance for the future. The course is designed to help students to develop and improve their functional reading skills, connecting to real-world applications.

**CREATIVE WRITING**

Length and Credit: Semester/.5 credit

Prerequisite: English 11

Grade Level: 12

Dive into the art of storytelling and self-expression in this exciting Creative Writing course! Explore a wide range of genres, including poetry, short stories, scriptwriting, and more. We'll use mentor texts to analyze the meaning, style, and techniques of great writing—and apply those lessons to your own work. This class is perfect for students who love to write, want to expand their creativity, and explore the craft of writing in new and meaningful ways. Whether you dream of crafting gripping stories, heartfelt poems, or cinematic scripts, this class will give you the tools to bring your ideas to life. Let your creativity soar and discover the writer within!

## ENGLISH LANGUAGE DEVELOPMENT (ELD)

A comprehensive English Language Development program is offered at Springfield High School for students whose first language is not English. Upon entry into high school, ELD students progress through an assessment process designed to provide baseline placement data for counselors and ELD staff. Information provided through this process is used to determine appropriate services and supports. Students are scheduled for participation in various components of the ELD program based on their assessment scores, school records and previous teacher recommendations. Students are re-assessed annually for their progress towards proficiency of the English Language.

### **ELD RECENT ARRIVER**

Length and Credit: Year/2.0

Grade Level: 9, 10, 11, 12

This class is for students who are either new to English or who have had limited experience with English. The class offers instruction in, and practice with, basic social language, and moves toward using school-related English. Students will also learn basic skills for success in school.

### **ELD BEGINNER**

Length and Credit: Year/2.0

Grade Level: 9, 10, 11, 12

This class is for students who have had one to two years of basic English. The class focuses on building independent language abilities in listening, speaking, reading, and writing. Students at this level continue to build skills.

### **ELD INTERMEDIATE**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11, 12

Students at the intermediate level can produce short, meaningful exchanges of information through speaking and writing in English. The class focuses on continuing to improve reading, writing, listening and speaking skills, as well as expanding vocabulary. Students continue to practice skills for success at school.

### **ELD ADVANCED**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11, 12

Students at the advanced level can engage in lengthy exchanges of ideas and information through speaking and writing in English. This class focuses on continuing to build and refine their English language skills to a proficient level. Students apply strategies for success as they transition out of the ELD program.

### **EL Language Arts 9 A/B**

### **EL Language Arts 10 A/B**

Length and Credit: Year/1.0

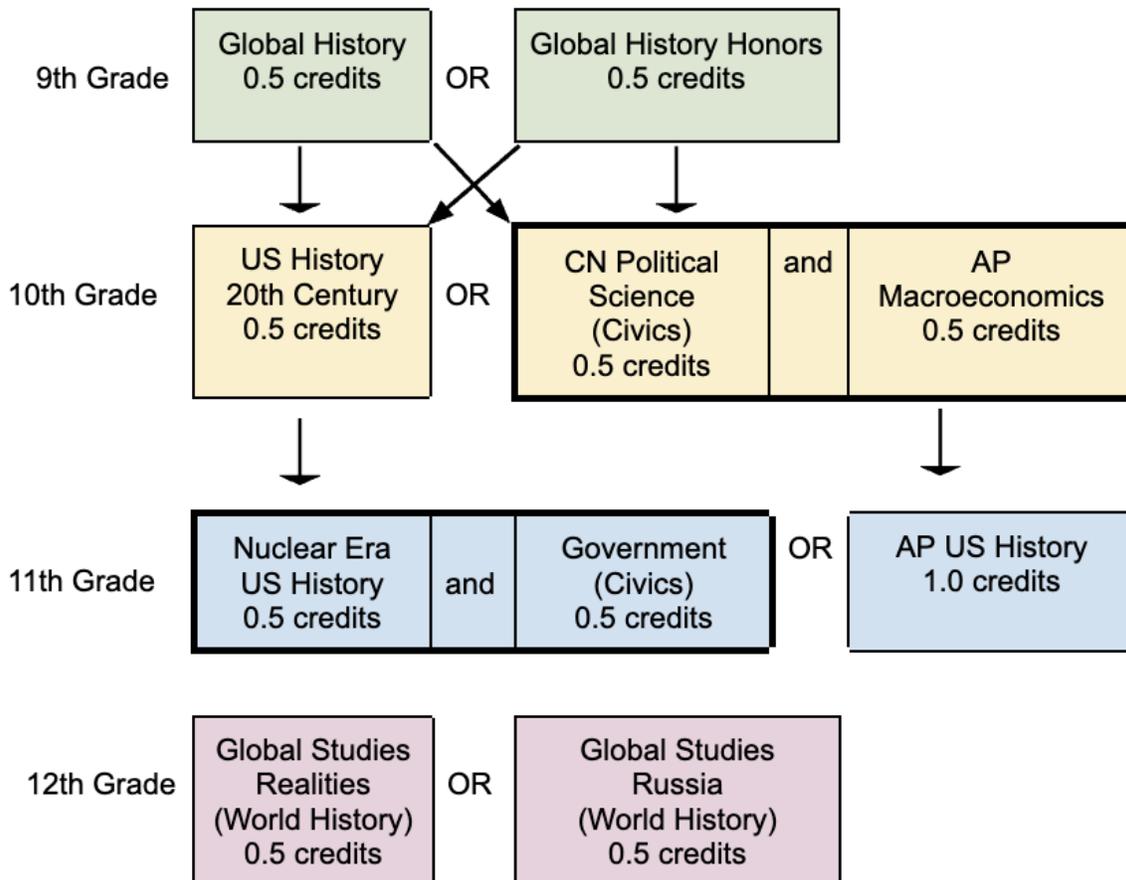
Grade Level: 9, 10, 11, 12

The course is specifically designed for Recent Arrivers and Beginner-level English Learners. It is delivered by the ELD teacher within our Recent Arriver and Beginner program. This course supports, adjusts, and caters to the linguistic acquisition needs of Multilinguals, facilitating their proficiency in both standards and language skills. This comprehensive approach aims to create an inclusive learning environment that recognizes and values the diversity of the students.

## SOCIAL STUDIES (SSC)

3.0 credits required for graduation, including 0.5 Civics.

4.0 credits required for Honors Diploma.



Social Studies Electives:

Economics Grade 11-12 0.5 credits	CN Ethnic Studies Grade 11-12 0.5 credits <small>*May be taken in place of Nuclear Era</small>	Anti-Racism and You Grade 10-12 0.5 credits <small>*May be taken in place of 20th Century</small>
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**GLOBAL HISTORY 9**

Length and Credit: Semester/.5  
Grade Level: 9/Required Course

This course will include an examination of world history and culture with emphasis on the modern era, history of Western Europe, world religions and various Pacific Rim countries. World geographical features are reviewed.

**GLOBAL HISTORY 9H**

Length and Credit: Semester/.5  
Grade Level: 9

An advanced course for recommended 9th graders which follows the course outline listed above, plus goes further to explore concepts and provides additional enrichment.

**U.S. HISTORY: 20<sup>TH</sup> CENTURY AMERICA**

Length and Credit: Semester/.5  
Grade Level: 10/Required Course

A study of United States history from the closing of the frontier to the Great Depression with a special focus given to a diverse range of racial, socioeconomic perspectives, and the creation of modern American society.

**CN POLITICAL SCIENCE (Satisfies Civics Requirement)**

Length and Credit: Semester/.5  
Prerequisite: Global 9 or 9H  
Grade Level: 10

This is a one semester college-prep course for sophomores focusing on the structure and foundations of American government. Students will learn the principles of the U.S. Constitution, the rights and responsibilities of being a citizen in a democratic society, and the workings of the three branches of government. College Now credit is available for this course.

**AP (ADVANCED PLACEMENT) MACROECONOMICS**

Length and Credit: Semester/.5  
Prerequisite: Global 9 or 9H  
Grade Level: 10

A.P. Macroeconomics covers basic economic concepts, measurements of economic performance, (unemployment and inflation), national income and price determination, fiscal and monetary policy, foreign exchange and currency, and international economics and trade. This is a one semester college-level course for sophomores in which students who pass the A.P. Macroeconomics exam in May could receive up to 4 college credits.

**GOVERNMENT (Satisfies CIVICS requirement)**

Length and Credit: Semester/.5  
Grade Level: 11/Required Course

This is a one-semester course focusing on the structure and foundations of American government. Students will learn the principles of the U.S. Constitution, the rights and responsibilities of being a citizen in a democratic society, and the workings of the three branches (Congress, the Presidency, and the Courts) of the U.S. government.

**U.S. HISTORY: NUCLEAR ERA**

Length and Credit: Semester/.5  
Grade Level: 11

Required Course unless taking AP US History. A study of America entering the nuclear age. The course examines possible causes and consequences of World War II, Korea, Vietnam and the social and political turmoil of the 1960's.

**U.S. HISTORY: ADVANCED PLACEMENT**

Length and Credit: Year/1.0  
Prerequisite: 10th grade social studies  
Grade Level: 11, 12

A college preparatory course examining American history from the colonial period to modern times.  
*College credit available by successfully completing the A.P. exam at student expense.*

**GLOBAL STUDIES: GLOBAL REALITIES**

Length and Credit: Semester/.5

Grade Level: 12

This course will examine critical ecological, political, and social issues, many of which, some argue, threaten humanity itself. Through lectures, book readings, discussions, case studies, videos, and projects we will analyze a series of critical issues that frame our world today.

**GLOBAL STUDIES: RUSSIA AND EASTERN EUROPE**

Length and Credit: Semester/.5

Grade Level: 12

A study of the cultural, social, economic and political history of Russia and Eastern Europe with emphasis on the key events of the 20th Century.

**ECONOMICS**

Length and Credit: Semester/.5

Grade Level: 11-12

This course studies the American economic system including supply and demand, wants and needs, market and monetary systems, competition, unemployment and inflation, consumer related laws and employment. Students will also create resumes, complete practice job interviews, and learn some basic personal finance relating to budgeting and banking and credit.

**COLLEGE NOW ETHNIC STUDIES**

Length and Credit: Semester/.5

Grade Level: 11-12

This course combines conceptual, historical, and experiential ideas about racial and ethnic groups in the United States. Using past and current developments in ethnic studies scholarship, we will examine the social construction of race and ethnicity, theories of prejudice, and a historical overview of various ethnic and racial groups that have contributed to this country. The overall goal of the course is to help students develop a philosophy of cultural diversity and a body of knowledge on social, ethnic, and racial groups in America. The course will also give students greater awareness of communications and relationships in ethnically and socially diverse communities and an appreciation for the richness and value of diversity. In addition to earning 0.5 Social Studies credit, this course is also offered for College Now credit. A grade of C or better is required for college credit.

**ANTI-RACISM AND YOU**

Length and Credit: Semester/.5

Grade Level: 10, 11, 12

This course seeks to examine the development, spread, and articulations of anti-Black racism in the United States and around the world. The class will be structured through readings, lectures and discussions. First, we will explore the roots of anti-Black racism in the United States, drawing connections to African history, the history of slavery, and the Transatlantic Slave trade. Second, the course will grapple with the ideology of anti-Black racism—the ideas that undergird the creation of racial hierarchies, often shaped by pseudo-science and eugenics. Third, the course will highlight the theme of resistance, paying close attention to the range of political strategies and tactics Black activists and their allies have employed in their effort to obtain a more just and equal society here and internationally. Significantly, the course employs an intersectional analysis—taking into account how race is interwoven into other categories including ethnicity, gender, class, sexuality and nationality.

**PSYCHOLOGY**

Length and Credit: Semester/.5 credit

Grade Level(s): 10, 11, 12

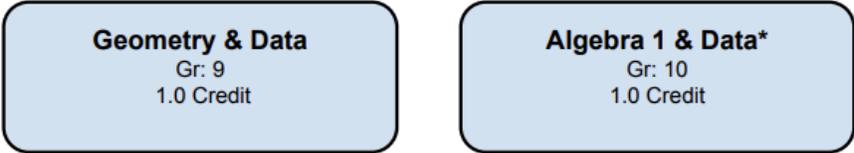
This course introduces students to the study of individual human behavior. Psychology is the scientific study of the ways that people think, feel, and behave. Course content typically includes (but not limited to) an overview of the field of psychology, topics in human growth and development, personality, behavior, and abnormal psychology.

# MATHEMATICS (MA)

## Math Pathway: 2 +1 Model

Students need three (3) total credits of high school level mathematics to meet graduation requirements.

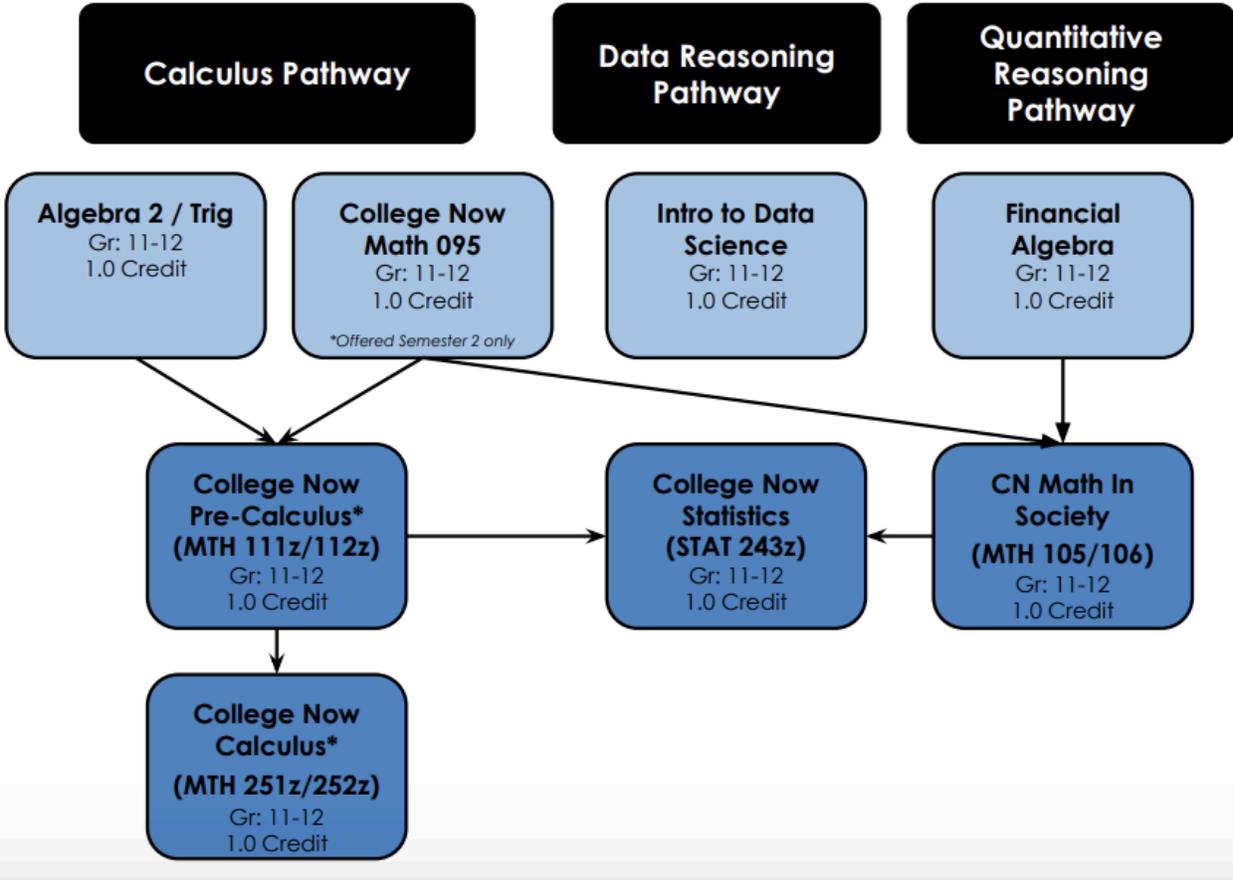
### Required Core 2 Courses



### +1 Course Pathways (Grades 11-12)

For students interested in attending a State of Oregon Public Higher Education Institution, the third year could be satisfied by any math course with a primary focus on concepts in algebra, calculus, data science, discrete mathematics, geometry, mathematical analysis, probability, or statistics.

