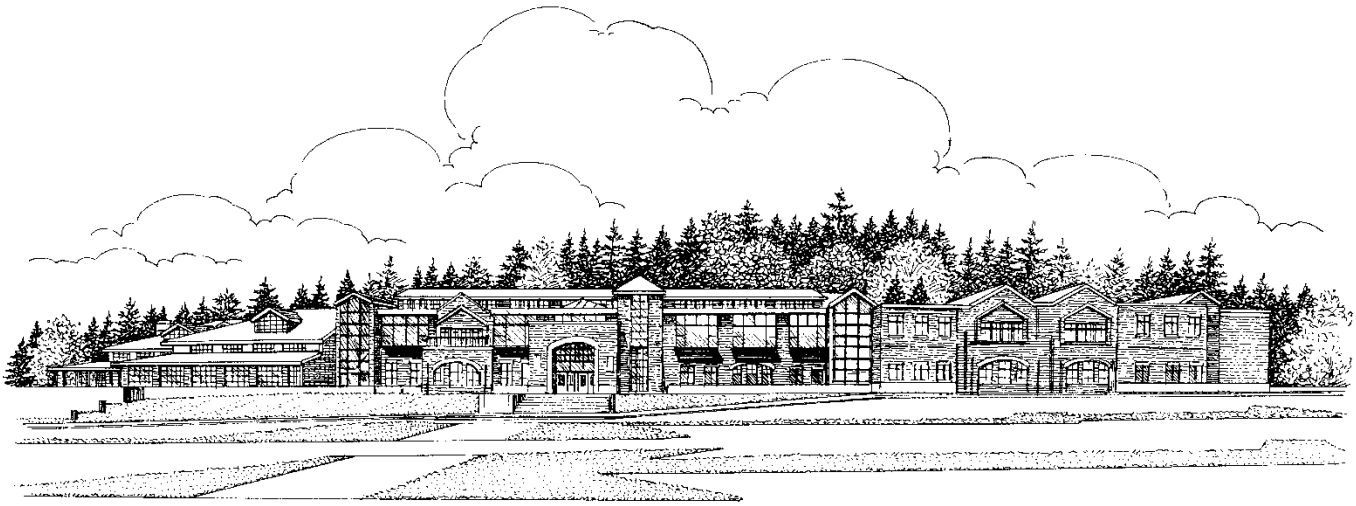
LAKE OSWEGO HIGH SCHOOL

Curriculum Guide 2026-2027



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Lake Oswego School District

LAKE OSWEGO HIGH SCHOOL

We enthusiastically welcome you into our school community. We invite you to contribute. At Lake Oswego High School, we learn and lead together. The journey begins here, determining your specific path, for your next school year!

LOHS MISSION

Our mission is to foster an inclusive and well-rounded community of critical thinkers who are prepared for citizenship, college, career, and life-long learning.

LOHS VISION

We must inspire young adults to contribute and grow within a safe, supportive, learning environment that promotes the development of 21st Century skills, so that they will be prepared to thrive in a rapidly changing global society.

LOHS VALUES

- We value the collaboration of staff, students, family and community.
- We believe respect and acceptance are the foundation for strong relationships.
- We are committed to creating a school community that is safe, respectful, and caring.
- We value a rigorous curriculum that supports critical thinking and problem solving.
- We believe that curiosity inspires the learning process.
- We are committed to each and every student having access to a high-quality education and opportunities to thrive in a challenging and supportive environment.
- We value our students' talents, skills and creative energy.
- We believe in continually improving our school culture.
- We are committed to treating each and every member of our school community with respect and care, and it is our expectation that each and every member of our school community treats others with respect and care as well.
- We value diversity, diversity of thought, and student voice.
- We affirm the identity of each student and staff member, respectful of race, ethnicity, economics, political leanings, national origin, gender identity, sexual orientation, religion, ability, age, college and career aspirations, appearance.

The Lake Oswego School District admits students to all the rights, privileges, programs, and activities generally accorded or made available to all students in the schools. It does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, marital status, age, or disability in administration of its educational policies, admission policies, athletic programs, or in any other way.

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Note: Course offerings are subject to change

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NONDISCRIMINATION STATEMENT

Lake Oswego School District does not discriminate and prohibits discrimination in any programs or activities on the basis of protected class, including age, citizenship status, color, disability, gender identity, immigration status, marital status, national origin, race, religion, sex, or sexual orientation.

For more information go to the district's Nondiscrimination Policy and Discrimination Complaint Procedure

For questions or concerns contact:

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SCHEDULING INFORMATION

We encourage you to carefully use the LOHS Curriculum Guide as you choose your classes for this school year. This guide is much more than a list of course offerings; it is a counseling tool to help you organize your high school educational plan and begin preparing for your post-secondary education and career goals.

With the guidance and expertise of counselors, students will begin the forecasting process in the spring to request their next year's courses. Parents/guardians are encouraged to take an active role in this process and carefully review your child's forecasting choices on ParentVue. Students are asked to put quality time into their decision process, as classes will be formed based on their requests. In selecting courses, students should be aware of the following:

- Check prerequisites before signing up for a specific class.
- Note that the following courses require an application: Academic Mentor, Peer Mentor, Cadet Teaching. Contact your counselor for more information.
- Be aware that the following courses require an audition: A Cappella Choir, Bel Canto Choir, Jazz Band, Wind Ensemble, Symphony Orchestra, and Windjammers.
- Honors English 9 and 10 and AP English Language and AP English Literature have a process where students can receive a placement recommendation. Students may speak with their current English teacher or their counselor for additional information.
- Check credit options. Courses that students may repeat for credit (e.g. Weight Training) have designations at the end of their course description. If there is no statement saying students may take the course again, you may not earn additional credit by taking the class.
- Students who participate in athletics/activities must have passed five credited classes in the semester prior to their activity and must remain enrolled in five credited classes while participating in the activity. Proficiency credit does not count as one of the five credited classes needed for eligibility.
- Thoughtfully select alternate classes in case first-choice electives are unavailable. Some electives may not be taught due to under-enrollment; others will have more students sign up than space is available.
- Take your alternate selection seriously, almost half of LOHS students end up with at least one alternate elective option on their schedule each year.
- If you do not provide alternative electives, you will be scheduled into a Study Hall or open class you did not choose.
- Forecasting for courses is completed online using LOHS student information system, 'StudentVue.'
- Math placement will be determined by the student's current math teacher. Placement questions should be addressed with the student's current math teacher.
- Other teachers and counselors will make recommendations and advise you on which level of coursework you should take.
- Independent Study and Work Experience are not forecasted for, but set up at the start of semester if applicable and/or Counselor recommended.
- If a student forecasts for but is not recommended for an honors or AP course for which the prerequisites are met, the student and parent or guardian can request to override the recommendation and enroll in the course by contacting the Assistant Principal.

SCHEDULE CHANGES

Changes

The offering and staffing of all LOHS classes and the subsequent development/design of the schedule is based on the forecasted class requests made by students each spring. Please remember, students selected alternative electives during forecasting in the spring and were informed that alternative elective choices could be in their schedule if classes were full or if there were scheduling conflicts.

All schedule change requests should be made prior to the start of each semester and may be accepted for the following reasons:

- To drop a class to add a Late Arrival, Early Release, Study Hall, Academic Mentor or Department Assistant **without moving any core classes**.

- A switch into another elective **that is only offered the same period** that you are wishing to drop.
- There is a **hole in schedule** (schedule is missing a course during a class period).
- A **wrong class placement** or level (Ex: Math, World Language, Art, PE, etc.).

