GRANT HIGH SCHOOL



COURSE GUIDE

2026-2027

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SCHOOL COUNSELORS & COURSE SELECTION

The mission of the Grant High School counseling team is to empower students to recognize their full potential within themselves and their community, while addressing inequities and removing barriers which obstruct growth. Through implementation of a comprehensive guidance program in the areas of academic, social/emotional, and career development, we promote equity and access for all students. We collaborate with our school and community partners as we advocate for student needs and promote positive systemic change.

During the four years at Grant High School, counselors assist students on a variety of issues. We support students with their communication skills, decision-making, and self advocacy (to name a few). We connect with our students at every grade level in a number of ways. Our comprehensive program includes activities working with students individually, in small groups, focused workshops, classroom guidance lessons, and school-wide events.

We also help students with academic planning that supports their post-high school goals. Counselors play an important role in the course selection process and are a resource for students and families. They help students plan and monitor progress towards graduation and identify and select courses that support post-high school plans. The planning worksheets and program descriptions listed below are tools that our team of school counselors use to help students understand the variety of choices that they have each year to expand their learning and prepare for any post-high school opportunity.

We welcome all students and families to partner with us during this exciting period of school!

PPS DIPLOMA REQUIREMENTS

Subject Area	Credit Requirements Class of 2027 + Beyond
English	4
Math*	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Fine Arts, Career & Technical Ed (CTE), or 3rd year of same World Language	1
Personal Finance Education	.5
Higher Ed & Career Path Skills	.5
Electives	5
Total Credits	24
*Grant High School requires all students to be enrolled in a math course each year	
Other Requirements	
Complete the Personalized Learning Requirements: - Reflect on two Career Related Learning Experiences (CRLEs) - Draft a Resume - Write the My Plan Essay	

FOUR YEAR PLAN WORKSHEET

PPS Required Courses	**Year Completed**			
	9	10	11	12
English (4 credits)				
1. English 1-2				
2. English 3-4				
3. 11th Grade English Options 1. English 5-6 (College Dual Credit option) 2. AP English Literature and Composition (AP option)				
4. 12th Grade English Options 1. English 7-8 (College Dual Credit option) 2. AP English Language and Composition (AP option)				
Social Studies (3 credits)				
1. Living in the United States				
2. AP Human Geography				
3. Government and Economics				
Math (3 credits*) Algebra or higher				
1. Algebra 1-2				
2. Geometry/Statistics				
3. Advanced Algebra 3-4				
4. *4 years is required at Grant				
Science (3 credits)				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS (Dual Credit through PCC)				

PPS Required Course	**Year Completed**			
	9	10	11	12
Health (1 credit)				
PE (1 credit)				
World Language (2 credits same language)				
1. 2.				
Fine Arts/ Third Year World Language/CTE (1 credit)				
1.				
Personal Finance Education (.5 credit)				
Higher Ed & Career Path Skills (.5 credit)				
Electives (5 credits)				
1. Writer's Workshop				
2.				
3.				
4.				
5.				
Personalized Learning Requirements Career Related Learning Experience (CRLE) - 2 required				
1. 2.				
Resume				
My Plan Essay				





DUAL CREDIT COURSES AT GRANT

Dual credit provides all eligible students the opportunity to take college-level coursework that aligns with their post-high school goals and plans. Our partnerships for the 2026-27 school year include Portland Community College, Portland State University, and the Oregon Institute of Technology. Students simultaneously receive GHS and college credit while enrolled in a dual credit course at Grant High School. *All students at Grant are enrolled in dual credit 10th grade English (WR 115) and dual credit 12th grade English (WR 121) as well as dual credit NGSS Biology (Bio 101).*

If you are enrolled in a dual credit course at GHS and want to receive credit, you will register for credit in your GHS class. GHS teachers will provide support for students to register for credit within the required time frame since students exclusively must apply for credit. That said, parents cannot enroll their students in a college level course, so students must take the initiative. If in a dual credit course, our students will simultaneously be enrolled in their course at GHS and the college awarding credit. Benefits of dual credit include increased rigor and earning college credits while in high school at a significantly reduced rate.

Fees for dual credit classes range from $0- $700 (cost may change at time of enrollment). Financial assistance is available for eligible students; please contact your counselor for assistance.

What is the potential impact of dual credit on my financial aid?
*All classes that earn college credit **may** have an impact on the student's financial aid and scholarships.* The Federal Financial Aid (FAFSA) 150% rule applies to all students and is in place to help students stay on track to receive their college degree (2 and 4 year). Once a student has received 150% of the number of credits required to complete a degree then their financial aid is maxed out and no more federal loans are available. For example, if a student needs 90 credit hours to graduate, then they max out at 135 credit hours (90 hrs X 150% = 135 hrs).

Oregon Promise has a 90 credit limit on college credits, including any of the following:

- College credits you take while in high school or as part of a high school completion program.
- College credits you take during summer term.*
- College credits you take at another college or university while dual-enrolled at a community college.
- College credits for courses you withdraw from or fail.
- Advanced Placement (AP) credits earned.
- Any college credits you attempt/complete prior to and during your time as an Oregon Promise recipient

*Oregon Promise does not pay for summer courses.

Dual College Credit Opportunities at Grant High School

Content Area	Grant Course	College Course Equivalent	College / University	College Credits
Arts	Ceramics: Intermediate	**ART 253A:** Intro to Ceramics	PCC	4
English	English 5-6: Reading/Writing 115	**WR115:** Intro to College Composition	PCC	4
	Eng 7-8: Writing and Literature: College	**WR121:** Composition 1	PCC	4
Drama	Theatre: Advanced 7-8	**TA 141:** Fundamentals of Acting	PCC	4
Math	Math in Society	**MA 105Z:** Math in Society	PCC	4
	College Algebra	**MA 111:** College Algebra 1-2	PCC	4
	PSU Statistics	**STAT 243-244:** Intro to Probability & Statistics	PSU*	8
Science	Anatomy & Physiology	**BIO 103:** Anatomy & Physiology	OIT	4
	NGSS Biology: College	**BIO 101:** Biology	PCC	4
	Principles of Biomedical Science	**CG-130H:** Intro to Today's Careers: Health	PCC	4
	Medical Interventions	**BIT102:** Current Topics In Bioscience Tech	PCC	4
Social Studies	PSU Honors: The Global City	**HON 101, 102, 103:** The Global City	PSU*	15
	World Civilizations	**HST 104, 105, 106:** World History	PSU*	12
Writing	PSU News Writing/ Grant Magazine	**WR 228:** Media Writing	PSU*	8

*PSU courses are subject to college tuition charges.

+Dual Credit status is pending approval at this time.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) provides the possibility of earning college credits in high school. Courses are based on the College Board's approved scope and sequence and are designed to prepare students for success on a national exam. College credit is awarded based on the performance on each exam and is determined by colleges individually. All students are encouraged to take the exam, but taking the exam is not a high school graduation requirement. Students and families are encouraged to communicate with colleges to understand their unique requirements. At this time, AP courses carry a weighted GPA. The following AP coursework is available at Grant.

Content Area	AP Course
English	AP English Language and Composition AP English Literature and Composition
Computer Science/CTE	AP Computer Science Principles AP Computer Science A
Mathematics	AP Pre Calculus AP Calculus AB AP Calculus BC
Science	AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics 2
Social Studies	AP European History AP U.S. History AP Human Geography AP Seminar - African Diaspora
Visual Arts/CTE	AP 2D Art and Design AP 3D Art and Design
World Language	AP Japanese AP Spanish Language & Culture

**Enrollment in an AP course is not required to sit for an AP exam.*

AVID

AVID (Advancement Via Individual Determination) is for students who want support and guidance on the skills necessary for college. Students in AVID are expected to maintain a 3.0 or better cumulative GPA and pass all coursework.

The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR). Students learn strategies that enhance academic success: Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness. AVID's focus on organization requires students to update their planner daily and keep an organized binder. AVID students have opportunities to attend college field trips and learn about a variety of career opportunities from professionals. The course also includes college motivational activities and preparation for PSAT & SAT.

AVID 10-12 prerequisite includes a completed application, an interview, and a 2.5-3.5 GPA.

Course Descriptions on Page 78

CAREER/TECHNICAL EDUCATION (CTE)

Grant High School is proud to offer eleven different state approved pathways in Career and Technical Education (CTE) that help students develop the technical skills and academic knowledge to prepare them for the high-skill, high-demand, high-wage careers of the 21st century.

Students are encouraged to complete one CTE course as part of their graduation requirements *(see four year plan worksheet)*. Many students complete a full CTE program of study, which requires three years in one program; the program is recognized at graduation and also receives a note on their final high school transcript. Programs of study offer a variety of networking opportunities to help launch students into a career post high school. Students who complete a program of study are recognized at graduation.

Please visit the PPS website (linked here) to learn more about the Career and Technical Education Program.

PPS CTE Program Link

CTE Programs of Study	Courses
Audio Engineering	Beginning Audio Engineering/Beginning Music Production
	Advanced Audio Engineering
	Audio Engineering Practicum
	Studio Sessions
Business Management	Intro to Business Management and Accounting
	Advanced Accounting/Spreadsheets 3-4 (Advanced Accounting and Applied Finance)
	Graphic Design Foundations and AI
	Graphic Design Intermediate 3-4
	Graphic Design Advanced 5-6
	Marketing and Entrepreneurship
	Sports Marketing
	Student Store Internship
Computer Science	Computer Science 1-2
	AP Computer Science Principles
	AP Computer Science A
	Computer Science 5-6
	Computer Science 7-8

Construction	Woodworking 1-2
	Woodworking 3-4
	Woodworking 5-6
	Advanced Woods Projects
	Woods Technical Assistant
Design & Applied Arts	Ceramics: Beginning 1-2
	Ceramics: Intermediate 3-4 (Dual Credit with PCC)
	Ceramics: Advanced 5-6
	The Art of Product Design 1-2
	The Art of Product Design 3-4
	AP 2D Art and Design
	AP 3D Art and Design
Digital Media	Screen Printing: Beginning 1-2
	Screen Printing: Intermediate 3-4
	Screen Printing: Advanced 5-6
Engineering	Introduction to Engineering 1-2
	Engineering 3-4
	Engineering 5-6
	Robotics 1-2
	Robotics 3-4
	Advanced Robotics
	Tech Support Assistant
Health Science	Principles of Biomedical Science (Dual Credit)
	Anatomy & Physiology (Dual Credit)
	Medical Interventions (Dual Credit)
	Exercise Science and Human Performance

Hospitality & Culinary	Culinary Arts Introduction 1-2
	Culinary Arts Intermediate 3-4
	Culinary Arts and Commercial Food
Mass Communication & Journalism	Journalism Introduction 1-2
	Podcasting
	PSU News Writing/Grant Magazine
Theatre Arts	Acting: Beginning 1-2
	Acting: Intermediate 3-4
	Acting: Advanced 5-6
	Theatre: Advanced 7-8 (Dual Credit)
	Theatre Tech: Advanced Stagecraft

HOW TO READ THE COURSE GUIDE

This guide offers information about each course in the Grant High School curriculum so that students may make informed choices when they forecast for next year's classes.

Each box describes a course and includes:

- Course Title
- Course Code
- Credit value: 1 or 0.5 credit
- Graduation requirements the course meets
- Grade level
- Course Description
- Prerequisite
- Video
- Whether a class may be taken more than once for credit
- What kind of dual credit. If *Dual Credit* does not appear at the bottom of the table, the class does not offer dual credit.

COURSE DESCRIPTIONS

LANGUAGE ARTS

ENGLISH REQUIRED COURSES 9TH - 10TH:

English 1-2 Department: **Language Arts**

Course Code: **1001** Credit: **1** Credit towards: **Language Arts Core** Grade(s): **9**

Course Description: **This course lays the groundwork for the English classes that students will encounter throughout their time at Grant. Students will learn how to read critically, write effectively, and communicate clearly. Students will read texts in a variety of forms, including short stories, poetry, nonfiction essays, and drama. Students will read a variety of novels, some classics, and some contemporary. Writing and speaking opportunities will include narrative writing, expository essays, an introduction to persuasion, dramatic performances, and oral presentations.**

Prerequisite: **None** Presentation Link: **English** May be repeated: **No**

Writers Workshop Department: **Elective**

Course Code: **0832W** Credit: **1** Credit towards: **Elective; Language Arts** Grade(s): **9**

Course Description: **This course is designed to help 9th graders develop foundational strategies and techniques for excelling in both scholarly and creative writing. It is a student-centered instructional framework that focuses on the writing process through consistent practice, peer feedback, and revision, to help students find joy and ownership in their writing process from concept to publication. The goal is to foster independence, confidence, and enjoyment in writing, preparing students for the rigorous cross-curricular writing demands throughout high school and beyond.**

Prerequisite: **None** Presentation Link: **English** May be repeated: **No**

English 3-4 Department: **Language Arts**

Course Code: **1002** Credit: **1** Credit towards: **Language Arts Core** Grade(s): **10**

Course Description: **A rigorous course for students who are ready to engage in serious and sustained study of literature and writing. Students will be asked to read materials as a class and independently and to write fluently and analytically. Students read literature in a variety of forms such as short stories, dramas, novels, poetry, and essays. Students learn to read closely and understand the function and use of grammar. Multiple writing opportunities in different modes are given, emphasizing the writing process. Students will also write a research paper using MLA guidelines. Students are expected to participate in class discussions, work independently and in groups, take notes in class and on readings, and give presentations to the class. This course is designed to prepare students for the dual credit 11th and 12th grade level courses.**

Prerequisite: **English 1-2** Presentation Link: **English** May be repeated: **No**

LANGUAGE ARTS (continued)

ENGLISH REQUIRED COURSE - 11TH

(May choose one from the next 2 classes)

English 5-6: Reading/ Writing 115 — PCC Dual-Credit — Department: **Language Arts**

Course Code: **1003RW** Credit: **1** Credit towards: **Language Arts Core** Grade(s): **11**

Course Description: **Students read literature in a variety of forms such as short stories, dramas, novels, poetry, and essays. Students learn to read closely and understand the function and use of grammar. Multiple writing opportunities in different modes are given, emphasizing the writing process. Students will also write a research paper using MLA guidelines. Students are expected to participate in class discussions, work independently and in groups, take notes in class and on readings, and give presentations to the class. This course is designed to prepare students for the dual credit 11th and 12th grade level courses.**
11th grade English is a dual credit course. Students who meet the college level requirements of the course will earn 4 college credits in Writing 115 in addition to the High School English/Language Arts Credit. Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class.

Prerequisite: **English 1-4** Presentation Link: **English** May be repeated: **No** Dual Credit: PCC- **Yes WR 115**

AP English Literature and Composition — Department: **Language Arts**

Course Code: **1013AP** Credit: **1** Credit towards: **Language Arts Core** Grade(s): **11**

Course Description: **In AP English Literature and Composition, students cultivate their understanding of diverse literature (short stories, poetry, novels, and plays) through reading and literary analysis. Any student who is energized by ideas in stories who wants to develop their ability to express multidimensional ideas in writing can succeed in AP Lit.**
Students in this class have the opportunity to challenge themselves to develop more complex analysis of character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works and to reflect on how this plays out in the world we live in. This class also helps students develop stamina and focus through extensive reading and writing, which can be beneficial for students hoping to continue their education in college.

Prerequisite: **English 1-4** May be repeated: **No** Dual Credit: PCC- **Yes**

LANGUAGE ARTS (continued)

ENGLISH REQUIRED COURSE - 12TH

(May choose one from the next 2 classes)

English 7-8 Writing and Literature: College

PCC Dual-Credit Department: **Language Arts**

Course Code: **1004CL** Credit: **1** Credit towards: **Language Arts Core** Grade(s): **12**

Course Description: **This college-level composition course teaches students to craft strong academic writing across multiple genres. Students read and analyze fiction and nonfiction texts, focusing on how authors use specific writing and rhetorical strategies to shape meaning. The course centers on themes related to diverse voices, including Latin American perspectives, feminism and gender studies, and African American studies. Students earn high school English 7/8 credit and may also receive 4 transferable college credits for WR 121 through Portland Community College.**

Prerequisite: **English 5-6 or AP English Lit** Presentation Link: **English** Dual Credit: PCC- **Yes**

AP English Language and Composition

Department: **Language Arts**

Course Code: **1012AP** Credit: **1** Credit towards: **Language Arts Core** Grade(s): **12**

Course Description: **AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.**

Prerequisite: **English 5-6 or AP English Lit** May be repeated: **No**

LANGUAGE ARTS (continued)

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Emerging ELD 1-2

Department: **World Language**

Course Code: **1063** Credit: **1** Credit towards: **World Language** Grade(s): **9-12**

Course Description: **Emerging ELD 1 is a designated English Language Development course designed for newcomer students who are at the beginning stages of English language acquisition. This course supports students in developing foundational skills in listening, speaking, reading, and writing in English. Instruction is aligned to the English Language Proficiency (ELP) Standards and focuses on building everyday and academic vocabulary, developing basic sentence structures, and engaging in meaningful communication.**

Prerequisite: **None** May be repeated: **Yes**

Integrated ELD

Department: **World Language**

Course Code:**1061IE** Credit: **1** Credit towards: **World Language**
Grade(s): **9-12**

Course Description: **This course offers English Learners explicit language instruction within academic content. Students will develop English language skills in listening, speaking, reading, and writing while engaging with grade-level content. State-adopted ELP standards are used with academic content standards to guide instruction and ensure students have the language skills to access and succeed in their core subjects.**

Prerequisite: **None** May be repeated: **Yes**

MATHEMATICS

MATH COURSE OFFERING PROGRESSION

<table>
<tr><th></th><th>9th grade</th><th>10th grade</th><th>11th grade</th><th>12th grade</th></tr>
<tr><td rowspan="3">Required Math Class Course Sequence</td><td rowspan="3">Algebra 1-2</td><td rowspan="3">Geometry/Stats</td><td rowspan="3">Algebra 3-4</td><td>Col Alg 1-2 Mth 111</td></tr>
<tr><td>AP Precalculus</td></tr>
<tr><td>Math in Society</td></tr>
<tr><td rowspan="8">Advanced Course Sequence - Alg 1-2 completed before 9th grade</td><td rowspan="8">Geometry/Stats</td><td rowspan="8">Algebra 3-4</td><td colspan="2">Advance Progression Option 1:</td></tr>
<tr><td rowspan="3">AP Precalculus</td><td>Probability & Statistics</td></tr>
<tr><td>Math in Society</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td colspan="2">Advance Progression Option 2:</td></tr>
<tr><td rowspan="2">Math in Society</td><td>Probability & Statistics</td></tr>
<tr><td>Col Alg 1-2 Mth 111</td></tr>
<tr><td rowspan="13">Accelerated Course Sequence - Alg 1-2 & Geometry completed before 9th grade</td><td rowspan="13">Algebra 3-4</td><td colspan="3">Accelerated Progression Option 1:</td></tr>
<tr><td rowspan="5">AP Precalculus</td><td colspan="2">Accelerated Progression 1.1english la</td></tr>
<tr><td rowspan="2">AP Calculus AB</td><td>AP Calculus BC</td></tr>
<tr><td>Probability & Statistics</td></tr>
<tr><td colspan="2">Accelerated Progression 1.2</td></tr>
<tr><td rowspan="2">Math in Society</td><td>Probability & Statistics</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td colspan="3">Accelerated Progression Option 2:</td></tr>
<tr><td rowspan="5">Math in Society</td><td colspan="2">Accelerated Progression 2.1</td></tr>
<tr><td rowspan="2">AP Precalculus</td><td>Probability & Statistics</td></tr>
<tr><td>AP Calculus AB</td></tr>
<tr><td colspan="2">Accelerated Progression 2.2</td></tr>
<tr><td></td><td>AP Precalculus</td></tr>
</table>

			Prob & Statistics	Col Alg 1-2 Mth 111

MATHEMATICS (continued)

The Mathematics Department offers courses that meet requirements for high school graduation, entrance to Oregon colleges, and credit in college level mathematics. Currently the State of Oregon requires three years of high school mathematics for graduation. State colleges require 2 years of mathematics beyond Algebra 1-2. *At Grant High School all students take a math class each year.*

Algebra 1-2

Department: **Mathematics**

Course Code: **2031** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **9**

Course Description

Algebra 1-2 is structured around problems and investigations that build the conceptual understanding of algebraic topics and an awareness of connections between the different ideas. There are strong threads woven throughout the course on multiple representations and the meaning of a solution. Students will be asked to justify their thinking, generalize relationships, make connections between ideas, and reverse thinking to solve problems.