*Students are encourage to select 11th/12th year courses that best align to their interests and future college/career goals within one of three pathways:*



## GEOMETRY & DATA REASONING

Length and Credit: Year / 1.0 credit  
Prerequisites: None  
Grade Level(s): 9

In this course students will formalize their geometry experiences from K-8 through a focus on three critical areas: (1) Geometric reasoning; (2) congruence, similarity, and symmetry; and (3) connections to equations. Students will develop an understanding that attributes of geometric objects can be applied to diverse contexts. They will explore the concepts of similarity, symmetry, and congruence through the perspective of geometric transformation. Students will make connections between algebra and geometry by using algebraic manipulation as a tool for geometric understanding, modeling, and proof. Students will also have opportunities to engage in the statistical problem-solving process by formulating investigative questions, analyzing, summarizing, and describing data. **A scientific calculator is required for this course.**

## ALGEBRA 1 & DATA REASONING

Length and Credit: Year / 1.0 credit  
Prerequisites: None  
Grade Level(s): 10

In this course students will focus learning on four critical areas: (1) Expressions; (2) equations and inequalities; (3) connections to functions and modeling; and (4) quantities. Students will use algebraic reasoning to create equivalent expressions and develop strategic competence in solving equations, inequalities, and systems. They will work with functions in a variety of representations and use them to model authentic contexts. Students will extend their understanding of the number system to include complex numbers, and work with real-world problems in which answers are not just numbers, but quantities that involve a variety of units. Students will also engage in the statistical problem-solving process by formulating investigative questions; analyzing, summarizing, and describing data; and using functions to model data. **A scientific calculator is required for this course.**

## ALGEBRA 2/TRIG (A/B)

Length and Credit: Year / 1.0 credit  
Prerequisites: Algebra 1 and Geometry or equivalent  
Grade Level(s): 10, 11, 12

This course builds off the core content from Geometry and Algebra 1 for students who enjoy the abstract reasoning and manipulation of Algebra 1, or are interested in pursuing a calculus-based STEM career. Students will deepen their algebraic manipulation skills to perform operations on more complex expressions. Students will also extend the use of functions to include quadratic, logarithmic, advanced polynomials, rational, radical, trigonometric, circular, and inverses. **A graphing calculator is required for this course.** (A TI-84 or TI-83 recommended; CAS calculators may not be permitted on tests.)

## ALGEBRA WITH FINANCIAL APPLICATIONS (A/B)

Length and Credit: Year / 1.0 credit  
Prerequisites: Algebra 1  
Grade Level(s): 11, 12

In this course students will use mathematics to model and explore real-world financial applications. Topics covered include taxes, checking, savings, budgeting, intro to investing, investing strategies, types of credit, managing credit, paying for college, and insurance. *A scientific calculator is required, a graphing calculator is recommended.* (A TI-84 or TI-83 is recommended; CAS calculators may not be permitted on tests.)

## CN MATH 95

Length and Credit: Semester/0.5 credit/offered second semester only  
Prerequisites: Algebra 1 & Geometry  
Grade Level(s): 11, 12

Topics include complex numbers, equations, function notation, polynomials, coordinate graphing, rational equations, radical equations, exponents, quadratic functions, exponential and logarithmic functions, inequalities and problem-solving methods. A scientific calculator is required. *This is a dual credit course, students may receive college credit through LCC provided they earn at least a C grade.*

## CN MATH IN SOCIETY 105 & 106 (Contemporary Math)

Length and Credit: Year / 1.0 credit  
Prerequisites: Algebra 1

Grade Level(s): 11, 12

This course is a continuation of the K-12 math learning progression dedicated to quantitative reasoning, where students will use math as a tool for solving real-world problems. In MTH 105, major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics. In MTH 106, major topics include linear and exponential modeling, scheduling, history and uses of geometry. There will be an emphasis on mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. This two course sequence (MTH 105 and MTH 106) can be taken in any order. **Scientific calculators are required and a graphing calculator is recommended.** (A TI-84 or TI-83 is recommended; CAS calculators may not be permitted on tests.) *This is a dual credit course. Students can earn math college credit through LCC provided they earn at least a C grade each semester.*

### **CN PRE-CALCULUS (MTH 111 Z/112 Z)**

Length and Credit: Year/1.0

Prerequisite: Algebra 2/Trig or Contemporary Math

Grade Level: 10, 11, 12

This course is designed to prepare students for calculus and related STEM disciplines. In the first semester (MTH 111z), students will focus on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. Students will also explore sequences and series. In the second semester (MTH 112z), students will explore trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, vectors, and conic sections. Topics will be represented symbolically, numerically, and graphically in authentic, real-world contexts. Learning experiences will place an emphasis on skill building, reasoning, communication, connections with other disciplines, and the appropriate use of current technology. **A graphing calculator is required.** (A TI-84 or TI-83 is recommended. CAS calculators may not be permitted on tests.) *This is a dual-credit course. Students receive math college credit through LCC provided they earn at least a C.*

### **CALCULUS (MTH 251 Z/252 Z)**

Length and Credit: Year/1.0

Prerequisite: Pre-Calculus

Grade Level: 11, 12

Course covers a range of topics including: derivatives, integrals and their applications. There is a focus on the ability to be able to use tables, graphs and equations to solve problems. Course is a requirement for most science, engineering and business degrees. *This is a dual credit course: Students can earn credit at SHS and up to 10 hours of LCC credit that is transferable to other colleges/universities.*

### **CN STATISTICS (STATS 243 Z)**

Length and Credit: Semester/.5

Prerequisite: Math 105/106 or higher

Grade Level: 10, 11, 12

In this introductory course students will focus on the interpretation and communication of statistical concepts. They are introduced to exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate. *This is a dual-credit course. Students receive math college credit through LCC provided they earn at least a C grade.*

### **FOUNDATIONS MATH**

Length and credit: Full year - 2 semesters/ 1 credit (.5 per semester)

Prerequisite: Case Manager recommendation

Grade Level: 9, 10, 11, 12

This course is a stand-alone course, but can be repeated as needed. This course must be recommended by Case Managers. It is designed to help students to develop and improve their functional math skills, connecting math topics to real-world applications. Students will build fluency around using calculators and other math tools. Subjects covered will include fractions, decimals and percentages, unit rates, perimeter and area, and solving for missing numbers.



## NGSS CHEMISTRY

Length and Credit: Year/1.0

Grade Level: 10

The NGSS (Next Generation Science Standards) Chemistry course focuses on the core ideas of chemistry: 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. Students will develop their problem solving skills, scientific literacy, and evidence-based reasoning. This class is the second science class of the three-year science sequence.

*Note: If students want to accelerate through the science curriculum, in order to take advanced courses their junior and/or senior year, we recommend students enroll in both chemistry and biology during their sophomore year.*

## NGSS BIOLOGY

Length and Credit: Year/1.0

Grade Level: 11th; 10th (if taken with NGSS Chemistry)

This NGSS (Next Generation Science Standards) Biology lab-based course covers the foundational principles of modern biology (the study of life) and focuses 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, and students participate in laboratory 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 NGSS Physics and NGSS Chemistry courses is built upon and expanded on in a biological context. Critical thinking and analysis are emphasized. This class is the third class of the three year science sequence. *Note: If students want to accelerate through the science curriculum, in order to take advanced courses their junior and/or senior year, we recommend students enroll in both chemistry and biology during their sophomore year.*

## COLLEGE NOW BIOLOGY

Length and Credit: Year/1.5

Prerequisite: NGSS Biology & NGSS Chemistry

Grade Level: 11, 12

An advanced second year course in biology using a laboratory approach to investigate anatomy, physiology, genetics, microbiology and diversity. **Students will be prepared for and encouraged to take the AP exam at the end of this course.** *This is a dual credit course: Students earn credit at SHS and up to 12 college credits through LCC (General Biology 101, 102, 103) that may be transferable to other colleges and universities.*

## AP CHEMISTRY

Length and Credit: Year/1.0

Prerequisite: NGSS Biology, NGSS Chemistry

Corequisite: Algebra 2

Grade Level: 11, 12

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics. Students may earn college credit if they pass the AP Exam.

## AP PHYSICS

Length and Credit: Year/1.0

Prerequisite: Geometry, Algebra 1 and NGSS Physics

Grade Level: 10, 11, 12

An advanced second year course in Physics that reintegrates the math found in Algebra-based college level physics. This is a lab-based course in which students will discover the fundamental rules that govern our Universe. This includes the relationship between matter, energy, and the mathematics of nature. Major topics include motion, forces, momentum, energy, waves, and electricity. Students may earn college credit if they pass the AP Exam.

## AP ENVIRONMENTAL SCIENCE

Length and Credit: Year long/1.0

Grade Level: 11, 12

Prerequisites: NGSS Physics, NGSS Chemistry, NGSS Biology

AP Environmental Science explores how the natural world works, the impact of human activities, and potential solutions to environmental challenges. Through case studies, current events, debates, math practice, and

inquiry-based labs, students will develop scientific skills and critical thinking. This interdisciplinary course integrates biology, chemistry, physics, earth sciences, and social sciences to analyze and address environmental issues. Students may earn college credit if they pass the AP Exam.

### **INTRO ANATOMY & PHYSIOLOGY**

Length and Credit: Semester/.5

Grade Level: 10, 11, 12

This course presents a systematic approach to the study of the human body. Students then learn basic anatomy, physiology and terminology of the following systems: integumentary, skeletal, muscular, nervous, cardiovascular, and digestive. This class uses hands-on activities where students use clay to sculpt body systems on human skeleton models.

### **ANATOMY & PHYSIOLOGY I (AFF credit if not taught by Science teacher)**

Length and Credit: Semester/.5

Prerequisite: Intro Anatomy & Physiology

Grade Level: 10, 11, 12

Course focuses on human anatomy, physiology and terminology. Using probes/sensors, students collect data, graph and analyze various functions of the human body. It incorporates dynamic activities, inquiry-based projects & real-world experiences with facts that must be understood to pursue any career in healthcare.

This course qualifies for 3 College Now credits (HO150).

### **ANATOMY & PHYSIOLOGY II (AFF credit if not taught by Science teacher)**

Length and Credit: Semester/.5

Corequisite: Intro Anatomy & Physiology

Grade Level: 10, 11, 12

Course focuses on human anatomy, physiology and terminology. Using probes/sensors, students collect data, graph and analyze various functions of the human body. It incorporates dynamic activities, inquiry-based projects & real-world experiences with facts that must be understood to pursue any career in healthcare.

This course qualifies for 3 College Now credits (HO150).

### **OREGON NATURALIST**

Length and Credit: Semester/.5

Grade Level: 10, 11, 12

The course will take a detailed look at the natural history of Oregon. Students study geography, climate, geology, and biology found in various regions of the state.

### **FORENSIC SCIENCE**

Length and Credit: Semester/.5

Grade Levels: 11, 12

Forensic Science is a hands-on investigative class where students learn, apply, and analyze chemistry, biology, and physics concepts as they solve forensic-based mysteries and simulated crimes. Students will act as "Crime Scene Investigators," using science topics such as atomic structure, chemical reactions, the interactions of matter and energy, cell structure, and genetics, as they investigate and solve realistic forensic mysteries. This class is offered every other school year.

## PHYSICAL EDUCATION (PE)

### LIFETIME FITNESS

Length and Credit: Semester/.5  
Grade Level: 9

**\*Required and first priority for all 9th graders. Available to 10th graders who have not earned this course credit.**

Course featuring an *introduction* to the elements of fitness, basic and advanced body mechanics, functional movement and injury prevention. Students will be provided the opportunity to participate in multi level competition in a variety of lifetime fitness, recreation, sports games and activities, *requiring beginning to emerging skills, techniques, and strategies.*

### TEAM GAMES

Length and Credit: Semester/.5  
Prerequisite: Lifetime  
Grade Level: 10, 11, 12

Course featuring *development and refining* of the elements of fitness, basic and advanced body mechanics, functional movement and injury prevention. Students will be provided the opportunity to participate in multi level competition in a variety of lifetime fitness, recreation and sports games, and activities *requiring intermediate to advanced skills, techniques, and strategies.*

### WATER SPORTS

Length and Credit: Semester/.5  
Prerequisite: Lifetime  
Grade Level: 10, 11, 12

This course is designed to empower students by providing the knowledge and opportunities to become more proficient and safe in the aquatic environment. This course involves a variety of aquatic activities such as: deep and shallow water aerobics, cooperative games, intro to lifeguard training, lap swimming, diving, stroke improvement, boating skills and more.

### RECREATIONAL BASKETBALL

Length and Credit: Semester/.5  
Prerequisite: Lifetime  
Grade Level: 10, 11, 12

This course is designed for all basketball skill levels. Students will gain basic basketball, fitness, and interpersonal / sportsmanship skills through a variety of lead up drills, modified basketball games, and varied competition tournament play.

### WEIGHTS

Length and Credit: Semester/.5  
Prerequisite: Lifetime  
Grade Level: 10, 11, 12

This is a multi leveled weight training course aimed at introducing and honing in on types of weight training. Students will develop the understanding of the muscular system and the various options available to train those muscles for functional movement and injury prevention.

### PERSONAL FITNESS

Length and Credit: Semester/.5  
Prerequisite: Lifetime  
Grade Level: 10, 11, 12

This course is designed to empower students to make choices, meet challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This class will cover body wt. exercises, yoga, kempo, piyo, running, stability ball routines and weight lifting.

### ADVANCED BASKETBALL (first semester only)

Length and Credit: Semester/.5

Grade Level: 10, 11, 12  
Prerequisite: Lifetime Fitness

Advanced Basketball is an advanced class for those looking to try out for, and play on the SHS boys and girls basketball teams in the winter. This class will focus on the development and improvement of crucial skills of the game, as well as high intensity conditioning.

### **ADVANCED WEIGHTS and CONDITIONING**

Length and Credit: Semester/.5  
Grade Level: 10, 11, 12  
Prerequisite: Lifetime Fitness

This is a sports based weights class designed to improve the strength and conditioning of our SHS athletes. The class will focus on building stronger athletes, and improving their speed and agility. Olympic lifting will be a key component of the class.

## **HEALTH (HE)**

### **HEALTH & WELLNESS 1**

Length and Credit: Semester/.5  
Grade Level: 9

This course is designed to provide information needed to make important decisions about overall health and wellness. Topics related to health such as social and emotional health, decision making, nutrition and physical activity, alcohol/tobacco/other drugs, HIV and STI prevention, and sexual education will be discussed.

### **HEALTH & WELLNESS 2**

Length and Credit: Semester/.5  
Grade Level: 11, 12

Building on the skills acquired in Health and Wellness, this course will provide the necessary knowledge and skill set for heading into adulthood with the ability to make healthy lifestyle choices. It will also help prepare students for possible adversities associated with their overall health and well-being.

### **MENTAL HEALTH**

Length and Credit: Semester/.5  
Grade Level: 11, 12

This course explores brain function, the effects of chemicals on brain chemistry, and their influence on personality and development. Topics include sleep, dreams, **mental** illness and treatment, violence, and addiction. Students will also learn mindfulness principles and strategies to enhance mind-body awareness, manage stress, and build focus, resilience, and attention.

## WORLD LANGUAGES (FA)

### **FRENCH 1**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11

Course is designed to teach students to communicate in French through speaking, listening and writing. The emphasis is on communication in daily-life situations. They learn about French culture and French-speaking countries. Students use short memorized sentences and everyday expressions to demonstrate speaking ability. Students expand vocabulary by reading narratives, stories and articles which feature familiar content and high-level cognates.

### **FRENCH 2**

Length and Credit: Year/1.0

Prerequisite: French 1

Grade Level: 10, 11, 12

An extension of what students learned in French 1, this course emphasizes communication through speaking, listening, writing and reading. Students will build on grammar concepts and vocabulary learned in French 1. The communication emphasis is on daily living situations using simple memorized phrases, sentences and questions on a limited range of topics. Students will be asked to demonstrate speaking ability. Students expand vocabulary by reading narratives, stories and articles which feature advanced-level cognates. They increase literacy skills, read from authentic sources and expand their understanding of French culture through art, music and film. This is part of a College Now sequence of courses (French 2 = FR 101).