After requesting a schedule change**, students must continue to attend all classes listed on their schedules until they see an updated schedule in their StudentVue account.**

Drops
Students may request to drop courses up to the end of the third week of the semester with the consent of the counselor and parent/guardian, and in accordance with the current scheduling guidelines. Courses that have been dropped by the third week will not appear on the student's transcript.

Please note that students dropping a class will only have the option of taking Study Hall, scheduling Early Release/Late Arrival or finding a Departmental Assistant position.

Withdrawals
Students may withdraw from a course up to the end of the eighth week of the semester. Students who have teacher, counselor, and parent/guardian approval to withdraw from a course will receive a "W" which will appear on the transcript.

Students who do not follow a reasonable plan of action which includes good attendance, efforts to seek help from teacher and counselor, attending support seminars with the teacher, completion of homework assignments, and making an effort on tests will receive W/F upon their withdrawal.

A W/F is not calculated into the student's GPA. The W/F means "failing at the time of withdrawal." Students who withdraw or drop after the eighth week will receive an "F" for the semester on their transcript unless in the judgment of the teacher, counselor, and administrator, a drop, withdrawal, or withdrawal with "F" is deemed appropriate. The "F" grade will be calculated into the student's GPA.

GRADUATION REQUIREMENTS

LOHS students will work towards a Lake Oswego District Diploma. This diploma will be awarded to a student who has met attendance requirements and has earned course credits based on passing performance requirements. All ninth graders will begin earning credits towards this diploma unless they are receiving special education and the Individualized Education Program (IEP) team determines a different diploma option is more appropriate. Listed below are the requirements for this diploma. Requirements are defined by units of credit. Passing a yearlong course earns one (1) unit of credit, passing a semester earns a half (0.5) unit of credit.

CREDIT REQUIREMENTS FOR GRADUATION

Lake Oswego District Diploma Requirements
During the four years of high school a student must earn twenty-five (25) credits. The following are the course subject areas and credit amounts that must equate to the twenty-five credits:

- Communications = 0.5 credit
- Electives = 5.5 credits
- English = 4 credits
- Fine Arts = 1 credit
- Health = 1 credit
- Mathematics = 3 credits
- Physical Education = 1 credit (0.5 credit in Grade 9 or 10 and 0.5 credit before graduation)
- Science = 3 credits
    - 1.0 - Earth
    - 1.0 - Life
    - 0.5 - Chemistry

    - 0.5 - Physics
- Social Studies = 3 credits (*Including 0.5 credits of Civics)
- Personal Finance Education = 0.5 credit
- Higher Education and Career Related Education = 0.5 credit
- World Language = 2 credits (2 credits may transfer from Middle School)

Oregon Standard Diploma Requirements
During the four years of high school a student may change from an LOSD diploma to a standard Oregon diploma. Students must earn twenty-four (24) credits. The following are the course subject areas and credit amounts that must equate to the twenty-four credits:

- Electives = 5 credits
- English = 4 credits
- Fine Arts/Career Technical Ed./World Language = 3 credits
- Health = 1 credit
- Mathematics = 3 credits
- Physical Education = 1 credit
- Science = 3 credits
- Social Studies = 3 credits (*Including 0.5 credits of Civics)
- Personal Finance Education = 0.5 credit
- Higher Education and Career Related Education = 0.5 credit

Modified Diploma
A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in high school, complete 24 credits, which shall include:

- English = 3 credits
- Mathematics = 2 credits
- Science = 2 credits
- Social Studies, which must include 0.5 civics credit = 2 credits
- Health = 1 credit
- Physical Education = 1 credit
- CTE, Arts(visual or performing), world language = 1 credit
- Personal Finance = 0.5 credit
- Career Related Learning = 0.5 credit
- Electives = 11 credits

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.
In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education plan (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or the 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 plan or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

- Students not on an IEP or a 504 Plan may not receive a modified Smarter Balanced assessment.
- A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.
- A student's school team may decide to revise a modified diploma decision.
- A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.
- Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parent(s) or guardian(s) of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

- English = 2 credits
- Mathematics = 2 credits
- Science = 2 credits
- Social studies = 3 credits
- Health = 1 credit
- Physical Education = 1 credit
- Arts(visual or performing) and/or world language = 1 credit

2. Have a documented history of:
   a. An inability to maintain grade level achievement due to significant learning and instructional barriers
   b. A medical condition that creates a barrier to achievements; or
   c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parent(s) or guardian(s) of the student, information about the availability and requirements of an extended diploma.

Certificate of Attendance

Certificate of attendance will be awarded to students who do not satisfy the requirements for a diploma, modified diploma or extended diploma if the students meet minimum credit requirements established by the district. Beginning in grade five or beginning after a documented history to qualify for a certificate of attendance, the district shall annually provide to the parent(s) or guardian(s) of the student, information about the availability and requirements of a modified diploma.

CAREER RELATED REQUIREMENTS FOR GRADUATION

The following requirements personalize the diploma for each student and help students plan for their post-high school education and career goals.

Education Plan & Profile: Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.

- 4-year plan
- Career interests & goals

Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

- Resume (Adv Comm. Skills in 9th grade)
- Career Inventory (Career Interest Profiler in 10th grade)
- Self-Assessment (AchieveWorks Personality in 11th grade)
- Graduation Exit Survey (to identify next step in journey in 12th grade)

Career-Related Learning Experiences: Students participate in experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan. Students need to complete two learning experiences (minimum 5 hours each) by the end of senior year.

- Job shadow experience
- Job and/or internship experience
- Volunteer experience
- School based career activity- (Mock Trial, DECA, OHSU lab field trip, theater productions, publications)

ESSENTIAL SKILLS REQUIRED FOR GRADUATION (Class of 2029 and beyond)

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

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

EARLY GRADUATION

A student may satisfy graduation requirements in less than four years. The district will award a diploma to

a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.
A student who wishes to graduate from high school in less than four years must submit their request to their high school principal. The request must include:

1. The plan for completing graduation requirements in less than the typical four years;
2. A letter of support/approval from their parent/guardian; and
3. A letter from the student stating the reason(s) for requesting early graduation.

In order to be considered for early graduation, a student must be on track to have met all State and District attendance, course credit, and performance requirements.

1. Early graduation requests may include no more than a total of one credit earned either as a student assistant or in work experience as part of the required 25 credits, unless the student is earning a Modified or State Diploma.
2. To meet credit requirements and qualify for a Lake Oswego diploma, a student **MUST APPLY for early graduation by the end of their sophomore year.**

Approval by the principal and district administration is required for early graduation requests. District administration will provide data to the School Board at the end of each school year on the number of early graduation requests/approvals.

ACADEMIC POLICIES & INFORMATION

GRADING

The Lake Oswego School District's evaluation procedure is designed to reflect support of academic achievement and the development of citizenship. Letter grades are intended to provide information on academic performance, to encourage continued academic growth and to create a record of academic achievement.

A letter grade is based on the teacher's professional evaluation of student achievement in the following areas: Completion of Assignments, Examination Scores, Mastery of Pertinent Skills & Handling Abstractions, and Application of Knowledge. Each teacher will provide each student with a written explanation of the expectations and the grading system for the course of study.

The following letter grades indicate what the student has achieved in a class, relative to the five stated components of evaluation:

A = Excellent
B = Above Average
C = Average
D = Minimum Passing Grade
F = Failing
S = Satisfactory
U = Unsatisfactory

WEIGHTED GRADE POINT AVERAGE AND WEIGHTED COURSES

At the end of each semester students receive a letter grade for each of their courses. Most courses at LOHS are calculated on a 4 point scale, with a grade of A worth 4 points, B worth 3, C worth 2, D worth 1 and F worth 0.