A major focus of Algebra 1-2 is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics included in the course are: simplifying algebraic expressions, solving equations, problem solving, one and two variable statistics, functions (linear, quadratic, and exponential), systems of equations, inequalities, and sequences. Students will use available software to deepen their understanding of basic algebraic concepts and develop confidence in their ability to think mathematically as they work both individually and collaboratively.

Prerequisite: **None** Presentation Link: **Math** May be repeated: **No**

Geometry/Statistics

Department: **Mathematics**

Course Code: **2036** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **9-11**

Course Description: **Students solve problems using properties, proportions, and trigonometric relationships. They also study probability and statistics, emphasizing data collection and interpretation. Students perform constructions; solve problems using geometric properties, definitions, and theorems; solve using proportions; work with 3D figures; and solve using trigonometric relationships.**

Prerequisite: **Algebra 1-2** Presentation Link: **Math** May be repeated: **No**

MATHEMATICS (continued)

Advanced Algebra 3-4

Department: **Mathematics**

Course Code: **2041** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **10-12**

Course Description: **Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. In addition to a focus on algebraic relationships and functions, students will continue their study of statistics. This includes making connections between previous concepts learned about summary statistics and their relation to probability distributions. They also identify different ways of collecting data and the role that randomness plays in the conclusion that can be made. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply the mathematics, and to communicate their reasoning. Students will use the TI-84 graphing calculator in class to study these topics.**

Prerequisite: **Geometry 1-2 or Geometry/Statistics** Presentation Link: **Math** May be repeated: **No**

AP Pre-Calculus 1-2

Department: **Mathematics**

Course Code: **2083** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **10-12**

Course Description: **AP Precalculus develops students' understanding of functions modeling dynamic phenomena. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation, and engage each function type through their graphical, numerical, analytical, and verbal representations.**

Prerequisite: **Algebra 3-4** Presentation Link: **Math** May be repeated: **No**

Math in Society (Math 105)

PCC Dual-Credit Department: **Mathematics**

Course Code: **2079** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **11 - 12**

Course Description: **This course is a wonderful opportunity to earn both high school elective credit and college math credit. This course is designed as math for liberal arts and provides students the opportunity to earn four math college credits that can be transferred to any university. Students will learn financial math, statistics, probability, and logic. They will also use Google Sheets. PCC will require a 70% or better in order to pass and receive college Math credit. You must register with PCC to receive credit from them. Math 105**

Prerequisite: **Algebra 3-4** Presentation Link: **Math** May be repeated: **No** Dual Credit: PCC- **Yes**

MATHEMATICS (continued)

College Algebra (Math 111) — PCC Dual-Credit — Department: **Mathematics**

Course Code: **2080** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **12**

Course Description: **Students investigate exponential, logarithmic, polynomial, and rational functions from a variety of perspectives. They explore relations and functions graphically, numerically, symbolically, and verbally. Students may be able to earn 5 college PCC credits upon successful completion of the course.**

Prerequisite: Algebra 3-4 Presentation Link: **Math** May be repeated: **No** Dual Credit: PCC- **Yes**

AP Calculus AB — Department: **Mathematics**

Course Code: **2058AP** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **11-12**

Course Description: **This is a first course in Calculus and Analytic Geometry. It will provide a sound basis for students taking the Advanced Placement Mathematics Examination - Calculus AB. Topics include limits and continuity, differentiation, the mean value theorem and its applications, integration, logarithmic, exponential functions, trigonometric functions, techniques of integration, conic sections, and application of the integral and data analysis. All students are expected to bring a graphing calculator. Daily assignments and unit test results will determine grades. Homework is required in this class.**

Prerequisite: **Pre-Calculus** Presentation Link: **Math** May be repeated: **No**

AP Calculus BC — Department: **Mathematics**

Course Code: **2059AP** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **11-12**

Course Description: **This is the second course in Calculus and Analytical Geometry. It will provide a basis for students taking the Calculus BC Advanced Placement Exam. Topics include hyperbolic functions, polar coordinates, infinite sequences and series, power series, Taylor's Polynomials, vectors and differential equations. All students are expected to bring a graphing calculator. Daily assignments, class problems, and test results will determine grades.**

Prerequisite: **AP Calculus AB** Presentation Link: **Math** May be repeated: **No**

MATHEMATICS (continued)

Probability & Statistics: College	**PSU Dual-Credit**	Department: **Mathematics**

Course Code: **2063P** Credit: **1** Credit towards: **Mathematics Core** Grade(s): **12**

Course Description: **This is an introductory course in statistical analysis. The topics include probability, sampling distribution, data description, counting techniques, measures of central tendency and variation, the normal distribution, confidence intervals, hypothesis testing for one and two samples, chi- square test, linear and non-linear regressions, and more.**
***Upon successful completion of each semester, students who sign up for the Dual Credit option earn 4 PSU credits per semester (total 8 credits for the year). PSU tuition is $243 per semester per course; students on free or reduced lunch pay $51 per term (tuition is subject to change). Tuition is due Mid-September for semester one and early February for semester two. Students may take a maximum of three PSU courses per semester.**
Additional information about the cost for PSU Challenge Program courses can be found HERE.
You must register with PSU to receive credit from them. STAT 243z STAT 244

Prerequisite: **Successful completion of either Math in Society (B or higher) or Precalculus.**
Presentation Link: **Math** May be repeated: **No** Dual Credit: PSU- **Yes**

SCIENCE

Students who complete the vertically articulated science course sequence, beginning with Physics as freshmen, Chemistry as 10th graders, and Biology as 11th graders will meet the Oregon Department of Education Science Standard Criteria for graduation. Each course deliberately builds upon the learning of the previous course.

SCIENCE COURSE OFFERINGS BY GRADE LEVEL

<table>
<tr><th></th><th>9th grade</th><th>10th grade</th><th>11th grade</th><th>12th grade</th></tr>
<tr><td>Required Science Class Course Sequence</td><td>NGSS Physics</td><td>NGSS Chemistry</td><td>NGSS Biology: College</td><td rowspan="2">12th grade students who have completed the required science classes are encouraged to take additional science elective coursework</td></tr>
<tr><td>CTE Pathway Sequence (optional): Can start 9th or 10th grade year</td><td>Biomedical Science *</td><td>Anatomy & Physiology</td><td>Medical Interventions *</td></tr>
<tr><td rowspan="8">Additional Science Electives by grade level</td><td rowspan="8">For students who have received NGSS Physics credit, forecast for NGSS Chemistry</td><td rowspan="8">AP Physics

Biomedical Science *</td><td rowspan="8">AP Chemistry

AP Physics

AP Environmental Science

Anatomy & Physiology

Forensics</td><td>AP Biology</td></tr>
<tr><td>AP Chemistry</td></tr>
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<tr><td>Medical Interventions *</td></tr>
</table>

**These courses are part of the Health Science CTE pathway, course descriptions will be found with CTE electives.*

SCIENCE REQUIRED COURSES

NGSS Physics

Department: **Science**

Course Code: **1730** Credit: **1** Credit towards: **Science Core** Grade(s): **9**

Course Description: **This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class is designed around 9th grade students and teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. This class is the first science class of the three-year science sequence.**

Prerequisite: **None** Presentation Link: **Science** May be repeated: **No**

NGSS Chemistry

Department: **Science**

Course Code: **1720** Credit: **1** Credit towards: **Science Core** Grade(s): **10**

Course Description: **This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gasses, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.**

Prerequisite: **NGSS Physics** May be repeated: **No**

SCIENCE REQUIRED COURSES (continued)

NGSS Biology: College	**PCC Dual-Credit**	Department: **Science**

Course Code: **1710AB** Credit: **1** Credit towards: **Science Core** Grade(s): **11**

Course Description: **This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized.**
Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class. BIO 101: Biology

Prerequisite: **NGSS Chemistry** Presentation Link: **Biology** May be repeated: **No** Dual Credit: PCC- **Yes**

SCIENCE ELECTIVES

AP Physics 1: Algebra Based

Department: **Science**

Course Code: **17351AP** Credit: **1** Credit towards: **Elective, Science** Grade(s): **10-12**

Course Description: **This course mimics a typical college, algebra-based, 9th grade physics class. Topics include kinematics, dynamics, work, energy, gravity, rotational motion, DC circuits, mechanical waves, and sound. Students perform frequent laboratory work. Grades are based on the lab reports, homework sets, quizzes, and tests. Physics provides a way of thinking about the world, and a consistent effort is made to explain real world phenomena and develop critical thinking skills about data. Students are encouraged to take the AP Test in May for college credit.**

Prerequisite: **Geometry or in Adv Algebra 3-4** May be repeated: **No**

AP Physics 2: Algebra Based

Department: **Science**

Course Code: **17381AP** Credit: **1** Credit towards: **Elective, Science** Grade(s): **11-12**

Course Description: **This course mimics a typical algebra-based, second semester physics class in college. Topics include fluids; thermodynamics; electric field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students perform frequent laboratory work. Grades are based on the lab reports, homework sets, quizzes and tests. Physics provides a way of thinking about the world, and a consistent effort is made to explain real world phenomena and develop critical thinking skills about data. Students are encouraged to take the AP Test in May for college credit.**

Prerequisite: **AP Physics 1** May be repeated: **No**

SCIENCE ELECTIVES (continued)

AP Chemistry

Department: **Science**

Course Code: **17251AP** Credit: **1** Credit towards: **Elective, Science** Grade(s): **11-12**

Course Description: **In this course, which emphasizes experimentation and the use of advanced scientific apparatus and scientific instrumentation, students pursue advanced topics in chemistry and deepen their understanding of chemical principles. This course prepares students for the AP exam. Those who attain successful scores on the exam may receive college credit.**
This advanced placement course prepares students for the AP Chemistry exam while developing college-level problem-solving skills essential for success in higher education and STEM careers. The course utilizes a flipped classroom model in which students engage with instructional content and take notes independently outside of class, allowing class time to be devoted to collaborative, group-centered problem-solving activities that are highly aligned to course outcomes and AP learning objectives. Students will master fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions, while developing strong mathematical skills through dimensional analysis, estimation, and chemical calculations. Significant emphasis is placed on high-level analytical thinking, clear communication of scientific reasoning both orally and in writing, and the ability to apply concepts to novel situations. Due to time constraints and accelerated pacing, laboratory opportunities will be limited but strategically selected to reinforce key concepts and develop essential experimental skills. Students should be prepared for a rigorous academic challenge requiring considerable time outside of class to learn new material, complete practice problems, and master complex concepts—this course demands self-discipline, persistence, and readiness to develop the independence and problem-solving abilities expected in college coursework.

Prerequisite: **NGSS Chemistry, Algebra 3/4** May be repeated: **No**

AP Biology

Department: **Science**

Course Code: **17151AP** Credit: **1** Credit towards: **Elective, Science** Grade(s): **12**

Course Description: **This is a second-year biology class that will examine the principles of biology in greater detail than what students learned in NGSS Biology. This class is designed to prepare students to take the Advanced Placement exam and is designed to be the equivalent of a college introductory biology course. Students will develop the skills to be scientifically literate by engaging in practices such as planning investigations, engaging in arguments and analyzing data. Content learned in this course includes molecules of life, cell structure and function, cell cycle and communication, energy, heredity, DNA structure and function, evolution, and ecology. Students should be prepared to commit considerable time to studying and completing assignments outside of class.**

Prerequisite: **NGSS Biology** Presentation Link: **AP Bio** May be repeated: **No**

SCIENCE ELECTIVES (continued)

AP Environmental Science

Department: **Science**

Course Code: **1751AP** Credit: **1** Credit towards: **Elective, Science** Grade(s): **11-12**

Course Description: **This course provides students with the scientific principles, concepts, and techniques to understand how the natural world works. We learn how to identify and analyze environmental problems, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science embraces a wide variety of topics from different areas of study. Emphasis is placed on the science of environmental science. The key themes of this course are energy use, cycles of matter, and human/environment interactions. The first semester deals with how ecosystems and Earth systems function; the second semester deals with specific natural resources and environmental problems associated with them.**
Field work is part of this course. Students are required to attend field trips and to complete outside research projects.

Prerequisite: **NGSS Physics & NGSS Chemistry** Presentation Link: **Science** May be repeated: **No**

EL: Forensic Science

Department: **Science**

Course Code: **1799E** Credit: **1** Credit towards: **Elective, Science** Grade(s): **11-12**

Course Description: **An applied science course that will provide an overview of basic concepts and techniques used in criminal investigations. Through the investigation of crime scene evidence, the underlying chemical, biological, and physical principles employed in the analysis and interpretation of physical evidence will be emphasized. Topics to be covered during the yearlong course include: investigative procedures, fingerprinting, trace evidence analysis (hair/fiber), toxicology, serology, blood spatter analysis, DNA analysis, forensic anthropology, and document analysis.**

Prerequisite: **Chemistry and Enrolled in Biology** Presentation Link: **Science** May be repeated: **No**

SOCIAL SCIENCES

The Social Sciences Department introduces the high school student to a range of academic disciplines that focus on the study of human behavior. Each discipline uses its own perspective to help the student acquire skills that can be used for better understanding of the world in which we live.living in the
Students must complete the following coursework to meet the Social Sciences graduation requirement:

- 9th Grade: Living in the U.S.
- 10th Grade: AP Human Geography
- 12th Grade: Government/Economics or Government Constitution Team

SOCIAL SCIENCES REQUIREMENT FOR 9th Graders

Living in the U.S. Department: **Social Sciences**

Course Code: **2775LUS** Credit: **1** Credit towards: **Social Sciences Core** Grade(s): **9**

Course Description: **Living in the U.S.A. examines America's multicultural past, in particular the ways in which race and its social construction have shaped the experiences of different racial and ethnic communities. The class activities include reading primary and secondary sources from multiple perspectives, examining the diverse experiences of individuals and movements struggling to extend the founding ideals of liberty, democracy, equality and opportunity in America. The focus of the course includes significant turning points in American history; such as Native-European encounters, constitutional issues, abolition, the War with Mexico, assimilation, the Great Migration, Civil Rights and immigration are the focal points. Historical fiction, persuasive and expository writing, small group activities, role "mixers", and Socratic seminars.**
The emphasis of this course is topical rather than sequential as such it will emphasize students' critical thinking and the ability to process information and abstract ideas. Students will integrate conceptual understandings, recognize interconnections and analyze how the events of the past impact our future. Students will participate in a variety of activities including: reading, historical fiction, primary/secondary source documents, persuasive and expository writing, independent and collaborative research, small group activities,mixers, and Socratic seminars.

Prerequisite: **None** Presentation Link: **Social Sciences** May be repeated: **No**

SOCIAL SCIENCES REQUIREMENT FOR 10th GRADERS

AP Human Geography Department: **Social Sciences**

Course Code: **2701AP** Credit: **1** Credit towards: **Social Sciences Core** Grade(s): **10**

Course Description: **AP Human Geography will introduce the student to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The following topics will be covered in the course: Geography's nature and perspectives, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use.**

Prerequisite: **None** Presentation Link: **Social Sciences** May be repeated: **No**

SOCIAL SCIENCES REQUIREMENT FOR 12th GRADERS

12th graders are required to take U.S. Government and Economics, but they may also apply to take the U.S. Constitution Team (description on next page) that will count towards the required Gov/Econ.

