



2026 - 2027 |

New Choice High School Course Catalog

BEND-LA PINE SCHOOL DISTRICT

Families and students: In the fall of 2026, *Realms High School* and *Bend Tech Academy* are coming together as one community in one *new choice high school*. The [Expeditionary Learning](#) framework of Realms and the Career Technical Education (CTE) academies at BTA will weave together to create a new school with new traditions, character and culture.

In the new school, students will explore opportunities through field work, academy days, and community involvement. They will experience academic rigor through interdisciplinary, project-based work, college-level courses, AP classes, and CTE academies while also developing strong teamwork and leadership skills. Students are empowered to pursue a variety of choices and multiple routes to success, all within the same small-scale community environment.

The *Realms High School* and *Bend Tech Academy* staff, students and families are currently collaborating on the design for our new choice high school, and more details will emerge this winter and spring. To learn more about the programming for the *new choice high school*, please join us at one of the **Information Nights** at the current *Bend Tech Academy* campus:

- Wednesday, January 14, 6:00 pm - 7:00 pm
- Tuesday, January 20, 6:00 pm - 7:00 pm

Selecting a name for the *new choice high school*:

Beginning in January, students, staff and families from *Realms High School* and *Bend Tech Academy* will be asked to provide input into the name for the new choice high school. A process to determine the name will be led by a small, core team of students, staff and families from both schools and will be decided by the end of February.

District Mission

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever changing global society.

Bend-La Pine Schools is a community of learners committed to the success of each and every student. This success must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, disabilities, or religion. To achieve this goal, the district will pursue equity: a commitment to ensure that all students receive what they need to succeed. The principle of equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. The principle of

equity will inform all district policies, regulations, programs, operations, practices, and resource allocations. The district has identified the following foundational beliefs:

1. Each student can learn at the highest level when staff hold high expectations for all and provide appropriate support.
2. Maximizing the success of all students requires allocating resources equitably.
3. Every adult in the district shares the moral imperative and collective ownership to eliminate disparities and ensure each student's current and future success.
4. We honor the cultures and background experiences of all families and members of our community, recognizing them as critical partners in supporting students' educational success.

For further information, please see the Bend-La Pine Schools [Equity Stance](#).

District Core Values:

- **World Class:** Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.
- **Students First:** Decisions based on what is best for students.
- **Culture of Excellence:** A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.
- **Data Driven:** Decisions based on the best information and practices available.
- **Positive Relationships:** Interactions based on honesty, dignity, respect, and integrity.

Non-Discrimination Administrative Policy

Bend-La Pine Schools does not discriminate on the basis of sex, race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, gender identity or expression, veteran or military status, or any other status protected by law, in any of its programs and activities and provides equal access to the designated youth organizations in the Boy Scouts of America Equal Access Act. The following persons have been designated to handle inquiries regarding the district's non-discrimination policy: Title II Coordinator: Executive Director of Policy, Advocacy and Equity, 520 NW Wall Street, Bend OR (541-355-1060 or titleii-coordinator@bend.k12.or.us) Title VI Coordinator: Executive Director of Policy, Advocacy and Equity, 520 NW Wall Street, Bend OR (541-355-1060 or titlevi-coordinator@bend.k12.or.us) Title IX Coordinator: Human Resources Director, 520 NW Wall Street, Bend OR (541-355-1100 or titleix-coordinator@bend.k12.or.us) 504 Coordinator: Assistant Director of Special Education, 520 NW Wall Street, Bend OR (541-355-1060 or 504-coordinator@bend.k12.or.us). [View our non-discrimination policy and complaint procedure here](#).

Curriculum Guide

We encourage students to carefully use this Curriculum Guide as they choose their classes for this school year. The Curriculum Guide outlines the district's academic policies and is designed to familiarize students with the programs and courses taught at their school. This guide is much more than a list of course offerings; it is a counseling tool to help students organize their high school educational plan and begin preparing for their post-high school education and career goals. We recommend students spend time reading through the course descriptions and finding opportunities to explore new interests and take on challenges.

Whatever the goal, we encourage students to consider taking a rigorous, challenging course of study while also exploring their interests beyond the classroom through co-curricular activities in the community. With the guidance and expertise of their school counselors, students will begin the forecasting process in late winter/early spring to request courses for next year. Once students have a good idea of which courses interest them, school counselors will be able to help answer any remaining questions about course sequences, credits necessary for graduation, and how the classes students take will meet their post-high school goals. Parents are encouraged to take an active role in this process and carefully review their students' choices and educational plans.

The curriculum guide is published in January to assist students and families with the forecasting process for the upcoming school year. Please keep in mind that the information provided is subject to change by the time the next school year arrives, especially in relation to staffing and student interest in classes.

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As a “choice option” public high school in Bend-La Pine Schools, we follow the same policies and procedures as any other “neighborhood” high school in the district. However, there are a few important elements that set us apart; specifically, we are an **EL Education school** and we provide rich experiences through our **four CTE Academies**.

EL EDUCATION

We are a member of the national school reform network known as EL Education. EL Education Schools believe that when students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. The mission of EL Education is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.



THREE DIMENSIONS OF STUDENT ACHIEVEMENT & CHARACTER FRAMEWORK

Through our work with EL Education we structure everything we do around three equally important “dimensions of student achievement”: Mastery of Knowledge and Skills, High Quality Work, and Character. At Realms High School, our central mission is to prepare students to be “Leaders of Change” and in EL Education schools the overarching mission is “Contribute to a Better World”. Mastering rigorous academic content and producing high quality work are in service of a bigger mission: becoming a person who can and does make a difference.

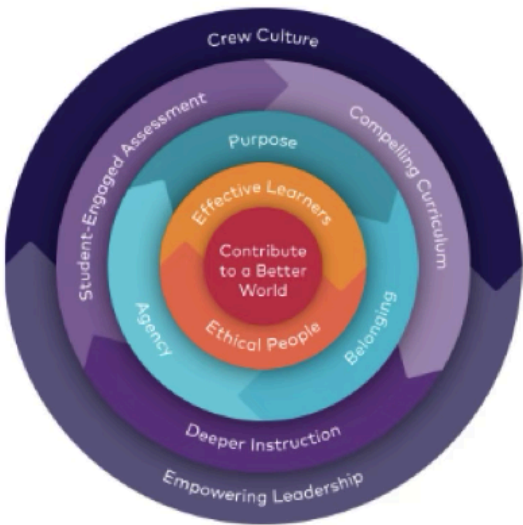
OUR VALUES & GUIDING PRINCIPLES

As an EL Education school, we believe strongly in the importance of tightly connecting academics and character together with real world learning opportunities so that students have opportunities to practice making a better world. Our tagline “Leaders of Change” drives all of our curriculum and school structures. Social justice and environmental stewardship are central themes running through much of our academically rigorous curriculum.

**Our Three Dimensions of Achievement:
More Than Just Test Scores**



**Our Character Framework:
“Better World” Mission is the Bullseye**



CAREER & TECHNICAL EDUCATION



Career & Technical Education Academies are designed to prepare students with the academic & technical skills needed for high-wage, high demand jobs. CTE programs help students **find their passion**, and learn the **academic content** and **technical skills** they will need to enter their chosen field upon graduation, either through pursuing **further education** or entering the **workforce** directly. Strong CTE programming features three key elements:

- **Technical, Career Oriented Skill-building with connections to industry partners, trade schools, and colleges & universities**
- **Strong Academic Foundation, including college preparatory planning**
- **Helping students find a Passion & Purpose for their education & their future.**

CTE programs at Bend-La Pine Schools engage students in high-quality and career-connected learning designed to help them turn their passions into future careers and real opportunities. In partnership with local business and industry, CTE provides dual credit, industry certifications, leadership opportunities, and employability skills while promoting creativity, innovation, and real-world problem solving. As students progress through an ODE-approved CTE pathway, they gain the knowledge and experience needed to pursue college, trade schools, apprenticeships, military service, or move directly into high-wage and in-demand careers after graduation.

CTE Options:

- **STEM / Engineering**
- **Construction Technology**
- **Medical / Health**
- **Business Leadership**

School Administration

Dr. LaKisha Clark
Zach Harju

Principal
Assistant Principal

School Counseling Program Support

Each student is assigned a counselor and a Crew Leader during their time in high school. Together, they support their students with academic, social/emotional and college/career development throughout high school.

Bend-La Pine Schools' (BLS) counselors deliver a comprehensive program to ensure all students receive the knowledge, attitudes, and skills needed in academic, college/career, and social/emotional development. In partnership with shareholders, school counselors are advocates for equity, access, and success for all students. School counselors empower students with a well-rounded, challenging, and quality educational program to flourish as responsible, productive citizens in the 21st century. School counselors deliver their program through large group and individual programming with students. BLS school counseling program includes:

- Classroom lessons to support academic, college/career and social emotional development
- Individual student planning meetings and lessons
- Workshops to enhance post-high school options planning
- Academic and college/career information nights for families
- Responsive services to provide support to students and much more!

BLS Academic Policies and Information

This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

Bell Schedule

The school day runs from 8:45 a.m. until 3:45 p.m. Students should be enrolled in 5 classes for each trimester. For class rotation information, the Daily Bell Schedule can be found on the [Bend-La Pine School District](#) website.

Courseload

Students in grades 9-10 are required to enroll in five class periods each trimester. Open periods may be permitted in the case of extenuating circumstances, which must be agreed upon by the administrator, counselor and parent or guardian.

Students in grade 11 and 12 have the flexibility to enroll in 4 or 5 classes each trimester, depending on their credits towards graduation. If students in grade 12 are interested in having less than 4 classes, they must consult with their counselor to ensure that they are meeting graduation requirements and on track for their post-high school plan. Seniors must take a minimum of 3 classes each trimester.

Course Enrollment Expectations

Once you have selected a set of courses, you are expected to remain in them for the duration of the class term. That means you want to choose the right classes for you. Be sure to carefully read all class descriptions in this guide, and ask your parent or guardian, teachers, and counselor about anything you don't understand.

Units of Credit

Credits are the units by which academic progress is measured. Students typically earn 0.5 credit for passing a single-trimester (12-week) course, and 1.0 credit for passing a two-trimester course (24 weeks).