AP and Honors courses, along with a few other challenging courses (listed below), are designated as Weighted Courses. For these courses students earn 5 points for an A, 4 for B, 3 for C, 2 for D and 0 for F.

The following courses receive weighted GPA credit.

English 9 Honors	AP Economics	Pre-Calculus	French 4
English 10 Honors	AP Biology	AP Calculus AB	AP French
AP Eng Lang & Comp, 11th	AP Chemistry	AP Calculus BC	Chinese 4
AP Eng Lit & Comp, 12th	AP Physics C:Mech	AP Statistics	AP Chinese
AP Human Geography	AP Environmental Science	AP Music Theory	Spanish 4
AP US History	AP Computer Science A	AP Studio Art: 2D	AP Spanish
AP European History	AP Comp Sci Principles	AP Studio Art: 3D	AP Spanish Literature
AP Psychology	AP Studio Art/Draw	Organic Chemistry	AP Physics 2
AP US Govt.	AP African American Studies	Calculus 3	

SATISFACTORY (S) / UNSATISFACTORY (U) GRADES

A student may elect to take one non-required course per semester on an S/U basis rather than the usual grading system. For World Languages, 3rd year and above qualify for S/U. Students desiring to take a course on an S/U basis need to declare this intention and **complete appropriate paperwork by the end of the fifth week** of the semester. This should be done in consultation with one's teacher, counselor, and parent/guardian.

All Department Assistants (DAs), Work Experience, Peer Mentor, and Cadet Teaching will automatically be graded S/U.

INCOMPLETES

With administrator approval, an Incomplete (I) grade will be assigned when circumstances beyond the student's or teacher's control prevent the student from completing the coursework on time and there is a definite goal to finish the course. A student may also be given an incomplete grade in other circumstances if the teacher and the student's counselor agree it best serves the student with Assistant Principal Approval. The course shall be finished timely by not more than two weeks beyond the end of the grading period. Failure to do so within two weeks will result in an "F" grade, unless a prior arranged time extension has been made with the Assistant Principal.

HONOR ROLL

Each semester students who earn the weighted GPA of 3.5 and above are placed on the LOHS Semester Honor Roll.

NATIONAL HONOR SOCIETY

The National Honor Society embraces four key values: Scholarship, Leadership, Service, and Character. The NHS Application process is built around these four key values beginning with scholarship.

Students are required to have an accumulated GPA of weighted 3.50 or higher to meet the initial scholarship requirement to be considered for the National Honor Society. Invitations to apply will be delivered to eligible 12th graders in the fall and to eligible 10th and 11th graders after 1st semester grades have been posted, usually at the end of February. In addition to a student's GPA, applications to OMEGA National Honor Society at Lake Oswego High School will be considered holistically with respect to the three remaining key values. The successful application will demonstrate evidence of strength in each of the areas. More information can be found at https://lohs.losdschools.org/activities/national-honor-society

ADVANCED PLACEMENT AND HONORS LEVEL COURSES

The Advanced Placement (AP) program offers college-level courses that are challenging and stimulating, allowing for individual progress and accomplishment, and exploring subjects in greater depth. AP exams will be administered in the spring and give students the opportunity to earn advanced placement and/or college credit. Students may qualify for an Honors or AP class by forecasting in the spring of the previous year. Following is a list of Advanced Placement/Honors courses offered at Lake Oswego High School:

AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Chinese, AP Computer Science A, AP Computer Science Principles, AP Economics, AP English Language and Comp, AP English Literature and Comp, AP Environmental Science, AP European History, AP African American Studies, AP French, AP Music Theory, AP Physics C: Mechanics, AP Psychology, AP Spanish, AP Spanish Literature, AP Statistics, AP Studio Art/2-D Design, AP Studio Art/3-D Design, AP Studio Art/Drawing, AP US Government, AP US History, Precalculus, English 9 Honors, English 10 Honors, AP Physics 2, Organic Chemistry, Calculus 3.

SEAL OF BILITERACY

Lake Oswego High School encourages all students to study language to attain biliteracy. The Oregon State Seal of Biliteracy/Multiliteracy is an award given in recognition of students who have studied and attained the Intermediate High level (or higher) of proficiency in reading, writing, listening, and speaking in two or more languages by the time they graduate. (One of the languages can be English.) Students can demonstrate language proficiency in multiple ways including the STAMP test. Students who are enrolled in World Language Levels IV and AP are encouraged to complete the Seal of Biliteracy requirements and will be recognized with the Seal of Biliteracy on their diploma and transcript. **Students who are interested in being tested are required to complete the online interest form available on the LOHS website under Counseling.**

TRANSFER INFORMATION

In-district (between LOSD schools): Transfers are allowed on a space availability basis. New transfers (not due to moves) will require the signature of both principals. In-district transfers will only be approved to start at the beginning of the school year or at the beginning of the second semester; no mid-semester transfers will be accepted.

Inter-district (between school districts): Students who are currently enrolled on an inter-district transfer basis are eligible for continuation provided their resident district's approval was granted with no time restrictions or conditions. New applicants will be allowed on a space availability basis. Applications for an inter-district transfer into LOSD for the 2026-2027 school year will only be accepted January 21, 2026, through May 1, 2026. **No new inter-district transfers will be accepted for or during the 2026-27 school year after the close of the application window on May 1, 2026.**

Tuition: Students who are currently enrolled on a tuition basis are eligible for continuation provided an application for continuation on a tuition basis is submitted during the application window. New applicants will be allowed on a space availability basis. Applications for all tuition transfers, current or new, into LOSD for the 2026-2027 school year will only be accepted January 21, 2026, through May 1, 2026. **No tuition transfers, current or new, will be accepted for or during the 2026-2027 school year after the close of the application window on May 1, 2026.** *Tuition for the 2026-27 school year: $12000.

CTE: CAREER AND TECHNICAL EDUCATION PATHWAYS

Career Technical Education (CTE) is an educational pathway that provides learners with the knowledge and skills they need to be prepared for college and careers. Students in CTE programs take specialized courses, in addition to required courses, and have the opportunity to participate in internships, engage with mentors, and practice what they are learning through project-based learning. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career area.

Each year, LOSD reviews its CTE Programs of Study and identifies next steps to increase CTE opportunities that are of interest and in demand for students at both Lake Oswego and Lakeridge High Schools. Offering CTE pathways includes development of Programs of Study with qualified teachers who have industry experience and physical spaces and equipment.