### **FRENCH 3 or 4**

Length and Credit: Year/1.0

Prerequisite: French 2 (or 3)

Grade Level: 10, 11, 12

Advanced students build toward proficiency in speaking, listening, reading and writing in French. Students may do enrichment projects in French cuisine, music, or art. Class provides an introduction to advanced grammar structures and helps students prepare for further studies of French at the university level. Video technology may be used for student projects. This is part of a College Now sequence of courses (French 3= FR 102; French 4 = FR 103).

### **GERMAN 1**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11

Students learn to understand, speak, read, and write in simple language. The emphasis is on the development of oral proficiency. Students learn to use short sentences, memorized words, everyday expressions and will be able to identify familiar objects in German. Students will be asked to demonstrate speaking ability.

### **GERMAN 2**

Length and Credit: Year/1.0

Prerequisite: German 1

Grade Level: 10, 11, 12

German 2 students continue to learn to speak, read, write and understand the German language and culture. Students use simple memorized phrases, sentences and questions on a limited range of topics. The emphasis is on the continued development of oral proficiency and students will be asked to demonstrate speaking ability.

### **SPANISH FOR HERITAGE SPEAKERS**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11, 12

This course is directed toward students who already speak and understand Spanish. The entire class will be held in the Spanish language. There will be emphasis on improving reading and writing proficiency, grammar and increasing vocabulary. This will be done through exploring literature, poetry, videos, music and Spanish culture of Spain and Latin America.

**SPANISH 1**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11

Spanish 1 students learn to understand, speak, read, and write in simple language. Students demonstrate their speaking ability with an emphasis on development of oral proficiency. They learn to use short sentences, memorized words, everyday expressions and to identify familiar objects in Spanish. This class is academically demanding. Students are expected to complete frequent homework assignments of both written and oral practice. This class is intended for students with little to no experience with the Spanish language.

**SPANISH 2**

Length and Credit: Year/1.0

Prerequisite: Spanish 1

Grade Level: 10, 11, 12

Spanish 2 students continue to learn to speak, read, write and understand the Spanish language and culture. They use simple memorized phrases, sentences and questions on a limited range of topics. The emphasis is on continued development of oral proficiency and students will be asked to demonstrate speaking ability.

**SPANISH 3, 4 or 5**

Length and Credit: Year/1.0

Prerequisite: Spanish 2 (3 or 4)

Grade Level: 10, 11, 12

Advanced students work toward a higher level of oral and written proficiency. Grammatical concepts are expanded. Students learn to use phrases, sentences and questions to express ideas and details on a range of topics. Class communication is primarily in Spanish.

## SPANISH DUAL IMMERSION PROGRAM

Springfield Public Schools began its first dual immersion program, in English and Spanish, during the 2014-2015 school year. Dual Immersion gives students of both languages the opportunity to become fluent in a second language — much more so than simply a separate foreign language class. It also helps students better understand their native language and strengthens literacy, communication and critical thinking, the key skills for academic success.

**The goals of the Dual Immersion Program are to provide opportunities for students to:**

- \* Perform at, or above, grade level in both Spanish and English
- \* Develop a positive attitude toward those who speak the other language and toward their culture and
- \* Promote self-esteem and leadership skills

### **D.I. Language Arts 9**

Length and Credit: Year/ 1.0

Grade Level: 9/ Required Course

This is an introductory class in high school-level literature, composition (essay writing), and public speaking. Composition emphasizes sentence and paragraph structure, incorporation of direct textual quotes, and the different types of five-paragraph essays.

### **D.I. Global History 9**

Length and Credit: Semester/ .5

Grade Level: 9/ Required Course

This course will include an examination of world history and culture with emphasis on the modern era, history of Western Europe, world history and various Pacific Rim countries. World geographical features are reviewed.

### **D.I. Spanish 9**

Length and Credit: Year/ 1.0

Grade Level: 9/ Required Course

This course is directed towards students who already speak and understand Spanish. The entire class will be held in the Spanish language. There will be emphasis on improving reading and writing proficiency, grammar and increasing vocabulary. This will be done through exploring literature, poetry, videos, music and Spanish culture of Spain and Latin America.

### **D.I. Language Arts 10**

Length and Credit: Year/ 1.0

Grade Level: 9/ Required Course

The study of literature, speech, and composition. Composition skills continue emphasizing the short essay. Students read a range of material from various genres.

### **D.I. U.S. History: 20th Century**

Length and Credit: Semester/ .5

Grade Level: 10/ Required Course

A study of United States history from the closing of the frontier to the Great Depression with a special focus given to a diverse range of racial, socioeconomic perspectives, and the creation of modern American society.

### **D.I. Spanish 10**

Length and Credit: Year/ 1.0

Grade Level: 10/ Required Course

Advanced students work toward a higher level of oral and written proficiency. Grammatical concepts expanded. Students learn to use phrases, sentences and questions to express ideas and details on a range of topics. Class communication is conducted in Spanish.

**D.I. Language Arts 11**

Length and Credit: Year/ 1.0

Grade Level: 11/ Required Course

The study of literature, speech, and composition. Composition skills continue emphasizing the short essay. Students read a range of material from various genres.

**D.I. Nuclear Era**

Length and Credit: Semester/ .5

Grade Level: 11/ Required Course

A study of United States history from the closing of the frontier to the Great Depression with a special focus given to a diverse range of racial, socioeconomic perspectives, and the creation of modern American society.

**D.I. Economics**

Length and Credit: Semester/ .5

Grade Level: 11/ Required Course

A study of United States history from the closing of the frontier to the Great Depression with a special focus given to a diverse range of racial, socioeconomic perspectives, and the creation of modern American society.

**D.I. Spanish 11**

Length and Credit: Year/ 1.0

Grade Level: 11/ Required Course

Advanced students work toward a higher level of oral and written proficiency. Grammatical concepts expanded. Students learn to use phrases, sentences and questions to express ideas and details on a range of topics. Class communication is conducted in Spanish.

## VISUAL ARTS (FA)

### CERAMICS

**(L1) Ceramics 1**  
Sem (.5)  
Gr: All

**(L2/3) Ceramics 2, 3**  
0.5 credit per class  
Gr: All

**(L4/5/6/7) Advanced Studio 1, 2, 3, ,4**  
0.5 credit per class  
Gr: All

**(L4+) Work Experience: Studio Arts/Graphic Design**  
Sem (.5)  
Gr: 11-12

### STUDIO ART

**(L1) Drawing & Painting**  
Sem (.5)  
Gr: All

<p><b>(L2) Painting &amp; Sculpture 1</b> 0.5 credit per class Gr: All</p>	<p><b>(L3) Painting &amp; Sculpture 2</b> 0.5 credit per class Gr: All</p>
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**(L4) AP Studio Arts A/B**  
0.5 credit per class  
Gr: All

**(L4+) Visual & Performing Arts-Independent Study\***  
**A/B, 2 A/B**  
0.5 credit per class  
Gr: 11-12  
*\*Teacher Approval*

### GRAPHIC DESIGN

**(L1) Graphic Design 1**  
Sem (.5)  
Gr: All

**(L2) Graphic Design 2**  
Sem (.5)  
Gr: All

**(L3) Graphic Design 3**  
Sem (.5)  
Gr: 10-12

**(L4+) Leadership/Projects: Studio Arts/Graphic Design\***  
**1 A/B, 2 A/B, 3 A/B**  
0.5 credit per class  
Gr: 11-12  
*\*Teacher Approval*

## **DRAWING & PAINTING**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

This course provides fundamental instruction in drawing and painting. Students will utilize the elements of art and principles of design to create dynamic compositions. Emphasis is placed on developing observational skills and the ability to visually describe three-dimensional objects on two-dimensional surfaces. Focus is on perceptual drawing using still-life, perspective, or other representational drawing processes. Secondary focus on composition and drawing theory.

## **PAINTING & SCULPTURE 1**

Length and Credit: Semester each/.5

Prerequisite: Drawing/Painting or Approved Portfolio

Grade Level: 9, 10, 11, 12

In this studio course, students explore a wide range of 2D and 3D media. They learn advanced skills and use complicated materials and processes. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, ceramics, and sculpture. May be repeated for credit.

## **PAINTING & SCULPTURE 2**

Length and Credit: Semester each/.5

Prerequisite: Drawing/Painting, and Painting 1

Grade Level: 10, 11, 12

In this studio course, students explore a wide range of 2D and 3D media. They learn advanced skills and use complicated materials and processes. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, ceramics, and sculpture. May be repeated for credit.

## **VISUAL ARTS - INDEPENDENT STUDY**

Length and Credit: Semester/.5

Prerequisite: Drawing, Painting 1 and 2

Grade level: 10, 11, 12

This course is for students who desire to further their understanding and technique in artistic fields such as (but not limited to) drawing, painting, sculpture, mural creation, papermaking and botanical ink creation. Students can also spend class time working in the art garden, building a portfolio, website or online store. In the course, students will focus on creating a series of artworks following an idea or theme.

## **AP STUDIO ART**

Length and Credit: Year long/1.0

Prerequisite: Approved Portfolio

Grade level: 11, 12

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses.

## **CERAMICS 1**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

Three-dimensional objects are constructed with clay. Students become familiar with ceramic processes including various hand-building methods, glazing and decorating techniques.

## **CERAMICS 2**

Length and Credit: Semester/.5

Prerequisite: Ceramics 1 with a B or better

Grade Level: 10, 11, 12

Students dive deeper into the world of ceramics. Wheel throwing techniques are introduced and explored, different surface techniques are discovered, and students are able to broaden their own style.

### **CERAMICS 3 & 4**

Length and Credit: Semester/.5  
Prerequisite: Ceramics 1 & 2  
Grade Level: 10, 11, 12

Students combine hand building and wheel throwing methods to create forms of their choice. They research various techniques and concepts, then build projects that draw from their research. Students are expected to competently utilize all equipment and processes in the ceramics studio, and use forming processes involving the wheel and hand building and glaze chemistry.

### **ADVANCED STUDIO**

Length and Credit: Semester/.5  
Prerequisite: Ceramics 1 & 2/Portfolio  
Grade Level: 10, 11, 12

For students interested in pursuing special interests in the creative arts. Individualized program of instruction designed by teacher and student(s). A wide variety of media is used. Grades are based on evaluation of the student's portfolio.

### **GRAPHIC DESIGN 1**

Length and Credit: Semester/.5  
Grade Level: 9, 10, 11, 12

Graphic Design 1 introduces students to the software and tools used in Graphic Design, as well as basic fundamental computer concepts necessary to succeed in Media Arts classes and careers. This class is perfect for a student interested in using computers to create art and is an introductory class for the Media Arts pathway.

### **GRAPHIC DESIGN 2**

Length and Credit: Semester/.5  
Prerequisite: Graphic Design 1  
Grade Level: 9, 10, 11, 12

Students will continue to develop skills in working with text and image using the language of art and the principles of design. Students will explore Adobe Illustrator, Photoshop and other software as applied through a series of design-based problems. The class will learn to manage jobs that will come from our school and outside community. Career options will be explored in the fields of Marketing, Advertising and Graphic Design.

### **GRAPHIC DESIGN 3**

Length and Credit: Semester/.5  
Prerequisite: Graphic Design 2  
Grade Level: 10, 11, 12

Students will master skills in working with text and image using the language of art, the principles of design, and technology. Students will become proficient in Adobe Illustrator, Photoshop, InDesign and other software through a series of design-based problems, and learn how to operate and maintain technology that allows them to fulfill orders from clients. The class will learn to manage jobs that come from our school and outside community. Career options will be explored in the fields of Marketing, Advertising, Graphic Design, Printing and Silkscreening.

## INSTRUMENTAL MUSIC (FA)

### CONCERT BAND

Length and Credit: Year/1.0  
Prerequisite: Teacher recommendation  
Grade Level: 9, 10, 11, 12

Concert Band is for students who have developed considerable skill on band instruments through previous participation in band classes. Students will work towards developing characteristic individual and ensemble sounds, techniques, and musicality. All students will perform with the marching band during the fall, participate in after school performances throughout the year, and have opportunities to volunteer for solo and ensemble festivals and our Basketball Pep Band in the winter. Percussionists must also be enrolled in Advanced Percussion Workshop.

### SYMPHONIC BAND

Length and Credit: Year/1.0  
Prerequisite: Audition  
Grade level: 9, 10, 11, 12

Symphonic Band trains to achieve the highest standards of performance and artistic expression through ensemble rehearsals. Students will perform in the marching band in the fall, and in multiple concerts and festivals throughout the year. Opportunities also exist to volunteer for solo and ensemble contests, honor ensembles (All-State/WIBC), and the SHS Pep Band in the winter. Audition required for enrollment. Percussionists must also be enrolled in Advanced Percussion Workshop.

### BEGINNING MARIACHI

Length and Credit: Semester 1 only/.5  
Grade Level: 9, 10, 11, 12

Beginning Mariachi will train students to perform mariachi style guitar, vihuela and guitarron. Students will be introduced to different mariachi styles and learn how to read music and play chords on their chosen instrument. Students interested in continuing mariachi will be encouraged to join the second semester of Mariachi Del Sol.

### MARIACHI BAND/MARIACHI DEL SOL

Length and Credit: Year/1.0  
Prerequisite: Beginning Guitar or Beginning Mariachi  
Grade Level: 10, 11, 12

Members of this class perform throughout the community on a regular basis. Students interested in playing guitar, vihuela or guitarron need to have taken Beginning Guitar or have instructor approval prior to enrolling in this class. Trumpet, flute, and violin players need to be enrolled in the appropriate orchestra or band class to participate in mariachi. *Freshmen may audition.*

### JAZZ ENSEMBLE

Length and Credit: Year/1.0  
Grade Level: 9, 10, 11, 12

This ensemble trains students in multiple different jazz styles including swing, rock, funk, Latin and more. Students will also be trained in the art of improvisation. Students must also be enrolled in another performing musical ensemble class to take jazz. Outside of class performances are required, and will include festivals, concerts and community performances. Band may be split into 2 ability-based groups depending on enrollment. Class meets as a zero period before school.

### ORCHESTRA (Intermediate level)

Length and Credit: year/1.0  
Grade Level: 9,10,11,12  
Prerequisite: Middle School Playing Experience

Intermediate Orchestra is for students who play violin, viola, cello or double bass. Students are expected to have acquired basic playing and music reading skills during their middle school years. Those skills will be further developed

and expanded through the study and performance of a wide variety of orchestra music. Opportunities exist for small ensembles (duets, trios, quartets, etc.) are available.

### **ADVANCED ORCHESTRA**

Length and Credit: Year/1.0  
Grade Level: 9, 10, 11, 12  
Prerequisite: Audition

Advanced Orchestra strives to achieve the highest level of string ensemble performance standards and practice through rehearsal and performances in order to engage in the expression of music artistry. Students are expected to be playing at an upper intermediate to advanced level. This ensemble performs at community events, concerts and orchestra festivals throughout the year. The opportunity for small ensemble performances (duets, trios, quartets, StringJazz) are also available. An audition is required for enrollment.

### **PERCUSSION ENSEMBLE**

Length and Credit: Semester/.5 (Semester 1 only)  
Grade Level: 9, 10, 11, 12

This beginning percussion class is open to all students interested in learning about and performing on percussion instruments such as: Snare Drum, Bass Drum, Xylophone, Marimba, Timpani, and multiple smaller instruments. Emphasis is placed on how to read music notation and performance. An evening performance at the end of the semester is required. Students may choose to audition for the SHS Drumline in the spring of each year. \$10 class fee covers required drumsticks, fundraising opportunities are offered.