Course Types

There are four different levels of classes in high school:

- **Standard:** These classes are appropriate for most students to foster skills and understanding at grade level.
- **AP:** These classes are the most rigorous courses of study we offer. They are college-level offerings tied to national curricula, require special teacher training, and culminate in an exam that when successfully passed may translate to a college credit. They offer consistently rich and challenging material, and require much from a student.
- **College Dual Credit/College Now:** College Now is a partnership between Central Oregon Community College and area high schools in which students can earn college credits in a high school class. These credits can transfer to all Oregon public colleges and universities. Bend-La Pine Schools also may offer college dual credit through partnerships with other colleges in the region.

Crew

Crew is our advisory program. Students in Crew meet two days per week and earn 0.25 credit over the course of the entire year. Crew time is used to support student academic progress, deliver social-emotional development curriculum, and provide time for students to prepare for post-secondary opportunities. Students work with the same teacher and peer group during their high school experience, allowing them to build strong positive relationships with peers and staff.

Grading Procedures

Grade Point Average (GPA) for standard courses is computed on a four-point scale. AP and IB classes are computed on a weighted five-point scale. Cumulative GPA (non-weighted) and Weighted Cumulative GPA are calculated and displayed on each student's transcript.

GPA		Weighted GPA	
Grade	Grade Point Earned	Grade	Grade Point Earned
A	4	A	5
B	3	B	4
C	2	C	3
D	1	D	2
F	0	F	0
P / Pass	No GPA Impact	NG / No Grade	No GPA Impact
NP / No Pass	No GPA Impact	W / Withdrawal	No GPA Impact
NG / No Grade	No GPA Impact		
W / Withdrawal	No GPA Impact		

All grades will remain on the transcript. This will include failures and courses repeated for credit. All grades will be calculated in the GPA with the exception of P/NP/NG/W as listed above. The Bend-La Pine school district does not rank its students.

Add / Drop Policy

Course Drop Policy

- **First 10 days:** Drop with no record of enrollment on the transcript
- **First 6 weeks:** Placement/level changes allowed with approval
- **After 10 days and before 6 weeks (trimester) or 9 weeks (semester):** Drop with a “W / Withdrawal” grade
- **After 6 weeks (trimesters) or 9 weeks (semesters):** Drop results in an “F”
- Appeals for an “F” due to course drop may be considered by the principal based on circumstances.

Considerations:

- Dropping after 10 days may affect a student's course placement and graduation plans.
- Students should adhere to minimum course enrollment recommendations:
 - Semester Schools: 7 courses for grades 9 & 10, 6 for grade 11, and 4 for grade 12.
 - Trimesters Schools: 5 courses for grades 9 & 10, 4 for grade 11, and 3 for grade 12.
- Class availability may limit course changes.

Core subjects should not be dropped unless the student is taking them online per Bend-La Pine Online guidelines.

Counselors work closely with students in grades 8-11 to ensure they developed a four-year plan in SchoolLinks prior to forecasting. Schools plan for staffing and build the schedule for the upcoming school year based on the course requests submitted by students during forecasting. Students are expected to enroll in a full schedule of courses at Bend-La Pine Schools. Please note that there will be no schedule changes in the fall unless there is a placement issue.

Incomplete Grades

A student can be given an Incomplete grade (INC) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher not to exceed the following six (6) weeks of the next semester/trimester. If an Incomplete grade is awarded at the end of the school year, the student will need to complete required coursework and the grade recorded by the end of the first semester/trimester of the new school year. If the required coursework is not completed within the first six (6) weeks of the following semester/trimester, the “INC” grade will change to an “F”. The principal has the authority to approve on a case-by-case basis appeals to the “F” and extend the deadline based on extenuating circumstances. The principal will review an appeal with the teacher and counselor before making a decision.

Repeat Courses

A student may repeat any course in order to improve their knowledge when a grade of “D” or “F” has been earned. A “D” or “F” indicates course completion, will be recorded on the transcript, but not used in the GPA calculation if the course was remediated. In the event a course is retaken, the higher grade earned will count for required credit on the transcript. While the original course remains on the transcript, the GPA and credit are not factored in. This does not apply to electives, such as but not limited to band, yearbook, or leadership, that are designed to be repeatable.

Transfer Grades and Outside Credits

Students may take courses at an accredited non-district high school or postsecondary institution and have the courses placed on the high school transcript. Non-district secondary postsecondary courses may not supplant core graduation requirements. This may be done under all the following conditions:

- The course(s) has been pre-approved by the School Counselor and Principal, or designee, using the [Non-District Secondary and Postsecondary Course Pre-Approval Form](#).
- Through the approval process, students will meet with their school counselor and/or administrator to discuss the course and how it aligns with their course progression plan.
- The institution of instruction must issue a grade and credit for the course(s) and Bend-La Pine Schools staff will determine equivalency of credits.
- No more than four (4.0) total high school credits will be transferred to a student towards graduation from these institutions.
- Any fees charged by the non-district secondary and postsecondary institution are the responsibility of the student and parent/guardian, unless they are part of the Expanded Options program.
- Once the course is completed, the student must request an official transcript from the institution to be sent to the Bend-La Pine Schools high school they attend.
- Submission of an official transcript from the postsecondary institution is required for credit to appear on the Bend-La Pine Schools transcript.
- Courses offered at the high school site through dual credit programming are not eligible to be transcribed from non-district high school or postsecondary institutions.
- This does not apply to students who transfer into Bend-La Pine Schools during their high school career and already have community college credit issued from another school, students enrolled in Bend-La Pine Schools Online, or any Dual Credit courses on their high school campus. Students who transfer into Bend-La Pine Schools during their high school career and already have community college credit issued from another school will be allowed a maximum of 4.0 credits weighted on the 5.0 scale for their GPA.

Note: High School transcripts do not need to reflect all college courses that the student has taken. When students apply to college, they must submit all high school transcripts as well as transcripts from all post-secondary institutions.

Athletic Eligibility

To participate in athletics and activities in high school, students must meet the academic eligibility standards of the Oregon School Activities Association (OSAA) and Bend-La Pine Schools, which are as follows:

- Passed 5 classes totaling 2.5 credits in the previous semester
- Currently enrolled in and passing 5 of 7 classes totaling 2.5 credits.
- Meets satisfactory progress requirements yearly

For further athletic/activity eligibility requirements, please visit the Athletic Office.

Graduation Activities

A student who successfully completes all required graduation requirements of the State of Oregon and the Bend-La Pine School District Board of Education and who is in good standing, may participate in graduation activities.

BLS Alternative Credit Options

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

Bend-La Pine Online

Bend-La Pine Online (BLPO) serves thousands of students in grades 9-12 every year, with schedules varying from just one course to a full-time online schedule. This program offers a curriculum at multiple levels—core, comprehensive, honors, and college-level Advanced Placement® (AP®), plus remediation and credit recovery options—to meet the needs of diverse learners.

All 6th-12th grade courses will use the K12 Learning Academy curriculum. This system offers flexibility for students to work at their own pace and complete the credits they start, regardless of traditional brick-and-mortar school schedules. Students who are using online courses to meet National Collegiate Athletic Association (NCAA) requirements will need to work with their counselor and BLPO to ensure the courses they are taking meet NCAA eligibility.

Students interested in pursuing BLPO options should contact their school counselor and review the program guidelines for enrollment.

Expanded Options

Expanded Options is a joint offering between Bend-La Pine Schools and Central Oregon Community College (COCC). This program allows you to take 100-level or higher college courses onsite (or online) through COCC on a seat-available basis. Priority will be given to students from historically underrepresented groups. That means you can begin earning college credits while you are still a high school student and apply your Expanded Options college coursework to your high school graduation requirements with little or no out-of-pocket cost.

To participate in Expanded Options, you must:

- Be enrolled in a Bend-La Pine Schools high school with junior or senior standing and be at least 16 years old at the time of enrollment or during the program;
- Have an educational learning plan based on postsecondary and career goals;
- Have neither successfully completed four years of high school nor received a high school diploma;
- Not be a foreign exchange student; and
- Apply to COCC and meet all prerequisites associated with the college-level course in which you want to enroll.

If you meet the above criteria and would like to participate in Expanded Options, you must complete the following steps:

1. Meet with your high school counselor and complete the Expanded Options Intent form.
2. Submit your completed Expanded Options Authorization form and an application for admission to COCC. After you apply, you will receive an email from COCC with instructions to activate your student account.
3. Activate your account and view the Bobcat Welcome.
4. Take the placement test at COCC.
5. Attend Bobcat Advising.
6. Register for your COCC class(es) on your assigned registration date and time. You will do this for each quarter during which you plan to take Expanded Options courses.
7. Attend Bobcat Orientation.

For more information about Expanded Options, please refer to Bend-La Pine Schools Administrative Regulation IGBHE-AR, Expanded Options Program and explore COCC's Expanded Options page.

School-to-Career Credit Options

School-to-Career (STC) serves to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or work-bound. If you are interested in one of the programs below, contact the STC Program Manager in [College & Careers](#). Some of the programs are offered at certain times of the year, some can be started at your request (mentorships, internships, job shadows), and others are started when a business posts an opening with our office. Schools will only place students with employers who have agreed to the BLS nondiscrimination agreement.

Internship

Paid or Non-Paid School-to-Career Internship

Training hours: Level 1 - 72 hours

Credit: 0.5 Elective (EL)

Internships are designed to bridge academics and workplace learning. Your internship should be aligned with your proposed career pathway and provide a broader understanding in that area. You will be required to collaborate with the School-to-Career Program Manager and your employer on a series of projects designed to enhance your learning and the worksite. In order to be awarded credit, you will be expected to complete weekly production reports, compile internship hours, keep a journal of work duties and activities, type a reflection paper, and complete an evaluation based on your career-related learning experience. Schools will only place students with employers who have agreed to nondiscrimination. **Students can earn up to 1.0 credits of STC Internship Credit.**

Please note: This is an independent study course. You will not be able to forecast for it and it will not be part of your class schedule. Work with your counselor and [College & Careers](#) to plan this credit.