All CTE opportunities will be offered regardless of race, color, national origin, sex, disability, sexual orientation, gender identity, marital status, religion, or age (includes state and federal protected classes). There are no admission barriers to participate in CTE courses. CTE credits must be earned in grades 9 and higher. **In order to receive CTE certification in a pathway, you must complete 3.0 credits in any one pathway. 1.0 credit must be from an intermediate and/or advanced course. You must earn a C- or higher to have it count toward your CTE pathway credit. You can complete multiple pathways.**

We offer four ODE approved CTE Pathways: Computer Science, Culinary, Engineering, and Marketing. Descriptions of the courses included within each CTE pathway (see below) can be found later in this guide. Each CTE pathway is arranged alphabetically in this guide amongst the other academic departments:

Computer Science Pathway		
Introductory / Exploratory Courses *(Beginning in 9th grade)*	Foundation / Intermediate Courses and Activities *(Grades 9-11)*	Advanced Courses and Activities *(Grades 10-12)*
Introduction to Programming (CS 160 Exploring CS) Credit: .5	Cybersecurity Fundamentals Credit: .5	AP Computer Science A S1 Credit: .5
	AP Computer Science Principles S1 Credit: .5	AP Computer Science A S2 Credit: .5
	AP Computer Science Principles S2 Credit: .5	Programming Projects Credit: .5
	Exploring Artificial Intelligence in Python Credit: .5	Computer Programming C++ S1 (CS 161 Computer Science 1) Credit: .5
		Computer Programming C++ S2 (CS 162 Computer Science 2) Credit: .5

Note: Course offerings are subject to change

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Culinary Arts Pathway		
Introductory / Exploratory Courses *(Beginning in 9th grade)*	Foundation / Intermediate Courses and Activities *(Grades 9-11)*	Advanced Courses and Activities *(Grades 11-12)*
Culinary Arts 1 Credit: .5	Farm to Table - Spring Credit: .5 Farm to Table - Fall Credit: .5 Culinary Arts 2 Credit: .5	Culinary Arts: Entrepreneurship Credit: .5 Culinary Internship Credit: .5

Engineering Pathway		
Introductory / Exploratory Courses *(Beginning in 9th grade)*	Foundation / Intermediate Courses and Activities *(Grades 9-11)*	Advanced Courses and Activities *(Grades 11-12)*
Engineering and Design S1 Credit: .5 Engineering and Design S2 Credit: .5 Digital Media Credit: .5	Engineering Concepts S1 Credit: .5 Engineering Concepts S2 Credit: .5	Makerspace Projects Credit: .5

Note: Course offerings are subject to change

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Marketing Pathway		
Introductory / Exploratory Courses *(Beginning in 9th grade)*	Foundation / Intermediate Courses and Activities *(Grades 9-11)*	Advanced Courses and Activities *(Grades 11-12)*
Marketing 1 Credit: .5	Marketing 2: Advertising Credit: .5	Marketing 3: Entrepreneurship Credit: .5
Income & Money Mgmt. Credit: .5	Marketing 2: Sports and Entertainment Credit: .5	International Marketing Credit: .5
		Independent Study Business Credit: .5

STEM: SCIENCE, TECHNOLOGY, ENGINEERING & MATH*

Students have exciting opportunities to take challenging college-level science and math courses, participate in STEM related co-curricular clubs or internships, and pursue their intellectual curiosity as they prepare for college. A student who takes advantage of these opportunities will leave LOHS well-prepared for college and potentially have enough credits to enter college as a second-year student. **STEM certificates are awarded at the end of 12th grade to the students who complete: 6 Science classes, 3 Technology and/or Engineering classes, and 4 Math classes.** Within the Technology and Engineering classes, students could focus on one of our CTE Pathways in Engineering or Computer Science, or they could select courses from the list below. Participation in STEM clubs or internships may be used to replace **one** class for the technology and engineering requirements.

Technology & Engineering Classes

Computer Science
- AI and Python
- Introduction to Programming (Dual Credit)
- Computer Programming C++ (Dual Credit)
- AP Computer Science Principles
- AP Computer Science A
- Programming Projects
- Cybersecurity Fundamentals

Engineering
- Engineering & Design
- Engineering Concepts
- Makerspace Projects

Digital Media
- Digital Media
- Graphic Design 1
- Graphic Design 2
- Newspaper
- Yearbook

- Other Tech Related Classes

Clubs and Internships

- Robotics Team
- Apprenticeships in Science and Engineering (ASE)
- Architecture, Construction and Engineering (ACE)
- Dental Explorers (OHSU)
- Partnership in Science Inquiry- OHSU (PSI)
- Primate Center: Science Ambassadors
- UCEDD Summer Internship (OHSU)
- ZooTeen (Oregon Zoo)
- Other Independent Internships

**New STEM courses may be added to this list each year. Courses offered are also subject to availability based on the student requests and district resources.*

Note: Course offerings are subject to change

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COLLEGE ENTRANCE REQUIREMENT

All graduates are encouraged to consider and participate in some type of education or training beyond high school. Since the majority of LOHS graduates proceed to a four-year college/university or community college, a great deal of attention is paid to preparing students for this next endeavor. The most important part of this process is for all students to enroll in a challenging and full course of study throughout their four years of high school. When the student accepts this responsibility, and meets the requirements for the Lake Oswego diploma, they have met most (if not all) of the curricular requirements for admission to the seven campuses of the Oregon University System. These requirements are:

English (4 credits) includes the study of the English language, literature, speaking, listening and writing. This study emphasizes frequent practice in writing expository prose.

Mathematics (3 credits) including first-year Algebra, and two additional years of college preparatory mathematics (typically, Geometry and Advanced Algebra, or higher). Algebra and Geometry taken prior to ninth grade will be accepted as elective credit. Students are required to take three credits of mathematics in high school. However, students are advised to continue taking mathematics through grade 12.

Science (3 credits) including a year each in two fields of college preparatory science (such as geoscience, biology, chemistry, or physics), with at least two courses being a laboratory science.

Social Studies (3 credits) including one year of World History, U.S. History, and America and Contemporary World or AP US History.

Second Language (2 credits), which means two years of the same language. Students who have taken world language at the middle school will receive credit to be applied towards the 25-credit graduation requirement.

Students should check with the colleges to which they are applying to make sure their credit requirements are being met. In addition to the course requirements, an applicant to a state university must achieve a certain GPA (which varies by the school). Many colleges and universities no longer require an SAT or ACT test score for admission. Most are SAT or ACT test-optional. Students should verify all admission requirements for individual colleges/ universities by visiting their admission websites.

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

Students must earn a grade of C- or better in all required courses in order for a course to be counted as meeting subject area requirements for most universities/colleges and specifically any Oregon Universities.

ACCOMMODATIONS FOR STANDARDIZED TESTING

Students with documented disabilities, or an Individual Education Program (IEP), or a 504 Plan, who would like to have accommodations for the SAT, ACT, Pre-ACT or PSAT, are not automatically granted those accommodations. Requests for accommodations typically have a deadline 2 – 3 months before the test is proctored. Approval of accommodations is based on the impact a disability has on a student's ability to take a test. Accommodations must be applied for and approved before the test is given. Additional information about testing accommodations can be found online at www.actstudent.org or www.collegeboard.org or by speaking with your student's counselor or Case Manager.

NAVIANCE

The LO Counseling Department has implemented a web-based guidance program, Naviance, for students in grades 9-12. Naviance assists students in exploring colleges and careers, creating resumes, taking personality

assessments, managing the college application process, communicating critical deadlines, sharing scholarship information and much more!

All students will be provided an individual registration code from their counselor to access the program and their personal web page. We encourage parents and guests to use this software as well. The program can be accessed via any computer with internet access. The web address is below, the guest password is: lakers
https://connection.naviance.com/family-connection/auth/login/?hsid=lohs

COLLEGE BOUND STUDENT ATHLETES – NCAA Eligibility Requirements

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.
- Earn at least a 2.3 grade-point average in core courses.
- Successfully complete 10 of the 16 total required core courses before the start of 12th grade. Seven of the 10 courses must be successfully completed in English, math and science.

Prospects that earn at least a 2.0 GPA but not a 2.3 GPA and meet the current sliding scale standard will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Students in 9th grade who are academically successful in the first term will earn the ability to continue to participate. Division III colleges and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III. For more specific information on eligibility, check out the NCAA official website at www.ncaa.org.