Economics

Department: **Social Sciences**

Course Code: **2741** Credit: **0.5** Credit towards: **Social Sciences Core** Grade(s): **12**

Course Description: **Economics is a social science concerned chiefly with the way individuals, households, communities, and the US government manage limited resources in order to attain personal goals or to produce goods and services for present and future consumption. Economics is concerned with such issues as inflation, unemployment and poverty; prices and wages; taxes; production and distribution; personal finance; and the role of government with respect to these issues.**

Prerequisite: **None** Presentation Link: **Social Sciences** May be repeated: **No**

U.S. Government

Department: **Social Sciences**

Course Code: **2730** Credit: **0.5** Credit towards: **Social Sciences Core** Grade(s): **12**

Course Description: **The required semester-long US Government course provides students with foundational understanding of our governments at the local, state, and federal levels. The content includes the functions, structures, and impact of the three branches of the government, election systems and processes, civic engagement, and our protected rights. Students must earn credit in this class in order to graduate.**

Prerequisite: **None** Presentation Link: **Social Sciences** May be repeated: **No**

SOCIAL SCIENCES REQUIREMENT FOR 12th GRADERS (continued)

Govt: US Constitution/Social Studies: The Constitution Team

Department: **Social Sciences**

Course Code: **2730CTE** Credit: **0.5** Credit towards: **Social Sciences Core** Grade(s): **12**

Course Description: ***Participation on the Constitution Team requires an application. The process begins in the spring and is open to all Grant 11th graders.**
This course is both a class and a competitive extracurricular team. Students will enjoy a rigorous academic experience that appeals to those interested in government, social justice, history, politics, law, activism, social change, public speaking, competition, as well as independent and collaborative learning.
Throughout the year students thoroughly study the United States Constitution, legal precedent set by judicial review, history and current events. In addition to the classroom teacher, a group of coaches volunteer to support the learning process. Coaches are local attorneys, judges and Grant High School alums.
The competition aspect encourages students to compete as testifiers in mock congressional hearings. There are three opportunities for competition: districts, state and nationals in Washington, D.C. The team consists of 6 units. Each unit is made up of 6 students and each unit studies a different aspect of the Constitution. The focuses are as follows:
Unit 1 - Philosophical and historical foundations (Locke, Montesquieu, the Magna Carta, etc.)
Unit 2 - Framing the Constitution, the Constitutional Convention of 1787, how and why it was written
Unit 3 - How we have changed the Constitution to achieve the ideals of the Declaration of Independence
Unit 4 - How our government works, separation of powers between the branches of the government
Unit 5 - Bill of Rights, civil rights and civil liberties (freedom of speech, religion, press, trials, etc.)
Unit 6 - Current events, history and future of democracy, civic engagement, citizenship.
Grants' Constitution Team is a nationally competitive program that engages students in all aspects of government. The Oregon standards for economics will be integrated into this course rather than taught as a separate semester course. Economics topics will include inflation, unemployment, wages, income inequality, taxes, production, distribution and the role of the federal, state, and local governments and personal finance.
Students may register for the AP U.S. Government and Politics exam.

Prerequisite: **Application** Presentation Link: **Con Team** May be repeated: **No**

SOCIAL SCIENCES ELECTIVES

AP European History

Department: **Social Sciences**

Course Code: **2710AP** Credit: **1** Credit towards: **Elective Social Sciences Credit** Grade(s): **10-12**

Course Description: **Advanced Placement European History focuses on developments from 1450 to the present. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.**
In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. This course prepares students to succeed on the AP Modern European History Exam. Students registering for this class will engage in college level reading and writing.

Prerequisite: **None** Presentation Link: **Social Sciences** May be repeated: **No**

AP Seminar: African Diaspora

Department: **Social Sciences**

Course Code: **2209AD** Credit: **1** Credit towards: **Elective Social Sciences Credit** Grade(s): **11-12**

Course Description: **AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.**
Students will explore the complexities of the African Diaspora by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to the African Diaspora.

Prerequisite: **None** Presentation Link: **AP Seminar** May be repeated: **No**

SOCIAL SCIENCES ELECTIVES (continued)

AP U.S. History

Department: **Social Sciences**

Course Code: **2725AP** Credit: **1** Credit towards: **Social Sciences Credit** Grade(s): **11-12**

Course Description: **Students contemplate the complexities of the American experience by comparing the experiences of different ethnic and social groups throughout history while learning college-level and professional-level historical skills. After completing this course, students should be prepared to take the U.S. History AP exam. Passing the AP exam makes a student eligible to receive college credit for the course.**

Prerequisite: **No** Presentation Link: **Social Sciences** May be repeated: **No** Dual Credit: No

The Global City: College

PSU Dual-Credit

Department: **Social Sciences**

Course Code: **2203** Credit: **1** Credit towards: **Elective** Grade(s): **12**

Course Description: **This year-long sequence is designed to serve as the foundational course of the four-year University Honors Program curriculum at Portland State. It will introduce the basic intellectual framework for the social, cultural, political, and material study of the urban environment. HON 101 will ask what it means to think of the city as a space, an idea, and a human achievement. HON 102 will help students develop a critical perspective on the different ways in which the social and physical infrastructure of the modern city can be placed in relation to the city of the past. HON 103 will use our beloved City of Roses and New York City as case studies to introduce the concept of transnationalism while developing a framework for thinking about professional and scholarly studies of the city.**
***This yearlong class will award twelve quarter-hour credits through the Honors Program at Portland State University (students do have to pay a fee in order to receive credit – approx. $220 per quarter – financial aid is available) that will be transferable to most accredited institutions of higher learning. Students enrolled in the course will have full access to all resources at Portland State and affiliated colleges. PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll.**

A $1500.00 renewable yearly scholarship ($6000 total) is available to ALL Grant students that successfully complete the sequence and continue into the Honors Program at Portland State. Additional information about the cost for PSU Challenge Program courses can be found HERE.

Prerequisite: PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll. It is advised that students take PSU World Civilization prior to taking the Global City Honors sequence.

*** Costs may vary depending on financial need.**

You must register with PSU to receive credit from them.

Prerequisite: **3.00 GPA(Recommended)** Presentation Link: **Social Sciences** May be repeated: **No** Dual Credit: PSU- **Yes**

SOCIAL SCIENCES ELECTIVES (continued)

World Civilizations: College

PSU Dual-Credit Department: **Social Sciences**

Course Code: **2713** Credit: **1** Credit towards: **Social Sciences Elective** Grade(s): **11 - 12**

Course Description: **Why are there so many distinct human cultures? What are the universal commonalities in the human experience? What is the common history of all humans? How have we evolved socially as a species? These questions and many others will be explored in this comparative world history course. Attention will be given to a range of human societies, looking specifically at the material basis (geography, economy, and subsistence system); social systems (kinship, gender, class, politics); ideological systems (religion, science, philosophy); created arts (literature, music, visual arts, architecture) and their continuity and stability over time. Special emphasis will also be made on the cross-cultural connections between societies made through trade of materials and ideas that have led to humans becoming a planetary species.**
***This yearlong class will award twelve quarter-hour credits from PSU (students need to pay a fee of about $220 per PSU quarter) that will be transferable to any accredited institution of higher learning. Students enrolled in the course will have full access to all resources at PSU and affiliated colleges. Costs may vary depending on financial need.**
Additional information about the cost for PSU Challenge Program courses can be found HERE.
Prerequisite: PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll.
You must register with PSU to receive credit from them. HST 104, 105, 106

Prerequisite: **3.00 GPA(Recommended, but not required)** Presentation Link: **Social Sciences**
May be repeated: **No** Dual Credit: PSU- **Yes**

Psychology

Department: **Social Sciences**

Course Code: **2771** Credit: **1** Credit towards: **Elective** Grade(s): **10-12**

Course Description: **Why do I do what I do? This is the question that drives Psychology. It's the study of human behavior. What will be addressed? Theories and concepts relating to human behavior, Genetic Influences, Social Influences, Physiological Influences, and Cultural Influences. How will I learn the material? Textbook studying, Reflection, Connecting content to self, Note taking, and Note studying. How will your grade be determined? Unit exams on content knowledge, conceptual understanding, and application.**

Prerequisite: **None** May be repeated: **No**

HIGHER ED & CAREER SUCCESS/PERSONAL FINANCE

New diploma requirement, starting with the class of 2027

Higher Ed & Career Success / Personal Finance Department: **Higher Ed/Personal Finance**

Course Code: 0842 / 0517SB Credit: **1** Credit towards: **Higher Ed & Personal Finance** Grade(s): **12**

Course Description: **Higher Ed & Career Success: students will explore how their personal strengths, aptitudes, interests, and values connect with future career paths, and practice self-advocacy. They will understand the diverse range of career pathways and postsecondary opportunities, and be prepared for the workforce. Students will complete a resume and My Plan that includes a detailed postsecondary plan.**

Personal Finance: students will understand credit and debt, banking, investing, saving, and repayment. They will practice strategies for creating a budget, tracking and modifying spending patterns, including exploring common costs associated with rentals and home ownership. Students will understand personal income and taxes and learn how to maintain financial well-being by making informed consumer decisions.

Prerequisite: No Presentation Link: May be repeated: **No** Dual Credit: No

WORLD LANGUAGE

Portland Public School requires 2 credits of the same World Language for graduation.

AMERICAN SIGN LANGUAGE

American Sign Language 1-2

Department: **World Language**

Course Code: **1281A** Credit: **1** Credit towards: **World Language Elective** Grade(s): **9-11**

Course Description: **This is for students with no prior or minimal skills and knowledge of ASL. It includes the study of the history, structure, and grammar of ASL. ASL 1-2 also encompasses the study of the historical and cultural contexts of the Deaf community. ASL is a visual, spatial, gestural language that utilizes space and movement to convey meaning. You will develop communication skills of which you are not accustomed to: using hands, face, body, eyes, and space. In order to progress, it is important that you become comfortable using body language and listening with your eyes. To encourage and foster the development of ASL, spoken language (talking) will not be used during class for some activities with the goal of no voicing by level 3-4.**

Prerequisite: **None** Presentation Link: **Sign Language** May be repeated: **No**

American Sign Language 3-4

Department: **World Language**

Course Code: **1281B** Credit: **1** Credit towards: **World Language Elective** Grade(s): **10-12**

Course Description: **The second year of ASL will provide a broader and deeper study of American Sign Language, as well as Deaf culture and history in the United States. The students will participate in a variety of activities including reading and writing, group work activities, presentations, and practice signing in and out of class, placing a strong emphasis on conversational skills. There will be more emphasis on developing and understanding the grammatical elements that are the basis of telling and understanding stories in ASL. Nearly all instruction will be in ASL and the students will be expected to sign and not use their voice during many classes. The student's understanding of the nature of the language and how it functions in everyday life is stressed, including storytelling.**

Prerequisite: **ASL 1-2** Presentation Link: **Sign Language** May be repeated: **No**

American Sign Language 5-6

Department: **World Language**

Course Code: **1281C** Credit: **1** Credit towards: **World Language Elective** Grade(s): **11-12**

Course Description: **This course emphasizes conversational clarity, storytelling techniques, and the use of space, facial expressions, and classifiers.In this course, students refine signing fluency through presentations, dialogues, and interpretation tasks. Emphasis is placed on expressive accuracy, receptive comprehension, and social-linguistic features of ASL.**

Prerequisite: **ASL 3-4** Presentation Link: **Sign Language** May be repeated: **No**

WORLD LANGUAGE (continued)

SPANISH

Spanish 1-2

Department: **World Language**

Course Code: **1201A** Credit: **1** Credit towards: **World Language Elective** Grade(s): **9-11**

Course Description: **By the end of the first year of Spanish, the student will be able to converse, read, and write about him/her/them, family, and pastimes. They will be able to describe daily routines at home, as well as at school, and will have the language necessary to be able to sell and buy products in a market. Cultural traditions and customs including geography, songs, foods, and holidays will also be taught. Students will be able to speak in the present tense, use proper greetings, identify numbers, describe weather, date and time, identify classroom objects, clothing, colors, and more. The oral proficiency rating goal is Novice High, in accordance with ACTFL proficiency guidelines (www.actfl.org).**
Students will use VISTA - SENDEROS 1 This curriculum allows them to get more solid knowledge of the content that is taught in class. This curriculum gives the students the opportunity to do activities in class, take quizzes, and end the unit tests.The students will have a notebook that they need to bring to class to take notes. The final grade of each unit also includes the grade that they get on the notebook.

Prerequisite: **None** May be repeated: **No**

Spanish 3-4

Department: **World Language**

Course Code: **1201B** Credit: **1** Credit towards: **World Language Elective** Grade(s): **9-12**

Course Description: **During the second year of Spanish, students will build on knowledge and skills gained in the first year. Among some of the themes we may cover/review: families, personalities, feelings, weather, routines, school subjects, professions, clothing, health, technology, cultural celebrations in present and future. Students will be introduced to past tense too. The goal for oral proficiency is Novice High/Intermediate Low, in accordance with ACTFL proficiency guidelines. (www.actfl.org)**

Prerequisite: **Spanish 1-2** May be repeated: **No**

Spanish 5-6

Department: **World Language**

Course Code: **1201C** Credit: **1** Credit towards: **World Language Elective** Grade(s): **10-12**

Course Description: **Students will be able to describe and narrate in the present and past tenses on the following topics: celebrities, animals, technology, everyday activities, vacations, childhood, and travel. The class will be conducted primarily in the target language, including instructions, hands-on activities, reading, writing, listening, and speaking. Grades are largely based on presentational modes of communication: the student's ability to speak and write. The proficiency goal is "Intermediate Mid" in accordance with ACTFL Proficiency Guidelines (www.ACTFL.com)**

Prerequisite: **Spanish 3-4** May be repeated: **No**

SPANISH (continued)

Spanish 7-8

Department: **World Language**

Course Code: **1201D** Credit: **1** Credit towards: **World Language Elective** Grade(s): **10-12**

Course Description: **The class will be taught mostly in Spanish. By the end of the course students will be able to carry on conversations on a variety of familiar topics and in uncomplicated situations.**
Students will be exposed to a more sophisticated grammar structure along with vocabulary related to different aspects of life in society. Reading and writing are also increasingly important components of this course. Grades will be based on homework, participation quizzes, tests, oral presentations, and written assignments. Students will demonstrate level appropriate proficiency in interpersonal, interpretive, and presentational modes of communication. It is the goal of this course to enable students to reach the "Intermediate High" level of proficiency in accordance with ACTFL Proficiency Guidelines.

Prerequisite: **Spanish 5-6** May be repeated: **No**

AP Spanish Language & Culture

Department: **World Language**

Course Code: **1202AP** Credit: **1** Credit towards: **World Language Elective** Grade(s): **11 - 12**

Course Description: **This course is designed to prepare students to pass the AP Spanish Language and Culture exam, for which both semesters are recommended. In addition, the course focuses on the use of language, both written and spoken, and the use of critical thinking skills to discern the appropriate use of language to navigate the diverse cultures that encompass the Spanish speaking world. Students upon full completion of the course can take the AP Exam. The aim is to pass it with a 4 or 5 in order to be able to graduate with the Seal of Biliteracy (provided they have completed the requirements). Colleges or universities might recognize up to 12 language credits, which fulfills the requirement for a Bachelor of Arts at all of Oregon's State colleges and universities and save between $4,000 to 6,000 in university credits**
Proficiency goal: This course aims to help students achieve the proficiency level of: Advanced Low in their Presentational Speaking & Presentational Writing. We recommend students to have an Intermediate High level by Spanish 7-8 in Presentational Speaking & Writing.
Goals: To use Spanish to learn about culture, to use the language to improve the student's proficiency to advanced low, to analyze, to research, to debate, to make cultural connections, to compare and contrast, to argue, and to use critical thinking skills in order to navigate the complexities of diverse cultures of the Spanish Speaking World. etc.
Possible Themes:

- **Families and Communities - Contemporary Life - Science & Technology**
- **Aesthetics in Culture - Global Challenges - Identity: Personal & Public**

Pre-requisites: **Passage of Spanish 7-8 with a B or higher, and instructor's recommendations. This course is intended for 11th and 12th graders. Recommended proficiency level Intermediate high. Immersion students are recommended to take 7-8 before taking AP Spanish. This is a challenging but fun course to take, and students are recommended to keep practicing their Spanish over the summer to maintain fluency for the following year.** May be repeated: **No**

JAPANESE IMMERSION COURSES OFFERED AT GRANT:

JAPANESE DLI: Global Perspectives/ Japanese Insight Series

Department: **World Language**

Course Code: **1291JG** Credit: **1** Credit towards: **World Language Elective** Grade(s): **9**

Course Description: **This course, conducted in 100% Japanese, will provide students the opportunity to acquire skills necessary to move on to the advanced level. It focuses on sharpening students' reading, writing, speaking and listening skills, as well as expanding their vocabulary and grammatical understanding. Students in this course will explore a variety of topics related to Japanese culture. Practice for the AP Japanese Language and Culture exam is embedded in the curriculum for the students to build a strong foundation to take the exam in the following year.**

Prerequisite: **JDLI K-8 & Teacher Recommendation or Intermediate-Mid proficiency** May be repeated: **No**

JAPANESE DLI: AP Japanese Language and Culture

Department: **World Language**

Course Code: **1223AP** Credit: **1** Credit towards: **World Language Elective** Grade(s): **10**

Course Description: **Students in this course will explore and deepen their understanding of various aspects of Japanese culture by examining products and practices from multiple perspectives. The topics covered in class are common for the AP Japanese Language and Culture exam. Preparation for the AP exam is embedded in the curriculum, and students are encouraged to take the AP exam during the school year. Instruction is given in Japanese extensively to give opportunities for students to develop language proficiency. A variety of authentic media will be used along with textbooks (Adventures in Japanese and Dekiru!) during class time.**

Prerequisite: **C or above in JDLI freshmen course or Intermediate Mid proficiency** May be repeated: **No**

JAPANESE IMMERSION: Japanese Society

Department: **World Language**

Course Code: **1291JPA** Credit: **1** Credit towards: **World Language Elective** Grade(s): **11-12**

Course Description: **This course is offered to Junior and Senior students in the Japanese DLI Program, who have minimum proficiency of Intermediate-Mid on the ACTFL proficiency scale.**
In this course, students will explore and investigate a wide variety of social and cultural topics in Japan and the world. They will examine those topics from multiple perspectives and share their ideas in culturally appropriate manners, depending on the audience.

Prerequisite: **C or above in JDLI 9th/10th grade courses** May be repeated: **No**

HEALTH & PHYSICAL EDUCATION

To graduate from PPS all students are required to take 1 credit of Physical Education (PE) and 1 credit of Health.

9th Grade PE CREDIT OPTION

9th graders have the option to take a PE course their 9th grade year through Lifetime Fitness or Dance or defer their PE credit until 10th or 11th grade for a different course offering.

A Physical Education credit must be completed before 12th grade.