Work Credit

School-to-Career Paid Work Experience

Training hours: Level 1 – 144 hours, Credit: 0.5 Elective (EL)

Training hours: Level 2 – 144 hours, Credit: 0.5 Elective (EL)

Designed to link education and work experience, Structured Work Based Learning (SWBL) takes place at work sites. You can apply for career opportunities posted at your school or enter the program with a job you already have. In order to be awarded credit through SWBL, you will be expected to complete a student workbook, compile work hours, and complete an evaluation based on the career related learning experience. This is an independent study course. **Students can earn up to 1.0 credits of STC Work Credit.**

Volunteer Credit

School-to-Career Non-Paid Work Experience

Training hours: Level 1 – 72 hours, Credit: 0.5 Elective (EL)

Training hours: Level 2 – 72 hours, Credit: 0.5 Elective (EL)

You can earn credit for community service/volunteer work. Volunteer opportunities are posted at your school or you may enter the program if you have already secured a volunteer position on your own. In order to be awarded credit you will be expected to complete weekly production reports, compile volunteer hours, keep a journal of work duties and activities, type a reflection paper and complete an evaluation based on the career related learning experience. Volunteer work must be for public service or humanitarian purposes and must meet the criteria set by the Bureau of Labor & Industries. This is an independent study course. **Students can earn up to 1.0 credits of STC Volunteer Credit.**

Career & Technical Education (CTE) Mentor & Work-Based Learning Opportunities

CTE Mentor: Intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines. This is a great way for students to gain skills and bridge the gap between school and career.

CTE Work Based Learning: Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. 60 work hours must be completed to receive credit.

Driver's Ed Credit

Students can receive 0.5 elective credit for successfully completing all aspects of an approved Driver's Education Program. Students must submit a COPY of their state certified driver education card and [an application for credit](#) to their counselor in order to be awarded the proficiency credit. It is the student's responsibility to work with the counseling staff to add the class to the school transcript.

Credits for Courses Completed Prior to 9th Grade

Any time after enrolling in high school, a student can submit to the high school principal an [Application for High School Transcript Credit](#). This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. Approved courses will be considered using the following criteria:

- Math credit should be limited to two (2.0) credits total
- World Language credit should be limited to two (2.0) credits total
- Any other classes outside of Math and World Language that students wish to have listed on their transcript should be coded as an elective credit.
- Math and World Language credits must be aligned and taught to the High School standards.

If approved, the course title, credit and grade will be added permanently to a student's transcript and cannot be changed or deleted at a later date. All courses included on a student's high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online.

Independent Study

Students may develop and propose learning experiences independent of the regular school curriculum. This proposal for alternative crediting shall be developed under the guidance and approval of an administrator or a supervising teacher endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present the proposal to a review committee consisting of the vice-principal in charge of alternative credit options, the supervising teacher, the student's counselor, and other personnel as designated by the principal. This committee shall approve the proposal and award final credit and grade based on the student's submission of required documentation of performance.

PE Credit for OSAA Sports

Students who participate in OSAA sports and complete an entire season may be eligible to receive one quarter PE credit (.25) per sport. A student may use two sports seasons during the sophomore, junior and/or senior year to earn a maximum of .5 PE credit. All students are expected to complete .5 credit in PE 1 (usually during 9th grade). The request for PE credit for athletic participation is made in the student's senior year. Seniors must show a transcript record that demonstrates a full load of classes each semester during high school inclusive of off-campus, district approved programs (9th: 7 classes, 10th: 7 classes, 11th: 6 classes, 12th: 5 classes). Teacher or staff assistant is excluded and will make the student ineligible for consideration of this credit.

Standards-based Measurement of Proficiency (STAMP) 4S Assessment

BLS high school students who speak a language other than English can earn high school elective credits with a grade of P when they take the Standards-based Measure of Proficiency (STAMP) assessment. The STAMP are computer-based assessments that measure your level of proficiency in reading, writing, speaking and listening. The assessments are aligned to state and national benchmarks for World Languages and can take up to 3 hours to complete. STAMP assessments are recognized by the Oregon Department of Education as meeting the requirements for the State Seal of Biliteracy if the student demonstrates reading, writing, speaking, and listening at a Benchmark 6 or above.

These World Language proficiency credits can be used to meet graduation requirements for the school district. **However, not all colleges and universities will accept STAMP credits for World Language. It is the responsibility of the student to work with their counselor to determine whether the credit-by-examination option is appropriate for their post-secondary aspirations.**

GED Proficiency Credit

Students without enough credits to graduate on time may, under some circumstances, take the GED exam for credit toward graduation. In this case, students who pass the GED in language arts, math, science, and/or social studies will have up to nine proficiency credits transcribed with a grade of P. This passing grade indicates proficiency in the subject area and is calculated into graduation requirements. Students who may benefit from GED proficiency credit should talk to their counselor to learn more about the process.

High School Program Opportunities

Below is an outline of a variety of academic programs that can supplement a student's core academic requirements during high school. *Please view our [Equal Access Policy](#) for all of our school programs.*

Career and Technical Education (CTE) Programs

CTE programs at Bend-La Pine Schools engage students in high-quality, hands-on, and career-connected learning designed to help them turn their passions into future careers and real opportunities. In partnership with local business and industry, CTE provides dual credit, industry certifications, leadership opportunities, and employability skills while promoting creativity, innovation, and real-world problem solving. As students progress through an ODE-approved CTE pathway, they gain the knowledge and experience needed to pursue college, trade schools, apprenticeships, military service, or move directly into high-wage and in-demand careers after graduation.

CTE Academy options include the following:

- STEM/Engineering
- Business Leadership
- Construction
- Medical/Health

College Dual Credit / College Now

We offer all students access to college dual credit courses. This exciting opportunity allows students to receive high school credit *and* college credit from select courses. Courses are taught at the high school during school hours and by community college-approved high school instructors. Courses vary in subject and by high school. College credit is optional and is granted by Oregon colleges and community colleges. Course fees vary but are significantly less than what colleges would normally charge. All college dual credit courses are clearly marked in this guide's course descriptions.

AP® Program

The Advanced Placement® Program (AP®) enables willing and academically motivated students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, along with corresponding exams that are administered once a year.

All AP courses are graded on a 5.0-point scale. Students who take AP courses are eligible to take AP exams in the applicable subject areas. If you earn the required score on an AP exam, your chosen college or university may grant you the equivalent of credit for a college course. The granting college or university determines the amount of college credit granted, and not all colleges award credit for AP courses. College Board, the organization that develops AP exams and administers them nationally, offers an [AP Credit Policy Search tool](#) to help you find specific colleges' AP credit policies.

Capstone Diploma

[AP Capstone™](#) is a diploma program based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. In addition to AP Seminar and AP Research courses, students interested in pursuing the AP Capstone Diploma will also need to take and pass four additional AP exams with scores of 3 or higher. Students interested in learning more about the AP Capstone Diploma should see their counselor to formalize their four-year plan.

Seal of Biliteracy

Bend-La Pine Schools supports bilingual and multilingual students in pursuing the Oregon State Seal of Biliteracy/Multilingualism (OSSB/M). The OSSB/M honors high school graduates who have acquired a distinguished level of fluency and literacy in two or more languages. In accordance with the Oregon Department of Education's requirements, the school district will provide access to and coordination of qualifying test opportunities for potential candidates. These opportunities are strictly optional and shall be offered in such a way as to maintain efficient use of district resources, integrity of award design and exam procedures, consistency across all high school sites and programs, the value of proficiency-based demonstration of skills mastery, and the reasonable administration of standardized testing in the district's academic program.

Students with advanced fluency in a language other than English may access, free of charge to the student or family, one district-provided standardized proficiency exam (i.e. STAMP or other equivalent exam, as supported by the district) to demonstrate qualifying partner-language (non-English) scores for the OSSB/M. The district may also support these potential candidates in pursuing the AP and/or IB world-language exam, and re-take of that exam as applicable, for additional opportunities to demonstrate qualifying scores for the OSSB/M. Students who do not have access to AP or IB world-language exams via their graduation pathways but who have advanced bilingual fluency may take the district-provided proficiency exam one additional time, with the re-take fees at the expense of the student/family. (Students who qualify for free- and reduced-lunch may qualify for reduced exam fees for AP, IB, or other district exams.)

Students are responsible for registering for all partner-language exams when available to them, for submitting documentation of English-language proficiency in accordance with district procedures, and for meeting all graduation requirements. The school district will be responsible for purchasing, coordinating, and proctoring relevant exams; processing score reports; confirming each student's successful requirements upon graduation qualification; submitting qualifying candidates' information to the state department of education; and distributing award materials to students' schools upon receipt from the state. The eligibility requirements are a critical component of the State Seal of Biliteracy and can be found in the [Oregon State Seal of Biliteracy Policy Agreement](#). If students are interested in learning more about the process, they should connect with their counselor.

High School Graduation Requirements

Bend-La Pine Schools offers a variety of diploma types to graduating students upon completion of one of five prescribed credit programs. These include the Honors, Academic, Oregon Standard, Oregon Modified, and Oregon Extended Diplomas. All five diplomas represent satisfactory completion of a valid and accredited program. Four-year colleges and universities accept the Honors, Academic and Oregon Standard Diplomas. An appeal may be considered by some four-year colleges and universities for Oregon Modified Diplomas. Community colleges accept all diploma types, but entry into degree-seeking programs is based on a skills placement assessment. The armed forces accept the Honors, Academic and Oregon Standard Diplomas. They rarely accept an Oregon Modified Diploma, while Oregon Extended Diplomas are not accepted. Find more information about diploma types in [Bend-La Pine Schools Policy IKF-AR](#) and its associated [reference table](#).

Below is an outline of the three diploma types that are awarded the most frequently in our district. Students are initially expected to earn the BLS Academic Diploma, which fulfills both the state and local requirements for graduation. If you are interested in pursuing either the Oregon Standard or Bend-La Pine Schools Honors Diploma, please meet with your counselor to start the process for a diploma type change.

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
	<i>Number of required credits</i>	<i>Number of required credits</i>	<i>Number of required credits</i>
Language Arts (LA)	4	4	4
Math (MA)*	3 <i>Algebra 1 or higher</i>	4 <i>Algebra 1 or higher</i>	3 <i>Algebra 1 or higher</i>
Science (SC)	3	4	3
Social Sciences (SS)	3 <i>Must include: 1.0 World History, 1.0 US History, 0.5 Government and 0.5 SS Elective</i>	3 <i>Must include: 1.0 World History, 1.0 US History, 0.5 Government and 0.5 SS Elective</i>	3
Health (HE)	1	1	1
Physical Education (PE)	1	1	1
Arts, CTE, World Language (FA)	3	1 Arts/CTE 2 same World Language	3
Electives (EL)	8	7	6
Capstone Courses	0	5 classes <i>(3 must be AP/IB)</i>	0
TOTAL CREDITS	26	27	24

**Up to 1.0 math and/or science credit can be met with a district-approved cross-credit course. No district-approved math and science cross-credit course meets college admissions and [NCAA core subject area requirements](#). A district-approved cross-credit course can only be assigned to one diploma subject category.*

***This requirement begins with the Class of 2028*

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
Education Plan & Profile	Required	Required	Required
Career-Related Learning Experiences	Required	Required	Required
Essential Skills Proficiencies (<i>requirement suspended through 2027- 2028</i>)	Reading, Writing, Math	Reading, Writing, Math	Reading, Writing, Math
Diploma Change Request Process Needed	No	Required	Required

Academic Diploma

An Academic Diploma is awarded to each student who has completed all state and local requirements for 26 units of credit. This is the standard diploma for Bend-La Pine Schools.