### **ADVANCED PERCUSSION WORKSHOP**

Length and Credit: Year/1.0  
Prerequisite: Audition  
Grade Level: 9, 10, 11, 12

Students study and perform advanced percussion music as a group, including marching drumline and concert ensembles. Outside of class performances are required, including football games, parades, concerts, festivals and community events. Freshmen may audition. *Director's approval required.*

### **BEGINNING GUITAR**

Length and Credit: Semester 2 only/.5  
Grade Level: 9, 10, 11, 12

A course for students who wish to learn the basics of playing guitar and reading music notation. No prior experience in music is needed for success in this class. Students may rent a guitar from the school or provide their own (acoustic or classical guitars only).

## VOCAL MUSIC (FA)

### TREBLE CHOIR

Length and Credit: Year/1.0

Grade Level: 9-12 Treble Voices

A choral group designed to build the musical skill and vocal production of treble singers. Choir performs at school concerts with other SHS choral groups and at choir festivals.

### MEN'S VOCAL ENSEMBLE

Length and Credit: Year/1.0

Grade Level: 9-12 Tenor/Bass Voices (usually male)

A choral group designed to build the musical skill and vocal production of tenor and bass singers. Choir performs at school concerts with other SHS choral groups and at choir festivals.

### MELODAIRES

Length and Credit: Year/1.0

Prerequisite: Audition

Grade Level: 10, 11, 12 Treble Voices (usually female)

Select ensemble of 18-24 treble singers with advanced musical skills. Emphasis is on jazz, show and contemporary music. Students choreograph their own music. The group performs at many community and district functions, concerts and schools. Co-enrollment in Concert Chorale is highly recommended but not required. Excellent school attendance is required.

### KALEIDOSCOPE

Length and Credit: Year/1.0

Prerequisite: Audition

Grade Level: 10, 11, 12 All Voice Types

This select group of 20-26 singers of all voice types with advanced vocal skills. The group focuses on jazz, show and contemporary styles of music. The group performs at many community and district functions, concerts and schools. Co-enrollment in Concert Choir is required along with excellent overall school attendance.

### CONCERT CHORALE

Length and Credit: Year long

Prerequisite: Audition

Grade Level: 10, 11, 12, All Voice Types

This premiere SHS vocal ensemble is a choir of all voice types with advanced vocal skill. Emphasis is on training to achieve the highest standards of performance and artistic expression. The group travels out of state and represents SHS at District and State contests, festivals and many community and district events.

### VOICE

Length and Credit: Semester/.5

Co-requisites: Must be co-enrolled in a choir class

Grade Level: 9,10,11,12

Voice is a class for solo singers to receive private voice instruction through the performance of various types of songs. Students will learn helpful singing techniques such as breath support, tone production, resonance, posture/alignment, projection, emoting, music literacy, text analysis and professionalism. Students in this class must be able to self-manage and practice music frequently on their own during class. Students must also be co-enrolled in a choir class at SHS.

## THEATER ARTS (FA)

### **BEGINNING THEATER**

Length and Credit: Year/1.0

Grade Level: 9, 10, 11, 12

Intro to Acting will include acting fundamentals: warm-up games and purposeful play, memorization, movement, voice, characterization, analysis and in-class performance. Students will be expected to memorize lines and perform with emotion onstage for a live audience and analyze characters and scripts for performance. This can be part of a College Now sequence of courses. 2nd Semester: Theater will include improv and comedy sketch writing fundamentals: improv warm-ups and purposeful play, memorization, movement characterization, analysis and basic film editing and production. This can be part of a College Now sequence of courses.

### **ADVANCED THEATER**

Length and Credit: Year/1.0

Prerequisite: Beginning Theatre

Grade Level: 10, 11, 12

Advanced Theatre is a performance elective with a writing component. The curriculum is for experienced theater students with in-depth play study and mandatory performance opportunities. Students will be expected to learn play production skills ranging from acting, to technical work and design, to stage management and direction. Students are required to perform in co-curricular performances. This is part of a College Now Sequence.

### **ACTING ENSEMBLE**

Length and Credit: Year/1.0

Prerequisite: Beginning Theatre/Advanced Theatre

Grade Level: 10, 11, 12

This course features advanced acting, analysis and performance expectations. Curriculum includes memorization, advanced characterization, acting styles, improvisation, script analysis, directing, playwriting, and theater history. Students are expected to participate in mandatory performances and demonstrate learning through writing. Extra emphasis is placed on self-producing theatrical events. This is part of a College Now sequence. May be repeated for SHS credit.

### **STAGECRAFT**

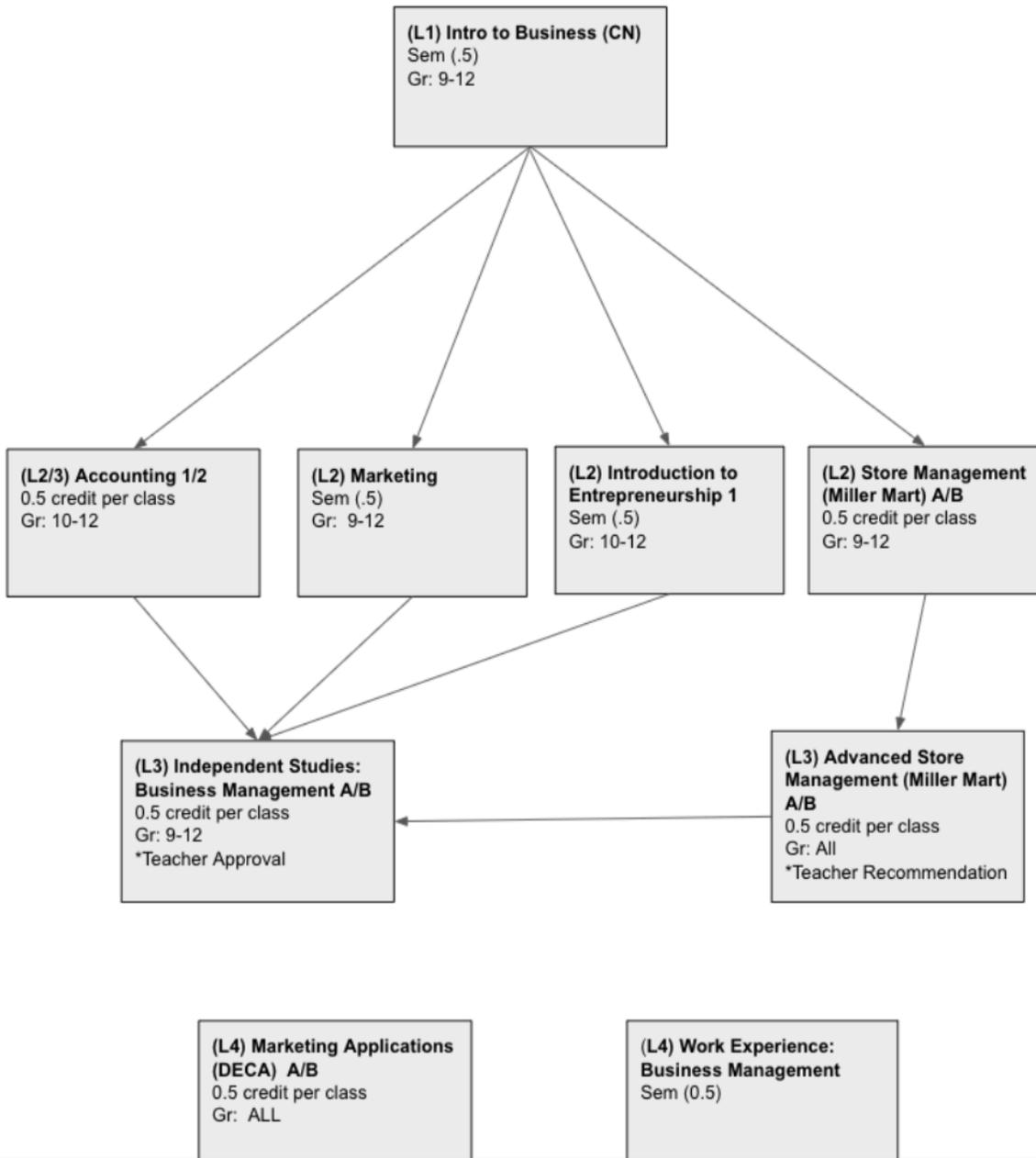
Length and Credit: Year/1.0

Grade Level: 10, 11, 12

Students have hands-on experience with design, construction and creation of sets for the co-curricular and extra-curricular theatrical productions. Students learn technical skills that prepare them for career related work after high school. Students are expected to use technical learning to help all Fine Arts productions and various school related assemblies and district rentals. While there is not a "homework load" students are expected to participate in work days and productions outside of the traditional school day.

# CTE: PATHWAY PROGRAMS (FA)

## BUSINESS/MANAGEMENT & ADMINISTRATION



<b>BUSINESS/MANAGEMENT &amp; ADMINISTRATION</b>			
<b>Class Options</b>	<b>Grade(s)</b>	<b>SHS Credits</b>	<b>College Credits</b>
Intro to Business	9, 10, 11, 12	.5	No
Computer Applications	9, 10, 11, 12	.5	No
Digital Applications	9, 10, 11, 12	.5	No
Accounting 1	10, 11, 12	.5	Yes
Accounting 2	10, 11, 12	.5	Yes
Intro to Entrepreneurship	10, 11, 12	.5	No
Store Management (Miller Mart)	10, 11, 12	.5	No
Marketing	10, 11, 12	.5	
Marketing Applications (DECA)	10, 11, 12	.5	
Leadership/Projects: Business Mgmt.	11, 12	.5	

### **INTRODUCTION TO BUSINESS**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

What modern career doesn't require some knowledge of business practices? Whether you are working for a large corporation as a professional or working for yourself as an entrepreneur, you will need to know basic business concepts. This course introduces concepts related to business ethics and social responsibility, technology, international business, marketing, accounting and finance, leadership, and managing people. Introduction to business is a great entry point into the business program at Springfield High School.

### **ACCOUNTING 1**

Length and Credit: Semester/.5

Grade Level: 10, 11, 12

Accounting is the financial language of business. In this class, students will learn how to move money through a business by practicing problems on the computer, each class. Accounting knowledge prepares students for work in office environments or advanced schooling. The ability to work independently and solve problems are skills key to successful completion of this class.

### **ACCOUNTING 2**

Length and Credit: Semester/.5

Prerequisite: Accounting 1

Grade Level: 10, 11, 12

This course is a continuation of Accounting 1. Students continue to practice more complex accounting concepts such as payroll and financial accounting for large corporations on computers. The ability to work independently to solve problems is a key to success in this course.

### **COMPUTER APPLICATIONS 1**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

Microsoft and Google products are used in nearly all business environments. In this class, students learn how to use common business applications such as Word, Excel, Powerpoint, Gmail, and Google Docs. Typing accuracy and computer literacy is also addressed.

### **DIGITAL APPLICATIONS**

Length and Credit: Semester/.5

Prerequisite: Algebra  
Grade Level: 9, 10, 11, 12

Computer programming and critical thinking skills are important in all types of industries, so mastering the basics of computer programming will help ensure success in student's post-high school education and/or career choices. In Digital Applications, students will create mobile applications using the Java programming language to create building block code strings in code.org.

### **INTRODUCTION TO ENTREPRENEURSHIP**

Length and Credit: Semester/.5  
Prerequisite: Introduction to Business  
Grade Level: 10, 11, 12

In this advanced business course, students learn the basics of planning and launching their own successful business. They will come up with new business ideas, attract investors, market their business, and manage expenses. They will plan and execute a business plan and pitch it to investors. This is a project based class and students will work in teams.

### **ADVANCED PERSONAL FINANCE**

Length and Credit: Semester/.5  
Prerequisite: Personal Finance  
Grade Level: 10, 11, 12

Advanced Personal Finance is an in-depth course examining the principles of personal finance. Students will learn tools and techniques to become financially literate living and working within a global marketplace. Tools and techniques include managing credit and debt, paying for college, budgeting, computing earnings and taxes, developing investments, reducing financial risk (insurance), renting or purchasing housing, evaluating post-secondary education and training, and exploring career options.

### **STORE MANAGEMENT (Miller Mart)**

Length and Credit: Semester/.5  
Prerequisite: Introduction to Business  
Grade Level: 9,10, 11, 12

Students work daily in the Miller Mart and are responsible for customer service, general supervision of the store, balancing registers, store clean up, ordering products, store display and promotions. Students must have excellent class attendance to be successful.

### **MARKETING**

Length and Credit: Semester/.5  
Prerequisite: Introduction to Business  
Grade Level: 10, 11, 12

Covers basics of marketing and merchandising, including business environment, marketing strategies, promotion and product planning. Computer simulations are used to apply and practice marketing strategies. Project based class.

### **MARKETING APPLICATIONS: DECA Leadership**

Length and Credit: Semester/.5  
Prerequisite: None  
Grade Level: 10, 11, 12

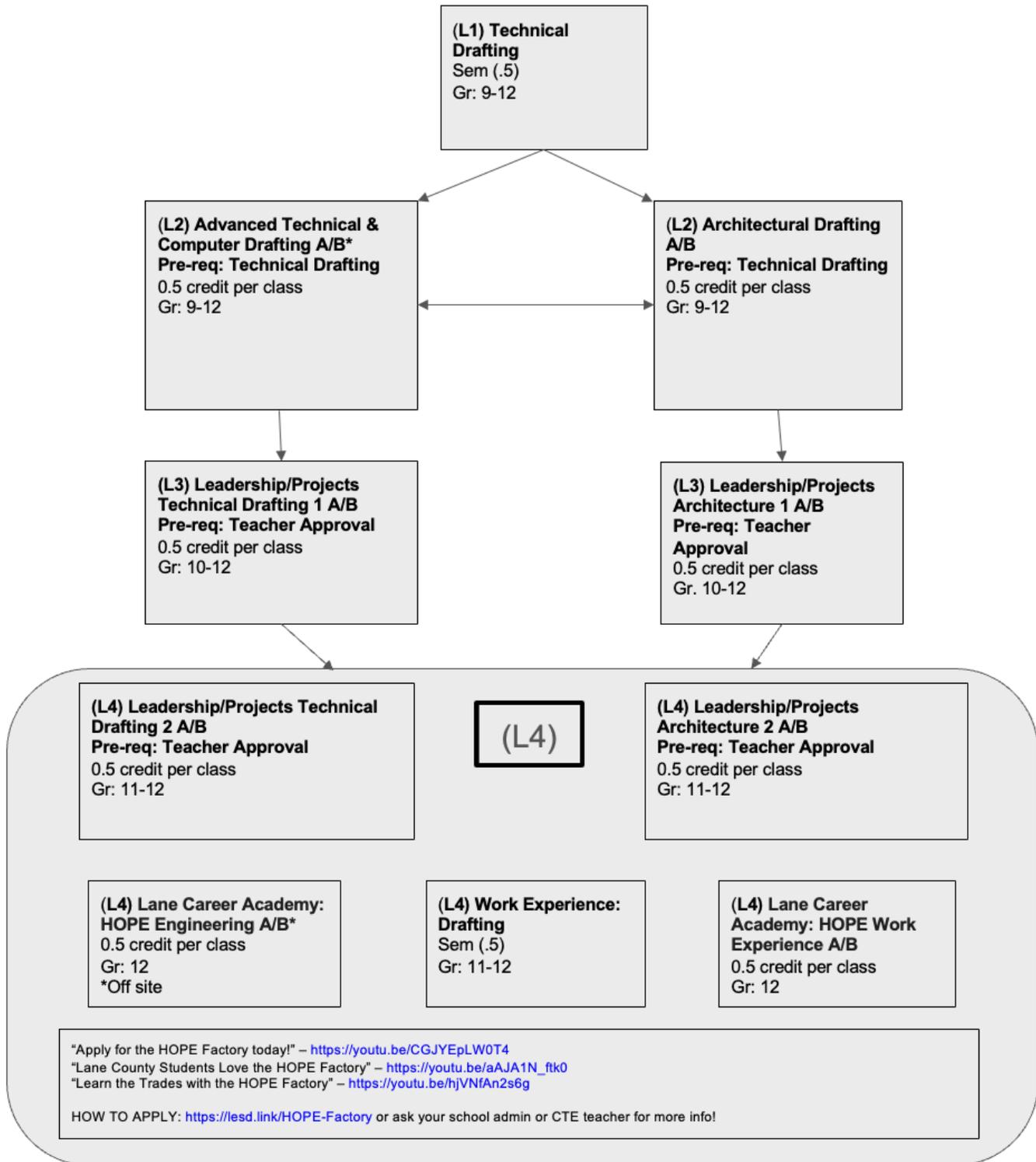
The class is designed for DECA leadership and competition preparation for DECA members.