Lifetime Fitness 1-2

Department: **Physical Education**

Course Code: **2351** Credit: **1** Credit towards: **Physical Education** Grade(s): **9**

Course Description: **The goal of the Physical Education program is the development of a physically literate person. A person who has learned the skills and the understanding necessary to perform a variety of physical activities, can participate in regular fitness activities, and knows the benefits and values of physical activity for a lifetime.**

- **The mission of Portland Public Schools' Physical Education program is to: Impart the knowledge, values, and skills necessary to become lifelong learners and movers by practicing wellness habits and developing positive social skills through a variety of movement experiences.**
- **Create a physical education setting that encourages individual growth and supports diverse learning styles along with the development of critical thinking, problem solving, and effective group interactions amongst all students.**
- **Integrate other curricular areas within the physical education setting such as: oral/written communication, math, health, and science.**
- **Promote utilization of current exercise technology and educational opportunities.**
- **Encourage personal & family integration into the community to experience wellness benefits.**
- **Provide knowledge and skills that will empower students' independence.**

Prerequisite: **None** May be repeated: **No**

HEALTH & PHYSICAL EDUCATION (continued)

10th GRADE REQUIRED HEALTH

Health is a required course for 10th graders at Grant.

Health 1-2 Department: **Health**

Course Code: **1401** Credit: **1** Credit towards: **Health** Grade(s): **10-12**

Course Description: **The academic success of America's youth is strongly linked with their health. Health literacy is essential for preparing students to be healthy and productive members of our society. To prepare our students we must promote a skill-based learning model in which students will be able to develop, practice, and personalize the following essential health skills:**

- **Comprehends concepts related to health promotion and disease prevention to enhance health**
- **Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors**
- **Access valid information, products, and services to enhance health**
- **Use interpersonal communication skills to enhance health and avoid or reduce health risks**
- **Use decision making skills to enhance health**
- **Use goal-setting skills to enhance health**
- **Practice health enhancing behaviors and avoid or reduce health risks**
- **Advocate for personal, family, and community health**
- **Students in Health 1 will engage with all Health standards through the content areas of: Social, Emotional and Mental Health, Alcohol, Tobacco, and Other Drugs, Nutrition, and Comprehensive Sexuality Education.**

Students in Health 2 will engage with all Health standards through the content areas of: Risk Taking and Safety, Comprehensive Sexuality Education and Violence Prevention, Alcohol, Tobacco, and Other Drugs, and Social, Emotional, and Mental Health.

Prerequisite: **None** May be repeated: **No**

Strength and Conditioning

Department: **Physical Education**

Course Code: **2354** Credit: **1** Credit towards: **Elective; Physical Education** Grade(s): **10-12**

Course Description: **This introduction class is designed to teach students the fundamentals of physical fitness, strength training, and injury prevention. This course covers essential exercises, proper technique, and the basics of building a balanced workout program. Students will learn how to safely use gym equipment, develop strength, improve cardiovascular health, and enhance flexibility. The class emphasizes proper warm-up, cool-down, and recovery strategies, along with an introduction to nutrition and fitness principles. Ideal for students of all fitness levels, this class provides a solid foundation for lifelong health and fitness.**

Prerequisite: **None** May be repeated: **Yes**

Strength and Conditioning: Inclusive Focus

Department: **Physical Education**

Course Code: **23541IF** Credit: **1** Credit towards: **Elective; Physical Education** Grade(s): **10-12**

Course Description: **This isn't your typical weight class. The weight room can feel intimidating—filled with varsity athletes or a "bro culture" that makes it hard to get started. This course changes that. Students of all fitness levels will build strength, confidence, and solid technique in a supportive, judgment-free space. We focus on healthy movement, rejecting body-shaming and toxic fitness norms while developing lifelong strength and wellness skills. In this activity-based course, students learn the principles of weightlifting, plyometrics, agility training, and/or powerlifting. The course emphasizes the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students participate in assessments throughout the course.**

Prerequisite: **None** May be repeated: **Yes**

Strength and Conditioning: Advanced

Department: **Physical Education**

Course Code: **2364** Credit: **1** Credit towards: **Elective; Physical Education** Grade(s): **11-12**

Course Description: **This advanced class is designed for students with a strong foundation in fitness who want to take their performance to the next level. This course focuses on advanced training techniques, including Olympic lifting, powerlifting, plyometrics, and sport-specific conditioning. Students will learn how to optimize their strength, speed, agility, and endurance through structured programs and individualized training plans. Emphasis is placed on improving technique, increasing load capacity, and developing functional strength while maintaining proper form and injury prevention. This class also explores advanced concepts in nutrition, recovery, and mental preparation for peak performance. Ideal for athletes or students seeking to challenge themselves, this course prepares individuals for competitive sports, personal fitness goals, and future athletic training endeavors.**

Prerequisite: **Strength and Conditioning 1–2 or teacher approval** May be repeated: **Yes**

Mind and Body - Yoga

Department: **Physical Education**

Course Code: **2352** Credit: **1** Credit towards: **Elective; Physical Education** Grade(s): **10-12**

Course Description: **Students will embark on a holistic journey that integrates the principles of yoga into their daily lives. Through a combination of physical postures, breath control, meditation, and mindfulness exercises, participants will develop a deeper understanding of their bodies and minds. This course aims to promote physical, mental, and emotional well-being while providing a supportive and inclusive environment for students of all levels.**

Prerequisite: **None** May be repeated: **Yes**

Sports and Games

Department: **Physical Education**

Course Code: **2353** Credit: **1** Credit towards: **Elective; Physical Education** Grade(s): **10-12**

Course Description: **In this activity-based course, students focus on fitness, individual skill development, fair play, and team play. Team sports may include basketball, flag football, fleet ball, soccer, team handball, ultimate frisbee, and/or volleyball. Students participate in assessments throughout the course.**

Prerequisite: **None** May be repeated: **Yes**

HIGH SCHOOL SPECIAL EDUCATION PROGRAMS/SERVICES

The PPS Special Education Department assists students who have Individualized Education Plans (IEP). In PPS high schools, the services include improving skills in reading, writing, and math; emotional/social and behavioral growth; physical adaptation for motor impairments; and vocational education. A variety of settings are available for those students who have specialized instruction identified on their IEPs. These settings include general education classrooms with case manager support during Academic Support periods, Learning Center Classrooms, a Social-Emotional Skills Classroom, and Self-Contained Intensive Skills Classrooms. Special education personnel include school psychologists, teachers, paraeducators, speech-language pathologists, occupational and physical therapists, and work experience coordinators.

Academic Support

Department: **Special Education**

Course Code: **2802AD** Credit: **1** Credit towards: **Elective** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services. Assignments will be individualized to support the needs and goals established in each student's IEP.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

Academic Support with Social Emotional Learning

Department: **Special Education**

Course Code: **2808SL** Credit: **1** Credit towards: **Elective** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services in the areas of Reading, Writing, Math, Social Emotional, and/or Classroom Skills, and other SDI/Goal areas related to SEL.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

Neurodiversity and Self Advocacy

Department: **Special Education**

Course Code: **2806NSA** Credit: **1** Credit towards: **Elective** Grade(s): **9-12**

Course Description: **This course is designed for students who require specialized instruction in the Learning Center specific to self advocacy, self regulation, autism awareness, and executive functioning skills in order to gain independence in gen ed. Students in this class typically have an educational eligibility of Autism Spectrum Disorder, and primarily access general education for academics.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

HIGH SCHOOL SPECIAL EDUCATION PROGRAMS/SERVICES (continued)

Independent Living Skills

Department: **Special Education**

Course Code: **2805** Credit: **1** Credit towards: **Elective (modified diploma or certificate)** Grade(s): **9-12**

Course Description: **This course is designed for students who are working on functional life skills aligned with their IEP goals. The course focuses on promoting independence and preparing students for successful transitions to adulthood. Students will engage in personalized instruction and hands-on activities in areas such as personal care, household management, financial literacy, community navigation, self-advocacy, and social communication.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

Transition Skills

Department: **Special Education**

Course Code: **2807TS** Credit: **1** Credit towards: **Elective (modified diploma or Certificate)** Grade(s): **9-12**

Course Description: **This course is designed for students who are working on transition services aligned with their IEP goals. The course focuses on skills to prepare students for successful transitions from High School.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

Basic Health

Department: **Special Education**

Course Code: **SL56** Credit: **1** Credit towards: **Health (modified diploma or certificate)** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services with moderate to severe disabilities who participate in alternate assessments. The curriculum is aligned with the Extended Statewide Assessment and provides instruction tailored to the individual needs of students. Standards are adjusted in depth, breadth, and complexity to ensure accessibility while promoting meaningful engagement with scientific concepts. Students will explore foundational topics in Health.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

HIGH SCHOOL SPECIAL EDUCATION PROGRAMS/SERVICES (continued)

Basic Language Arts

Department: **Special Education**

Course Code: **SL50LA** Credit: **1** Credit towards: **ELA (modified diploma or certificate)** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services with moderate to severe disabilities who participate in alternate assessments. The curriculum is aligned with the Extended Statewide Assessment and provides instruction tailored to the individual needs of students. Standards are adjusted in depth, breadth, and complexity to ensure accessibility while promoting meaningful engagement with language arts concepts. Students will develop skills in reading, writing, listening, and speaking through differentiated instruction that aligns with their personalized education goals.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

Basic Math

Department: **Special Education**

Course Code: **SL51** Credit: **1** Credit towards: **Math (modified diploma or certificate)** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services with moderate to severe disabilities who participate in alternate assessments. The curriculum is aligned with the Extended Statewide Assessment and provides instruction tailored to the individual needs of students. Standards are adjusted in depth, breadth, and complexity to ensure accessibility while promoting meaningful engagement with mathematical concepts. Students will develop skills in problem-solving, number sense, and mathematical reasoning through differentiated and supportive instruction aligned with their personalized education goals.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

Basic Science

Department: **Special Education**

Course Code: **SL53LS** Credit: **1** Credit towards: **Science (modified diploma or certificate)** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services with moderate to severe disabilities who participate in alternate assessments. The curriculum is aligned with the Extended Statewide Assessment and provides instruction tailored to the individual needs of students. Standards are adjusted in depth, breadth, and complexity to ensure accessibility while promoting meaningful engagement with scientific concepts. Students will explore foundational topics in life, earth, and physical sciences through differentiated and supportive instruction, fostering curiosity, critical thinking, and a deeper understanding of the world around them.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

HIGH SCHOOL SPECIAL EDUCATION PROGRAMS/SERVICES (continued)

Basic Social Science

Department: **Special Education**

Course Code: **SL52LS** Credit: **1** Credit towards: **Social Studies (modified diploma)** Grade(s): **9-12**

Course Description: **This course is designed for students receiving special education services with moderate to severe disabilities who participate in alternate assessments. The curriculum is aligned with the Extended Statewide Assessment and provides instruction tailored to the individual needs of students. Standards are adjusted in depth, breadth, and complexity to ensure accessibility while promoting meaningful engagement with social science concepts. Students will explore foundational topics in history, geography, civics, and economics through differentiated and supportive instruction, fostering an understanding of their community, culture, and the world around them.**

Prerequisite: **Individualized Education Plan** May be repeated: **Yes**

CTE ELECTIVES (CTE Pathways in alphabetical order)

AUDIO ENGINEERING CTE

Beginning Audio Engineering

Department: **Audio Engineering CTE**

Course Code: **1149EP** Credit: **1** Credit towards: **Elective; CTE Audio Engineering** Grade(s): **9-12**

Course Description: **An introduction to the world of creating sound in the analog, digital, and live world. Students will become familiar with technical musical/audio vocabulary and learn the practical skills necessary to work with audio equipment. The class will explore the different methods and techniques used for home recording systems and up to professional studios in the greater Portland area. Students will develop skills such as tracking, mixing and mastering as well as microphone placement and acoustics. Students will also be responsible for designing, producing and working all major concerts, plays and assemblies throughout the school year. Career opportunities may be possible through potential partnerships with local recording studios and professional sound engineers.**

Prerequisite: **None** Presentation Link: **Audio** May be repeated: **No**

Advanced Audio Engineering

Department: **Audio Engineering CTE**

Course Code: **1149EPC** Credit: **1** Credit towards: **Elective; CTE Audio Engineering** Grade(s): **10-12**

Course Description: **This year-long course is intended for audio engineering students who would like to continue to pursue the art of audio. The course will provide an atmosphere for the dedicated student to hone their craft by developing independent projects, leading audio support for Grant High School, and working with community organizations. Students will continue to develop skills in live sound, recording, editing, mixing, mastering, and sound design. We will also focus on concepts of digital signal processing and have an introduction to electronic music composition in Max/MSP. Intermediate/Advanced students will be expected to create an online portfolio of work during the year. Since recording and audio composition projects are often time consuming, students should be prepared to take on extracurricular work. Career-building opportunities may be possible through potential partnerships with local studios and professional sound engineers in the Portland Metro Area.**

Prerequisite: **Beginning Audio Engineering** Presentation Link: **Audio** May be repeated: **Yes**

AUDIO ENGINEERING CTE (continued)

Audio Engineering Practicum

Department: **Audio Engineering CTE**

Course Code: **1149EPD** Credit: **1** Credit towards: **Elective; CTE Audio Engineering** Grade(s): **11-12**

Course Description: **Have you excelled in Audio Engineering? Do you want to work on an individual audio project? Put your skills into practice for a full year or semester long project! Examples might include but are not limited to: producing a series of podcasts, heading the audio crew for a major Grant production, recording a full length album of original music, building a vintage tube guitar amplifier, doing a school wide audiology test, producing a mixed tape, interning for a local recording studio, etc. Students will have the freedom to develop a project that speaks to their interests and challenges their skill sets. By the third week of the class, students will present a plan for an audio-based project to be implemented and carried out under the supervision and guidance of the teacher and a project mentor.**

Prerequisite: **Beginning Audio, Advanced Audio, and Studio Sessions, or by teacher approval**
Presentation Link: **Audio** May be repeated: **Yes**

Studio Sessions

Department: **Audio Engineering CTE**

Course Code: **1129SC** Credit: **1** Credit towards: **Elective; CTE Audio Engineering** Grade(s): **10-12**

Course Description: **Do you play an instrument and want to learn to record? Are you interested in the process of creating professional recordings? Studio Sessions is the class for you! Learn to write, record, produce, and release music for solo, small group, and band settings. This class is open to audio engineers, producers, singers, and instrumentalists—come be a part of a collaborative team! You will release your music and perform live at the annual Audio Showcase in the Spring.**

Prerequisite: **Any of the following: Beginning Audio Engineering and/or Proficiency on an instrument/voice**
Presentation Link: **Audio** May be repeated: **Yes**

BUSINESS MANAGEMENT CTE

Intro to Business Management and Accounting

Department: **Business Management CTE**

Course Code: **0224BM1** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **9-12**

Course Description: **All students are welcome in this introductory level year-long Career and Technical Education (CTE) course, which is part of the Business Management Pathway. It provides students with foundational knowledge of how businesses are created, operated, and financially managed. In the first semester, students explore the functions of money and its relationship to business, how businesses function in the economy, and how financial principles drive operations, including technological tools and their impacts. In the second semester, students transition into accounting concepts and apply them to a sole proprietorship, learning how businesses track financial data and make informed decisions.**

Prerequisite: **None** Presentation Link: **Accounting** May be repeated: **No**

BUSINESS MANAGEMENT CTE (continued)

Advanced Accounting/Spreadsheets

Department: **Business Management CTE**

Course Code: **0207SB** Credit: **1** Credit towards:**Elective, CTE Business Management** Grade(s): **10-12**

Course Description: **This Advanced Accounting and Finance course offers two distinct pathways—Accounting or Finance and Stock Market—allowing students to select a focus for specialized learning while earning Career and Technical Education (CTE) credit within the Business Management Pathway.**
In the Accounting pathway, students develop essential computer skills for advanced accounting procedures, including managing the general ledger, accounts payable, and payroll systems within a merchandising business organized as a corporation. Through Cengage Aplia General Journal Online Working Papers, students gain hands-on experience in data analysis and strategic business decision-making.
The Finance and Stock Market pathway emphasizes portfolio management and stock market analysis, giving students an in-depth understanding of investment principles, financial markets, and portfolio-building strategies. This pathway also covers business ethics and the role of accounting in promoting sustainability.
Both pathways expose students to advanced topics, such as the impact of Private and Public Financing on communities through Urban Planning. These topics are reinforced with interactive in-class activities, field trips, and collaborations with local business partners, creating a dynamic learning experience. This course equips students with the skills needed for entry-level positions in finance or accounting and provides a strong foundation for further education at the post-secondary level.