DUAL CREDIT COURSE WORK

Opportunity to Earn College Credit for High School Course Work. In addition to our Advanced Placement (AP) program, we are working with Portland Community College and Clackamas Community College to expand options for our high school students to receive pre-approved college credit for some of the required and elective high school classes currently taught in our school. Students who believe they will receive a letter grade of 'A' or 'B' in high school courses that are approved for PCC/CCC/LBCC college credit are encouraged to enroll and receive college credit. These pre-approved college credits apply toward a college degree in the same way that credits taken on a community college campus are accepted by four-year institutions. Dual credit is a benefit to students because they do not have to repeat course work when they enter college and can save a substantial amount of college tuition costs in the process. It has long been recognized that the rigor and academic level of many of the high school classes taught in the district equal or surpass college course work. Students will receive paperwork to apply for college credit from their teacher in each course that qualifies for dual credit.

NOTE: Dual Credit Courses are only offered as dual credit if there is a teacher who has the appropriate credentials to offer it as a dual credit course.

Portland Community College Dual Credit Courses

High School Course Title	Course under Agreement
Mathematics	
Discrete/STEM Mathematics (1 Credit)	MTH 105: Math in Society (4 credits)
Science	

Note: Course offerings are subject to change

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Oceanography (1 credit)	GS 108: Physical Science (4 credits)
AP Biology (1 credit)	Biology 101, 102 (4 credits each)
CTE-Computer Science	
Introduction to Programming	CS 160: Exploring Computer Science (4 credits)
Computer Programming C++	CS161A, CS161B (4 credits each)
World Languages	
Chinese 3	CHN 103
Chinese 4	CHN 201

Clackamas Community College Dual Credit Courses

High School Course Title	Course under Agreement
World Languages	
Spanish 3 (1 credit)	SPN 101Z, 102Z, 103Z (4 credits each)
Spanish 4 (1 credit)	SPN 201, 202, 203 (4 credits each)
French 3 (1 credit)	FR 101, 102, 103 (4 credits each)
French 4 (1 credit)	FR 201, 202, 203 (4 credits each)
ASL 3 (1 credit)	AC 201, 202 (4 credits each)

Linn Benton Community College Dual Credit Courses

High School Course Title	Course under Agreement
CTE-Culinary	
Culinary Arts Entrepreneurship (.5 credit)	CA 111: Foodservice Safety and Sanitation (1 credit)

OTHER CREDIT ACHIEVEMENT INFORMATION

CREDIT FOR COURSES COMPLETED PRIOR TO NINTH GRADE

Students may earn high school credit for accelerated courses taken prior to ninth grade that were equivalent to high school courses in Algebra, Geometry or World Language within the District. Students who passed Algebra or a higher math class from a Lake Oswego School District middle school will earn high school elective credit; however students are required to earn three (3) credits of math in grades 9-12 to earn a district diploma. A student who passed World Language classes in middle school will earn World Language credit for those classes at LOHS. These courses will not count into a student's high school GPA.

Students transferring in from middle schools outside the Lake Oswego School District must complete and submit a "Pre 9th Grade Verification Form" (see counselor for form) to have their Math & Language coursework applied to their high school transcript. Only high school equivalent courses will be eligible. **The Pre-Ninth Grade Credit Form must be completed, signed and dated by a pre-ninth grade administrator and school.**

CREDIT BY PROFICIENCY

Physical Education:

To provide flexibility in our students' program of study, LOSD is allowing the second 0.5 credit in Physical Education to be substituted with proficiency credit through participation in a LOHS or Community School affiliated sport. ***Reminder:*** The initial required 'Physical Education' course must be taken on campus in order for credit to be earned for Required PE.

To receive secondary 0.5 proficiency credit, a student must complete the appropriate paperwork and participate in an approved high school or community school sponsored sport. Once the sport has been completed and paperwork submitted, Proficiency Credit for P.E. will be added to the student's transcript. The student will earn Satisfactory/Unsatisfactory credit based on proficiency credit requirements.

- Only 11th and 12th grade students who have completed required P.E. may apply for proficiency credit.
- **12th grade students are only allowed to earn proficiency credit during the first semester and only for the fall sports season.**
- Students need to meet with their counselor to discuss the decision to apply for proficiency credit. Upon the successful completion of the sports season the student must submit a PE proficiency form signed by the coach, athletic director and counselor. PE Proficiency forms are due by June 1st of junior year or end of semester 1 for senior year fall sports.
- A student is limited to 0.5 Physical Education Proficiency Credit.
- Proficiency credit does not count as one of five courses OSAA requires students to be enrolled in to participate in athletics and activities.
- Proficiency Credit does count as one of five classes a student must pass to participate in an upcoming sport/activity per OSAA guidelines.
- If a student is cut from a team, they will have the option of joining another team or having their application withdrawn without grade penalty.
- If a student is injured during the season, they can request to have their application withdrawn without penalty. Each student is responsible for notifying their counselor immediately.
- Paperwork submitted after the deadline will not be eligible for a passing grade.
- Proficiency credit is designed for those students who are unable to fit their second semester of physical education in their schedule.

CREDIT BY EXAMINATION

World Languages: Students who have significant experience in a language other than English may receive S/U (satisfactory & unsatisfactory) credit in World Language. Students who choose the credit-by-examination may earn a total of 2 credits.

Student Criteria for Credit-by-Examination:

- Any student who is a heritage speaker or has had a significant experience in a second language is eligible to take the assessment.
- Students who pass the assessment will receive S/U credits in World Language, or these S/U credits may be recorded on their transcripts as general Elective credits.
- Students may not receive World Language credit in a high school course and then receive credit for passing the exam.
- Students may take the language assessments for additional languages to earn general elective credits. However, these additional credits may not supplant other elective course requirements.

The assessment to be taken is determined by the language the student is seeking to receive credit in. These World Language proficiency credits can be used to meet graduation requirements for the school district. **However, not all colleges and universities will accept S/U credits for World Language. It is the responsibility of the students to determine if the credit-by-examination option is appropriate for their post-secondary aspirations.** The assessments are:

1. **Avant Assessment - Standards-based Measurement of Proficiency (STAMP) 4S Assessment, 3S and WS/Worldspeak**

CREDIT BY PRE-APPROVAL

Off-Campus Credit
Students may take pre-approved elective courses off campus and apply the credits to their high school transcript. No more than four credits of off-campus experience may be applied and **all courses must be pre-approved**. The "Off-Campus Credit" paperwork required for pre-approval may be picked up from the counseling office. If approved, an Official Transcript from the approved institution must be sent to LOHS Counselor upon coursework completion.

Credit Make-Up
Credit for make-up courses with failing grades can be earned through summer sessions, recognized correspondence schools, state approved alternative programs, evening high school, college/university, community college, and accredited training institutions, and at LOHS. In the event that the class is not taken at LOHS, students need to arrange for an Official Transcript from the approved institution to be sent to their LOHS Counselor upon coursework completion.

Credit to enhance grades must be earned through summer sessions, recognized correspondence schools, state approved alternative programs, evening high school, college/university, community college, and accredited training institutions. Students also need to arrange for an Official Transcript from the approved institution to be sent to their LOHS Counselor upon coursework completion.

Make-up credits do not replace grades earned in LOHS classes but are averaged into the student's GPA. To ensure students are signed up for the correct class, students must complete the "Off-Campus Credit" form prior to enrolling in any off-campus experience. Forms are available on the LOHS Website under Counseling, or in the Counseling office.

EXPANDED OPTIONS PROGRAM

The Expanded Options Program (Senate Bill 300) provides eligible high school students access to credit for college level coursework funded by the Lake Oswego School District.