### **LEADERSHIP/PROJECTS: Business Management**

Length and Credit: Semester/.5  
Prerequisite: Instructor Approval  
Grade Level: 11, 12

Leadership/Projects for students who seek further learning opportunities and responsibilities while working independently or with classmates and instructors. Contracted projects are available to build a higher level of job-entry skills and knowledge. Additional opportunities are available for students to complete extended application projects as well as complete any desired job shadows in a related career field. Assistance with internships and scholarships is available. Self-motivation and a career interest in the subject area are required.

# INDUSTRIAL ENGINEERING



## TECHNICAL DRAFTING

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

Course is an introduction to Engineering fields and to the tools and techniques used to develop technical drawings (*blueprints*). While developing Spatial Reasoning, 2D CAD (Computer Aided Drafting) skills, and drawing

interpretation skills, students learn to draw 2D and 3D objects using 2D orthographic projections and 3D isometric drawings that address Manufacturing and Engineering industry standards. Basic dimensioning practices are used to fully describe objects. An emphasis is made to learn CAD software. A great beginning course for students interested in careers in Manufacturing, Construction, Architecture, Engineering, and related fields.

### **ARCHITECTURAL DRAFTING A/B**

Length and Credit: Year/1.0  
Prerequisite: Technical Drafting  
Grade Level: 10, 11, 12

An intermediate course for students with an interest in designing houses and buildings. Students learn and apply techniques to develop a set of residential house plans. Site plans, floor plans, elevation views, electrical, building/wall sections, perspective sketches, and detailed drawings are developed by students. Opportunities for commercial projects and architectural models are available.

### **ADVANCED TECHNICAL & COMPUTER DRAFTING A/B**

Length and Credit: Year/.5 per semester  
Prerequisite: Technical Drafting  
Grade Level: 9, 10, 11, 12

An intermediate course where students develop and apply 3D CAD skills. Students use engineering/modeling software to produce 3D CAD models and 2D Manufacturing drawings. Part design, mechanical assemblies, reverse engineering, section views, auxiliary views, and dimensioning practices are covered. Students design and develop assigned mechanical assemblies as well as their own. Use of a 3D printer allows students to make actual models of their designs.

### **LEADERSHIP/PROJECTS ARCHITECTURAL DRAFTING 1 A/B & 2 A/B**

Length and Credit: Year/.5 per semester  
Prerequisite: Technical Drafting, Architectural Drafting  
Grade Level: 11, 12

Selected students have the opportunity to further develop their skills in architectural design through both assigned and their own independently determined (Teacher Approved) projects, as well as explore careers associated with the Architectural field. Advanced computer applications are taught and applied to individual projects. Self-motivation, ability to work independently or with others (as a leader or group member), and a career interest in the subject area are required.

### **LEADERSHIP/PROJECTS TECHNICAL DRAFTING 1 A/B & 2 A/B**

Length and Credit: Year/.5 per semester  
Prerequisite: Technical Drafting, Advanced Technical Drafting  
Grade Level: 11, 12

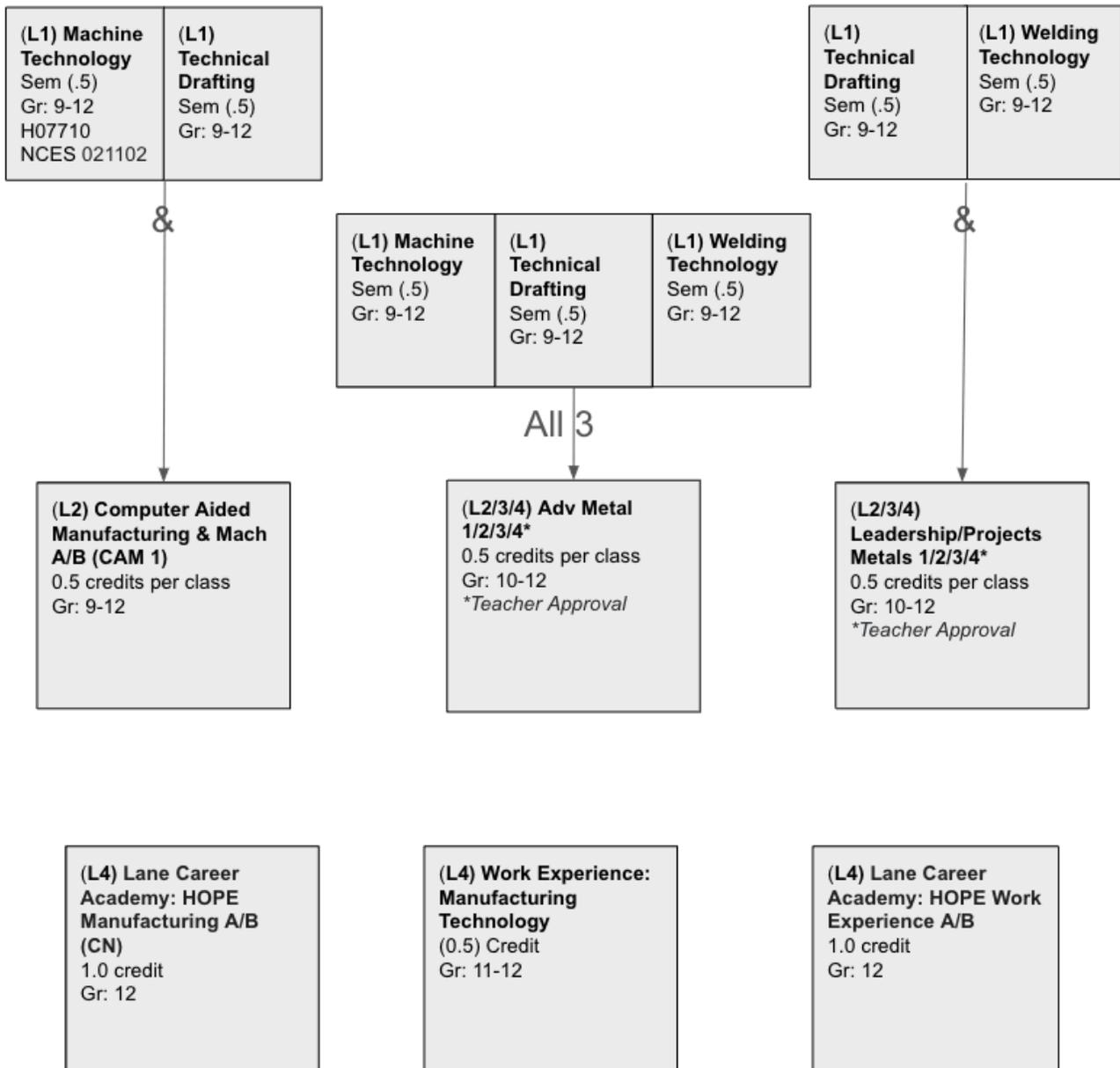
Selected students have the opportunity to further develop their skills in mechanical design through both assigned and their own independently determined (Teacher Approved) projects, as well as explore careers in the Engineering fields. Advanced computer applications are taught and applied to individual projects. Self-motivation, ability to work independently or with others (as a leader or group member), and a career interest in the subject area are required.

### **WORK EXPERIENCE: DRAFTING**

Length and Credits: Semester/.5 (1.0 credit max)  
Prerequisite: Tech Drafting, Arch Drafting or Advanced Technical Drafting, outside employer  
Grade Level(s): 11, 12

An opportunity to obtain work experience in a business or industry. Students will apply skills learned in the classroom to on-the-job situations. Upon successful completion of the program, 0.5 credit is awarded for 120 hours worked in an approved training station. Students must have an 85% attendance rate at school to attain credit for this class. (Maximum of 1 credit).

# METALS MANUFACTURING TECHNOLOGY



"Apply for the HOPE Factory today!" – <https://youtu.be/CGJYEplW0T4>

"Lane County Students Love the HOPE Factory" – [https://youtu.be/aAJA1N\\_fk0](https://youtu.be/aAJA1N_fk0)

"Learn the Trades with the HOPE Factory" – <https://youtu.be/hjVNfAn2s6g>

HOW TO APPLY: <https://esd.link/HOPE-Factory> or ask your school admin or CTE teacher for more info!

## **WELDING TECHNOLOGY**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

A beginning welding class covering industry safety practices and vocabulary, basic welding skills in Shielded Metal Arc Welding (SMAW), & Gas Metal Arc Welding (GMAW). These processes provide developmental skills in common flat and horizontal welds. Beginning sheet metal skills are also covered using machines and hand tools. This course covers associated machine and tool identification. Approximately seventy-five percent of the time, it is a "hands on" activity in the shop resulting in a useful take home sheet metal project. This course develops a pathway to a career in welding or construction and associated careers as well. *Lane Community College-Now credit may be available.*

## **MACHINE TECHNOLOGY**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

A beginning machine tool class covering industry safety practices, vocabulary, and associated machine and tool identification. Students develop lifelong skills through using machines such as; metal lathe, drill press, manual milling machine, vertical & horizontal band saw, hand tools, layout, bench work, metals identification, & student participation in mass production methods for machining projects. Approximately seventy-five percent of the time, it is a "hands on" activity in the shop resulting in a useful take home project. This course develops a pathway to a career in machining or industry careers as well.

## **COMPUTER AIDED MANUFACTURING A (Offered First Semester)**

Length and Credit: Semester/.5

Prerequisite: Machine Technology and Technical Drafting

Grade Level: 10, 11, 12

Introduction in CNC Computer Aided Machining software such as Plasma-CAM, Q-CAD, SheetCAM, Master CAM-X9, & MasterCAM-2017. Students learn to create images to cut out on the Plasma-Table resulting in a take home project. Beginning engineering segment included (first semester) allowing students the opportunity to design, build, and test their Basswood bridges. Students may have the opportunity to enter the Oregon State University Bridge Building Competition. This course develops a pathway to a career in CNC machining or associated industry careers as well.

## **COMPUTER AIDED MANUFACTURING B (Offered Second Semester)**

Length and Credit: Semester/.5

Prerequisite: Machine Technology and Drafting Technology

Grade Level: 10, 11, 12

Introduction in CNC Computer Aided Machining software such as CNC Arclight Plasma Cutting and Plasma-CAM, resulting in a take home project. Student introduction to Q-CAD, Sheet CAM, Master CAM-X9, & MasterCAM-2017. This course develops a pathway to a career in Computer Aided Manufacturing and to associated industry careers as well.

## **ADVANCED METALS 1**

Length and Credit: Semester/.5

Prerequisite: Welding Technology and Machine Technology

Grade Level: 10, 11, 12

An advanced class which covers current industry safety practices, vocabulary, associated machine and tool identification, as well as developing out-of-position intermediate welding skills in Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), and an introduction to Oxy-fuel welding (OAW). Students have the opportunity to construct a take-home project. Emphasis is on occupational pathways and preparation to gain work experience for future careers in an associated field. College-Now credit may also be available through L.C.C.

## **ADVANCED METAL 2**

Length and Credit: Semester/.5

Prerequisite: Drafting Tech 1 and Advanced Metal Processes 1

Grade Level: 10, 11, 12

An advanced class, which reviews content from Advanced Metal Processes 1. This course introduces students to next-level processes such as Sheet Metal Practices, Carbon Air Carbon ARC Cutting (CAC)/Gouging, and to Oxy Acetylene-fuel torch cutting (OFC-A) practices. Students have the opportunity to engineer and construct medium to large-scale intermediate projects. Emphasis is on occupational pathways and preparation to gain work experience for future careers in an associated

field. Preparation of resume readiness and job shadows. Opportunity to compete in Linn Benton Community College Welding Skills Competition. Leadership activities are included.

#### **ADVANCED METAL 3 & 4**

Length and Credit: Semester/.5  
Prerequisite: Advanced Metal Processes 2  
Grade Level: 11, 12

These courses are a progression in the Advanced Metal Processes class and review covered materials. Introduction to advanced welding processes such as **Tungsten Inert Gas welding (TIG)**, & Brazing. Students have the opportunity to engineer and construct large-scale projects such as truck bumpers, go-karts, utility trailers, or even camp stoves. Emphasis is on occupational pathways and preparation to gain work experience for future careers in an associated field. Opportunity to compete in Linn Benton Community College Welding Skills Competition. Leadership activities are included.

#### **LEADERSHIP/PROJECTS: METALS 1**

Length and Credit: Semester/.5  
Prerequisite: Machine Tech or Welding Tech  
Grade Level: 10, 11, 12

Leadership/Projects for students who seek further learning opportunities and responsibilities while working independently or with classmates and instructors. Contracted projects are available to build a higher level of job-entry skills and knowledge. Additional opportunities are available for students to complete extended application projects as well as complete any desired job shadows in a related career field. Assistance with internships and scholarships is available.

#### **LEADERSHIP/PROJECTS: METALS 2, 3, & 4**

Length and Credit: Semester/.5  
Prerequisite: Leadership Projects 1  
Grade Level: 11, 12

Leadership/Projects Metals 2 3 & 4 Is a progression of Leadership Projects 1. Additional opportunities are available for students to work with others in groups or individually, advancing their skill base and knowledge. Opportunities are available for students to complete extended application projects as well as complete any desired job shadows in a related career field. Assistance with internships and scholarships is available.

## FINE WOODWORKING AND CONSTRUCTION TECHNOLOGY



Facebook Page Pictures



Google Slides About The Program

Class Options	Grade	SHS Credits	College Credits
INTRODUCTION TO WOODWORKING	9, 10, 11, 12	.5	No
CABINETMAKING AND DESIGN	10, 11, 12	.5	Yes
CREATIVE FURNITURE TECHNOLOGY	10, 11, 12	.5	Yes
ADVANCED WOODWORKING	11, 12	.5	Yes
LEADERSHIP PROJECTS WOODWORKING 1	12	.5	Yes
LEADERSHIP PROJECTS WOODWORKING 2	12	.5	Yes
LEADERSHIP PROJECTS WOODWORKING 3	10, 11, 12	.5	Yes

### Lane Career Academy: HOPE

#### Lane Career Academy: HOPE Advanced (either Manufacturing or Engineering or Construction)

Length and Credit: Year/1.0 credit

Prerequisites: Varies

Grade: 11, 12

This course exposes students to the tools and equipment that they may encounter in construction, engineering and manufacturing-related occupations and enables them to develop the skills they need to use these tools in various applications. Course topics include (but are not limited to) planning and design, electricity and electronics, materials properties and testing, basic materials processing, and power technology. This course covers general safety and career exploration as well. This is an advanced opportunity for students already in an engineering, manufacturing, or construction CTE program of Study. Students who have personal experience in the trades and are not in a CTE Program of Study can still apply! *\*This course occurs off site in Eugene at a manufacturing facility and requires two periods a day.*