Prerequisite: **Accounting and Personal Finance or Intro to Business Management and Accounting**
May be repeated: **No**

Marketing and Entrepreneurship

Department: **Business Management CTE**

Course Code: **0224ME** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **9-12**

Course Description: **Get ready for the ultimate challenge: launching your own small business at the GHS Entrepreneur Trade Show! In this class you will bring your original business idea to life, run your own business, work with real customers, and see what it really takes to succeed. To get ready for this exciting project, you'll take part in a fast-paced, hands-on course that dives into the world of marketing and entrepreneurship. Throughout the year, you'll explore how products are designed, how brands are built, and how pricing, promotions, distribution, and digital marketing work. You'll then take what you've learned and create your own business idea, refine it and build a professional business plan to guide your end of the year business venture. Along the way, you'll also develop important skills like teamwork, problem-solving, and communication skills that will help you in school, work, and life**

Prerequisite: **None** Presentation Link: **Marketing** May be repeated: **No**

BUSINESS MANAGEMENT CTE (continued)

Sports and Entertainment Marketing

Department: **Business Management CTE**

Course Code: **0226SM** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **10-12**

Course Description: **This course is designed to teach students to apply marketing concepts as they relate to the sports and entertainment field. This growing multi-billion dollar industry has emerged as one of the leading occupational areas of the 21st century. This course will give students an overview of the industry, information about career opportunities and hands on experience implementing marketing concepts and strategies. Students who are interested in studying sports and entertainment marketing in college and pursuing a career in this field are encouraged to take this course. Emphasis is placed on the following principles as they apply to the industry: branding, sponsorship, promotion, licensing and naming rights, on-site merchandising, public relations, safety and security. The class will utilize guest speakers, field trips and team projects throughout the year. The class is a group-oriented class and requires a student to be an active member in class discussions and activities.**

Prerequisite: **Marketing and Entrepreneurship Application: Here**

Presentation Link: **Sports Marketing** May be repeated: **No**

Student Store Internship

Department: **Business Management CTE**

Course Code: **0224SS** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **10-12**

Course Description: **In this Career and Technical Education (CTE) course, students manage and operate the Grant Generals Student Store, including its online component. Responsibilities include overseeing daily operations, maintaining profitability, and applying concepts learned in previous marketing, graphic design, and accounting courses in the Business Pathway. The experience balances fun with professional responsibility as students complete assignments related to Career Professionalism and their assigned store roles. This internship develops practical business, marketing, and leadership skills while promoting teamwork and school spirit. By the end of the course, students will be prepared for future careers in business, marketing, operations, or retail management.**

Prerequisite: **A grade of "B" or better in any Business CTE course and instructor approval** Application Here

Presentation Link: **Student Store** May be repeated: **Yes**

BUSINESS MANAGEMENT CTE (continued)

Graphic Design: Foundations 1-2

Department: **Business Management CTE**

Course Code: **1824GA** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **9-12**

Course Description: **Ready to design like a pro? In this intro course, you'll dive into the world of graphic design through the lens of real businesses and brands. You'll learn how the elements of design (line, shape, color, texture, space, and typography) and principles of design (balance, contrast, emphasis, movement, unity, and rhythm) work together to communicate ideas and then use those skills to create eye-catching logos, maps, posters, album covers, and more. You'll get hands-on with Adobe Photoshop, Illustrator, and InDesign, plus beginner-friendly AI tools that help you brainstorm, experiment, and bring your ideas to life faster than ever. Because this is a CTE course, you'll also get a taste of the professional design world through field trips, industry guest speakers, and real visual problem-solving challenges. By the end, you won't just understand design, you'll think like a designer.**

Prerequisite: **Graphic Design 1-2** Presentation Link: **Graphic Design** May be repeated: **No**

Graphic Design: Intermediate 3-4

Department: **Business Management CTE**

Course Code: **1824GB** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **10-12**

Course Description: **In this project-based course, you'll level up from student to real designer. You'll take on actual clients, manage deadlines, and create polished design work that people will actually use. You'll strengthen your understanding of the elements and principles of design while applying them to professional-level projects. Each quarter you'll face a new design challenge, branding a business, creating packaging, designing multi-page publications, and more all while sharpening your problem-solving skills and creative thinking. As a CTE course, you'll also get behind-the-scenes business experiences through field trips, industry guests, and real-world design opportunities. By the end, you'll walk away with a stronger portfolio, sharper skills, and the confidence of someone who knows how to work like a designer.**

Prerequisite: **Graphic Design: Foundations 1-2** Presentation Link: **Graphic Design**
May be repeated: **No**

BUSINESS MANAGEMENT CTE (continued)

Graphic Design: Advanced 5-6

Department: **Business Management CTE**

Course Code: **1824GC** Credit: **1** Credit towards: **Elective; CTE Business Management** Grade(s): **10-12**

Course Description: **Take the lead on your own creative journey! In this self-directed course, you'll design projects that match your personal interests and career goals, turning your ideas into portfolio-ready work. You'll apply the elements and principles of design to craft professional, well-rounded pieces that show off your skills, creativity, and versatility. Each project begins with a proposal that maps out your inspiration, plan, and process, then you bring it to life with your own style and vision. Grades reflect your effort, craft, and ability to meet deadlines, just like in the real design world. Plus, as a CTE course, you'll gain business insights through field trips, guest speakers, and opportunities to see how professional designers tackle real-world projects. By the end, you'll have a portfolio that's truly all you.**

Prerequisite: **Graphic Design: Intermediate 3-4** Presentation Link: **Graphic Design**
May be repeated: **No**

COMPUTER SCIENCE CTE

Computer Science 1-2

Department: **Computer Science CTE**

Course Code: **0397A** Credit: **1** Credit towards: **Elective, CTE Computer Science** Grade(s): **9-12**

Course Description: **Have you ever used an app, played a game, or been on a website and asked yourself, "I wonder how they made this?" This course is your first step towards answering that question. This is a hands-on, project-based course that focuses on the skills that people need to become good programmers. Over the course of the year we will learn fundamental programming principles through the programming of websites, games, interactive stories, robots, and more, while also learning important skills such as problem solving, research, and algorithm development. Students do not need any prior programming experience to be successful in this course. This course satisfies the introductory class requirement for the Computer Science CTE pathway.**

Prerequisite: **None** May be repeated: **No**

COMPUTER SCIENCE CTE (continued)

AP Computer Science Principles (Alternative 1-2)

Department: **Computer Science CTE**

Course Code: **0327APP** Credit: **1** Credit towards: **AP Elective, CTE Computer Science** Grade(s): **9-12**

Course Description: **AP Computer Science Principles is a class that runs parallel to Computer Science 1-2. It allows students the opportunity to earn college credit upon the completion of the AP exam and performance tasks (create and explore tasks). The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course satisfies the introductory class requirement for the Computer Science CTE pathway. Note: For 9th graders - given the nature of the class curriculum, the ability to work independently is necessary.**

Prerequisite: **None** May be repeated: **No**

AP Computer Science A (3-4 in the series)

Department: **Computer Science CTE**

Course Code: **0327AP** Credit: **1** Credit towards: **AP Elective, CTE Computer Science** Grade(s): **10-12**

Course Description: **This is a rigorous, fast-paced course in which students learn to program in Java, which is not only the basis for the AP Computer Science A exam, but is also the programming language that was used to create Minecraft, the vast majority of Android apps, and even control the original Mars rover! Over the course of the year we will cover a variety of topics, including method design, control structures, loops, objects, and recursion, and we'll continue to develop the problem-solving skills every programmer needs. By the end of the year students will be prepared for the AP exam and also ready to write complex software of their own.**

Prerequisite: **Algebra 1-2 and Computer Science 1-2 or AP Computer Science Principles. If prerequisites are not met, you must get instructor approval** May be repeated: **No**

COMPUTER SCIENCE CTE (continued)

Computer Science 5-6

Department: **Computer Science CTE**

Course Code: **0397C** Credit: **1** Credit towards: **Elective, CTE Computer Science** Grade(s): **10-12**

Course Description:**Have you ever had an idea for a game or app? Computer Science 5-6 can make it happen! This is a collaborative, project-based, hands-on course in which students will work in small groups to shepherd an app or game from a simple idea to a functional product. Each group will choose from a variety of software platforms, including Android, Unity, LibGDX, Unreal Engine, OpenGL, and more to make their idea a reality. Students will learn how to use a variety of industry-standard tools and also learn the software development and project management principles necessary to manage a large software project.**

Prerequisite: **AP Computer Science A (or Java Programming)** May be repeated: **No**

Computer Science 7-8

Department: **Computer Science CTE**

Course Code: **0397D** Credit: **1** Credit towards: **Elective; CTE Computer Science** Grade(s): **11-12**

Course Description: **This course will allow students to apply everything they've learned in the previous computer science courses to build an advanced piece of software in a small team using the programming language of their choice. There are a wide range of potential topics of investigation: 3D gaming, virtual reality, app development, and artificial intelligence are just some of the areas that can be explored. Students will also be encouraged to take part in several local and statewide programming competitions.**

Prerequisite: **Computer Science 5-6** May be repeated: **Yes**

CONSTRUCTION CTE

Woodworking 1-2

Department: **Construction CTE**

Course Code: **0417A** Credit: **1** Credit towards: **Elective; CTE Construction** Grade(s): **9-12**

Course Description: **This is an introductory Career Technical Education (CTE) course. This class introduces students to the amazing possibilities of making things from wood. Through a series of increasingly complex projects, students will learn the properties of wood; safe and proper use of hand tools, power tools, and machinery; techniques for finishing wood projects; and how to create an excellent project from raw materials. Focus will primarily be on small wood projects such as boxes and small furniture. Additionally students will be introduced to the basics of carpentry, construction, and the building trades. The goal of this class is for students to be able to design, create, and build projects to fulfill individual and community needs as we explore the joy of working with our hands.**

Prerequisite: **None** May be repeated: **No**

Woodworking 3-4

Department: **Construction CTE**

Course Code: **0417B** Credit: **1** Credit towards: **Elective; CTE Construction** Grade(s): **10-12**

Course Description: **This is the second year course in the CTE Pathway. Take your woodworking to the next level! Continue to explore the trades. This class focuses on more advanced woodworking and construction techniques: Joinery for furniture, cabinet making techniques, framing and finishing small structures. Students are expected to use their skills and knowledge to build according to plans, and to design, build, and problem solve new projects.**

Prerequisite: **Woodworking 1-2** May be repeated: **No**

Woodworking 5-6

Department: **Construction CTE**

Course Code: **0417C** Credit: **1** Credit towards: **Elective; CTE Construction** Grade(s): **11-12**

Course Description: **This is the third course in the CTE Pathway. Students will work with increased independence on various projects. Focus on leadership, professionalism, skill building, construction knowledge, and woodworking processes. Advanced students will develop skills to produce professional level work. This will include furniture, cabinetry, and construction projects, plan reading, and building to code. Advanced woodworking students are expected to model the motto "Carpenters Build Communities" and will be leaders in our woodshop.**

Prerequisite: **Woodworking 3-4** May be repeated: **No**

Advanced Wood Projects

Department: **Construction CTE**

Course Code: **0417WP** Credit: **1** Credit towards: **Elective; CTE Construction** Grade(s): **11-12**

Course Description: **Have you excelled in Woodworking and Construction? Do you want to work on an individual building project? Put your skills into practice for a full year or semester long project! Examples might include but are not limited to: A chest of drawers, a chair, or other complex woodworking project, a deeper dive into construction systems, a larger building project, community service projects, an internship with a local builder, etc. Students will have the freedom to develop a project that speaks to their interests and challenges their skill sets. By the third week of the class, students will present a plan for a woodworking or construction based project to be implemented and carried out under the supervision and guidance of the teacher and a project mentor.**

Prerequisite: **Woodworking 5-6** May be repeated: **Yes**

DIGITAL MEDIA CTE

Screen Printing: Beginning 1-2

Department: **Digital Media CTE**

Course Code: **1213** Credit: **1** Credit towards: **Elective; CTE Digital Media** Grade(s): **9-12**

Course Description: **Students build on art and design skills to further develop their personal style. They learn to screen print on T-shirts, posters, patches, and more. Students create works using various prompts and techniques including hand-cut stencils, photo emulsion, stenciling, and digital design.**

Prerequisite: **None** Presentation Link: **Screen Printing** May be repeated: **No**

Screen Printing: Intermediate 3-4

Department: **Digital Media CTE**

Course Code: **1214** Credit: **1** Credit towards: **Elective; CTE Digital Media** Grade(s): **10-12**

Course Description: **Building off of concepts and techniques from Screen Printing 1-2, students will refine design and print skills for creative expression and problem solving. Students will broaden their design and print skills with workshops in the Adobe Suite and explorations into 3D forms such as flat pack toys, installation, and small sewing projects. As a collective, students will design for projects outside of class such as pop-up installations and community-based prompts.**

Prerequisite: **Screen Printing: Beginning 1-2** Presentation Link: **Screen Printing** May be repeated: **No**

DIGITAL MEDIA CTE (continued)

Screen Printing: Advanced 5-6

Department: **Digital Media CTE**

Course Code: **1215** Credit: **1** Credit towards: **Elective; CTE Digital Media** Grade(s): **10-12**

Course Description: **Building off of concepts and techniques from Screen Printing 1-2, and 3-4 students will refine design and print skills for creative expression and problem solving. Students will broaden their design and print skills with workshops in the Adobe Suite and explorations into 3D forms such as flat pack toys, installation, and small sewing projects. As a collective, students will design for projects outside of class such as pop-up installations and community-based prompts.**

Prerequisite: **Screen Printing: Intermediate 3-4** Presentation Link: **Screen Printing** May be repeated: **No**

DESIGN & APPLIED ARTS CTE

Art of Product Design 1-2

Department: **Design & Applied Arts CTE - Visual Arts**

Course Code: **1199** Credit: **1** Credit towards: **Elective, CTE Design & Applied Arts** Grade(s): **9-12**

Course Description: **This project-based course explores form, function, & design. We will use a variety of materials and techniques such as: small metals & jewelry, weaving, sewing machines, mixed media prototypes, and paper mache. Students will learn about a broad range of design-related careers and gain an understanding of the impact and influence craft and design can have on the world. Students will create prototypes or sketches as well as a final product for each design challenge. As a CTE course we will incorporate career-related experiences in the form of field trips and visitors from industry.**

Prerequisite: **None** May be repeated: **No**

DESIGN & APPLIED ARTS CTE (continued)

Art of Product Design 3-4

Department: **Design & Applied Arts CTE - Visual Arts**

Course Code: **1200** Credit: **1** Credit towards: **Elective, CTE Design & Applied Arts** Grade(s): **10-12**

Course Description: **A continuation of the 1-2 curriculum gives students the opportunity to delve deeper into the world of design and their personal aesthetics. In this course we will explore textiles, fine metals/jewelry design, brand identity, and an assortment of other media. Class sessions are primarily workshop based and include hands-on activities, group discussion, demonstrations, and slide-presentations to reinforce the key ideas. This course prepares students to study Visual Arts, Product Design and Industrial Design at the college level, as well as preparing students for careers in the trades. We will meet with local designers and visit a variety of local production facilities to learn about their process and products. Each unit of study is presented with specific criteria in technical skills, design and compositional requirements, and content exploration.**

Prerequisite: **Art of Product Design 1-2** May be repeated: **No**

Ceramics: Beginning 1-2

Department: **Design & Applied Arts CTE**

Course Code: **1192** Credit: **1** Credit towards:: **Fine Arts; CTE Design & Applied Arts** Grade(s): **9-12**

Course Description: **Ceramics: Beginning 1-2 is a year-long introductory course to clay and the ceramic process. In this class, students learn handbuilding techniques for constructing functional and sculptural forms out of clay and surface finishing techniques using stains, glazes, and other media. We also learn how to study three-dimensional forms through the elements of art and principles of design. Sketchbooks are issued to every student, so writing, sketching, and designing is frequently exercised. There is also a strong emphasis on studio practice which is the way in which we navigate and operate in the studio on a daily basis. For example, we practice how to use equipment, tools, and materials, aid in the procedures of recycling clay and firing kilns, and maintain a clean, safe, and healthy environment. In the second semester, students are introduced to the wheel throwing process, though no completed projects are required. Otherwise, credit is earned through an equal combination of completed projects, studio skills, and daily practice. Most work is accomplished in class, so regular attendance and time management are essential.**

Prerequisite: **None** Presentation Link: **Ceramics - Foundations** May be repeated: **No**

DESIGN & APPLIED ARTS CTE (continued)

Ceramics: Intermediate 3-4 — PCC Dual-Credit — Department: **Design & Applied Arts CTE**

Course Code: **1193** Credit: **1** Credit towards: **Fine Arts; CTE Design & Applied Arts** Grade(s):**10-12**

Course Description: **This course builds on the skills and concepts introduced in Ceramics & Sculpture: Foundations and is designed for those motivated students who have a strong interest in Ceramics. We will explore the history, culture, and current artistic concerns of the Ceramic arts at a higher level. Students will problem solve in concept development, time management, and execution of work with an emphasis on complex design problems. Students will use their sketchbooks for exploration of ideas, warm ups, and vocabulary. Student evaluation is based on sketchbook work as well as completion and understanding of assignments and major projects. Written self-reflections based on rubrics, and studio maintenance are also key components of the class. Time management is essential in this course. Students should be willing to work outside of class time on their projects.**

This course allows students to associate their learning to career pathways in the 3D arts realm. Students' career exploration will develop through visiting professionals and gallery and business tours geared toward the application of the 3D arts.

Prerequisite: **Ceramics: Beginning 1-2** Presentation Link: **Ceramics Intermediate**
May be repeated: **No** Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

Ceramics: Advanced 5-6 — Department: **Design & Applied Arts CTE**

Course Code: **1194** Credit: **1** Credit towards: **Fine Arts; CTE Design & Applied Arts** Grade(s):**11-12**

Course Description: **This advanced course builds on the skills and concepts introduced in Ceramics: Intermediate and is designed for those highly motivated students who have a strong interest in Ceramics. We will explore the history, culture, and current artistic concerns of the Ceramic arts at a higher level. Students will problem solve in concept development, time management, and execution of work with an emphasis on complex design problems. Students will use their sketchbooks for exploration of ideas, warm ups, and vocabulary. Student evaluation is based on sketchbook work as well as completion and understanding of assignments and major projects. Time management, self-motivation, and excellent work habits are key components to being successful in this class. Students should have the ability to maturely work independently and cooperatively with others in a studio environment.**
This course allows students to associate their learning to career pathways in the 3D arts realm. Students' career exploration will develop through visiting professionals, and gallery and business tours geared toward the application of the 3D arts.

Prerequisite: **Ceramics: Intermediate** Presentation Link: **Ceramics - Adv** May be repeated: **Yes**

DESIGN & APPLIED ARTS CTE (continued)

AP 2D Art and Design

Department: **Design & Applied Arts CTE - Visual Arts**

Course Code: **1185** Credit: **1** Credit towards: **Elective, CTE Design & Applied Arts** Grade(s): **11-12**

Course Description: **The AP 2D Art & Design course offers the serious art student a rigorous and focused year developing a cohesive 2D portfolio. Students in this college-level art/CTE course will explore a variety of advanced concepts in 2D Design. The work may include but is not limited to painting, graphic design, photography, collage, fabric design, weaving, digital imaging, fashion design, illustration, drawing, and printmaking.**
Students will create a body of artwork that demonstrates an in-depth investigation of a particular visual theme of their choice. This includes sketchbook work that shows evidence of idea development, practice, experimentation, and a series of resolved, finished artworks. Students select the materials of their choice and compose an artist statement explaining their investigation topic and creative process. Portfolios produced in this course will be submitted to the College Board for AP evaluation and potential college credit. This course requires additional independent work time outside of class and it is recommended that students enroll in an additional art class outside of this class to support their work.