Eligible students may receive, at no cost, dual college credit and Advanced Placement testing for Advanced Placement courses offered at either district high school. The current dual credit and Advanced Placement courses are noted in the curriculum guide.

Eligibility
The Oregon Department of Education determined that school districts may offer dual college credit courses and Advanced Placement testing, at no cost to students who meet the definitions of 'at risk' and 'otherwise qualified' as follows:

- Qualifies for the free and reduced lunch program; or
- Qualifies through the Lake Oswego School District Fee Waiver/Reduction Program; and/or
- Has officially dropped out of high school, but would re-enroll in order to participate in this program; and
- Is currently enrolled in four or more courses at Lake Oswego High School or Lakeridge High School; and
- Will be in grade 11 or 12 during the school year in which they enroll in the Expanded Options Program; and
- Will be 16 years old or older at the time of enrollment in a course under the Expanded Options Program; and:
    - Has an educational learning plan on file with the high school; and

- Has not successfully completed four years of high school; and
- Is not enrolled in our district high schools as a foreign exchange student; and
- Meets all of the academic and other requirements of the district to participate in the dual credit classes and/or Advanced Placement courses in which they choose to participate.

There is no limit to the number of dual credit or Advanced Placement classes an eligible student may take under this program. This program is available for all eligible students for all dual credit or Advanced Placement courses during the period of time they are eligible for the program.

Additional Information
This program does not change district policy or graduation requirements. This program offers the opportunity to access the dual college credits offered in our high schools and Advanced Placement testing funded by the school district for eligible students.

As in the past, students who are eligible for the Expanded Options Program as well as students who do not qualify for the program may continue to take college credit course work off campus at their own expense and apply it towards graduation requirements as allowed in the district graduation policy.

The District reserves the right to approve all courses that are a part of the Expanded Options Program. Students must receive a grade of "B" or better to receive dual credit.

If you qualify for this program and wish to participate, contact your counselor.

Four Year Planning

Students who have failed one or more classes during middle school will discuss with their high school counselors the option of not taking one of the first Social Sciences, Science, or World Language classes until sophomore year. During the four years of high school, only three years of Social Sciences, three years of Science, and two years of World Language are required for graduation. Rather than have all students take the heaviest academic load freshman year with English, Math, Social Sciences, Science, and a World Language, along with PE, Health, ACS, Study Hall, and/or an elective, it may be helpful not to take one of the first Social Sciences, Science, or World Language classes until sophomore year. Spreading out the core graduation requirements helps ensure success during freshman year—an extremely important but historically difficult year for students in this district and across the country—and provides opportunities for more elective and support classes earlier in high school. If you are looking to add one or more supports to your schedule and your four year plan, take a look at our academic support classes in the first section of courses on the following pages.

ACADEMIC SUPPORT

The following Academic Support classes are available for students who need consistent support. Students who need academic support are encouraged to work with their content area teachers, possibly during support seminar times, and add a Study Hall to their schedule to have time to complete their assignments during the school day. When students need support beyond that, they should contact their counselor to see if one of these additional support classes would be appropriate. We consider students' prior school supports, experiences, and performances when recommending students for a support class.

Academic Support Center

One semester Credit: 0.5 Grades: 9-12
Prerequisite: Recommendation of Counselor, Teacher, or Administrator

Academic Support Center is for students who are identified as needing additional one-on-one or small group learning assistance working towards completion of one or more specific graduation requirements. This course is led by Certified Teachers with the support of Student Academic Mentors. The class will include classwork time as well as the development of advocacy, time management, and other important skills for school success. Students must come to class prepared to study and will be expected to use their time wisely during this period. This class is the first step in helping build executive functioning skills and is not intended to be repeated for credit. Students who successfully complete this course will move on to study skills.

Study Hall

One semester Credit: 0 Grades: 9-12 Prerequisite: None

Study Hall is provided for students who need extra time at school to complete homework and projects. Students will need to come to class prepared to study and will be expected to use their time wisely during this period.

Study Skills

One semester Credit: 0 Grades: 9-12
Prerequisite: Recommendation of Counselor, Teacher, or Administrator

This class is designed to provide individualized support with organization and academic coursework, giving students the opportunity to complete homework with guidance from teachers who actively monitor grades, attendance, and performance. As a Tier 2 support, Study Skills offers more one-on-one interaction than a traditional study hall, focusing on helping students develop essential skills and strategies to improve organization and task management. Students practice applying these skills to their coursework during class time. Enrollment is based on classroom performance data and recommendations from teachers and counselors.

CTE - BIOMANUFACTURING - Only at Lakeridge HS

This CTE pathway is only offered at LHS. Students from LOHS who enroll in these classes will need to be prepared to travel back and forth between high schools and should speak with their counselor about signing up for these.

Course Title	Credit	Grade Offered	Prerequisite
Intro to Biotechnology	1	10-12	Yes
Advanced Biosciences	1	11-12	Yes

Intro to Biotechnology - Only at LHS

One year Credit: 1.0 Grades: 10-12 Prerequisite: Geoscience or AP Environmental Science (Biology recommended–can be taken concurrently)

Designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology as they relate to humans and medicine. Students will develop laboratory, critical thinking, and communication skills currently used in the biotechnology industry. This includes laboratory experiences with DNA sequencing, PCR amplification, protein analysis, forensics, immunological analysis, and bacterial transformation. In addition, students will explore the ethics surrounding biotechnology while weighing the risk and benefits of such technology. Students can earn dual credit through PCC (BIT 102- Current Topics in Bioscience Technology). LOHS students will

Advanced Biosciences - Only at LHS

One year Credit: 1.0 Grades:11-12 Prerequisite: Intro to Biotechnology and AP Biology (can be taken concurrently with AP Biology)

This course helps students apply their knowledge and skills to answer questions or solve problems related to the continually evolving bioscience industry. Students will further develop their understanding by researching and designing innovative solutions for emerging health challenges and address topics such as clinical medicine, human physiology, medical innovation, molecular cloning, molecular biology, forensic sciences, and public health. Additionally, students will gain real-world experience through internships and informational interviews with bioscience professionals at a university hospital, physician's office or the biotech industry. Students will design and complete an independent project as part of the course.

CTE - COMPUTER SCIENCE PATHWAY

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
Intro to Programming**	0.5	9-12	Yes	No
AP Computer Science Principles*	1	9-12	Yes	No

Note: Course offerings are subject to change

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Exploring AI in Python	0.5	10-12	Yes	No
Cybersecurity Fundamentals	0.5	10-12	Yes	No
Programming C++**	1	10-12	Yes	No
Programming Projects	0.5	10-12	Yes	Yes
AP Computer Science A*	1	10-12	Yes	No

** Weighted Course*

*** Dual Enrollment Offered*

Introductory Courses

Introduction to Programming

One semester Credit: .5 Grades: 9-12 Prerequisite: Successful completion of Algebra 1

This introductory class is articulated with Computer Science 160 - Exploring Computer Science through PCC, and will earn students college credit in that class. Students will learn about the field of Computer Science and the programming language of Python. This class will help prepare students to either go into Computer Programming C++ or AP Computer Science A.

Intermediate Courses

AP Computer Science Principles

One Year Credit: 1 Grades: 9-12 Prerequisite: Successful completion of Algebra 1

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is an engaging and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. We use the College Board approved code.org curriculum, which uses Javascript as the programming language and teaches students programming fundamentals. This class will help prepare students to either go into Computer Programming C++ or AP Computer Science A.