Honors Diploma

Beginning with the graduating class of 2025, an Honors Diploma will be awarded to each student who has completed all state and local requirements 27 units of credit. An additional requirement of an Honors Diploma includes five capstone classes, three of which must be in a core subject area. A capstone class is defined as Advanced Placement and International Baccalaureate courses; 100-level or higher college transfer courses. A core subject area is defined as a course in the areas of language arts, math, science, social science and world language.

Small high schools (La Pine High School, Bend Tech Academy, and Realms High School) may request a waiver from the above requirements if they are unable to offer five courses which meet the definition of a capstone course OR they are unable to offer three capstone courses in a core subject area. Waivers will be granted only if the school exhausted all options attempting to meet the above requirements.

An Honors Diploma is required for valedictorian and salutatorian status. Valedictorian and salutatorian status is based on weighted grade point averages (GPA). Weighted on a 5-point scale are 100-level college math, science, language arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades.

If you are interested in an Honors Diploma, please meet with your counselor to start the process to request a diploma type change.

Oregon Standard Diploma

The 24-credit Oregon Standard Diploma may be granted to students on an individual student basis. Please see your school counselor to review the process for a diploma type change.

Additional Diploma Requirements

Career Related Learning Experiences (CRLE)

Career-related learning experiences (CRLE) are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student's education plan in relation to career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.

Career-related learning experiences can take place in a variety of ways and places: in school, in the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place. These experiences may include, but are not required to include, nor are they limited to: field-based investigations; field trips; guest speakers; job shadows; service learning; school-based enterprises; workplace mentoring and workplace simulations.

As a student in Bend-La Pine Schools, you will work with your counselor to document 16 hours of CRLEs. This is easier than it may sound: There are many ways to meet your CRLE requirement in many classes, including work-based learning, service learning, field-based investigations, school-based learning, and technology-based learning. A wide variety of educational activities and experiences fall under these broad umbrellas.

Essential Skills (suspended through 2027-28 school year)

The state requires that all students demonstrate they are proficient in certain "Essential Skills" before they are awarded a diploma. These skills are deemed critical for future success. The Essential Skills are process skills which enable students to learn content and apply their knowledge across disciplines. Students must demonstrate proficiency in the Essential Skills of reading, writing, and math. Students will have multiple options and opportunities to demonstrate their proficiency in these Essential Skills by meeting state standards through:

- The Smarter Balanced Assessments;
- Samples of student work scored by trained teachers; or
- Additional standardized assessments (such as the SAT and ACT)

Life and Career Readiness Resources

Throughout their time in high school, students will have time to not only reflect on their path to graduation, but also to develop a post-high school plan. The school counselor will be a main point of contact to help students ensure that they are on track to complete graduation requirements. Through school counseling programming and individual student planning conferences, the school counselor will support students in the continuous development of their four-year high school plan as well as supporting the connection and development of their post-high school plan. Whether students are wanting to go to college, enter a trade or go directly to the workforce, the school counselor is a resource they will want to connect with regularly.

Counselors regularly offer programming that supports life and career readiness that may include:

- Classroom lessons
- [SchoolLinks](#)
- Advisory curriculum
- Family nights
- Workshops
- Individual planning meetings

School counselors will provide students with information about high school programs available to support each student's post-high school goals. As a practice, school counselors will not create barriers for participation and will follow the [Equal Access Policy](#) to support students' involvement in any available high school programs.

[Educational Plan and Profile Outline](#)

[High School School Counseling Programming](#)

[Middle School Counseling Programming](#)

In addition to a student's school counselor, the STC Program Manager (Future Center/College & Careers) is available to support students and families with post-high school planning. In the Future Center, STC Coordinators often support school counseling programming, while also offering further exploration opportunities tailored to student post-high school goals. The Future Center offers school credit for job experience, job shadows, and career exploration rotations. The Future Center is available as an additional resource for students for college and scholarship searches, career interest investigations, guided business tours, guest speakers, college visits, college/scholarship application and interview training, resume and cover letter writing assistance, service learning, mock interviews, military enlistment resources, and much more.

Four-Year Planning (Education Plan and Profile)

Students are expected to complete a four-year plan each year during their time in high school. The four-year plan assists students in pursuing their personal, educational, and career interests and post-high school goals. This education plan serves as a "road map" to guide students' learning throughout school and prepare them for next steps after high school. The education profile serves as a "compass" that documents students' progress and achievement toward their goals and helps them to stay on course.

Through counselor lessons, workshops and individual student planning, students are able to complete and update their four-year plan in SchoolLinks at least annually to ensure that they are making progress towards their post-high school goal.

Academic Preparation Required for Post High School Options

All graduates are encouraged to consider and participate in some type of education or training beyond high school. Because many BLS graduates proceed to a four-year college/university or community college, a great deal of attention is paid to preparing students for this next endeavor. The most important part of this process is for all students to enroll in a challenging and full course of study throughout their four years of high school. Students should check with the colleges to which they are applying to make sure their credit requirements are being met. In addition to the course requirements, an applicant to a state university must achieve a certain GPA (which varies by the school). Listed below are some of the academic requirements for various post-high school options; [Oregon Goes to College](#) is also an excellent resource to prepare for life after high school, particularly for students interested in the trades, the military, or attending a private or public college or university in Oregon.

Community College

To enroll in an Oregon community college, students must have a high school diploma or General Educational Development (GED). BLS works closely with Central Oregon Community College. They collaborate with School Counselors and College and Careers to provide students with workshops for application and financial aid support.

Oregon Public Universities

When students meet the requirements for the Bend-La Pine Schools Academic Diploma, they have met most (if not all) of the curricular requirements for admission to the seven campuses of the Oregon University System. These requirements are:

English (4 credits) All four years should be in preparatory composition and literature with emphasis on and frequent practice in writing expository prose.

Mathematics (3 credits) Must include first-year algebra and two additional years of college-preparatory mathematics, including Algebra II (or equivalent) or higher. An advanced mathematics course is highly recommended in your senior year. One year of either algebra or geometry taken prior to ninth grade are acceptable.

Science (3 credits) Must include a year each in two fields of college-preparatory science such as biology, chemistry, physics, or earth and physical science. One year of laboratory science is recommended.

Social Studies (3 credits) Complete three years of social studies from such areas as global studies, history, or social studies electives.

Second Language (2 credits), which means two years of the same language.

Students must earn a grade of C- or higher in all required courses in order to meet the subject requirements for at most colleges and universities, specifically the Oregon Public Universities.

Out-of-State Public and Independent Colleges

Many private colleges/universities and some state schools in other states have higher admission standards than those given above. For example, some universities require either one yearlong course in the fine arts, or two semester courses in the same discipline (example: Sculpture/Ceramics 1 and Sculpture/Ceramics 2). Students and parents/guardians are encouraged to obtain specific information from the colleges they are considering from our counselors, and/or from college web sites.

College Entrance Exams

Many colleges and universities no longer require an SAT or ACT test score for admission. Most are SAT or ACT test-optional. Students should verify all admission requirements for individual colleges/ universities by visiting their admission websites.

Trades and Apprenticeship

There are several trade schools and apprenticeship opportunities in Oregon, and Oregon community colleges all offer certificates and two-year degrees in various trades. Students can visit [Pathway to Trades](#) to explore their options and high school preparation that is required. Additionally, students can use their school counselor to help build their high school plan that is aligned with their interests.

Collegiate Athletic Eligibility

NCAA Eligibility

If you plan to play a sport at a National Collegiate Athletic Association (NCAA) college or university, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum of a 2.2 (for NCAA Division II) or 2.3 (for NCAA Division I) cumulative GPA in high school, and meet minimum ACT or SAT score requirements. Look for the “NCAA Approved” designation next to the course title in this curriculum guide to see which classes have been approved by the NCAA Clearinghouse. [Click here for a quick visual guide to NCAA eligibility](#). You must create an account at the [NCAA Eligibility Center](#) in order to become an NCAA student-athlete.

NAIA Eligibility

If you plan to play a sport at a National Association of Intercollegiate Athletics (NAIA) college or university, you must graduate from high school and meet any two of the following three criteria: achieve a 2.0 cumulative GPA, graduate in the top 50% of your high school class, and/or achieve NAIA minimum scores on the ACT or SAT test. [Click here for full NAIA eligibility information](#).

Forecasting

"Forecasting" is the term we use for the process of choosing and requesting your classes for next year. Forecasting happens in the late winter/early spring and looks slightly different for each grade, but overall you will use this curriculum guide and conversations with your current teachers, counselor, and family to decide which classes you would like to take next year. After that you will officially request those classes in [StudentVUE](#).

Prior to selecting courses, students should refer to this guide and become familiar with course options and learning opportunities at the high school. When choosing courses, students should refer to their current transcript and four-year plan to ensure that selections are appropriate to meet graduation requirements and post-graduation such as college entrance requirements. Pay attention to the following information:

- Graduation requirement(s) the course fulfills
- Grade levels allowed to take the course
- Length and credits of the course
- Sequential prerequisites required
- Specific information unique to the course such as transportation required or the possibility of earning college credit

Course Availability

While we do our best to accommodate all of the course requests during forecasting, there are instances where we are unable to fulfill requests due to a lack of student interest in the course or school staffing limitations.

Prerequisites/Permission

Bend-La Pine Schools encourages students to take any class in which they have an interest. The only prerequisites our schools will require are for any sequential courses (e.g. Math, World Language, Fine Arts and CTE). For these sequences, a student must only pass the previous course to move onto the next level. Students who pass a course in a sequence will progress to the next course in the sequence. There are no arbitrary grade minimums or teacher approvals required. However, if a student is considering a four-year college, then the college requirements for minimum grades should be factored into a decision to move on to the next level course in a sequence.