Prerequisite: **Portfolio review required - 2 consecutive classes in the same art media. After forecasting, instructor will email with portfolio review sign up information.** Presentation Link: **AP Art and Design**
May be repeated: **Yes**

AP 3D Art and Design

Department: **Design & Applied Arts CTE - Visual Arts**

Course Code: **1191** Credit: **1** Credit towards: **Elective, CTE Design & Applied Arts** Grade(s): **11-12**

Course Description: **The AP 3D Design course offers the serious art student a rigorous and focused year developing a cohesive 3D portfolio. Students in this college-level art course will explore a variety of advanced concepts in 3D Design. The work may include but is not limited to ceramics, metal work, woodwork, mixed media, found object, figurative sculpture, architectural models, fiber arts, fashion design, jewelry, 3D modeling, and body adornment.**
Students will create a body of artwork that demonstrates an in-depth investigation of a particular visual theme of their choice. This includes sketchbook work that shows evidence of idea development, practice, experimentation, and a series of resolved, finished artworks. Students select the materials of their choice and compose an artist statement explaining their investigation topic and creative process. Portfolios produced in this course will be submitted to the College Board for AP evaluation and potential college credit. This course requires additional independent work time outside of class and it is recommended that students enroll in an additional art class outside of this class to support their work.

Prerequisite:**Portfolio review required - 2 consecutive classes in the same art media. After forecasting, instructor will email with portfolio review sign up information.** Presentation Link: **AP Art and Design**
May be repeated: **Yes**

ENGINEERING CTE

Introduction to Engineering 1-2

Department: **Engineering CTE**

Course Code: **1695A** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **9-12**

Course Description: **Do you like to design with 3D modeling software and make things by hand and with 3D printers and laser cutters? Do you like choosing your own projects or participating in design and building challenges with your peers? In this hands-on, project-based class you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), electronics, digital fabrication (3D printing & laser cutting), and many others.**

Prerequisite: **None** Presentation Link: **Engineering** May be repeated: **No**

Engineering 3-4

Department: **Engineering CTE**

Course Code: **1695B** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **10-12**

Course Description: **This course extends upon the digital design and fabrication project work from "Intro to Engineering 1-2." In this course, students work in small teams on longer timeline projects that require more advanced design and fabrication tools. As with the introductory class, you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), digital fabrication (3D printing & laser cutting).**

Prerequisite: **Intro to Engineering 1-2** Presentation Link: **Engineering** May be repeated: **No**

Engineering 5-6

Department: **Engineering CTE**

Course Code: **1695C** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **10-12**

Course Description: **This course further extends upon the digital design and fabrication project work from "Engineering 3-4." In this course, students work in small teams on longer timeline projects that require more advanced design and fabrication tools. As with the intermediate class, you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), digital fabrication (3D printing & laser cutting), and additionally, the CNC router and milling machine.**

Prerequisite: **Engineering 3-4** Presentation Link: **Engineering** May be repeated: **Yes**

ENGINEERING CTE (continued)

Robotics 1-2

Department: **Engineering CTE**

Course Code: **1626RA** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **9-12**

Course Description: **Do you want to design, build, and program robots that perform a wide variety of tasks as well as compete in class challenges? In this project-based course, you will build and program self-driving robots and remote-controlled robots. Previous programming experience is helpful but not required.**

Prerequisite: **None** Presentation Link: **Robotics** May be repeated: **No**

Robotics 3-4

Department: **Engineering CTE**

Course Code: **1626RB** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **10-12**

Course Description: **This course helps students transition from working on smaller robots in the introductory course to our full size competition robots. Students interested in this course should consider joining the after school robotics competition team. Students will learn (and teach) about robot design, construction, and programming, and also the project management, marketing, fundraising, and community outreach required for successful participation in the FIRST Robotics Competition (FRC).**

Prerequisite: **Robotics 1-2** Presentation Link: **Robotics** May be repeated: **No**

Robotics: Advanced

Department: **Engineering CTE**

Course Code: **1627RT** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **11-12**

Course Description: **This course is for students who want to support the Grant High School robotics team in technical and non-technical roles. Students will learn (and teach) about robot design, construction, and programming. They will also learn project management, marketing, fundraising, and community outreach required for successful participation in the FIRST Robotics Competition (FRC). In January and February, students will build the FRC robot; this will require after school and weekend meetings in addition to class time. After the competition, students will continue to build their skills in preparation for the next year's competition. (Note that students who don't take this class can still be members of the team by attending the after school and weekend meetings.)**

Prerequisite: **Robotics 3-4 (or by instructor approval)** Presentation Link: **Robotics** May be repeated: **Yes**

ENGINEERING CTE (continued)

Unified Robotics 1-2

Department: **Engineering CTE**

Course Code: **1626** Credit: **1** Credit towards: **Elective; CTE Engineering** Grade(s): **9-12**

Course Description: **Are you interested in learning the very basics of robotics with partners with exceptional needs? Do you want to design, build, and program robots that perform a wide variety of tasks as well as compete in class challenges? In this project-based course, you will build and program self-driving robots and remote-controlled robots. Previous programming experience is helpful but not required. Throughout the course, students will engage in practical challenges and fun games that require creativity, critical thinking, and collaboration. Partners will learn and teach very simple block programming to their peers to make their robots interact with their environment.**
Depending on ISC student enrollment and availability of paraprofessionals, this class may occur at the same time as another level of robotics (1-2, 3-4 or Advanced)

Prerequisite: **None** Presentation Link: **Robotics** May be repeated: **Yes**

HEALTH SCIENCE CTE

Anatomy & Physiology 1-2: College

OIT Dual-Credit Department: **Health Science CTE**

Course Code: **1713** Credit: **1** Credit towards: **Elective: Health Science CTE** Grade(s): **10-12**

Course Description: **This Dual Credit course will include the study of the human body, its structure, and functions. In the first semester, students will study introductory anatomy, tissues, the integumentary, skeletal, and muscular systems. In the second semester, students will study nervous, cardiovascular, respiratory, reproductive, urinary, and digestive systems. Students will be able to utilize the Visible Body online courseware and receive 5 apps that are theirs to keep on their personal device. It is valuable for students interested in medical or health science related careers. Laboratory experiences will include microscopy, animal dissection, sculpting/modeling, physiological exercises, and computer based exercises. This course is offered as a Dual Credit class in partnership with Oregon Tech. $100 or Tuition Waiver**

Prerequisite: **Chem or Prin of Bio** Presentation Link: **Anatomy** May be repeated: **No** Dual Credit: **Yes**

Principles of Biomedical Science

PCC Dual-Credit Department: **Health Science CTE**

Course Code: **1502** Credit: **1** Credit towards: **Elective; CTE Health Science** Grade(s): **9-12**

Course Description: **This Dual Credit course provides guided exposure to a variety of health careers and occupations and will cover important issues in healthcare. Students will experience how biology, chemistry, and physics are used by medical and health professionals. Students will participate in real-life simulations and role-play exercises with peers and medical experts. Students will also research the academic and people skills needed to pursue medical research, nursing, nutrition, radiology, pharmaceutical fields, dentistry, sports medicine, anesthesiology, physical therapy, kinesiology, chiropractic, and other health-related fields. This is offered as a Dual Credit class in partnership with PCC.**

Prerequisite: **None** Presentation Link: **Science** May be repeated: **No** Dual Credit: PCC- **Yes**

HEALTH SCIENCE CTE (continued)

Exercise Science and Human Performance

Department: **Health Science CTE**

Course Code: **1420** Credit: **1** Credit towards: **Elective; CTE Health Science** Grade(s): **9-12**

Course Description: **Exercise Science and Human Performance is a hands-on course focused on how the human body moves and how strength, performance, and overall health can be improved. This course is ideal for athletes, students interested in health sciences, and any student looking to deepen their understanding of the human body and its capabilities. Students learn how muscles, bones, and joints work together, how exercise affects the body, and how nutrition supports physical performance. Through labs, activities, and real-world case studies, students practice assessing movement, preventing injuries, and designing exercise plans that support healthy and efficient movement. This course is part of the Health Sciences CTE pathway and builds practical skills that support future coursework, careers, and lifelong fitness.**

Prerequisite: **None** May be repeated: **No**

Medical Interventions

PCC Dual-Credit Department: **Health Science CTE**

Course Code: **1502E** Credit: **1** Credit towards: **Elective; CTE Health Science** Grade(s): **11-12**

Course Description: **Students will investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. This course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to a wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. This course is offered as a Dual Credit class in partnership with Portland Community College.**

Prerequisite: **Biomedical** Presentation Link: **Medical** May be repeated: **No** Dual Credit: PCC- **Yes**

HOSPITALITY & CULINARY CTE

Culinary Arts 1-2

Department: **Hospitality/Culinary CTE**

Course Code: **2912CA** Credit: **1** Credit towards: **Elective; CTE Hospitality/Culinary** Grade(s): **10-11**

Course Description: **Students will be introduced to the world of restaurants and careers in the Culinary Arts. Students will spend nine weeks learning about safety, sanitation, knives, knife skills, and students will earn their food handlers card. Once students are qualified to enter the kitchen, they will learn basic food skills and preparation. Subjects include: Soups and Stocks, Quick Breads and Yeast Breads, Plating and Presentation, Fruits and Vegetables, Salads and Starters. Students will also begin to learn effective management skills as well as the business of running a food-related enterprise.**

Prerequisite: **None** May be repeated: **No**

Culinary Arts 3-4

Department: **Hospitality/Culinary CTE**

Course Code: **2912CB** Credit: **1** Credit towards: **Elective; CTE Hospitality/Culinary** Grade(s): **11-12**

Course Description: **Students in Intermediate Culinary Arts will study and practice the cooking methods and techniques of various cultures. In this class, you will build on techniques learned in Intro to Culinary. Students will learn about ingredients, preparation techniques, flavor profiles and history behind a variety of foods typical of cultures found around the world. This course will involve the use of more advanced food preparation techniques, as well as expand upon lessons regarding menu planning, food-costs and recipe development, writing, and modification. Regular in-class food lab opportunities will be included in this course. Also included is the aesthetic service of food, understanding the cultural significance of food, the impact of global food systems, and food ethics. We will also learn to operate a small business as an individual project that focuses on marketing, costing and advertising, as well as time management in the kitchen. Suggested Donation: $50.00.**

Prerequisite: **Culinary Arts 1-2** May be repeated: **No**

HOSPITALITY & CULINARY CTE (continued)

Culinary Arts and Commercial Foods

Department: **Hospitality/Culinary CTE**

Course Code: **2913CFB** Credit: **1** Credit towards: **Elective; CTE Hospitality/Culinary** Grade(s): **12**

Course Description: **A year long course with an emphasis on advanced baking and food preparation techniques. We will be perfecting and building on skill sets acquired during the Culinary 3-4 World Cuisine. Students will learn about ingredients, preparation techniques, and flavor profiles. This course will involve the use of more extensive food preparation techniques, as well as expand upon lessons taught in the introductory course regarding menu planning, food-costing, recipe development, writing, and modification. We will also focus on the different aspects of producing food commercially. Students in this class must participate in two or more catering events before or after school per semester. The course will build upon students' knowledge of safety and sanitation practices by teaching them principles of food storage and handling in the context of restaurants, hotels and other large-volume venues. Advanced Culinary and Baking will further prepare students for life after high school, careers in food production (found in hotels, healthcare facilities and restaurants) and other culinary careers.**

Prerequisite: **Culinary Arts 3-4** May be repeated: **No**

MASS COMMUNICATION & JOURNALISM CTE

Journalism Introduction 1-2

Department: **Mass Comms/Journalism CTE**

Course Code: **1902A** Credit: **1** Credit towards: **Elective; CTE Mass Comms/Journalism** Grade(s): **9-11**

Course Description: **Take your writing to the next level with this fun, dynamic, and supportive writing course! Either as a feeder course for the school's award-winning Grant Magazine, or as a stand-alone exploration of new styles of writing, this course is for you. Students will learn the basics of journalism, including training in reporting and interviewing, ethics and First Amendment law, editing, and AP style. We will write personal profiles, feature stories, breaking news, reviews, and editorials. Expect exposure to graphic design, typography, page design, and photography, as well as explorations of media analysis, bias, fake news, and current events. Students will have opportunities to submit work to Grant Magazine. The class is open to grades 9-11.**

Prerequisite: **None** May be repeated: **No**

MASS COMMUNICATION & JOURNALISM CTE (continued)

Podcasting

Department: **Mass Comms/Journalism CTE**

Course Code: **1176P** Credit: **1** Credit towards: **Elective; CTE Mass Comms/Journalism** Grade(s): **10-12**

Course Description: **Students will learn how to create a podcast of their choosing. Journalism is evolving and students will learn the necessary steps in order to create an engaging podcast. By the end of the year, the students in this class will each have their very own podcasts! There will be opportunities to partner with students from other classes. An example of this would be working with students from a band to share music that could be used for the podcast introductions and conclusions.**
This is a class where introduction to journalism students can continue their journey in this CTE pathway and students new to journalism can also learn basic skills like conducting interviews. I would also like to leave this class open to introduction to journalism students that prefer to further enhance any of their skills that they developed in the introduction to journalism class such as writing/reporting, photography, and videography.

Prerequisite: **None** May be repeated: **No**

PSU News Writing - Grant Magazine **PSU Dual-Credit**

Department: **Mass Comms/Journalism CTE**

Course Code: **1902CL** Credit: **1** Credit towards: **Elective, CTE Mass Comms/Journalism** Grade(s): **10-12**

Course Description: **This is a hands-on, college-level course taught by a Portland State University adjunct professor on news writing, reporting and developing stories of high journalistic quality. The course will focus on helping students identify newsworthy topics, conducting interviews with sources, and construction of news magazine style stories -- including profiles, features, and opinion pieces -- for publication in Grant High School's national award-winning news magazine. The magazine is produced in the school's newsroom, where students also take photographs, draw editorial cartoons, and layout and design eight issues during the year. The news magazine also maintains an online presence. The course is open to 10th graders, 11 graders and 12th graders as an elective. 12th graders can earn up to 8 college credits upon successful completion.**

Prerequisite: Must apply and be accepted by the instructor; editors are selected in the spring for the following fall. Interested 10th graders must have instructor approval.

***Upon successful completion of each semester, students earn 4 PSU credits per semester (total 8 credits for the year). PSU tuition is $243 per semester per course; students on free or reduced lunch pay $51 per term (tuition is subject to change). Tuition is due Mid-September for semester one and early February for semester two. Students may take a maximum of three PSU courses per semester.**
Cost for PSU Challenge Program courses can be found HERE.
PSU WR 228

Prerequisite: **Application** Presentation Link: **Grant Mag** May be repeated: **Yes**
Dual Credit: PCC- **No**, PSU- **Yes**, OIT- **No**

THEATRE ARTS CTE

Acting: Beginning 1-2

Department: **Theatre Arts CTE**

Course Code: **1160** Credit: **1** Credit towards: **Elective,CTE Theatre** Grade(s): **9-12**

Course Description: **This course is for ANYONE who would like to dive into performance/theater. No experience is necessary. This is a big, fun class! We play games and explore improvisation. Students will create original material and begin understanding acting technique and theatre in general (memorization of text is part of this class). This is for the beginning student who wants to find out what it feels like to perform in front of an audience. This is an introductory class and all are welcome!**

Prerequisite: **None** Presentation Link: **Theatre Arts** May be repeated: **No**

Acting: Intermediate 3-4

Department: **Theatre Arts CTE**

Course Code: **1161** Credit: **1** Credit towards: **Elective,CTE Theatre** Grade(s): **10-12**

Course Description: **Intermediate Theatre is for the 10th – 12th year student who has * some acting/theater experience, or for the student who has had Beginning Theatre and wants to continue to grow as an actor and performer. Anyone with a theatre background will thrive and grow in this class. Students will begin to create devised work, and also understand the process of collaboration and establishing a theatrical vocabulary. Students will continue building on their acting foundation with scene study, ensemble building, improv games, and acting exercises and games.**

Prerequisite: **Acting: Beginning or Teacher Approval** Presentation Link: **Theatre Arts** May be repeated: **No**

Acting: Advanced 5-6

Department: **Theatre Arts CTE**

Course Code: **1164** Credit: **1** Credit towards: **Elective,CTE Theatre** Grade(s): **11-12**

Course Description: **Serious theatre Students will continue to deepen their understanding of acting technique through advanced scene study, working with the newest award winning plays. Students will read and analyze plays to prepare them for success in college and beyond 20 plays you should know before your first college theatre class. Students continue to explore devised work and original material. Students will explore classic plays, from the Greeks to Shakespeare to Chekhov. This class is for the serious acting student who wants to be challenged!**

Prerequisite: **Acting: Intermediate/Teacher Approval** Presentation Link: **Theatre Arts** May be repeated: **Yes**

THEATRE ARTS CTE (continued)

Stagecraft: Beginning 1-2

Department: **Theatre Arts CTE**

Course Code: **1170** Credit: **1** Credit towards: **Elective,CTE Theatre** Grade(s): **9-12**

Course Description: **Learn the basics of stage operations and what it takes to put on a show! Work on projects in set construction and painting, lighting, props, stage management, hair and special effects make-up, and costuming. Support GHS productions and events in the Auditorium and Black Box.**

Prerequisite: **None** Presentation Link: **Theatre Arts, Technical Theatre at GHS** May be repeated: **Yes**

Theatre: Advanced 7-8

PCC Dual-Credit

Department: **Theatre Arts CTE**

Course Code: **1157** Credit: **1** Credit towards: **Elective,CTE Theatre** Grade(s): **12**

Course Description**: This class is for the serious theatre student who has taken at least one performance class and/or Tech Theatre class. Advanced 7-8 Theatre is also a production class, which means that much of our time and attention is focused on the production of current productions. Students will read and analyze plays, new and classic plays, perform a "master" scene, and co-direct a one-act play during the spring One Act Play Festival, the final culminating project. Students must have foundational knowledge and skills to be able to direct other students in a fully realized production as the culminating project. Oregon Transfer Module (Transferability of credits): All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum college cumulative GPA of 2.0 at the time the module is posted. TA 141: Fundamentals of Acting**

Prerequisite: **Acting Performance Class or Tech Theater AND Teacher Approval and Application**
Presentation Link: **Theatre Arts** May be repeated: **No** Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

Theatre Tech: Advanced Stagecraft

Department: **Theatre Arts CTE**

Course Code: **1176** Credit: **1** Credit towards: **Elective,CTE Theatre** Grade(s): **10-12**