*\*\*Students may earn dual credit in Language Arts, Math, and AFF!*

#### Lane Career Academy: HOPE Work Experience

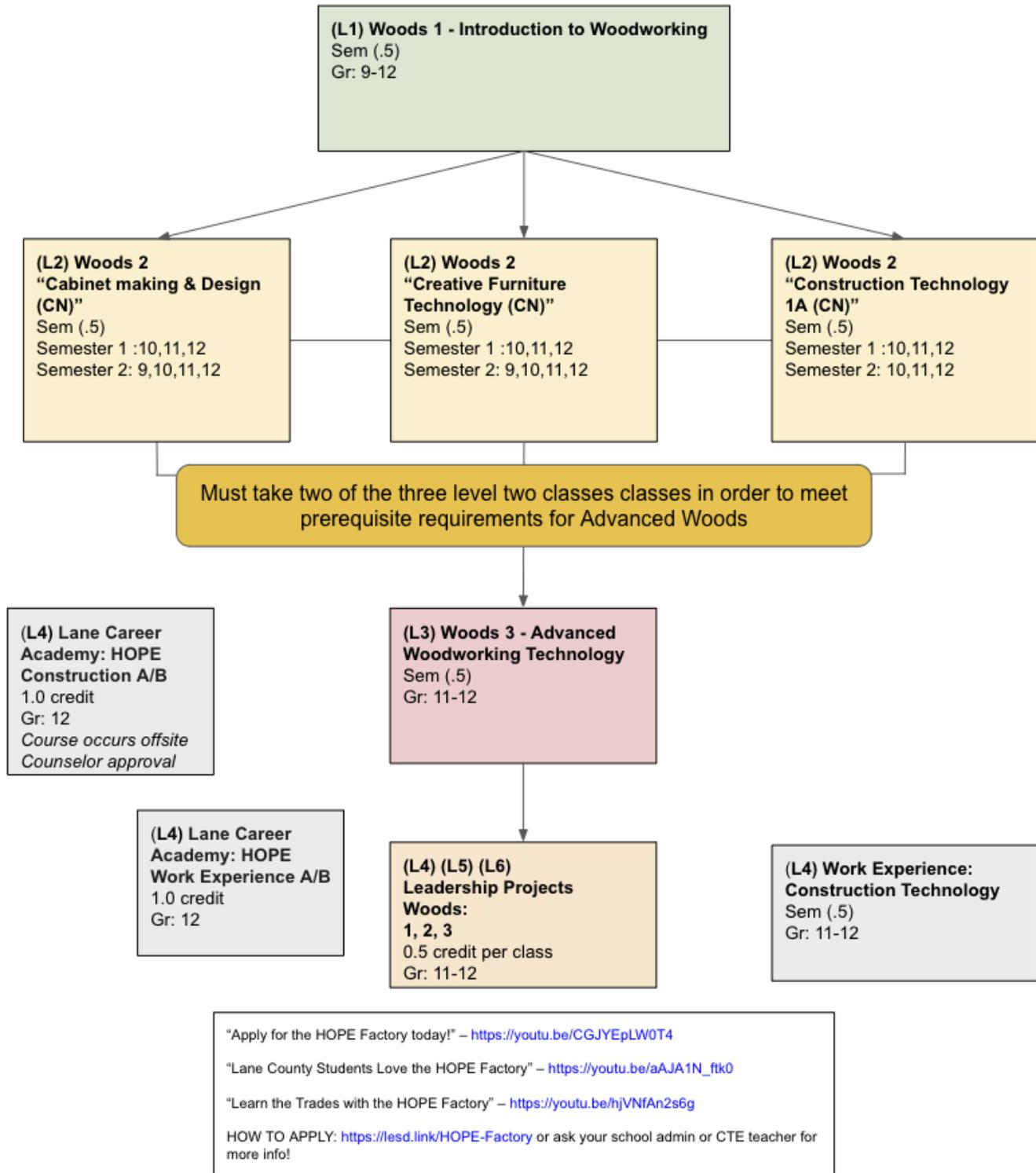
Length and Credit: Year/1.0 credit

Co-requisite: HOPE Advanced

Grade: 11, 12

This course provides advanced work based learning on site in an industrial manufacturing home building facility. Goals are set cooperatively by the student, teacher, and industry partner. This course will include classroom activities as well, involving further study of the field and discussion regarding experiences that students encounter in the workplace, in addition to professional skills assessment. *If a student is accepted into the course above they will also be enrolled in this Work Experience.*

# Fine Woodworking and Construction Technology



### **WOODS 1 - INTRODUCTION TO WOODWORKING**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

This course provides an introduction to basic woodworking principles. All students build fun and useful projects from common ideas.

### **WOODS 2 - CABINET MAKING AND DESIGN**

Length and Credit: Semester/.5

Prerequisite: Woods 1

Grade Level: Semester 1: 10, 11, 12

Semester 2: 9, 10, 11, 12

NIGHT STAND PROJECT: Cabinetmaking is an intermediate skill level class where students apply and expand on techniques learned in Woods 1. Skill based activities include face frames, carcasses, drawers, doors and various styles of cabinet hardware. *College Now credit may be available.*

### **WOODS 2 - CREATIVE FURNITURE TECHNOLOGY**

Length and Credit: Semester/.5

Prerequisite: Woods 1

Semester One: 10, 11, 12

Semester Two: 9, 10, 11, 12

SIDE TABLE PROJECT: This is an intermediate skill level class where students apply and expand on techniques learned in Woods I. Skills based activities include design, joinery and leg & rail systems. *College Now credit may be available.*

### **WOODS 2 - CONSTRUCTION TECHNOLOGY**

Length and Credit: Semester/.5

Prerequisite: Woods 1

Semester Two: 10, 11, 12 (2023 2024 School Year)

SHEDS AND MICRO SHELTERS: This is an intermediate skill level class where students apply and expand on techniques learned in Woods I. Residential construction techniques include floors, walls, roofs, doors and windows. *College Now credit may be available.*

### **WOODS 3 - ADVANCED WOODWORKING TECHNOLOGY**

Length and Credit: Semester/.5

Prerequisites: Introduction to Woodworking, Cabinetmaking, Creative Furniture, Construction Technology

Grade Level: 11, 12

UKULELE & STUDENT DESIGNED PROJECTS: This is the class for the student with a serious interest in woodworking. Building concepts from all three previous classes are expanded upon.

Much of the work at this level is self-directed. *College Now credit may be available.*

### **WOODS 4 - LEADERSHIP/PROJECTS: WOODS 1, 2 and 3**

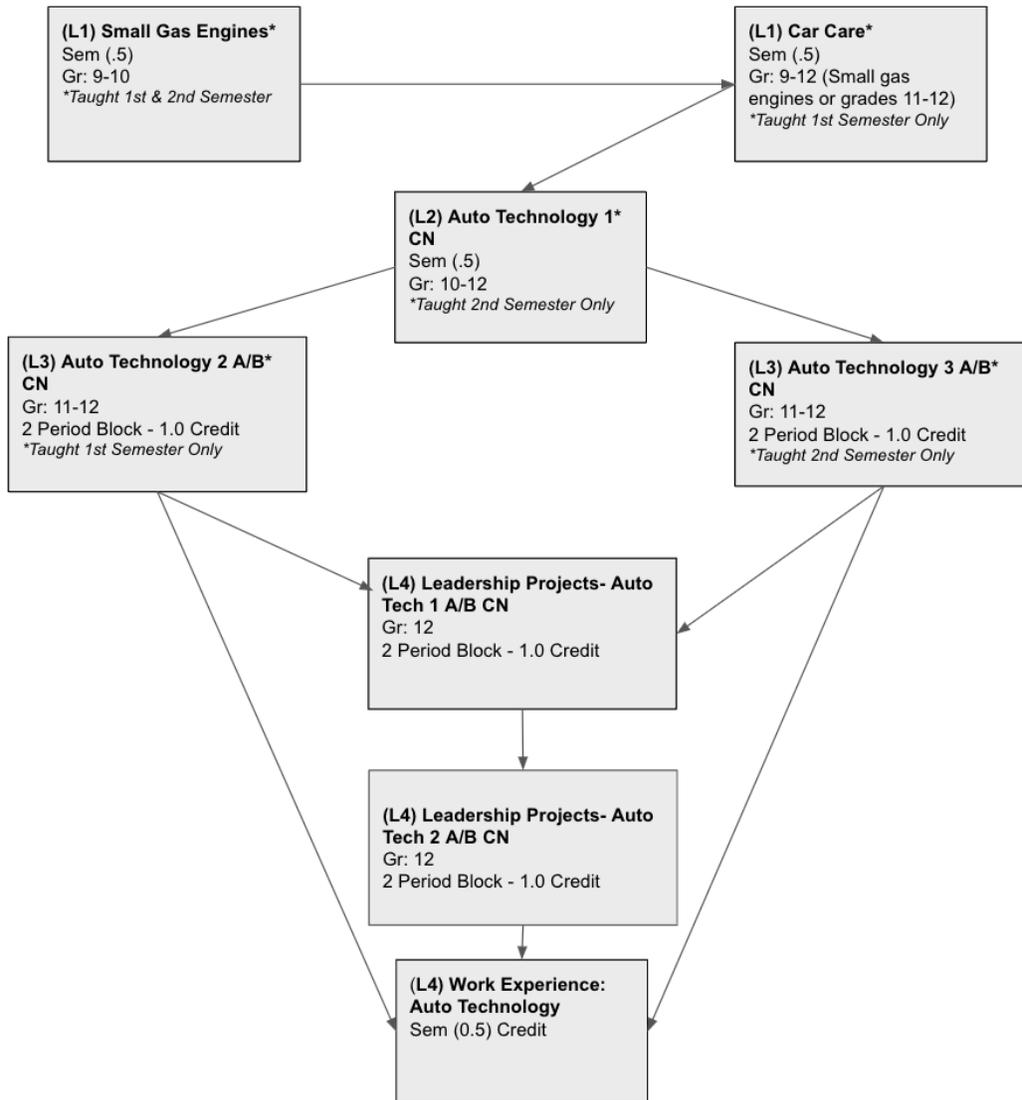
Length and Credit: Semester or Year/.5 or 1.0

Prerequisites: Introduction to Woodworking, Cabinetmaking and Design, Creative Furniture Technology, Construction Technology, Advanced Woodworking Technology

Grade Level: 11, 12

A mostly self directed learning experience with classmates and instructor. Contracted projects are available to help develop higher level building and problem solving skills.

AUTOMOTIVE TECHNOLOGY			
Class Options	Grade	SHS Credits	College Credits
Small Gas Engines	9, 10, 11, 12	.5	No
Auto Tech 1: Engines & Subsystems	9, 10, 11, 12	.5	Yes
Auto Tech 2: Brakes, Steering & Suspension	10, 11, 12	.5 - 1.0	Yes
Auto Tech 3: Computer Controls & Electronic Systems	11, 12	.5 - 1.0	Yes
Leadership Project Auto Tech 1	12	.5 - 1.0	Yes
Leadership Project Auto Tech 2	12	.5 - 1.0	Yes
Car Care	10, 11, 12	.5	No



### **SMALL GAS ENGINES**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

First course in the auto mechanics series. It introduces basic operating principles of the combustion engine and its systems. It prepares students for the Car Care and Auto 1 classes. Emphasis is on developing a basic understanding through a combination of “in class” instruction and “hands on” learning in the shop. Students learn to identify and use basic hand tools and measuring equipment. Safety and Organization are major themes incorporated in all units of instruction. Freshmen and Sophomores are required to take Small Gas Engines prior to taking Car Care.

### **CAR CARE**

Length and Credit: Semester 1 only/.5

Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> grade OR Small Gas Engines

Grade Level: 9, 10, 11, 12

Beginning level course for students who want to learn about how to take care of a car, but who may or may not be interested in mechanics as a career. The course focuses on servicing and maintaining a car properly through a combination of “in class” instruction and “hands on” activities in the shop. Purchasing, operating cost and responsibilities of ownership are also covered. Sophomore students are required to take Small Gas Engines prior to taking this Course. Juniors and Seniors can take this course without having taken Small Engines.

### **AUTO TECHNOLOGY 1**

Length and Credit: Semester (2 periods)/1.0

Prerequisite: Grade 11 or 12 OR Small Gas Engines

Grade Level: 10, 11, 12

Auto 1- Intro to Automotive Mechanics is required for all classes after Car Care and Small Gas Engines. This is a level 2 course and the primary focus of this class is on basic skill development to prep students for Auto 1, 2 and Leadership classes. Students will develop a deeper understanding of the engine and its systems while learning the basics of mechanics and electrics. Multimeter use and basic electrical theory is a major part of coursework. Students will complete “hands-on” work using many different basic and specialty tools and use of computerized factory type manuals as a resource to complete work in the shop. Organization and Safety are major themes incorporated in all units of instruction. Two College Now Credits Offered.

### **AUTO TECHNOLOGY 2**

Length and Credit: Semester 1/.5

Prerequisite: Auto Tech 1

Grade Level: 11, 12

Auto 2 is a full credit blocked class that meets every day. It is an intermediate level 2 course providing a basic understanding of brake, suspension and steering systems through practical experience dis-assembling, testing & reassembling system-related components. Emphasis is on developing the student’s ability to repair automotive systems through a combination of “in class” instruction and “hands on” activities in the shop. Use of computerized manuals & other factory-type maintenance manuals are key components of the course. . Organization & Safety are major themes incorporated in all units of instruction. All students perform a job shadow and advanced students work on customers’ cars. Four College Now Credits are offered.

### **AUTO TECHNOLOGY 3**

Length and Credit: Semester 2/.5

Prerequisite: Auto Tech 1 & 2

Grade Level: 11, 12

Auto 3 is a full credit blocked class that meets every day. This is an advanced level 3 course where knowledge learned from all other automotive courses is used and applied at a much higher level. The main areas of study are electrics, computer controls and engine performance. Students will use “in class” instruction & “hands-on” projects to learn the role computerized systems play within the automobile & will perform basic testing & diagnosis on these systems. Use of computerized scan tools & manuals are key components of this course. All students will complete a job shadow within a mechanical or electrical career field. One-Six College Now Credits are offered.

### **LEADERSHIP PROJECTS – AUTOMOTIVE LEADERSHIP 1**

Length and Credit: Semester/.5

Prerequisite: All previous Auto courses

Grade Level: 12

Automotive Leadership 1 is a full credit blocked class that meets every day. This is the final course offered to students who have completed all other automotive courses. Students will complete live work on customer cars and on cars that will be sold. Opportunities will be presented for students to complete senior projects. All students will complete a job shadow within a mechanical or career field and will receive help with internships and scholarships. Four College Now Credits are offered. Instructor Permission Required prior to signing up for this class.

**LEADERSHIP PROJECTS – AUTOMOTIVE LEADERSHIP 2**

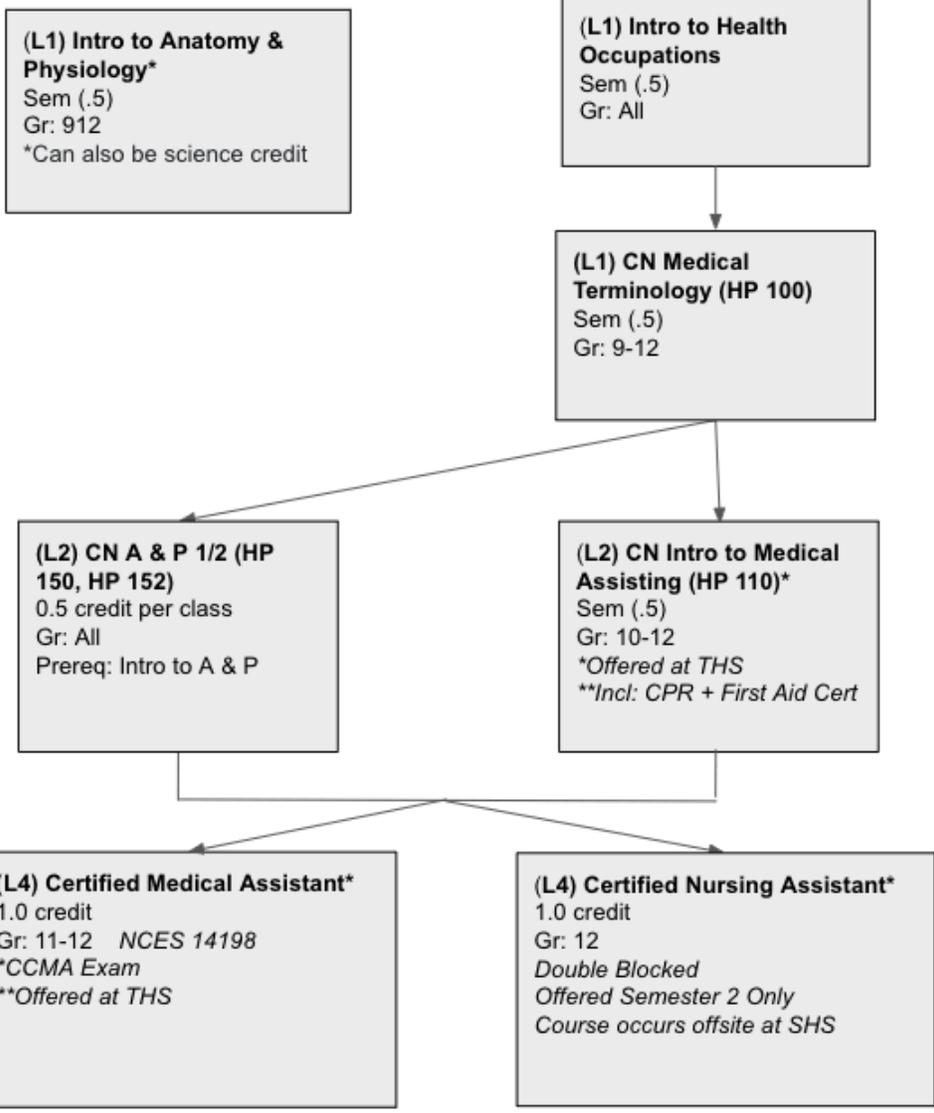
Length and Credit: Semester/.5

Prerequisite: All previous Auto courses

Grade Level: 12

Automotive Leadership 2 is a full credit blocked class that meets every day. This is the final two courses offered to students who have completed all other automotive courses. Students should have passed all other courses with a B or better and must be able to work independently with minimal instruction. Students will complete live work on customer cars and on cars that will be sold. Opportunities will be presented for students to complete senior projects. All students will complete a job shadow within a mechanical or career field and will receive help with internships and scholarships. Six College Now Credits are offered.