Courses by Department

This section provides students with course information for classes offered at their school. It outlines course progressions for core and elective pathways. Please notice that each course is denoted with the following applicable information:

- **Credits**
 - Reflects the number of credits that a student will earn by receiving a passing grade (D or higher) in the described course
- **Length of Term**
 - Specifies the duration of the course: Semester or Full Year
- **Sequential Prerequisite**
 - A passing grade (D or higher) in this previous level is required to enroll in the described course
***Important Note:** If students are considering a four year college, many institutions will require a C or higher in core admission requirements to be eligible to apply to their institution. Students should check in with their counselor and specific colleges if they earned a D in a prerequisite course before they sign up for the next level class.
- **Weighted Credit**
 - Courses with this designation are computed into a student's GPA based on a weighted five-point scale
- **College Preparatory**
 - Reflects courses that can be used to meet minimum admissions requirements to most four year colleges/universities
***Important Note:** Students should always double check admissions requirements as they can vary by college/university
- **Capstone Class**
 - Students pursuing a BLS Honors Diploma must take 5 Capstone classes. Eligible courses will be denoted in the course description.
- **NCAA Approved**
 - Students planning on participating in sports at a college level must take courses that meet standards for NCAA eligibility. Approved courses are denoted in each course description.
- **Dual Credit/College Now**
 - These courses meet college standards for Dual Credit and College Now

STEM/ ENGINEERING ACADEMY

The STEM / Engineering Academy focuses on building 21st Century skills including: problem solving, teamwork, initiative, self-direction, and career development. We empower students to discover their interests and aptitudes, along the pathway to post-secondary success. Students will learn technical skills in the areas of robotics and automation, electricity and alternative energy, as well as introduction to computers and 3D modeling.

STEM/ Engineering Academy Course Sequence

Robotics

Intro to Design Lab

Solar Energy

Digital Video Production

Drones

Electronics

Robotics 2

Advanced Design Lab*

Advanced Robotics*

Advanced Drones*

*** indicates an Advanced Course**

Earning 3 credits (6 courses) in the STEM/ Engineering Academy qualifies students as a program completer and earns a CTE cord at graduation.

STEM/ ENGINEERING

Intro to Design Lab (AA354SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

***This foundational class is for ALL first-year students in the STEM / Engineering Academy.** Designing products for consumers is an exciting field with today's latest technology. Using 3D printers, designers can quickly work through the design process and bring detailed objects to reality. Every man-made object you can think of ranging from a fork to a wireless speaker, to other various household items, had to be designed and manufactured. There are many career opportunities in this growing field. Students follow the design process to complete different projects. Students will brainstorm conceptual designs, sketch technical drawings, build prototypes, use computer assisted design software and then 3D print or laser engrave their project.

Robotics (SC521SFA9)

Grade: 9-12

Credit: 0.5 (1 Trimester)

This class is for everyone interested in problem-solving with mechanical systems, electronics, and computer programming. Students will be introduced to the uses of automated and robotic systems that we see in everyday life. They will gain an understanding of the fundamental mechanical systems like levers, pulleys, gear, sprockets, and structures. They will learn the electrical systems involving circuits, motors, sensors, lights, and controls. Programming lessons will teach how to control these systems and automate functions. We will work individually and on teams to research, build, test, and trouble-shoot a variety of devices and systems. These topics have the potential to improve all aspects of leisure and work, so we will pursue projects that address real-world issues.

Robotics 2 (SC525SFA9T)

Grade: 9-12

Credit: .5 (1 Trimester)

Robotics 2 is a continuation of Robotics 1. We will continue to design and engineer robots to build your problem solving skills and to compete in challenges. The focus of this course will be on the autonomous movement of robots.

Advanced Robotics (SC524SFA9T)

Grade: 11–12

Credit: .5 (1 Trimester)

Science Advanced Robotics will build on what students learned in basic robotics. Students will use VEX Robots to teach students about engineering and engineering problem solving. They will be given introductions to the VEX V5 Robotics Design System and while learning key STEM principles. In small groups, students will also learn how to create line code.

Solar Energy (AA344SFA9)

Grade: 9-12

Credit: 0.5 (1 Trimester)

This class is designed to teach everything necessary to prepare the student for a career in solar panel installation and wiring. Students will learn the basics of the sun's pattern of movement, the science behind how solar panels function, how to install, and wire (low voltage), and set up solar systems. Solar is becoming ever more pervasive and necessary and is a high-wage, high-demand industry.

Drones (SC522SFA9T)

Grade: 10 - 12

Credit: 0.5 (1 Trimester)

Drones is a STEM project-based course designed to educate students about drone technology, drone assembly and maintenance, flight theory and applications of drone technology. The goal of this class is to prepare students for careers in the rapidly growing drone industry.

Drone piloting is one of the fastest growing occupational fields on the “map.” Farmers use drones to help calculate where to most effectively place fertilizer or pesticide. Roofers use drones to inspect roofs without having to climb up themselves. Amazon has already started using drones to deliver products in test markets. Students will have the opportunity to learn the basics of becoming a pilot as well as earn a Remote Pilot’s Certificate.

Advanced Drones (SC523SFA2T)

Grade: 10-12

Credit: .5 (1 Trimester)

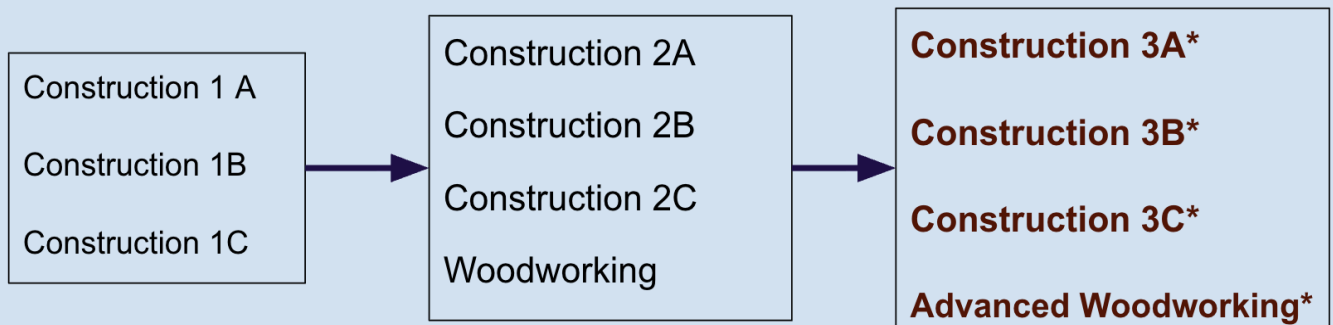
In this course students will expand their work with drones. This class will incorporate advanced flying techniques, building and repairing drones, and incorporating GPS and GIS with drones.

Not all classes are offered every year/term. Offerings subject to change.
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CONSTRUCTION ACADEMY

The Construction Technology Academy will teach students the technical skills necessary to be employed within this diverse industry. Skills such as blueprint reading, power tools, wall framing, electrical, plumbing, finish carpentry and others will be taught to students, followed by an industry certification process and apprenticeship.

Construction Academy Courses



*** indicates an Advanced Course**

Earning 3 credits (6 courses) in the Construction Academy qualifies students as a program completer and earns a CTE cord at graduation.

CONSTRUCTION ACADEMY

Building Construction 1 (1A- AA930SFA1T 1B- AA930SFA2T 1C- AA903SFA3T)

Grade: 9-12

Credit: 0.5 - 1.5 (1-3 trimesters)

***This foundational class is for ALL first-year students in the Construction Academy.**

Students will develop basic knowledge and skills needed to safely operate the tools and machines related to construction. Students will get the opportunity to learn about tool safety and apply that knowledge while building a variety of projects that will benefit their basic home maintenance and construction awareness. Projects will incorporate progressively advancing woodworking techniques, cabinet making, and furniture production skills. In addition, students will be exposed to OSHA standards that are used in the construction field. By the end of this course students will be able to use table saws, chop saws, band saws, routers and more.

Building Construction 2 (2A- AA931SFA1, 2B- AA931SFA2, 2C- AA931SFA3)

Grade: 10-12

Credit: 0.5- 1.5(1-3 Trimesters)

This sequence of courses provides students with basic knowledge and skills required for construction of commercial and residential structures. Students will gain the knowledge and skills needed to safely operate the tools and machines related to construction. Students will get the opportunity to learn about tool safety and apply that knowledge while building a variety of projects. In addition, students will be exposed to OSHA standards and technologies used in the construction field. Student experiences develop career ready practices in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Areas of study include Woodworking, Framing, Roofing, Drywall, and Finish Work (may include other trades- project dependent).

Building Construction 3 (3A- AA932SFA1 , 3B- AA932SFA2, 3C- AA932SFA3)

Grade: 11-12

Credit: 0.5- 1.5(1-3 Trimesters)

Prerequisite: Const. 2 series

This class Prepares students for entry level employment in the construction trades. Students will attain skills to succeed as they transition from school to work by becoming independent workers, learning communication skills with clients and gaining proficiency in safety, applying OSHA standards on tools and machines. Provides a student experience that develops career ready practices in the context of project- based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Areas of study include Electrical, Plumbing, Sustainable Building practices and other construction trade

Woodworking (AA900SFA9T)

Grade: 10-12

Credit: 0.5 (1 Trimester)

This course introduces students to the basics of woodworking, introductory safety, measurement, machine processes, mass production, and finishing methods. Hands on projects will be included.

Advanced Woodworking (AA913SFA9T)

Grade: 11-12

Credit: 0.5 (1 Trimester)

Prerequisite: Previous Construction courses

This class is geared for students interested in the design, plan and build process. Skills developed in this class are for students who are passionate about woodworking.

Not all classes are offered every year/term. Offerings subject to change.
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MEDICAL ACADEMY

The Medical / Health Academy orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, Medi-vac units, sports areas, space centers or within the community.

Medical Academy Course Sequence

First Aid/ CPR
Medical/ Health
Career Exploration

Human Anatomy
A & B

**Health
Occupations 1***

**Wilderness Safety &
First Aid***

Health Occupations 2*

Search & Rescue*

*** indicates an Advanced Course**

Earning 3 credits (6 courses) in the Construction Academy qualifies students as a program completer and earns a CTE cord at graduation.

Not all classes are offered every year/term.
Offerings subject to change.