Course Description**: This class directly supports GHS theatrical productions. Students work independently on projects for performances, including lighting, sound, stage management, stage carpentry, painting, props, costumes, hair, and makeup. Advanced Tech students also design and produce all the technical elements for the One Act Festival, working as a team with Student Directors in Advanced 7-8 Theatre.**

Prerequisite: **Stagecraft/Beginning Technical Theater and application and teacher approval**
Presentation Link: **Theatre Arts, Technical Theatre at GHS** May be repeated: **Yes**

FINE ARTS ELECTIVES (Visual and Performing Arts)

ART - VISUAL ARTS

Art: Beginning 1-2

Department: **Visual Arts**

Course Code: **1180** Credit: **1** Credit towards: **Elective, Fine Arts** Grade(s): **9-12**

Course Description: **This 2-D course is a project based introduction to drawing and painting practices and media, and basic design concepts. Units of study emphasize acquisition of foundational technical skills in drawing, painting, color mixing and color theory. The conceptual content is founded in the students' own lives, and the study of certain global and historical traditions. Students are challenged to creatively problem solve drawing/design ideas introduced through images, lecture, discussion, demonstration, idea generation and preparatory sketchbook entries. Units of study conclude with finished major works requiring self-evaluation using standard scoring guides. Students will use their own sketchbooks for daily work, which results in a personal record and guide to the content of the course.**

Prerequisite: **None** Presentation Link: **Visual Art** May be repeated: **No**

Art: Intermediate 3-4

Department: **Visual Arts**

Course Code: **1181** Credit: **1** Credit towards: **Elective, Fine Arts** Grade(s): **10-12**

Course Description: **Students continue to focus on elements and principles of design, techniques, and concepts as they pertain to art making. A variety of two-dimensional media are explored including but not limited to pencil, charcoal, pen and ink, art markers, pastels, acrylics, watercolor, collage materials, and printmaking. Students are encouraged to draw inspiration from movements in art history, personal experience, current events, and more.**

Prerequisite: **Arts: Beginning 1-2** Presentation Link: **Visual Art** May be repeated: **Yes**

Art: Advanced 5-6

Department: **Visual Arts**

Course Code: **1182** Credit: **1** Credit towards: **Elective, Fine Arts** Grade(s): **11-12**

Course Description: **Students in this advanced course build on the skills learned in beginning and intermediate courses. Areas of study may include drawing, painting, printmaking, and using a variety of media such as ink, charcoal, pen, pencil, acrylic, water-based oil paint, and mixed media. Students build their portfolio of work, have opportunities to engage with professional artists and attend gallery walks, and are encouraged to deepen their creativity by drawing inspiration from various sources**

Prerequisite: **Arts: Intermediate 3-4** Presentation Link: **Visual Art** May be repeated: **Yes**

Photography: Beginning 1-2

Department: **Visual Arts**

Course Code: **1208** Credit: **1** Credit towards: **Elective; Visual Arts** Grade(s): **9-12**

Course Description: **Do you love taking photos? Do you love looking at photos? Do you want to know how to improve the photos that you are currently taking? Well then, this is the class for you! No background in photography is needed for this course, nor do you need to own a camera. The major emphasis of this hybrid photography course is gaining technical and artistic photography skills. You will learn a myriad of photographic techniques like: composition and framing tools (these are what make your photos look good) and how to use the manual settings of the DSLR & SLR film cameras (this gives you full control over your camera). You will also learn how to: develop film, scan negatives, and edit your photos in Adobe's Lightroom. Evaluation is based upon completion of assignments, keeping an up-to-date notebook, participation in group discussions and critiques, and evaluation of the quality of your work. You will be graded on your growth in the class, and not how your work measures up to the work of others.**

Prerequisite: **None** Presentation Link: **Photo Foundations** May be repeated: **No**

Photography: Intermediate 3-4

Department: **Visual Arts**

Course Code: **1209** Credit: **1** Credit towards: **Elective; Visual Arts** Grade(s): **10-12**

Course Description: **Have you taken Photography: Beginning 1-2? Do you want to push your photography skills further by learning cool new techniques and taking creative risks? Do you want to play with a variety of different types of cameras and film sizes? Then this is the place for you! This class concentrates on more complex photographic processes and projects including: improving your photo quality, developing your personal style, and creating your website and portfolio. Evaluation is based on in-class activities and critiques, work produced, and the quality of that work. You will continue to learn more about the manual function of the camera and how to manipulate the settings to achieve better photos. You will also work with many different photographic techniques on both digital and film cameras such as: working with medium format cameras, development and scanning of various film sizes, manipulation and editing of analogue and digital photos in Adobe's Lightroom, long term photo projects, you will have the opportunity to compete in the annual Scholastic Art Competition, along with other photo competition opportunities. And, as always, you will be graded on your growth in the class, and not how your work measures up to the work of others.**

Prerequisite: **Photography 1-2** Presentation Link: **Photo Foundations** May be repeated: **Yes**

ART - VISUAL ARTS (continued)

Photography: Advanced 5-6

Department: **Visual Arts**

Course Code: **1210** Credit: **1** Credit towards: **Elective; Visual Arts** Grade(s): **11-12**

Course Description: **Have you taken Photography: Intermediate 3-4? Do you want to push your photography skills to the next level by learning cool new techniques and taking creative risks? Do you want to play with a variety of different types of cameras and film sizes? Then this is the place for you! This class concentrates on even more complex photographic processes and projects including: pushing yourself even further than you have before by improving your photo quality, developing your personal style, and creating your website. All of this will culminate in the creation of a portfolio that can be used for submission to colleges for admission or job opportunities. Evaluation is based on in-class activities and critiques, work produced, and the quality of that work. You will continue to learn more about the manual function of the camera and how to manipulate the settings to achieve better photos. You will also work with many different photographic techniques on both digital and film cameras such as: working with medium format cameras, development and scanning of various film sizes, manipulation and editing of analogue and digital photos in Adobe's Lightroom, long term photo projects, you will have the opportunity to compete in the annual Scholastic Art Competition, along with other photo competition opportunities. And, as always, you will be graded on your growth in the class, and not how your work measures up to the work of others.**

Prerequisite: **Photography 3-4** Presentation Link: **Photo Foundations** May be repeated: **Yes**

BAND - PERFORMING ARTS

Jazz Band: Beginning

Department: **Performing Arts**

Course Code: **1126** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **9-12**

Course Description: **This is the developmental jazz ensemble on campus. The ensemble is composed of the auditioned jazz musicians at Grant, and will study difficult standard and contemporary jazz literature. Students will work on improving their improvisation, ensemble performance in big band and combo mediums, and individual jazz performance abilities. Members will perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.**

Prerequisite: **Audition** May be repeated: **Yes**

BAND - PERFORMING ARTS

Jazz Band: Intermediate

Department: **Performing Arts**

Course Code: **1127** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **10-12**

Course Description: **This is the second-level developmental jazz ensemble on campus. The ensemble is composed of the auditioned jazz musicians at Grant, and will study standard and contemporary jazz literature. Students will work on improving their improvisation, ensemble performance in big band and combo mediums, and individual jazz performance abilities. Members will perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.**

Prerequisite: **Audition** May be repeated: **Yes**

Jazz Band: Advanced

Department: **Performing Arts**

Course Code: **1128J** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **10-12**

Course Description: **aka Jazz Ensemble: This is the premier jazz ensemble on campus. The ensemble is composed of the most advanced jazz musicians at Grant; they study the more difficult standard and contemporary jazz literature. Students will work on improving their improvisation, ensemble performance in big band and combo mediums, and individual jazz performance abilities. Members will perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.**

Prerequisite: **Audition** May be repeated: **Yes**

Jazz Band: Lab

Department: **Performing Arts**

Course Code: **1129** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **9-12**

Course Description: **This is a combo/improvisation focus class. The group studies and performs as a variety of jazz combos. A strong emphasis is placed on jazz style/interpretation, improvisation, and performance. Prior experience on an instrument is required, but no previous jazz experience is needed. Members will perform in at least three concerts. Students in this ensemble will be a part of the pep band.**

Prerequisite: **None** Presentation Link: **Band** May be repeated: **Yes**

BAND - PERFORMING ARTS (continued)

Orchestra: String

Department: **Performing Arts**

Course Code: **1136** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **9-12**

Course Description: **String Orchestra is open to students with prior violin, viola, cello, or string bass experience. The ensemble consists of students of various abilities working to improve ensemble performance skills including blend, balance, intonation, rhythmic accuracy, melodic interpretation, and tone production. Members will perform in at least three concerts and possibly one festival throughout the year.**

Prerequisite: **Previous instrumental experience - OR director's approval** Presentation Link: **Band**
May be repeated: **Yes**

Symphonic Band

Department: **Performing Arts**

Course Code: **1123** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **9-12**

Course Description: **Symphonic Band is a preparatory concert ensemble for Wind Ensemble consisting primarily of 9th and 10th graders. The ensemble contains members of various ability levels, but previous band experience or director's approval is required. Students in the Symphonic Band will play a wide variety of literature while continuing to grow in their aural abilities regarding blend and balance, intonation, rhythmic accuracy, and the production of good tone. They will perform in at least three concerts, one parade, and at various pep band events throughout the year. Students in this ensemble will also perform as part of the pep band.**

Prerequisite: **None** Presentation Link: **Band** May be repeated: **Yes**

Wind Ensemble

Department: **Performing Arts**

Course Code: **1124** Credit: **1** Credit towards: **Elective; Performing Arts** Grade(s): **10-12**

Course Description: **This is the premiere concert ensemble on campus and is composed of advanced musicians who perform challenging standard and contemporary wind band literature. A strong emphasis of professionalism is placed upon the members as they rehearse and perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.**

Prerequisite: **Audition** Presentation Link: **Band** May be repeated: **Yes**

CHOIR - PERFORMING ARTS

Choir: Advanced - Mixed (A Cappella)

Department: **Performing Arts**

Course Code: **1272** Credit: **1** Credit towards: **Performing Arts Elective** Grade(s):**10-12**

Course Description: **Choir: Advanced - Mixed (aka A Cappella) is an advanced, auditioned, mixed choir. Advanced vocal production, sight reading skills, musical literacy, listening skills, and personal dedication are emphasized. Music selections are from all periods and styles of music history. A Cappella is Grant's competition ensemble that competes at the varsity level. The choir performs in concerts, festivals, and community events. A Cappella is also a college prep choir, providing the skills necessary for college auditions, and scholarships. Previous experience in high school choir is suggested.**

Prerequisite: **Audition** Presentation Link: **Choir** May be repeated: **Yes**

Choir: Advanced - Treble (Intermezzo)

Department: **Performing Arts**

Course Code: **1265** Credit: **1** Credit towards: **Performing Arts Elective** Grade(s):**10-12**

Course Description: **Choir: Advanced - Treble (aka Intermezzo) is an intermediate ensemble for soprano and alto voices. Intermezzo is an ensemble for students with some choral experience who are looking for a chamber choir experience with more advanced repertoire. Skills covered include advanced sight reading, vocal production, and an introduction to four part music. The choir will sing music of all styles, genres, and time periods, and will perform at school concerts, local festivals, and tour surrounding schools and the community. Intermezzo is a tight knit community of singers who are passionate about choral singing and continuing to improve their own musicianship.**

Prerequisite: **Treble Choir - Or Instructor Approval** Presentation Link: **Choir** May be repeated: **Yes**

Choir: Chamber - Mix (Royal Blues)

Department: **Performing Arts**

Course Code: **1262** Credit: **1** Credit towards: **Performing Arts Elective** Grade(s):**11-12**

Course Description: **Choir: Chamber - Mix (aka Royal Blues) is an advanced, auditioned, chamber choir of equal soprano, alto, tenor, and bass voices. The Royal Blues perform up to as many as 50 times a year, perfecting all styles of choral music which include classical, madrigals, popular, jazz, gospel, folk, and experimental. Advanced vocal tone/production, sight reading skills, thorough musical literacy, advanced listening skills, and performance ensemble skills are required. Royal Blues are a highly sought after group, performing for various state and local functions throughout the year and thus personal dedication, commitment, and scholarship are required. Students selected for this choir are also co- enrolled in A Cappella. Students provide their own formal attire.**

Prerequisite: **Audition** Presentation Link: **Choir** May be repeated: **Yes**

CHOIR - PERFORMING ARTS (continued)

Choir: Tenor/Bass (Men's Ensemble)

Department: **Performing Arts**

Course Code: **1274** Credit: **1** Credit towards: **Performing Arts Elective** Grade(s):**9-12**

Course Description: **Choir: Tenor/Bass (aka Men's Ensemble) is a non-auditioned vocal musical class for tenor and bass voices. Previous vocal experience is not required. The class will focus on developing vocal tone, learning to sing in an ensemble setting, becoming familiar with various vocal repertoire, showmanship, and basic elements of music theory/history. Students will perform concerts throughout the year featuring pieces of many different styles such as popular, folk, classical, and jazz. Men's Ensemble is a fun, exciting, and supportive environment for anyone who loves music and wants to be part of an amazing community. Snazzy bow ties to be provided!**

Prerequisite: **None** Presentation Link: **Choir** May be repeated: **Yes**

Choir: Treble

Department: **Performing Arts**

Course Code: **1273** Credit: **1** Credit towards: **Performing Arts Elective** Grade(s): **9-12**

Course Description: **Choir: Treble is a non-auditioned vocal musical class for alto and soprano voices. Previous vocal experience is not required. The class will focus on developing vocal tone, learning to sing in an ensemble setting, becoming familiar with various vocal repertoire, showmanship, and basic elements of music theory/history. Students will perform concerts throughout the year featuring pieces of many different styles such as popular, folk, classical, and jazz. Treble Choir is a fun, exciting, and supportive environment for anyone who loves music and wants to be part of an amazing community.**

Prerequisite: **None** Presentation Link: **Choir** May be repeated: **Yes**

DANCE - PERFORMING ARTS

Dance 1-2

Department: **Performing Arts**

Course Code: **1112** Credit: **1** Credit towards: **Elective; PE** Grade(s): **9-12**

Course Description: **All students are welcome in Dance class including beginners, trained dancers, and those who want to try out new dance styles in a supportive environment. Students will explore various forms of dance including hip hop, contemporary, historical, and cultural dances. There will be opportunities to perform publicly, but it will not be required. Students will experiment with interpreting music through movement while gaining new skills. Express yourself through choreography and freestyle and learn about the constantly evolving art of dance in this fun and highly-active class.**

Prerequisite: **None** Presentation Link: **Dance** May be repeated: **No**

DANCE - PERFORMING ARTS (continued)

Dance 3-4

Department: **Performing Arts**

Course Code: **1113** Credit: **1** Credit towards: **Elective** Grade(s): **10-12**

Course Description: **This course continues to develop skills explored in Dance 1-2 or prior dance class experiences. Choreography creation, stylistic technique, and public performance are explored in more depth. Students will participate in Fall and Spring Showcases and Grantasia. Students will delve into various forms of dance, starting with a history of Jazz Dance unit, and then partner dances, modern/contemporary, and hip hop, through focused units of study. Focus is on personal growth and large and small ensemble work.**

Prerequisite: **Dance 1-2** Presentation Link: **Dance** May be repeated: **No**

Dance 5-6

Department: **Performing Arts**

Course Code: **1114D** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description: **An advanced-level ensemble class for the dedicated dancer, students will learn and perform in multiple styles with a commitment to personal growth. Students will have an opportunity to create original choreographies to teach to their peers, and delve deeper into collaboratively creating full class dances pieces. Students will perform publicly multiple times a year, as well as explore current issues within the dance world.**

Prerequisite: **Dance 3-4** Presentation Link: **Dance** May be repeated: **No**

Dance: Advanced Performance (Grant Dance Collective)

Department: **Performing Arts**

Course Code: **1116** Credit: **1** Credit towards: **Elective** Grade(s): **10-12**

Course Description: **This audition-entry, top-level, performance-based class is for the student who wants to take their dance skills to the next level. Students will construct various dances together in multiple styles to perform publicly at events, including Fall and Spring Showcases, Grantasia, school assemblies, basketball games, and school tours. There are some outside of class time commitments. All dance styles and backgrounds are respected and welcomed. This class functions as an all-style dance company. Auditions are held at the end of May; the class is only open to 10-12 grades. Students will need to be dedicated and committed to this active, project-based, collaborative class.**

Prerequisite: **Audition** Presentation Link: **Dance** May be repeated: **Yes**

ADDITIONAL ELECTIVES (In alphabetical order)

AVID 10

Department: **College Readiness**

Course Code: **0862AVB** Credit: **1** Credit towards: **Elective** Grade(s): **10**

Course Description: **AVID (Advancement Via Individual Determination) is a national program that prepares students for future college-level coursework. This class focuses on developing writing, inquiry, collaboration, and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. AVID students are required to maintain a minimum of a 2.5 G.P.A., maintain good attendance, demonstrate exceptional classroom behavior, keep an organized school system, , and participate actively in student-led collaborative study groups and other AVID activities such as college field trips, community service and career days. AVID 10 is the prerequisite for the AVID 11 and 12 courses.**

Prerequisite: **Application** Presentation Link: **AVID** May be repeated: **No**

AVID 11

Department: **College Readiness**

Course Code: **0862AVC** Credit: **1** Credit towards: **Elective** Grade(s): **11**

Course Description: **AVID (Advancement Via Individual Determination) is a national program that prepares students for future college-level coursework. This class focuses on college research, SAT/ACT Prep, Organization and Collaborative Study Group Practices . Additionally, students will complete college admission essays, scholarship writing statements and a calendar of 12th grade related deadlines/activities. Students will work to improve their GPA to a 3.0 or above in addition to completing at least one advanced course (AP, PCC Dual credit, etc.)**

Prerequisite: **Application** Presentation Link: **AVID** May be repeated: **No**

AVID 12

Department: **College Readiness**

Course Code: **0862AVD** Credit: **1** Credit towards: **Elective** Grade(s): **12**

Course Description: **AVID (Advancement Via Individual Determination) is a national program that prepares students for future college-level coursework. This class focuses on completion of college applications, monthly scholarship requirement, 12th grade-focused course-work. Additionally, this course is designed to help outgoing AVID students prepare for life post-high school, preparing to be competent college students through systematic tools of AVID: Writing, Inquiry, Collaboration, Organization and Reading.**