## HEALTH SCIENCES



**(L4) Lane Career Academy - EMS Work Experience\* A/B**  
 Sem (.5) per class  
 Gr: 11-12  
*\*Oregon EMS Provider License awarded upon successful completion*

**(L4) Leadership/Projects: Health Occupations A&B (HOSA)**  
 Sem (.5) per class  
 Gr: 11-12 NCES 14297  
*Teacher approval*

**(L4) Work Experience: Health Sciences**  
 Sem (.5)  
 Gr: 11-12

### **INTRO TO HEALTH OCCUPATIONS**

Length and Credit: Semester/.5  
Grade Level: 9, 10, (11, 12)

This class explores Health Science careers and prepares students to work in a medical office setting. Students will learn principles of filing and records management specifically for medical facilities as well as legal and ethical concerns of confidentiality and privacy. Students will learn fundamentals of client reception, appointment scheduling, telephone techniques and letter composition.

### **MEDICAL TERMINOLOGY**

Length and Credit: Semester/.5  
Grade Level: 10, 11, 12

Students learn how to identify medical terms by analyzing their components. This course emphasizes defining medical prefixes, root words, suffixes and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. *This course qualifies for College Now credit and is a required course for the Basic Healthcare Certificate.*

### **INTRO TO ANATOMY AND PHYSIOLOGY**

Length and Credit: Semester/.5  
Grade Level(s): 9, 10, 11, 12

This course presents a systematic approach to the study of the human body. It begins with an introduction of anatomical terminology, tissues of the body, and an overview of all body systems. Students then learn basic anatomy, physiology and terminology of the following systems: integumentary, skeletal, muscular, nervous, cardiovascular, and digestive. This class uses hands-on activities where students use clay to sculpt body systems on human skeleton models. Students build the human from the inside out to gain an understanding of how the body systems are interconnected in form and function.

### **ANATOMY AND PHYSIOLOGY 1**

Length and Credit: Semester/.5  
Corequisite: Biology  
Grade Level(s): 10, 11, 12

Course focuses on human anatomy, physiology and terminology of several human body systems. Using probes/sensors, students collect data, graph and analyze various functions of the human body. It incorporates dynamic activities, inquiry-based projects & real-world experiences with facts that must be understood to pursue any career in healthcare. *This course qualifies for 3 College Now credits (HO150) and is a required course for the Basic Healthcare certificate.*

### **ANATOMY AND PHYSIOLOGY 2**

Length and Credit: Semester/.5  
Corequisite: Anatomy and Physiology 1  
Grade Level: 10, 11, 12

Designed to help the student identify selected fundamental concepts of the anatomy and physiology of the respiratory, digestive, urinary, and reproductive systems. A basic introduction to microbiology is included. *This course qualifies for 3 College Now credits (HO 152) and is a required course for the Basic Healthcare Certificate.*

### **HEALTH OCCUPATIONS**

Length and Credit: Semester/.5  
Prerequisite: Intro to Health Occupations  
Grade Level(s): 10, 11, 12

This class is for first-year HOSA (a Career Technical Student Organization for Future Health Professionals) students. Students will learn skills related to various healthcare careers and become certified in CPR/AED/First Aid. This class makes career connections for students to support work-based learning opportunities, either through participation in skill events, field trips to medical facilities, or service-learning as volunteers in health care agencies. HOSA membership (\$30) is a requirement for this class.

### **ADVANCED HEALTH OCCUPATIONS**

Length and Credit: Semester/.5  
Prerequisite: Health Occupations  
Grade Level(s): 10, 11, 12

Students who have successfully completed one year of the health occupations class will participate as HOSA officers and/or project coordinators. Project coordinators will develop and implement various health-related school events such as blood drives and CPR/First Aid workshops for peers and younger students. Students will design simulation labs with our Nursing Anne simulation patient. HOSA membership (\$30) is a requirement for this class.

**CERTIFIED NURSING ASSISTANT (TECH PREP HEALTH OCCUPATIONS)**

Length and Credit: Semester/1.0 (double blocked class)

Prerequisite: Introduction to Health Occupations, CN-Medical Terminology, CN-A&P I & 2

Grade Level(s): 11, 12

This course prepares students for a career as a **Certified Nursing Assistant (CNA)** by covering fundamental nursing skills, patient care techniques, and medical ethics. The curriculum includes both classroom instruction and hands-on clinical experience in a healthcare setting.

**Course Content:**

**Introduction to Healthcare:** Roles & responsibilities of a CNA, medical terminology, and healthcare ethics.

**Basic Nursing Skills:** Vital signs, infection control, safety procedures, and emergency response.

**Personal Care:** Assisting with hygiene, grooming, feeding, and mobility.

**Patient Communication & Interaction:** Effective communication with patients, families, and healthcare teams.

**Legal & Ethical Considerations:** Patient rights, HIPAA compliance, and professional conduct.

**Clinical Experience:** Supervised hands-on training in a hospital, nursing home, or other healthcare facility.

**Requirements:**

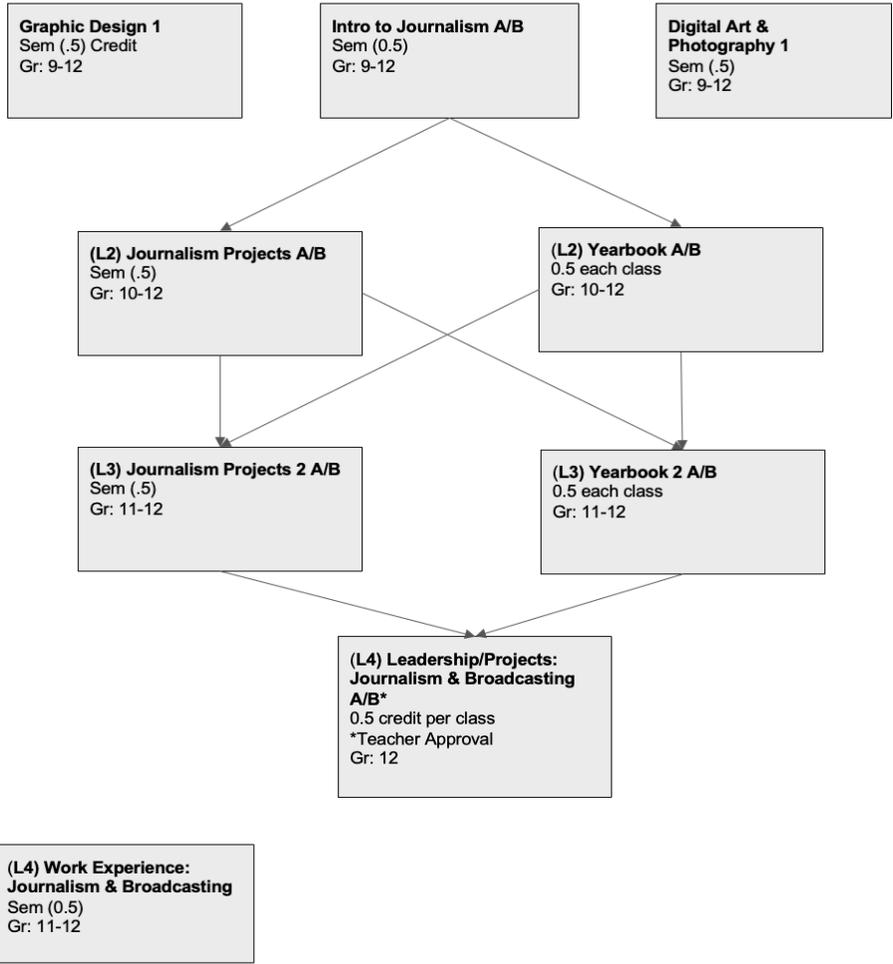
Background check, drug testing and immunization records

Completion of required training hours (classroom and clinical)

**Certification & Career Opportunities:**

Upon successful completion, students are eligible to take the **state certification exam** to become a CNA. CNAs work in hospitals, nursing homes, assisted living facilities, and home healthcare settings.

JOURNALISM			
Class Options	Grade	SHS Credits	Pre-Req.
INTRODUCTION TO JOURNALISM	9, 10, 11, 12	.5	N/A
JOU PROJECTS A/B: NEWSPAPER 1	10, 11, 12	.5	Intro to JOU, Graphic Design 1, OR Digital Art & Photography
JOU PROJECTS A/B: YEARBOOK 1	10, 11, 12	.5	Intro to JOU, Graphic Design 1, OR Digital Art & Photography
JOU PROJECTS A/B: NEWSPAPER 2	11, 12	.5	JOU Projects: NEWSPAPER 1 OR YEARBOOK 1
JOU PROJECTS A/B: YEARBOOK 2	11, 12	.5	JOU Projects: NEWSPAPER 1 OR YEARBOOK 1
JOU PROJECTS A/B: NEWSPAPER 3	12	.5	JOU Projects: NEWSPAPER 2 OR YEARBOOK 2
JOU PROJECTS A/B: YEARBOOK 3	12	.5	JOU Projects: NEWSPAPER 2 OR YEARBOOK 2



### **Intro to Journalism**

Length and Credit: Semester/.5

Prerequisite: None

Grade Level: 9, 10, 11, 12

The Intro to Journalism A/B course introduces students to the fundamentals of journalism, including news and feature reporting, writing, and editing. Students will learn how to gather information, conduct interviews, and create compelling stories across different formats, from print to digital media. Emphasizing the importance of ethics, AP Style writing, and storytelling techniques, the course prepares students to critically analyze news and understand the role of the media in shaping society. Through a hands-on all-course project of making an online news or electronic magazine, students will develop the skills necessary to write, report, and produce their own journalistic content.

### **Journalism Projects A/B: Newspaper 1**

Length and Credit: Year/1.0

Prerequisite: Intro to JOU, Graphic Design 1, OR Digital Art & Photography

Grade Level: 10, 11, 12

In this entry-level newspaper course, students will work as staff writers and contribute to the production of the school's newspaper. Responsibilities include gathering content, conducting interviews, writing stories and captions, taking photos, and brainstorming headlines and subheadlines. Students will also help market and sell business ads for the newspaper, ensuring it reaches the wider school community. Additionally, staff members will assist with the distribution of the newspaper when it is published, either quarterly or semesterly. Throughout the course, students will have the opportunities to attend 2 different journalism field trips to further develop their journalistic skills and showcase CTE skills learned in this class. This hands-on course provides students with valuable experience in writing, photography, and team collaboration, while offering opportunities to develop their journalistic skills in a real-world setting.

### **Journalism Projects A/B: Yearbook 1**

Length and Credit: Year/1.0

Prerequisite: Intro to JOU, Graphic Design 1, OR Digital Art & Photography

Grade Level: 10, 11, 12

In this hands-on course, students will work as staffers to help create the school's yearbook, contributing to all aspects of the production process. Responsibilities include attending events outside of school to learn and grow as a photographer, gathering content, writing captions and stories, brainstorming headlines and subheads, and assisting with layout and design. Students will also help market and sell business ads, as well as distribute the yearbooks at the end of the year. Throughout the course, students will have the opportunities to attend 2 different journalism field trips to further develop their journalistic skills and showcase CTE skills learned in this class. This course offers an immersive experience in the world of journalism and visual storytelling.

### **Journalism Projects A/B: Newspaper 2**

Length and Credit: Year/1.0

Prerequisite: JOU Projects: NEWSPAPER 1 OR YEARBOOK 1

Grade Level: 11, 12

In this mid-level newspaper course, students will serve as section editors, taking on leadership roles within a specific section of the newspaper (such as news, features, sports, or arts). Editors will delegate tasks to staff writers, guide them in crafting stories, and oversee the design, writing, and editing of their section. They will be responsible for ensuring all content meets deadlines and is ready for publication. In addition to managing their section, editors will help sell and market business ads for the newspaper and assist in distributing the paper when it is published, either quarterly or semesterly. Throughout the course, students will have the opportunities to attend 2 different journalism field trips to further develop their journalistic skills and showcase CTE skills learned in this class. This course offers students the opportunity to develop strong editorial, design, and leadership skills while contributing to a professional publication.

### **Journalism Projects A/B: Yearbook 2**

Length and Credit: Year/1.0

Prerequisite: JOU Projects: NEWSPAPER 1 OR YEARBOOK 1

Grade Level: 11, 12

In this mid-level yearbook course, students will take on leadership roles as editors, managing content creation and overseeing the production of the yearbook. Editors will be responsible for designing spreads, maintaining consistency with the Style Guide, delegating tasks to staffers, and ensuring all content meets deadlines. Students will also refine their photography skills by attending school events to capture images for the yearbook. Additionally, they will play an active role in selling business ads

and marketing the yearbook to the school community. The course includes two journalism field trips, offering students valuable opportunities to further develop their skills, network with industry professionals, and apply what they've learned in a real-world context. This course is ideal for students looking to build leadership, design, and photography skills while showcasing their work in a professional publication.

### **Journalism Projects A/B: Yearbook 3 OR Newspaper 3**

Length and Credit: Year/1.0

Prerequisite: JOU Projects: NEWSPAPER 2 OR YEARBOOK 2

Grade Level: 12

In this advanced yearbook or newspaper course, students will assume the role of Editor-in-Chief, taking on full responsibility for the leadership and production of the newspaper or magazine.