MEDICAL ACADEMY

First Aid/CPR/AED (PE400SEL9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

***This foundational class is for ALL first-year students in the Health Academy.**

This hands-on course provides essential life-saving skills for emergencies, including CPR, first aid, AED use, and injury prevention. Gain certification in Adult, Child, and Infant CPR, First Aid, and AED, with the option for a certification card. Learn to assess emergencies, treat injuries, and handle survival scenarios. Students will practice real-world techniques, including emergency triage, ensuring you leave confident and prepared to save lives—even your own!

*** College Credit available: KCC (Klamath Community College) – HEA 252 – 3 credits * Certifications: CPR/First Aid/ AED**

Medical/Health Careers Exploration 1 (AA508SFA9T)

Grade: 9–12

Credit: 0.5 (1Trimester)

Healthcare/Medical Careers Exploration offers a comprehensive overview of strategies for high school and life success, focusing on personal responsibility, growth mindset, self-motivation, time management, career and academic planning, financial planning, decision-making, effective study strategies, professionalism, and cultural responsiveness in healthcare. Tailored for students interested in pursuing careers in healthcare, this course serves as an introduction to various health career pathways.

Through career exploration strategies, students assess their fit with personality, interests, and skills, laying a foundation for success in college healthcare programs at institutions like COCC and beyond. Additionally, students seeking a hands-on, interactive experience in healthcare can choose from a range of simulated modules covering diverse fields such as medical imaging (x-ray), nursing, physical therapy, occupational therapy, dentistry, EMT/paramedicine, biotechnology, alternative and integrative medicine, veterinary, clinical lab technician, phlebotomy, pathology, pharmacy, surgery, orthopedics, medical assisting, and human anatomy with a focus on medical terminology.

Human Anatomy/Physiology (AA507SFAT12 & AA507SFAT23)

Grade: 10-12

Credit: 1.0 (2 Trimester)

This comprehensive course provides students with an in-depth exploration of the structure and function of the human body systems. Through rigorous study, students delve into the intricacies of major systems including muscular, skeletal, circulatory, respiratory, nervous, and digestive systems. Utilizing advanced laboratory techniques, students engage in hands-on activities throughout this course. Tailored for those interested in healthcare careers, Human Anatomy/Physiology offers practical knowledge and immersive experience in anatomy and physiology. Additionally, students embark on a fascinating journey through the remarkable human body, uncovering intriguing facts such as the astonishing number of blinks per year, sneezing speeds, bone strength surpassing concrete, sleep-induced paralysis, and the surprising strength of the tongue. Through this multidimensional exploration, students gain a comprehensive understanding of human anatomy and physiology, preparing them for future endeavors in healthcare and beyond.

Health Occupation 1 (AA500SFA9T)

Grade: 10-12

Credits: 0.5 (1 Trimester)

Health Occupations 1 is designed to introduce students to concepts, techniques, and basic applications of the medical profession. Topics of study include medical ethics, medical terminology, measuring and recording vital signs, basic anatomy, biomechanics and movement, and treatment modalities. Various speakers from the medical and health community will give firsthand knowledge of their craft. CPR/First Aid certifications are integrated into the curriculum.

****Human Anatomy/ Physiology is highly recommended before taking this course.***

Health Occupations 2 (AA501SFA9T)

Grades: 12

Credit: 0.5 (1 Trimester)

This course is designed for students with a continued interest in the medical/health careers. St. Charles rotations provide an overview of many professions and their specific job qualifications, employment trends, and educational requirements. Students will have job shadowing experiences at St. Charles Medical Center in departments like the Emergency Room, Intensive Care Unit, Family Birthing Center, Pathology, Medical/Surgical Nursing, Medical Assistant, X-Ray, etc. Medical terminology and vital signs will also be covered.

Wilderness Safety and First Aid (HE135SFA9T)

Grades: 11-12

Credit: 0.5 (1 Trimester)

Prerequisites: Basic Medical Skills

Students will learn about all aspects of the local outdoor lifestyle, from recreational activities and local outdoor companies to jobs in the outdoor sector, environmental protection agencies, and skills such as wilderness first aid and CPR. The course will cover assessment and treatment given to an ill or injured individual in a remote environment where definitive care by a physician/rapid transport is not available. With the help of hands-on learning and in-the-field experience, students will learn to be better prepared for their next backpacking, skiing or biking adventure; to help preserve their outdoor playground; and how to get started on the path to a career in the outdoor industry.

Search and Rescue (HE136SFA9T)

Grades: 12

Credit: 0.5 (1 Trimester)

Prerequisites: Wilderness First Aid

Search and Rescue involves: conducting a search in an effort to locate lost or missing people, rendering aid to the victim, and. evacuating the victim to safety or recovering the body. Students will learn the skills necessary to perform various tasks, such as providing basic first aid, administering oxygen, providing emotional support, rescuing and stabilizing a victim, and transporting a victim to a medical facility. Non-medical skills such as compass use, shelter building, knot tying, fire starting, tracking and grid search techniques will be presented in the class.

BUSINESS LEADERSHIP ACADEMY

The Business Leadership Academy focuses on business and entrepreneurial needs for Oregon's students as they prepare to enter the world of business. The careers in this area span virtually every industry in the world. Studies in the Business Leadership Academy focus on the commonalities among most businesses, including personnel management, marketing, planning, finance, resource management, and entrepreneurship.

Business Academy Course Sequence



* indicates an Advanced Course

Earning 3 credits (6 courses) in the Construction Academy qualifies students as a program completer and earns a CTE cord at graduation.

BUSINESS LEADERSHIP ACADEMY

Intro to Business 1 (BU400SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

This course is where you begin learning about the vast field of business. Students will engage in simulations, projects, and activities to understand business concepts, marketing functions, and basic economics. Students explore business while building the verbal and written communication skills needed to move forward in the business program and be successful in all future endeavors. Throughout the course you will learn about business trends and events, along with business occupations and career opportunities. Students in this course are eligible for, and encouraged to participate in, a co-curricular national career technical competitive business student organization.

Marketing 1 (BU500SFA9T)

Grade: 9–12

Credit: 0.5 (1 Trimester)

This comprehensive course focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include, but are not limited to, market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are sometimes covered as well. Students in this course are eligible for, and encouraged to participate in, a co-curricular national career technical competitive business student organization.

Personal Finance (BU600SPF9T)

Grade: 10-12

Credit: 0.5 (1 Trimester)

In this comprehensive high school course, required for graduation, students will explore essential financial literacy and economic concepts. They will learn to build and maintain good credit, compare consumer credit options, and analyze the impacts of credit scores. The course also covers the roles of financial institutions, investment strategies, and repayment plans. Students will develop budgeting techniques, evaluate financial decisions, and create sample budgets for common expenses. They will define sources of personal income, understand the tax filing process, and explore tax-funded services. Additionally, students will analyze the psychological and social influences on financial behavior, apply information sources when making consumer decisions, and learn strategies to prevent fraud and identity theft. By the end of the course, students will have the knowledge and skills to make informed financial decisions, build wealth, and achieve long-term financial well-being.

****This course is a required course for graduation for all students***

Entrepreneurship (DECA) (BU407SFA9T)

Grade: 10-12

Credit: 0.5 (1 Trimester)

Entrepreneurship will build on cross-curricular academic skills and previous business courses, by integrating inquiry- based learning and business tools that will enable students to analyze, create, develop and pilot small business in a safe campus environment. Students will be exposed to business practices that improve social, emotional, environmental and local needs. Students will be exposed to business law and practice

Business Management 1 (Leadership) (BU461SFA1T, BU461SFA2T, BU461SFA3T)

Grade: 10-12

Credit: 0.5 - 1.5 (1 - 3 Trimesters)

Pre-requisite: Contact the Leadership teacher.

Learn the fundamentals of business management and leadership! This project-oriented course will focus on planning, organizing, directing, and controlling in the business environment. You will complete projects related to, and aligned with, competitive events, including web design, graphic design, presentations, video production, sales presentation, promotion projects, business publications, or other student-proposed leadership ideas. Working individually and in teams, you will develop skills in technical writing, time management, employability, and communications. You will deploy at least one school or community service project, and you may have the opportunity to work in the student store or in other school-related business activities. Students in this course are eligible for, and encouraged to participate in, a co-curricular national career technical competitive business student organization.

Business Management 2 (Leadership Council) (BU462SFA1T, BU462SFA2T, BU462SFA3T)

Grade: 10-12

Credit: 0.5 - 1.5 (1 - 3 Trimesters)

Pre-requisite: Contact the Leadership teacher.

Learn the fundamentals of business management and leadership! This project-oriented course will focus on planning, organizing, directing, and controlling in the business environment. You will complete projects related to, and aligned with, competitive events, including web design, graphic design, presentations, video production, sales presentation, promotion projects, business publications, or other student-proposed leadership ideas. Working individually and in teams, you will develop skills in technical writing, time management, employability, and communications. You will deploy at least one school or community service project, and you may have the opportunity to work in the student store or in other school-related business activities. Students in this course are eligible for, and encouraged to participate in, a co-curricular national career technical competitive business student organization.

Not all classes are offered every year/term. Offerings subject to change.
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WORLD LANGUAGE

Spanish 1 (FL601SFA1T & FL601SFA2T)

Grade: 9-12

Credit: 1.0 (2 Trimesters)

In Spanish 1, students build the language skills, personal attitudes, and cultural insights necessary to experience life "entre culturas," or between cultures, using Spanish to connect with people. Students learn grammar and vocabulary both inductively and deductively. Topics of study include personal identities, school life, family time, habits around food choices and purchases, social time, celebrations, and weather with outdoor activities.

Spanish 2 (FL602SFA1T & FL602SFA2T)

Grade: 9-12

Credit: 1.0 (2 Trimesters)

Prerequisites: Spanish 1 series

In Spanish 2, students recycle grammar, vocabulary, and culture with the content introduced and practiced in Level 1, and instruction leverages communicative practice and comprehensible input strategies so that learners can acquire new vocabulary and grammar in context. This year, students will be exposed to a country of focus at a time. Here, they will study a theme of focus within a Spanish-speaking country, including academic tasks in school, family structures, community activities, food as a reflection of culture along with healthy lifestyles.

Spanish 1 and 2 are offered on alternating years.