Exploring AI in Python

One Semester Credit: .5 Grades: 10-12 Prerequisite: Intro to Programming

The Introduction to Artificial Intelligence (AI) course teaches students important programming concepts that enable the use of AI in computer science and society at large. Students learn the implications of AI on society and develop a series of projects that illustrate the variety of ways AI can be used to optimize and predict information.

Cybersecurity Fundamentals (formerly Intro to Cybersecurity)

One semester Credit: .5 Grades: 10-12 Prerequisite: Intro to Programming or APCSP

This course is designed for students who are interested in exploring careers in Cybersecurity. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping, and network attacks. The basics of cryptography and logic reasoning will be explored.

Note: Course offerings are subject to change

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Advanced Courses

AP Computer Science A

One year Credit: 1 Grades: 10-12 Prerequisite: Geometry and Intro to Prog. or AP CS Principles

This course is aligned with the College Board's expectations and will serve as an introduction to computer programming through the Java programming language. There will be a focus on object-oriented programming, development of algorithms and solving problems. We will use a curriculum that has connections to the University of Washington's CSE 142 course and will prepare students for the APCSA exam.

Programming C++

One Year Credit: 1 Grades: 10-12 Prerequisite: Geometry and Intro to Prog. or AP CS Principles

This year long course is aligned with Computer Science 161 and 162 through PCC, and will earn students college credit in both classes. During the first semester students gain an understanding of the concepts of computer science. Students solve problems, and explore: algorithm and program design, data types, loops, control structures, subprograms, and arrays. The course introduces writing programs in a high level programming language. Additionally the class surveys current social and ethical aspects of computer science. The second semester advances into the study of: classes, pointers, dynamic memory, linear linked lists, multi-dimensional arrays, program correctness, verification, and testing.

Programming Projects

One semester Credit: .5 Grades: 10-12 Prerequisite: Intro to programming, APCSP, or Programming C++

Do you have a little programming know-how, and would like to learn more? A desire to learn different programming languages? Programming Projects, then, might be for you. This class is a guided, structured way for you to learn what is most interesting to you in the computer science field. If you want to learn about game design, web design, app creation, or you want to study a new programming language, this class will help provide you with the time, resources, and structure to help. This course may be repeated for credit.

CTE - CULINARY ARTS PATHWAY

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
Culinary Arts 1	0.5	9-12	No	No
Culinary Arts 2	0.5	9-12	Yes	Yes
Farm to Table - Spring	0.5	9-12	No	Yes
Farm to Table - Fall	0.5	10-12	No	Yes
Culinary Internship	1	10-12	Yes	Yes
Culinary Arts Entrepreneur**	0.5	11-12	Yes	Yes

*** Dual Enrollment Offered*

Note: Course offerings are subject to change

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Introductory Courses

Culinary Arts 1

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Culinary Arts I is an introductory course designed to acquaint students with the fundamentals of food preparation. Through lecture, hands-on work and projects, instruction is devoted to concepts and skills in nutrition, kitchen and food safety, and meal management. Emphasis is placed on the preparation of healthy foods that meet individual and family needs while equipping students with the skills needed for a lifetime of food preparation. Students have the opportunity to prepare a variety of foods from "scratch" while working in cooperative groups. This course is eligible for dual enrollment through LBCC and successful completion (with a C or higher) will earn 1 college credit.

Intermediate Courses

Culinary Arts 2

One semester Credit: .5 Grades: 9-12 Prerequisite: Culinary Arts I

Culinary Arts II builds on the skills students develop in the introductory class. In addition to advanced techniques in nutrition and wellness, food science, and food safety and sanitation, there will be special emphasis on the preparation of main dishes and accompaniments. A study of regional and international cuisines is included. Students will plan menus, prepare complete meals, and have numerous opportunities to demonstrate their creativity. Once again, students work in a laboratory setting in cooperative groups.

Farm to Table - Spring

One Semester Credit: .5 Grades: 9-12

This course provides hands-on as well as classroom instruction focused primarily on in-ground food production, planning and sales. Students will also learn the economics and civic institutions involved in the transportation, marketing, and sale of locally produced produce and students may participate in selling through greenhouse plant sales, farm stands or the Lake Oswego Farmers market. Students will learn a variety of propagation methods and nutrient cycling. Course may be repeated for credit.

Farm to Table - Fall

One Semester Credit: .5 Grades: 10-12

This course provides hands-on as well as classroom instruction focused primarily on food production, planning and sales. The focus will be on greenhouse food production and winter food production. Students will also learn different methods for soil improvement and farm/garden planning. Students will also learn the economics and civic institutions involved in the transportation, marketing, and sale of locally produced produce and students will identify methods for getting food to consumers. Students will learn a variety of propagation methods and nutrient cycling. The course may be repeated for credit.

Advanced Courses

Culinary Internship

Year Credit: 0.5 Grades: 10-12 Prerequisite: Farm to Table or Culinary Entrepreneur

This is a culinary course that connects cooking to local food systems through hands-on and classroom instruction focused on food production, planning, and sales. The focus will be on greenhouse food production and winter food production. Students will also learn different methods for soil improvement and farm or garden planning. Within this culinary class, students will learn food safety and sanitation, basic preparation techniques, recipe selection and scaling, and the processing and preservation of food (including methods such as freezing, dehydration, and canning where appropriate). Students will learn the economics

and civic institutions involved in the transportation, marketing, and sale of locally produced produce and will identify methods for getting food to consumers. Students will learn a variety of propagation methods and nutrient cycling. This course may be repeated for credit. See your counselor for more information.

Culinary Arts Entrepreneur (LBCC Credit)

One semester Credit: .5 Grades: 11-12 Prerequisite: Culinary Arts II

Culinary Arts Entrepreneurship builds on the skills and knowledge acquired in Culinary Arts I and II. The course reviews culinary techniques and skills and introduces new food service terms and methods. The course will also provide the foundation for employment in the food service industry, and an introduction to restaurant management. Course content will include: menu planning and pricing, careers in the food industry, meal planning, food presentation, baking and selection, storage and cooking principles of meat, poultry, fish and shellfish. Labs may include: broths and stocks, sauces and soups, seasonings, cooking methods, sous vide, molecular gastronomy, fermentation, meal service, equipment, sanitary food handling, kitchen safety and customer service.

CTE - ENGINEERING PATHWAY

We alternate our engineering courses each year. **For the 2026-27 school year, we will be offering Engineering and Design and Digital Media. For the 2027-28 school year, we anticipate offering Digital Media again, as well as Engineering Concepts instead of Engineering and Design.**

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
Digital Media	0.5	9-12	No	No
Engineering Analysis	1	10-12	Yes	No
Engineering and Design	1	9-12	No	No
Makerspace Projects	0.5	10-12	Yes	Yes

Introductory Courses

Digital Media

One semester Credit: .5 Grades: 9-12 Prerequisite: None

This course is a hands-on class, which combines the study of texts and media in multiple formats to create digital authoring. In this class, students will be expected to conduct research around a variety of topics, focus on the creation of a digital project, and participate in class discussion on methods and theories of digital media. Students will learn how to design graphics, create web pages, find resources, embed audio, and create animation. The final product will feature the completion of an original piece of digital history. This course is designed for those who have an interest in exploring media in a different way. Documentaries and digital projects can be submitted to various competitions.