Prerequisite: **Application** Presentation Link: **AVID** May be repeated: **No**

ADDITIONAL ELECTIVES (continued)

EL: Creative Writing

Department: **Elective**

Course Code: **0899CW** Credit: **1** Credit towards: **Elective** Grade(s): **9-12**

Course Description: **When the Viking hero Beowolf was challenged, he didn't draw a weapon, but rather, "The leader of the troop unlocked his word-hoard." This course aims to unlock your word-hoard, to arm you with writing powers to use–like any power–for good or for ill. We will dive deeply into the cool waters of creative writing, exploring eclectic genres, reading mentor texts as investigators of craft, writing until our fingers bleed. We will share our writing with the class, publish our work in small and large ways, sharpen our words into keen-edged tools, and play and splash in the waters of creativity.**

Prerequisite: **None: Be ready to write, read, share, take risks, and have fun** May be repeated: **Yes**

Student Leadership and Government

Department: **Elective**

Course Code: **0841LG** Credit: **1** Credit towards: **Elective** Grade(s): **10-12**

Course Description: **This application-required elective class is a place for students to establish, practice and hone leadership skills. Class is open to select students who have a specific interest working on school community projects and advocacy. Representatives from all four grades are selected through an application process. The offices of Student Body President, Vice President, Class Representatives, and District Student Council Representative are elected by an all-school vote, combined with an application and interview process. Students must also submit an application and have leadership experience, or a desire to build their leadership skills. All students in the class will work collaboratively on projects, but will be assigned to one committee: Spirit, Entertainment, Clubs & Services, or Communication and Design. This group of students plans and facilitates school assemblies, dances, service projects, and events.**

Prerequisite: **Application Required** May be repeated: **Yes**

EL: Walking

Department: **Elective**

Course Code: **0898W** Credit: **1** Credit towards: **Elective** Grade(s): **10-12**

Course Description: **A lifelong fitness activity that maintains and enhances physical fitness and well-being. This class will focus on safe and effective ways to increase walking frequency, duration, and intensity.**

Prerequisite: **None** May be repeated: **Yes**

ADDITIONAL ELECTIVES (continued)

Yearbook for the 21st Century

Department: **Elective**

Course Code: **1905** Credit: **1** Credit towards: **Elective** Grade(s): **9-12**

Course Description: **With photography, writing, sports, interviews, desktop publishing, graphic design, and applied marketing; yearbook is fast-paced and exciting journalism. This is a production course where students produce, market, and publish the school yearbook from start to finish. The deadlines for this course are real-world and grades will reflect completing projects, interviews, stories, and sales to meet those real-world deadlines. Students who are creative, independently motivated and are able to work collaboratively in time-critical environment are encouraged to forecast for this course. 9th grade students can also forecast as staff members. To be an editor students must have taken yearbook for at least 2 years.**

Prerequisite: **None** May be repeated: **Yes**

AIDES, ASSISTANTS, INTERNSHIPS, MENTORSHIPS - ELECTIVES

Bilingual Peer Mentor

Department: **Elective**

Course Code: **0824B** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description: **Do you speak another language? If you are willing to help students in this language, you will have the opportunity in this class to peer mentor and support student learning for students who are learning English. Students who choose this course should enjoy interpreting and helping fellow students with understanding their schoolwork. Students mentor in a variety of subjects.. Students will receive a letter grade (A-F).**

Prerequisite: **Approval Required** May be repeated: **Yes**

Community Mentor - Algebra 1-2 Peer Mentor

Department: **Elective**

Course Code: **0823ALG** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description: **In this class, students will have the opportunity to peer mentor and support student learning. Students who choose this course should enjoy coaching younger students and helping them with Math. Students mentor in Algebra 1-2. Students will receive a letter grade (A-F).**

Prerequisite: **Approval Required** May be repeated: **No**

Everybody In Mentor

Department: **Elective**

Course Code: **0823EM** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description: **Help other students with unique and special needs. No prerequisite skills needed-just be nice and want to have fun. Everybody In Mentors can help students in the classroom fill out a worksheet, play games, and read stories, etc., or assist in general education electives like art, or PE class. Students will receive a letter grade (A-F). Students must obtain instructor approval.**

Prerequisite: **Approval Required** May be repeated: **Yes**

Library Internship

Department: **Elective**

Course Code: **0825LI** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description: **During the first semester of school, this class introduces students to access services within a library (circulation processes and procedures, interlibrary loan, document delivery, and reserves) and explores providing quality customer service, maintaining patron confidentiality, and working with diverse individuals. Throughout the second semester, students will learn about the selection and evaluation of school library materials (focusing on library standards, collection development policies, censorship, intellectual freedom, and copyright) and explore assessment of print and electronic resources, user needs, and selection tools.**
NOTE: There is a required summer orientation session for students enrolled in this course.

Prerequisite: **Application** Presentation Link: **Library** May be repeated: **Yes**

Student Mentor - Performing Arts

Department: **Elective**

Course Code: **0824** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description:

- **BAND MENTOR: This course meets in conjunction with Symphonic Band. It is designed to give participating 11th and 12th grade members of the Grant Wind Ensemble the opportunity to grow and demonstrate skills of leadership and musicianship, through the organization and rehearsal of small ensembles. Mentors will run sectionals of Symphonic Band literature. Mentors will select small ensemble pieces to be performed at Grant or PIL Solo/Ensemble performances. The two biggest goals of the mentors should be to foster personal growth and community growth.**
- **CHOIR MENTOR: The choir mentor program is open to students who have had at least a year of choral experience at Grant and have been admitted to the A Cappella Choir. Choir mentors will be enrolled in either Treble Choir or Men's Ensemble based on voice part. The duty of the mentor will be to run sectionals, assist with the choral rehearsal process, and help foster a supportive, productive learning environment for new singers. For more information contact John Eisemann.**
- **DANCE MENTOR: This course meets in conjunction with either Dance Exploration or Intermediate Dance. It is designed to give participating 11th and 12th grade members of Advanced Dance Performance the opportunity to grow and demonstrate skills of leadership through organization, leading warm ups, working with small groups, and creating choreography. Mentors will assist with teaching and provide support where needed; while developing their own stylistic skills, teaching methods, and choreographic process. The two biggest goals of a Dance Mentor should be personal growth and community growth.**
- **THEATRE MENTOR: This course is for students that have had theatre class, or technical theatre experience. The theatre class mentor will help with; warm-ups, and coaching and staging of class scenes. The Technical Theatre mentor must have experience with tech, and have run tech for at least one show at Grant. The theatre mentors will assist with teaching and provide support where needed - while exploring the world of theatre through the lens of teacher, director, and designer. Theatre mentor's must have teacher's written approval.**

Students will receive a letter grade (A-F).

Prerequisite: **Approval Required** May be repeated: **Yes**

Teacher Aide and Office Aide

Department: **Elective**

Course Code: **0823** Credit: **1** Credit towards: **Elective** Grade(s): **11-12**

Course Description: **In the fall, students may contract with a teacher or office staff of their choice to assist in the classroom or office during the assigned period. Duties may vary from clerical, to making copies, to running errands within the building. Contracts, signed by student, parent, and teacher/staff, are submitted during the first 2-3 weeks of school. You may not pair a TA, Office Aide, or Mentor in the same semester. Students will receive a Pass/No Pass.**

Prerequisite: **Approval Required** May be repeated: **Yes**

AIDES, ASSISTANTS, INTERNSHIPS, MENTORSHIPS - ELECTIVES (continued)

Tech Support Assistant

Department: **Engineering CTE**

Course Code: **0381TS** Credit: **1** Credit towards: **Elective, CTE Engineering** Grade(s): **11-12**

Course Description: **Do you enjoy helping others and have a desire to learn about technology? Do you want to develop the skills required for IT support and systems engineering? In this class, you will learn to configure and troubleshoot wired and wireless networks, operating systems, audio and visual systems and many others by problem solving issues at our school and engineering your own IT projects. Your experiences in this course will boost your resume for part-time jobs, internships, college work-study or your future as an IT professional. Students will receive a letter grade (A-F).**

Prerequisite: **Teacher Approval Required** May be repeated: **Yes**

Woodworking Technical Assistant

Department: **Construction CTE**

Course Code: **0495WA** Credit: **1** Credit towards: **Elective, CTE Construction** Grade(s): **11-12**

Course Description: **This course is only open to students who have successfully completed Woodworking 3-4. Tech Assistants will practice, model, and promote safety, and assist with a variety of woods related set-up, operation, and cleanup activities with machinery, power, and hand tools. This is a great chance to practice leadership as you hone your skills, spend more time in the shop, and have fun.**
Tech Assistants must be committed to helping other students be successful and safe. Woods Technical Assistant will model "Carpenters Build Communities". Students will receive a letter grade (A-F).

Prerequisite: **Woodworking 3-4 & Teacher Approval** May be repeated: **Yes**

CREDIT RECOVERY AND NON-CREDIT COURSE

Approved Open Period

Department: **No Credit**

Course Code: **0899HS** Credit: **0** Credit towards: **No Credit** Grade(s): **12**

Course Description: **In accordance with the guidance from Portland Public Schools, Grant High School allows 12th grade students to take up to 2 open periods in their schedule during their 12th grade year. Approved open periods are intentionally scheduled during the 1st, 4th, 5th or 8th periods. When students have an approved open period they are allowed to arrive later or leave earlier depending on where the open period lands in their schedule. Approved open periods are not the same as a study hall class as attendance is taken for students in a study hall class and is not taken for approved open periods.**
From the standpoint of academic rigor and preparation for life beyond high school, we encourage students to take a full schedule, but recognize that there are different reasons why 12th grade students may need a shortened schedule. Please know that at this time, we cannot make other changes to your student's course requests and students must take an open period for the entire school year.

Prerequisite: **Parent/Guardian & Counselor Approval** May be repeated: **No**

Virtual Scholars Online Course

Department: **Credit Recovery**

Course Code: **0803VS** Credit: **1** Credit towards: **Credit Recovery** Grade(s): **12**

Course Description: **This class is an opportunity for students to recover credits in a class in which they received a D or F. Seats are initially reserved for students needing to recover credits for graduation. Most core content classes are available. Online learning is a flexible learning opportunity and expands options for students. If students register for the course, they are not charged a fee, but can complete the course as part of their regular schedule. Credit is granted in the same manner as other courses and each course is managed by a licensed teacher (off site). Cannot be used to meet NCAA core course requirements.**

Prerequisite: **Counselor Approval** Presentation Link: **Virtual Scholars** May be repeated: **Yes**

CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.

Credit Recovery Option	Location	Schedule	Credits + Tuition
School-Based Credit Recovery	At your school	Afternoons during the school week during the school year.	Credit availability varies by school. Tuition-free.
Portland Evening Scholars	Grant High School	Evenings. Fall: Sept – Jan Spring: Feb – May	For a .5 credit: $200/class or $35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Summer Scholars	Grant High School	Three weeks over the summer; two sessions available.	For a .5 credit: $200/class or $35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Virtual Scholars	Varies by class; some classes are taken entirely online, others require some in-school time. Also available during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

OTHER ACADEMIC INFORMATION

ADDITIONAL OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Pre-Ninth Grade Credit
Credit may be offered for selected academic courses taken prior to grade nine in the pre-grade nine courses that meet the same, or equivalent, criteria as a high school course. Students must earn a grade of "C" or better, and enroll in the next appropriate course at the high school level. These grades will be factored into the student's grade point average (GPA). **If a student wants a pre-high school credit removed from their transcript, they must complete the required paperwork before the end of the first semester of their 9th grade year.** See your counselor for more information or download and print out this form and return it to the counseling office. https://goo.gl/D33t9s

Other PPS Program Offerings
Students may choose to take courses or recover credits at Portland Evening Scholars or Summer Scholars. Students must plan these courses with their school counselor.

Virtual Scholars
Virtual Scholars is an on-line program supported by Portland Public Schools teachers and staff. Not all courses are available through virtual Scholars, and spaces are limited. Virtual Scholars may be available for credit recovery or for initial credit. Students and families must work with their counselor for enrollment and approval.

Credit by Exam
Any student may test for credit by examination. Limited courses are available. Visit www.pps.net/Page/2330 for more information.

Off Campus/Work Experience Learning
Portland Public Schools recognizes that student involvement in learning activities outside of school is a valuable way for students to learn and grow as lifelong learners. Elective credit can be awarded for off campus work and/or volunteer experiences. Students cannot earn more than two credits per year using off campus/work experience and cannot exceed more than six credits earned throughout their high school career. Here are the requirements:

- Students are required to submit a proposal for approval before starting.
- Students must be enrolled in the high school and the proposed program shall not infringe upon regularly scheduled classes.
- Students must maintain a 2.0 GPA
- School personnel will not directly supervise off-campus experiences.

To earn off campus/work experience credit, please see your counselor. Off campus includes any credits earned by other, non-PP, accredited high school programs.

Other Accredited Study Opportunities
Students may earn high school credit through independent study opportunities. Online, independent study course opportunities are available from a few different schools, universities, and organizations. **Students must get approval from their counselor before enrolling in these programs for high school credit.**

PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program

to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

GRADING

- All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No Pass (P/NP) substitute for a letter grade may be available to students (see below for Pass/No Pass requirements).

Grade Notations and Guidelines

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level.
- **OREGON PUBLIC UNIVERSITIES "D" RULE** Oregon public universities require grades of a C or higher in all required academic courses. Students with Ds or lower in these courses will be required to make up the credit before applying to an Oregon public university.
- **CALIFORNIA UNIVERSITIES ART REQUIREMENT** (For University of California and California State Schools) Students must complete a full year (2 semesters) of fine or performing arts in the same discipline for California public colleges and universities (e.g. Acting 1 and Acting 2).
- **ATHLETIC/ACTIVITY ELIGIBILITY** Students who plan to participate in any athletic team at any level must meet the criteria established by the Oregon School Activities Association (OSAA) and the WLHS Athletic/Activities Department.
- **NCAA ELIGIBILITY** College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- ***Three weeks prior to the end of the semester/two weeks prior to the end of the trimester:*** If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

INCOMPLETE

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, be based on unforeseen circumstances beyond the student's control and be accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and an earned passing grade and current grade. An "I" grade requires prior building administrator approval.
- If there is an agreement between the teacher, and the family, and the building administrator approves:
    - **The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the "I" will revert to the initial grade earned.**
    - **A detailed, written plan using a district form provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the "I" with a grade. IF an Incomplete is given at the end of the second semester in June, the nine week time period to replace the "I" begins with the start of school the following academic year.**

PASS/NO PASS

Core courses required for graduation are **NOT** subject to the Pass/No Pass Option. However, credits earned from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.

- The Pass/No Pass option is:
  - Written in the course syllabus
  - Clearly communicated to students and families
  - Chosen by a student as a grading option within the timeline mentioned above.
- To receive a "Pass", a student must meet minimum course requirements that would earn a credit in the course. A "No Pass" is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No Pass grade is calculated in the student's GPA.
  - A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

NO GRADE (NG)

When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a "No Grade (NG)" may be given. This option requires prior administrator approval.

DROPPING A CLASS

It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.

- Students may withdraw from a class **within the first 15 school days of the semester (date set by district)** without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of "WF" (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.
  - **GUIDELINES FOR USING NOTATIONS: WF/WN/WX** After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if he/she drops a class:
    - Withdraw Fail (**WF**): Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15-day withdrawal period.
    - A "WF" **is** factored into the student's GPA.
    - Withdraw No Pass (**WN**): Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal.
    - A "WN" **is not** factored into the student's GPA.
    - Withdraw No Grade (**WX**): A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.) and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file. A "WX" **is not** factored into the student's GPA.

REPEATED COURSES

A student may receive credit for a course only once unless it is designated a multi-semester course. Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of "R" **with the credit for the lower grade deleted**. The original course and grade must remain **noted** on the transcript even though it will no longer be factored into the GPA.

GRADE CHANGES

A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator's signature**. The documentation will go directly to the data clerk for a grade change.

- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

CHALLENGING GRADES

The Portland Association of Teachers' contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher's grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.

If a student receives an 'NP' or 'F' and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a 'change of grade form' to the data clerk indicating what class and grade is to be changed. In the case of a 12th grader who plans to graduate, teachers are obligated to give previous notice prior to giving a final 'F'. Specifically, a progress report in May and a 12th grade Failure list 'F' (given two days after 12th graders' last day) would be expected if a final 'F' is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

WEIGHTED GRADES , RANKING AND GPA

AP courses are weighted in the calculation for weighted GPA and class ranking on the transcript. This means that an "A" in an AP course earns a 5 in the weighted GPA. The grades are weighted only in the calculation of weighted class ranking and weighted GPA, and not on the report card. Both weighted and unweighted calculations are recorded on the transcript. Valedictorian recognition is determined using the unweighted cumulative GPA.

TRANSCRIPT DETAILS

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may be forwarded to the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
    - Reviewing progress towards graduation
    - For accurate GPA calculation, grade reporting
    - To support post secondary planning
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy 6.10.100-P and administered in accordance with 6.10.110-AD Parents or students entering high school with credits already earned must request to have the credit and grade removed from their transcript prior to the end of the student's first semester of high school, if they decide to do so.

9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religious studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. Proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course as validated and recorded by a licensed instructor or other district designee.

CERTIFICATION OF COURSES

The school administration is annually responsible to verify and update the school's official approved course list for the **NCAA**.

TALENTED & GIFTED (TAG)

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG Plan addressing the needs of its TAG students and the State Mandate. Identification of students; methods for providing appropriate instruction in the classroom; communicating with students, staff and parents; and professional development for teachers are all a part of a school's TAG Plan. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact your school administrators. Individual student plans are only written upon request. Please contact your school counselor for more information.

UNDER OREGON LAW, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. Grant is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish their own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form will provide you with more information about specific fees and contribution options for Grant High School.

PORTLAND PUBLIC SCHOOLS, recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service. Board of Education Policy 1.80.020-P



DISCLAIMER:
The courses listed here are offered and listed in good faith with the intention of teaching them. However, circumstances may occur which are beyond the control of the administration and staff of U.S. Grant High School which may cause the limiting of courses, sections and/or course enrollment after forecasting has been completed.

The Grant High School Administration and Staff