CAREERS



Higher Education and Career Path Skills (MD100SCP9T)

Grade: 12

Credit: 0.5 (1 Trimester)

This comprehensive course, required for graduation, empowers students to navigate their personal, academic, and professional development. Students will explore how their unique strengths, interests, and values connect to a range of career pathways, including apprenticeships, higher education, military service, and workforce opportunities. They will also identify school and community resources to support their mental, physical, and financial well-being, and practice self-advocacy skills to effectively communicate their needs. Throughout the course, students will engage in career exploration, post-secondary planning, and workforce readiness activities to prepare for successful transitions beyond high school. By the end of the course, students will have the knowledge, skills, and strategies to make informed decisions about their future goals and take purposeful steps towards achieving them.

****This course is a graduation requirement, beginning with the class of 2027***

School-to-Career Work Experience

Grade: 10-12

Credit: 0.5– 1.0 Elective

Do you have a job? Do you volunteer your time? Whether or not you are paid for your work, your efforts can lead to credit! In addition to tracking your hours, you will complete projects to earn up to 1.0 credit per year above the credits you earn in your classes. ***Talk to your counselor for credit options & enrollment***

School-to-Career Internships

**Grade: 9-12

Credit: 0.5–2.0 Elective

Many STC programs are independent study courses and require students to be organized and proactive. Some of the programs are offered at certain times of the year, some can be started at your request (structured work- based learning, internships, job shadows), and others are started when a business posts an opening with the School- To-Career office. Credit earned through the School- To-Career department is elective credit. Students will be expected to complete a student workbook, compile hours, and complete an evaluation based on the career related learning experience. Field experiences involve activities completed outside of the classroom and have set times during the school year to participate. They are designed to give students guided and controlled experiences with professionals. ***Talk to your counselor for credit options & enrollment***

Not all classes are offered every year/term. Offerings subject to change.
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ACADEMIC CORE CLASSES

LANGUAGE ARTS

9 th grade	10 th grade	11 th grade	12 th grade
Class Title	Class Title	Class Title	Class Title
Literature & Composition 1	AP Seminar 10	Literature & Composition 3 or 4	Literature & Composition 3 or 4
		AP Literature & Composition	AP Language & Composition

Literature and Composition 1 (LA100SLA1T & LA100SLA2T)

Grade: 9

Credit: 1.0 (2 Trimesters) College

Preparatory Prerequisites: None

Lit and Comp 1 is a foundational course where students practice skills needed for success in future high school language arts classes. In addition to receiving opportunities to choose their own texts, students will be guided through an exposure to a variety of reading mediums and genres. Lit and Comp 1 students will regularly craft process-focused compositions, while developing an awareness of themselves as writers and thinkers. Skills in speaking, listening, and language usage will be cultivated throughout the course.

AP Seminar 10 (MD356ALAS1T & MD356ALS2T)

Grade: 10

Credit: 1.0 (2 Trimesters)

An English course taught in the AP Seminar style, AP Seminar 10 helps students build foundational writing, collaboration, research, and presentation skills for future success in high school, college, and career.

Literature and Composition 3 (LA115SLA1T & LA115SLA2T)

Grade 11-12

Credit: 1.0 (2 Trimesters)

Lit and Comp 3 students will continue to evolve as critical thinkers, routinely provided choice in their reading material and writing topics. As they continue to receive exposure to a variety of text formats and writing contexts, they will fully invest in exploring questions of culture and identity. Students will routinely practice both speaking, listening, and language use while they continue to develop as readers, thinkers, and writers.

Literature and Composition 4 (LA112SLA1T & LA112SLA2T)

Grade 11-12

Credit: 1.0 (2 Trimesters)

Lit and Comp 4 is a culmination course, seeking to finish preparing all students for post-secondary reading, writing, and analysis. Lit and Comp 4 will continue immersing students in threads of inquiry led by a variety of text formats and writing contexts while students regularly make choices about the texts and topics they wish to pursue. The ethics of communication will be a central issue as students practice speaking, listening, language use, and composition throughout the course.

AP Language and Composition (LA151ALA1T & LA151ALA2T)

Grade: 11-12

Credit: 1.0 (2 Trimesters)

NCAA Approved

AP Language and Composition is for dedicated students who wish to develop the critical thinking, reading, and writing skills necessary for post-secondary academic work. It is recommended for students wishing to challenge themselves beyond traditional models of high school thinking and writing. Students will regularly be asked to read complex texts, responding to both content and structure, while learning increasingly sophisticated ways to respond as thinkers, speakers, and writers.

This course is offered in alternate years to AP Literature and Composition

AP Literature and Composition (LA150ALA1T & LA150ALA2T)

Grade: 11-12

Credit: 1.0 (2 Trimesters)

AP Literature and Composition is for dedicated students who wish to develop the critical thinking, reading, and writing skills necessary for post-secondary work. The purpose of this course is to create a dynamic, challenging environment for students to explore a variety of historical perspectives and literary styles, thus deepening a student's understanding of the impacts of context, language, and art. While engaging students in careful reading, critical analysis, and thoughtful discussion of imaginative literature and nonfiction, college-level analysis and compositional skills will also be developed.

This course is offered in alternate years to AP Language and Composition

College Writing (LA330SLA9T)

Grade: 12

Credit: 0.5 (1 Trimester) Dual credit

This course is designed for dedicated students wishing to develop the critical nonfiction reading and writing skills necessary for post-high school academic work. Through critical analysis of the writing process, students will gain a deeper understanding of a variety of compositional modes and strategies, including audience awareness, impact of purpose, thesis development, research methods, evidence evaluation and use. Students will leave this challenging course confident in their abilities to manage complex ideas and outcomes in their writing. ***Dependent on instructor, this course may be offered for Writing 121/122 college credit.***

Not all classes are offered every year/term.
Offerings subject to change.

MATHEMATICS

Class Title	Class Title	Class Title
Math 1	Math 2	Math 3 Math in Society (Math 105) Pre-Calculus (Math 111)

Math 1 (MA235SMA1T & MA235SMA2T)

Grades: 9-12

Credit: 1.0 (2 Trimesters)

In Math 1, students build deep conceptual understanding around the topics of equivalence, solving equations, and the differences between linear, quadratic, and exponential functions. An emphasis is placed on describing how these functions change.

Math 2 (MA236SMA1T & MA236SMA2T)

Grades: 9-12

Credit: 1.0 (2 Trimesters)

Prerequisite: Math 1

This course develops reasoning, justification and proof skills through an in-depth study of shapes and their properties, rigid transformations, congruence and the relationship between similarity and right triangle trigonometry. This course also covers an introduction to data literacy, including measures of center and spread, probability and prediction. Students will collect, describe, analyze, summarize and interpret data in real life situations.

Math 3 (MA237SMA1T & MA237SMA2T)

Grades: 9-12

Credit: 1.0 (2 Trimesters)

Prerequisite: Math 1

Topics include function operations and their graphs, systems of equations, quadratic functions and their graphs, roots and radicals. The trigonometry section will include right triangle trigonometry, basic trigonometric graphs, and an introduction to circular trigonometry. There will also be an introduction to statistics and their applications. The course is designed to strengthen college prerequisite skills.

Math 105 - Math in Society (MA233SMA1T, MA233SMA2T)

Grades: 10-12

Credit: 1.0 Math/4.0 COCC (2 Trimesters)

Math in Society is a rigorous mathematics course designed for students across multiple disciplines in both transfer degrees and career and technical degrees and certificates. The course provides a solid foundation in quantitative reasoning, symbolic reasoning, and problem-solving techniques needed to be a productive, contributing citizen in the 21st century. This course meets math requirements for graduation, but does not meet minimum admissions requirements for four-year college admissions.

Math 111 (Pre-calculus) (MA330SMA1T & MA330SMA2T)

Grades: 10-12

Credit: 1.0 Math/4.0 COCC (2 Trimesters)

This course will focus on characteristics of functions, including domain, range, symmetry, intercepts, zeros, and continuity along with Exponential and Logarithmic functions. The second half of this course focuses on Trigonometric Functions. Technology (graphing calculator) will be used to introduce and expand on the areas listed above.

Not all classes are offered every year/term.
Offerings subject to change.

Science

9 th grade	10 th grade	11 th grade	12 th grade
Class Title	Class Title	Class Title	Class Title
NGSS Physics	NGSS Chemistry	AP Environmental Science	Optional science (for Honors Diploma)

NGSS Physics (SC503SSC1T, SC503SSC2T)

Grade 9

Credit: 1.0 (2 Trimesters)

NGSS Physics is a lab-based course aligned with the Next Generation Science Standards that integrates science and engineering practices and crosscutting concepts with disciplinary core ideas from physics and Earth and space science. Through hands-on investigations and engineering design projects, students apply critical thinking, data analysis, and evidence-based argumentation as they explore topics such as motion, forces, gravity, energy, waves, electromagnetism, and climate science.

NGSS Chemistry (SC413SSC1, SC413SSC2)

Grades: 10

Credit: 1.0 (2 Trimesters)

NGSS Chemistry is a lab-based course aligned with the Next Generation Science Standards, integrating science and engineering practices and crosscutting concepts with disciplinary core ideas from chemistry and Earth and space science. Through hands-on investigations and engineering design projects, students apply critical thinking, data analysis, and evidence-based argumentation as they explore topics such as physical properties and changes, Kinetic Molecular Theory and gas laws, periodic table and atoms, nuclear chemistry, bonding, chemical reactions, thermodynamics, kinetics, and equilibrium and climate chemistry.

AP Environmental Science (SC516ASC1, SC516ASC2)

Grade: 11

Credit: 1.0 (2 Trimesters)

AP Environmental Science is a rigorous, comprehensive course designed to meet the standards of an introductory college-level environmental science program. Students delve into the intricate interrelationships of the natural world, meticulously analyzing a range of environmental problems, from ecosystems and biodiversity to pollution. This course cultivates essential skills, including explaining environmental concepts, applying quantitative methods, and proposing sustainable solutions. Successful completion of the optional AP Environmental Science Exam in May determines the credit received from collaborating institutions. Students may need to dedicate additional time outside of class to fulfill the course requirements.

AP Physics 1 (SC513ASC1, SC513ASC2)

Grade: 11

Credit: 1.0 (2 Trimesters)

AP Physics 1 is a rigorous course designed to meet a first-semester introductory college course in algebra-based physics. Students will conduct investigations as they explore kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. Mathematical equations are used in such a way that the solutions will predict the way nature behaves. Group work, individual projects, inquiry-based problem solving, and design problems are integral parts of this course. The grade earned on the optional AP Physics Exam in May determines college credit granted by cooperating institutions. Time outside of class may be needed to complete course requirements.