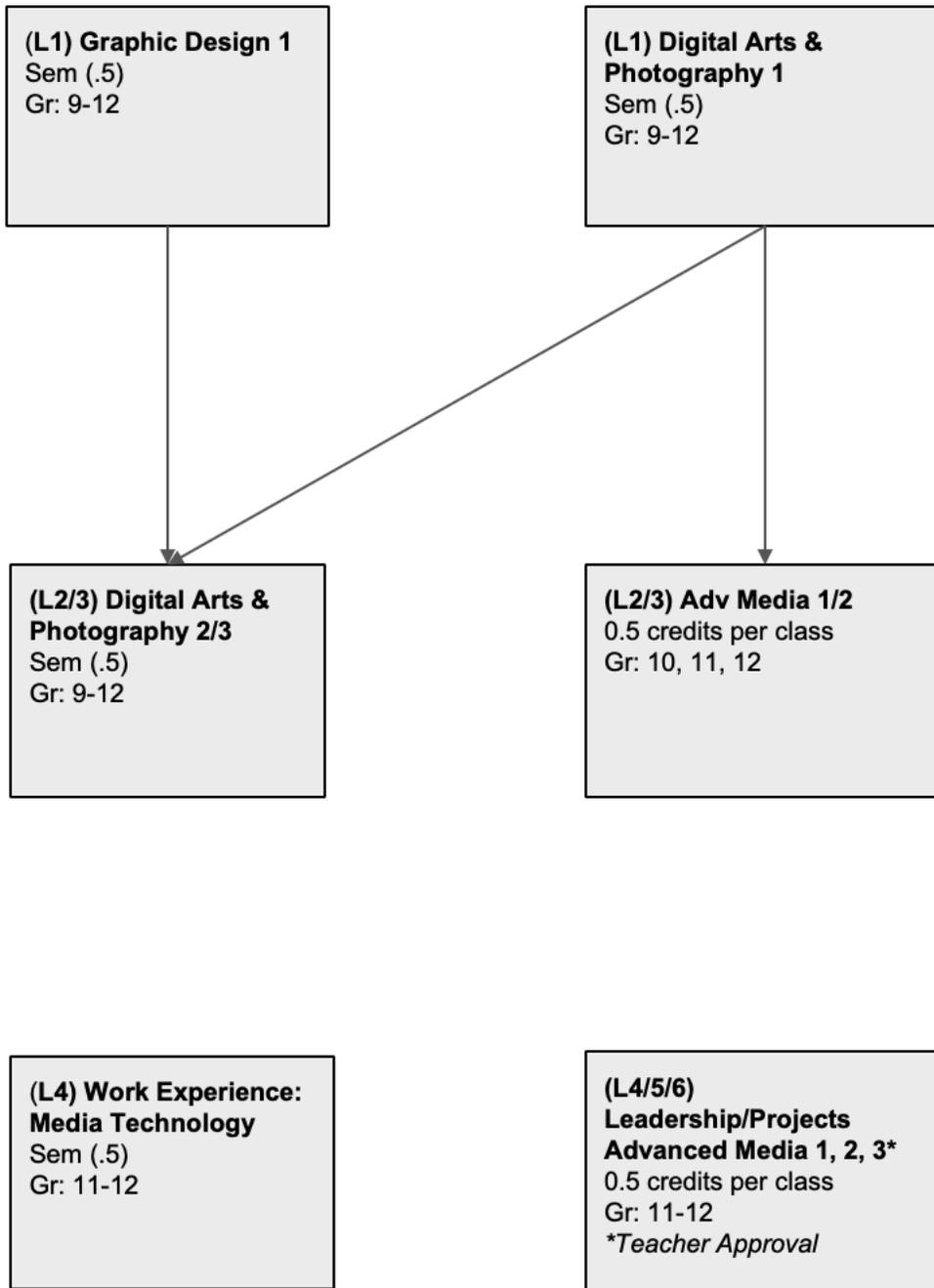
#### **Yearbook - Editor-in-Chief**

Editors will manage the creation and maintenance of the yearbook Ladder, develop and enforce the Style Guide, and oversee the editing and submission of spreads to the publisher. They will delegate tasks, foster a positive team environment, and collaborate closely with the advisor to brainstorm creative ideas and ensure the project stays on track. In addition to overseeing content, Editors-in-Chief will design key sections of the yearbook, including the cover, divider pages, index, reference pages, and back cover. Editors will continue to hone their photography skills by attending events to capture photos, and will be involved in selling business ads and marketing the yearbook. The course includes two journalism field trips to provide opportunities for professional development, networking, and skill-building in the field of journalism. This class is ideal for students looking to sharpen their leadership, design, and photography skills while creating a professional, high-quality publication.

#### **Newspaper - Editor-in-Chief**

In this advanced newspaper course, students will take on the leadership role of Editor-in-Chief, overseeing all aspects of the newspaper's production. Editors will be responsible for creating and maintaining the editorial Ladder, developing the Style Guide, and editing and submitting the newspaper to the publisher. They will delegate tasks, ensure deadlines are met, and create a positive, collaborative work environment. Editors will work closely with the advisor to brainstorm story ideas, stay on task, and maintain the paper's overall vision. Additionally, they will manage the design of the newspaper, edit content, and guide staff writers in producing in-depth news and feature stories. Editors will also sell business ads and market the newspaper. Throughout the course, students will have the opportunity to attend two journalism field trips for professional development, networking, and skill-building in the field of journalism. This class is ideal for students looking to sharpen their leadership, design, and photography skills while creating a professional, high-quality publication.

## DIGITAL ARTS



### **DIGITAL ARTS and Photography I**

Length and Credit: Semester/.5

Grade Level: 9, 10, 11, 12

Embark on an exciting journey into the world of digital creativity with Digital Arts I, a dynamic course designed for high school students eager to explore the foundational elements of digital arts and multimedia. This engaging class offers a hands-on introduction to the basics of digital photography, image editing, video editing, and motion graphics, using industry-standard software like Adobe Photoshop, Premiere, and After Effects. Whether you're snapping stunning

photographs, creating eye-catching designs, or bringing your artistic visions to life on screen, Digital Arts I is the perfect platform to ignite your passion for digital creativity. With a blend of practical skills and artistic exploration, this course is not just about learning software; it's about unleashing your imagination and discovering the endless possibilities of digital artistry and the opportunities available for exploring digital arts as a career field. No previous experience is required – just bring your enthusiasm and get ready to dive into the vibrant world of digital arts!

### **DIGITAL ARTS and Photography II**

Length and Credit: Semester/.5

Prerequisite: Digital Arts and Photography I

Grade Level: 9, 10, 11, 12

Digital Arts and Photography II offers an enriching intermediate level experience, building upon the foundations laid in Digital Arts and Photography I. This course takes students deeper into the captivating realms of digital arts and creativity, emphasizing the development of advanced skills and techniques. As you delve into more complex projects, you'll refine your abilities in image manipulation, multimedia, and digital photography, using state-of-the-art software and tools. This class isn't just about honing artistic skills; it's a gateway to becoming career-ready in the dynamic field of digital arts and multimedia. Whether it's exploring advanced editing techniques, experimenting with innovative design concepts, or creating professional-quality digital artworks, Digital Arts and Photography II is tailored to empower students with the proficiency and confidence needed to excel in the ever-evolving world of digital creativity.

### **DIGITAL ARTS and Photography III**

Length and Credit: Semester/.5

Prerequisite: Digital Arts and Photography II

Grade Level: 10, 11, 12

Step into the advanced realm of digital creativity with Digital Arts and Photography III, a course designed to elevate your artistic skills to new heights. As the pinnacle of our digital arts sequence, this class challenges students to master sophisticated techniques in digital imaging, multimedia, and photography. Embracing the full spectrum of digital arts, you will engage in complex projects that fuse artistic vision with technical prowess, using professional-grade software and tools. This course goes beyond the basics, focusing on nuanced aspects of digital creation such as intricate photo editing, advanced graphic compositions, and stunning visual storytelling. Perfect for those aspiring to a career in the digital arts field or seeking to enrich their artistic portfolio, Digital Arts and Photography III is a launchpad for innovation, creativity, and professional-level artistry. Prepare to be inspired, to innovate, and to create digital art and multimedia projects that resonates, captivates, and leaves a lasting impression.

### **ADVANCED MEDIA 1, 2**

Length and Credit: Year/1

Length and Credit: Year/1

Prerequisite: Digital Arts and Photography 1 and Instructor Interview

Grade Level: 10, 11, 12

Advanced Media is a dynamic, specialty course designed to put the skills learned in Digital Arts and Photography I into real-world action. Centered on the practical aspects of producing and publishing digital media, this class is the driving force behind the SHS Media News YouTube show, a platform where creativity meets technology. Students get hands-on experience in creating compelling video content, learning the intricacies of production from start to finish. Beyond video creation, the course also focuses on effectively showcasing student work across various social media platforms, providing a broader audience for their artistic expressions. As a student-led initiative, SHS Media offers a unique opportunity for students to take charge, fostering leadership and teamwork as they bring to life a video broadcast program that celebrates and documents the vibrant culture and activities of Springfield High School. This course is perfect for students looking to deepen their media production skills, gain experience in digital publishing, and actively participate in a creative, collaborative environment.

### **LEADERSHIP/PROJECTS- Advanced Media 1, 2, 3**

Length and Credit: Year/.5

Prerequisite: Advanced Media or Digital Arts and Photography III

Grade Level: 11, 12

Projects and Leadership in Advanced Media is a uniquely tailored independent study studio course, marking the culmination of the Digital Arts CTE program. This course is crafted for students who have successfully completed the prerequisite courses and are ready to take their skills to the next level. It offers a blend of independent project work, leadership opportunities, and practical application. Students will have the freedom to pursue their own creative

projects, drawing upon the comprehensive skill set they have developed. Additionally, they will take on the role of lab assistants, providing valuable support and guidance to their peers, thereby enhancing their leadership and mentoring skills. Continuing involvement with the SHS Media News program offers a chance to refine production and broadcasting abilities. For those with specific interests or developmental goals, the course provides the flexibility to design an individualized program. This approach ensures a personalized learning experience that not only nurtures advanced media skills but also fosters a sense of responsibility, teamwork, and community engagement.

## TRANSITION/SPECIAL SERVICES (OS)

Springfield High School believes that **all** students can learn and succeed. A full range of special education services is available for students with an **Individual Education Plan (IEP)**. These services include academic, behavioral, social, vocational, and life skills support that are dependent on students' needs. Our continuum of services offers specially designed instruction in general education classes, academic support courses, transition classes, social skills, life skills courses, and work experience. Students who qualify for Special Education programs will receive modified and individualized instruction as specified in their **IEP**. Students identified for special services in elementary or middle school will continue to receive services while attending **Springfield High School**. Students may request additional information from counselors.

### **TRANSITION - Self-Determination**

Length and Credit: 1 semester/.5 credit

Grade level: 9, 10, 11, 12

\*Case manager recommendation required

This class will focus on self-determination skills, with the goal of increasing student success in high school and beyond. Class topics will include self-awareness and self-advocacy, history of disability, special education processes, familiarization with major components of the IEP, legal rights and responsibilities related to disability, communication skills, and educational goal setting. Additionally, students will regularly have time to work on assignments/assessments for other classes, monitor grades, and check in with teachers and counselors as needed.

### **TRANSITION - Employment Literacy**

Length and Credit: 1 semester/.5 credit

Grade level: 9, 10, 11, 12

\*Case manager recommendation required

This class is designed to help students develop skills and knowledge needed in the world of employment. Class topics will include investigation of student preferences, interests, needs, and strengths, understanding disability, self-advocacy, familiarization with major components of the IEP, IEP meetings and their purpose, legal rights and responsibilities related to disability, employment related soft skills, career exploration, and career related goal setting. Additionally, students will regularly have time to work on assignments/assessments for other classes, monitor grades, and check in with teachers and counselors as needed.

### **TRANSITION - Community Engagement**

Length and Credit: 1 semester/.5 credit

Grade level: 9, 10, 11, 12

\*Case manager recommendation required

This class is designed to help students develop skills and knowledge needed to be an independent and positive member of their community. Class topics will include career exploration and preparation, postsecondary education/training, legal rights and responsibilities related to disability, money management, housing and home management, transportation, and personal goal setting. Additionally, students will regularly have time to work on assignments/assessments for other classes, monitor grades, and check in with teachers and counselors as needed.

### **VOCATIONAL/DAILY LIVING SKILLS**

Length and credit: Full year - 2 semesters/ 1 credit (.5 per semester)

Case Manager recommendation

Grade Level: 9, 10, 11, 12

This course is a stand-alone course, but can be repeated as needed. This course must be recommended by Case Managers.

### **WORKPLACE EXPERIENCE**

Length and credit: Full year - 2 semesters/ 1 credit (.5 per semester)

Case Manager recommendation

Grade Level: 9, 10, 11, 12

This course is a stand-alone course, but can be repeated as needed. This course must be recommended by Case Managers. Workplace Experience is designed to help students learn and practice a variety of valuable vocational and

employment skills that can be applied to real-world situations after high school. These skills will be taught in various settings throughout the school such as the cafeteria, main office, food pantry, library, and our student-led enterprise, The Daily Grind. Subjects covered will include time management, resource allocation, inventory management, marketing, business decision-making, handling money and sales, customer service, mathematical application, resume building, and interviewing skills.

### **SOCIAL SKILLS**

Length and credit: Full year - 2 semesters/ 1 credit (.5 per semester)

Case Manager recommendation

Grade Level: 9, 10, 11, 12

This course is a stand-alone course, but can be repeated as needed. This course must be recommended by Case Managers. This course is designed to support students in the development of basic functional social, self-advocacy, disability awareness, healthy relationships, following directions and expectations. This course connects topics to real life situations and focuses on the application of skills in both academic and social settings. Students will be given the opportunity to practice and demonstrate skills in a safe and welcoming environment. This course is recommended for students who need to work on basic social skills.

## LEADERSHIP and OTHER ELECTIVES (OS)

### AVID

Length and Credits: Year-long/ 1.0  
Prerequisite: Application Process  
Grade Level: 9, 10, 11, 12

AVID is a 4-year sequence elective class offered to select students who are highly motivated to prepare for college and careers. The AVID elective teaches high-level critical thinking skills by enhancing core skills in writing, inquiry, collaboration, organization and reading (WICOR). Additional requirements for the course include a commitment to learning and practicing note taking skills, enrolling in rigorous coursework, as well as maintaining good attendance, citizenship and a high GPA.

### SOURCES OF STRENGTH PEER LEADERSHIP

Length and Credits: Year-long/ 1.0  
Grade Level: 9, 10, 11, 12

As a Peer Leader for Sources of Strength, you will help support a school culture promoting wellness, resilience, and relationships. This will be accomplished by facilitating campaigns and activities at SHS which promote a positive, supportive environment for every student. Themes include positive friends, mentors, healthy activities, generosity, spirituality, family support, medical access, and mental health.

### LEADERSHIP (ASB)

Length and Credit: Year/1.0  
Grade Level: 9, 10, 11, 12

This course is open to elected members of the SHS Student Council or to students interested in joining SHS leadership activities. Opportunities to develop leadership and organizational skills are highlighted. Students are involved in student government activities including community service and school improvement activities.

### LEADERSHIP 1

Length and Credit: Semester/.5  
Grade Level: 9, 10, 11, 12

This course will develop leadership, teamwork, communication and problem solving skills. The class will be organized into two sections each period. The first half of class will be Leadership curriculum & activities, the second half will be designated for independent student work. Any student who is interested in running for class office should enroll in this course.

### COLLEGE AND CAREER READINESS 9

Length and Credit: Semester/.5  
Grade Level: 9

CCR9 is a semester-long course with the goal of helping 9th graders successfully transition to high school by providing students with opportunities to practice relevant school/work behaviors, and enrich their academic experience.

### PEER TUTORING

Length and Credit: Semester/.5  
Prerequisite: Teacher or Counselor Recommendation  
Grade Level: 9, 10, 11, 12

For students interested in working on a one-to-one basis with other students. Tutors are trained in teaching techniques and communication skills. If you would like to be a tutor in a 9th/10th Grade AVID Elective class for Tutorials this would be the course you would sign up for. Maximum .50 credits per term and 2.0 credits maximum in total. **Ninth grade for AVID tutors only.**

### OFFICE ASSISTANT

Length and Credit: Semester/.5  
Grade Level: 10, 11, 12

Provides students experience working in an office setting. Students are given a variety of assignments in the school offices. Students work in the Main Office, Counseling or the Attendance Office. Maximum .50 credits per term and 2.0 credit maximum in total.

**MEDIA ASSISTANT**

Length and Credit: Semester/.5

Grade Level: 10, 11, 12

Practical experience assisting the library-media center's staff. Good attendance and alphabetical skills are required. Maximum .50 credits per term and 2.0 credit maximum in total.

**TEACHER ASSISTANT**

Length and Credit: Semester/.5

Grade Level: 10, 11, 12

Practical experience assisting the teachers in the classroom. Good attendance is required. Maximum .5 credits per term and 2.0 credit maximum in total.

**TEACHER CADET 1 and 2**

Length and Credit: Semester/.5

Grade Level: 11, 12

Teacher cadets study the history, structure, and practices of education in the USA. They will work directly with young kids, build leadership and management skills, engage in meaningful discussions, and make hands-on projects. This course helps students develop a better understanding of their own schooling, and is ideal for those considering teaching, coaching, counseling, training, parenting, or mentoring. This course is eligible for 3 College Now credits through Lane Community College.