Not all classes are offered every year/term. Offerings subject to change.
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Social Studies

9 th grade	10 th grade	11 th grade	12 th grade
Class Title	Class Title	Class Title	Class Title
Modern World History	<i>Social Studies elective</i>	US History	Government

Modern World History (SS100SWS1T & SS100SWS2T)

Grade: 9-10

Credits 1.0 (2 Trimesters)

This class examines major historical events and turning points in world history in order to deepen understanding of the world today. Students investigate the foundational ideas that shaped the modern world from Europe, Asia, Africa and the Americas. They will explore the economic, political and social revolutions that transformed human history. Students learn the craft of thinking, reading, and writing like an historian while engaging in the critical analysis of primary and secondary source documents, data and maps.

US. History (SS101SUS1T & SS101SUS2T)

Grade: 11-12

Credit: 1.0 (2 Trimesters)

This year-long class explores the social, economic, political and geographic forces that have shaped and influenced the United States' past and present. Using the Constitution, textbook, primary source documents, and current events, students learn about major developments in United States history.

American Government (SS110SGV9T)

Grade: 12

Credit: 0.5 (1 Trimester)

The American Government examines the foundations and processes of the federal system, including the three branches of government and civil rights. Students analyze contemporary political issues and understand our civic responsibility in a democracy.

AP Capstone Research (MD357AELT1 & MD357AELT2)

Grade: 11-12

Credit: 1.0 (2 Trimesters)

Pre-requisite: AP Seminar

Furthering the skills acquired in AP Seminar, students will design, plan, and conduct a year-long investigation on a topic of individual interest. Through inquiry and investigation, students will demonstrate the ability to apply scholarly understanding to real-world problems and issues while developing advanced skills in: research methodology; employing ethical research practice; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. ****This course earns elective credit.***

AP Psychology (SS172ASS1 & SS172ASS2)

Grade: 11-12

Credit: 1.0 (2 Trimesters)

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

Law and Order/Legal Studies (SS304SSS9)

Grade: 11-12

Credit: 0.5 (1 Trimester)

An equitable and just society demands that people have the knowledge and power to advocate for themselves and affect positive change. Using resources provided by the organization Street Law, students will gain an understanding of law and government in order to foster the rule of law and empower marginalized communities. This course will start with an overview of the legal system in the US and a deep dive into criminal law and juvenile justice before students select topics that interest them for individual study. It will include moot court trials and a look at a year inside a typical American courthouse through the podcast Serial: Season 3.

20th Century History in Film (SS130SSS9T)

Grade: 11-12

Credit: 0.5 (1 Trimester)

An equitable and just society demands that people have the knowledge and power to advocate for themselves and affect positive change. Using resources provided by the organization Street Law, students will gain an understanding of law and

Not all classes are offered every year/term. Offerings subject to change.
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PHYSICAL EDUCATION / HEALTH



Health 1 (HE100SH19T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Health I is an introductory health course that covers topics related to wellness, social, emotional and mental health, alcohol and other drugs, and human growth and development. Students analyze current trends and develop essential skills for managing health risks and making informed decisions. Emphasis is on building health skills and practical applications of health concepts.

Health 2 (HE101SH29T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Health II is a continuation of concepts and skill-building in Health I. Health II will cover the topics of Nutrition, Physical Activity, Alcohol Tobacco and Other Drugs, Personal Safety, Healthy Relationships and Violence Prevention, and Sexual Health Promotion. Emphasis is placed on lifelong healthy habits, assessing and controlling health risks, and addressing public health issues. Emphasis is on building health skills and practical applications of health concepts

Physical Education 1 (PE100SPE9T)

Grade: 9-12

Credits: 0.5 (1 Trimester)

PE 1 introduces students to individual and team activities while emphasizing safety, teamwork, and sportsmanship. Students will improve fitness through assessments of strength, endurance, flexibility, and cardiovascular health. They will learn basic skills, strategies, and rules for games like soccer, volleyball, and basketball while exploring lifetime fitness activities. This course fosters lifelong fitness goals and is a prerequisite for advanced sports classes.

Physical Education 2 (PE101SPE9T)

Grade: 9-12

Credits: 0.5 (1 Trimester)

PE 2 builds on skills and concepts from PE 1, emphasizing improved fitness, teamwork, and lifelong health. Students will enhance strength, endurance, flexibility, and cardiovascular fitness through diverse activities. Units include soccer, volleyball, basketball, weight training, and more. This course deepens understanding of game strategies, skills, and rules, fostering personal fitness goals and promoting an active lifestyle.

Conditioning 1 (PE300SPE9T)

Grade: 9-12

Credits: 0.5 (1 Trimester)

This course is designed for highly motivated students to improve their strength, speed, and endurance. The students will learn the proper techniques of weight training and use a progressive overload training principle. This type of training causes muscles to increase in size, strength and endurance. You will learn basic anatomy and physiology of muscle growth and different training methods.

Court Sports (PE207SPE9)

Grade: 9-12

Credits: 0.5 (1 Trimester)

This class explores court and field sports like volleyball, basketball, badminton, and more, focusing on skill development, strategies, and fitness improvement through games and tournaments. Students participate in daily fitness activities, build teamwork, and develop lifelong fitness habits. The course includes assessments on skills, strategies, rules and competitive challenges. Active participation, teamwork, are required for success.

Mindfulness (PE132SPE9T)

Grade: 10-12

Credits: 0.5 (1 Trimester)

This course is designed for the student who would like to learn through active participation in yoga, meditation, breathing techniques, and other various forms of exercise activities to help reduce stress and enhance overall health. You will learn to take better care of yourself by actively exploring and understanding the relationship of mind and body. Through participation it is possible you will help boost the immune system, improve sleep, decrease anxiety and improve overall quality of life.

ELECTIVES

Digital Video Production (AA803SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Learn to write a script, film, edit, and produce your own movie, then turn it into a DVD. Equipped with a digital video camera and a computer with editing software, your team will make a fictional film and a public service announcement.

Drawing and Painting 1 (FA300SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Drawing and Painting 1 explores a variety of different drawing and painting mediums and techniques. Students will develop their knowledge of the elements and principles of art and how it applies to their artmaking. They will engage in various steps of the artistic process, from ideation to creation and presentation. Connections to the world around them, artists, and art history will be woven into their learning and artmaking.

Drawing and Painting 2 (FA301SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Drawing and Painting 2 is the next level in exploring two-dimensional art. Students will continue to explore various art mediums and techniques, as well as cultural/art connections and problem solving. Building upon previous knowledge, students will create expressive and technically skilled works, fostering art appreciation and critical thinking. Drawing and Painting 2 will cover various drawing mediums, watercolor, acrylic, printmaking, and mixed media. Through this course students will build a portfolio of work that showcases their growth and creativity.

Art 1 (FA201SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Explore various techniques and styles including observational drawing, expressive mark making, color theory, and portrait drawing. Discover diverse artists who inspire your creativity and learn to bring your own visions to life. This foundational class not only hones your artistic skills but also introduces basic principles of design, artistic elements, and art analysis. Work towards meeting national fine art standards while building your portfolio. Completion opens doors to advanced courses essential for aspiring artists.

AP Art Studio (FA521AFA9)

Grade: 10-12

Credit: 0.5 (1 Trimester)

Suggested Pre-requisites: Drawing & Painting 1 and Drawing & Painting 2

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

Yearbook (LA334SEL9T)

Grade 10-12

Credit: 0.5 (1 Trimester)

This course is for self-directed, detail-oriented, and responsible students with a strong interest in writing and publishing. While producing the school yearbook, students will develop skills in a variety of roles such as copy writing, copy editing, photography, photo editing, layout design, desktop publishing, and ad sales.

Photography 1 (FA600SFA9T)

Grade 9-12

Credit: 0.5 (1 Trimester)

Everyone knows how to take a photo, but not everyone has earned the title of photographer. This course will push students to go beyond simply pointing a camera and clicking a button. Students will learn how to capture great compositions, with excellent lighting and quality editing. They will use their photographs in the composition of heavily edited artworks like digital collages and storyboards. They will curate and manage their own digital files using computers. Finally, we will work towards creating photographs that communicate ideas and emotions.

Sculpture/Ceramics 1 (FA505SFA9)

Grade 9-12

Credit: 0.5 (1 Trimester)

In this beginner- to intermediate-level course, you will have the opportunity to make three-dimensional forms through a variety of sculpture media, primarily clay. We will focus on manipulating, assemblage, hand building, and wheel throwing in clay, as well as firing and glazing techniques. You will learn a variety of methods to develop the competencies necessary for more advanced and individual styles of works.

Sculpture/Ceramics 2 (FA506SFA9)

Grade 9-12

Credit: 0.5 (1 Trimester)

Students will build upon the skills and knowledge developed in Sculpture/Ceramics 1, diving further into the creation of their own high-quality work.

CTE Explorations (MD339SFA9T)

Grade: 9-12

Credit: 0.5 (1 Trimester)

Explore the career and technical education classes. CTE provides students with technical skills, training and knowledge to succeed in future careers. Students will rotate through 4 CTE programs during this time. Explore: business, engineering, woodshop, and medical/health careers.

Sources Of Strength (MD369SEL1 & MD369SEL2)

Grade 9-12

Credit: 0.5-1.0 (1 or 2 Trimesters)

Are you interested in working with peers and staff to create a more welcoming, equitable and connected school community where students feel like they belong? Students in Sources of Strength become agents of change and connectors to help in their school community. In this class, students design and run projects related to wellbeing and school culture, including suicide prevention and connecting to supports available at school and in the community. Students learn how to plan and deliver effective prevention messages in their community about hope, help, and strength. Students gain real-world skills in research, advocacy, public speaking, video/audio media, event planning, and how to make lasting change in our community. Come work with your peers to make our school community more connected.

Teacher Assistant (SA122SEL9T)

Grade; 10-12

Credit: 0.5 (1Trimester)

Students may select to be a teacher or office assistant, pending counselor and teacher approval. Teacher and office assistants are graded on a Pass/No Pass scale; GPA is not impacted. Offices and departments where a student may assist include: Front Office, Custodial, and the cafeteria. Duties will vary depending on location and department

CTE Peer Mentor

Grade; 10-12

Credit: 0.5 (1Trimester)

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course. ***Prerequisite: See your Counselor for more information & to enroll***