Engineering Analysis

One Year Credit:1.0 Grades 10-12 Prerequisites: Geometry and one year of Science

Engineering Analysis is a hands-on, design-based, and inquiry-focused engineering course. It provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students will learn the principles of AC/DC circuits, microcontrollers, electronic measurements, and the implementation of electronic devices. Students will analyze electromechanical devices and work in multi-level teams to solve complex real-world challenges. The class will culminate with a capstone engineering challenge that will incorporate all of their engineering skills. This class will most likely ONLY be taught at Lakeridge High School.

Engineering and Design

One Year Credit: 1 Grades: 9-12 Prerequisite: None

This course is designated as a science elective and does not qualify for a science credit. The major focus of Engineering and Design (IED) is the design process and its application. Through hands-on projects that emphasize teamwork, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. The class will prepare students for Engineering Concepts; however, it is not a prerequisite.

Advanced Courses

Makerspace Projects

One semester Credit: .5 Grades: 10-12 Prerequisite: Engineering and Design & Engineering Concepts

This class is a guided, structured way for you to learn what is most interesting to you in the engineering field and to apply the skills and knowledge that you have gained from previous engineering coursework. The class is based on meeting the goals that you, yourself set to accomplish tasks that you, yourself, want to do. If you want to use the laser cutter, 3D printers, build a robot, or anything else you can think of, this class will help provide you with the time, resources, and structure to help.

CTE - MARKETING PATHWAY

The mission of the Marketing Pathway is to foster student learning through high-quality college-prep and career-oriented curriculum. Daily learning is enhanced by integrating technology, business models, marketing and management concepts pertinent to today's fast-paced society into the curriculum. Courses have been developed with an emphasis on the applied concepts and skills required for success in a global economy. Students are able to take a variety of classes that cover influential and real-life related business topics.
The listed prerequisites are key to helping the students build on their business knowledge gained in each class. Students are encouraged to try classes to help them recognize possible career paths and areas of study in college. Through the business classes students will be exposed to a range of learning strategies such as: creative based projects, guest speakers, field trips, and DECA.

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
Income and Money Management	0.5	9-12	No	No
Marketing 1	0.5	9-12	No	No

Note: Course offerings are subject to change

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Marketing 2: Advertising	0.5	10-12	Yes	No
Marketing 2: Sports & Entertainment	0.5	10-12	Yes	No
Marketing 3: Entrepreneurship	0.5	10-12	Yes	Yes
International Marketing - DECA	0.5	11-12	Yes	Yes

Introductory Courses

Income and Money Management

One semester Credit: .5 Grades 9 - 12
Required Graduation Course starting with the Class of 2027
Prerequisite: None

This one-semester class is designed to help students develop skills and knowledge necessary to function as intelligent consumers and economic citizens. Specific consumer oriented units include: budgeting, building credit, saving, banking, investing, paying taxes, auto insurance, consumer decision-making, and career planning. Specific introduction to business units include: economics, business in the global economy, social responsibility of business, business ethics, business organization, entrepreneurship, management, human resources, marketing, financial management, production and operations.

Marketing 1

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Marketing 1 prepares students who are planning to study business in college and/or work in the business field after graduation. The course connects real world business with the study of marketing concepts such as: Advertising, promotion, sales, branding and product marketing, distribution, pricing and marketing research. Students will gain a broad perspective of the business world and create authentic print ads, radio ads, sales demonstrations, TV ads and sales manuals by utilizing video production, audio editing, graphic design and word processing. Students will conduct presentations and activities throughout the semester relating to the course curriculum. Marketing 1 is an excellent college preparatory class.

Intermediate Courses

Marketing 2: Advertising

One semester Credit: .5 Grades: 10-12 Prerequisite: Marketing 1

Marketing 2: Advertising is a course designed to further build upon knowledge and skills learned in Marketing 1 with an emphasis on the advertising industry. Students will design a multi-media advertising campaign for a business of their choice. This class will explore both the creative side of advertising and the account management side of advertising. Learning about and using graphic design principles along with effective marketing techniques, students will have the opportunity to construct their own ads and case studies on past advertising campaigns used by various companies and industries (Nike, Adidas, Dove, Apple, McDonald's, Burger King, Levi's, Audi, Google and more). The course will also focus on building creativity, applying critical thinking and the psychological influence of advertising.

Marketing 2: Sports and Entertainment

One semester Credit: .5 Grades: 10-12 Prerequisite: Marketing 1

Marketing is a course designed to further build upon knowledge and skills learned in Marketing 1 with an emphasis on direct application to the growing industry of Sports and Entertainment Marketing. Students will make formal presentations on current Sports and Entertainment issues and research, create marketing

strategies to promote and sell athletes, teams, products, movies, TV shows, productions and entertainers. Students will also study the evolution of marketing through Social Media and its impact on the Sports and Entertainment industry. Real-world case studies (Nike, Adidas, Under Armour, Collegiate Athletic Programs, Sports Media, Fashion, TV, Radio, Music, Movies) and guest speakers will be incorporated throughout the semester.

Advanced Courses

Marketing 3: Entrepreneurship

One semester Credit: .5 Grades: 10-12
Prerequisite: Marketing 2 or experience in art/graphic design, or engineering

Marketing 3: Entrepreneurship provides an opportunity for students to work together in teams to design a product, make a prototype, revise their product and develop a marketing strategy. Students will need to lead a grass-roots effort to acquire resources, plan events, develop a business model, gain community involvement, and provide service to our community. The class may select the best team plans to attempt to implement. Students with a background in art, graphic design, engineering and marketing classes can all bring their unique skills into a team environment.

International Marketing – DECA Experience

One semester Credit: .5 Grades: 11-12 Prerequisite: Marketing 1 and 2

International Marketing is a college preparatory class partnered with DECA, a national association of marketing students. Students will build upon knowledge learned in previous business courses and apply them to independent, student-led business projects. Students will author a DECA marketing project and create a professional business presentation. Project possibilities include: an advertising campaign, a business plan, fashion merchandising promotion plan, international business plan, business community service project, marketing research plan, internet business plan, public relations project, sports marketing plan and others depending on student interest. Class units of study include: management, entrepreneurship, advertising campaigns, travel and tourism marketing, hospitality management marketing, e-commerce, fashion, and retail merchandising. All units of study take a global perspective, and students will have the opportunity to take a career-oriented field trip that incorporates areas ofstudy. To complement class learning students will meet professionals working in various business career fields.

ENGLISH

English at Lake Oswego High School is a four-year, primarily college preparatory program which includes both content (literature and language) and performance skills (reading, listening, thinking, writing, and speaking).

The English Department strives:

- to provide expert instruction in a literature-based program that integrates the study of vocabulary, punctuation, grammar, sentence structure, and principles of composition; and
- to create a positive learning environment giving all students opportunities to develop their abilities to read critically and perceptively, to listen with understanding and openness, to think critically and creatively, to write with clarity and confidence, and to communicate precisely and effectively.

Appropriate adaptations to the regular program are made for students who are on IEPs, who qualify for 504 plans, or who need additional help in English.
Graduation Requirements: English is required all 4 years. **If you fail one semester or more of English, you will need to meet with your counselor to create a plan to make up the course.**

Course Title	Credit	Grade Offered	Prerequisite	Required/Elective
Advanced Communication Skills	0.5	9-12	No	Required
English 9	1	9	No	Required
English 9 Honors *	1	9	Yes	Required
English 10	1	10-12	Yes	Required
English 10 Honors*	1	10	Yes	Required
English 11	1	11-12	Yes	Required
AP English Lang and Comp*	1	11	Yes	Required
English 12	1	12	Yes	Required
AP English Lit and Comp *	1	12	Yes	Required
Newspaper	1	10-12	No	Elective
Yearbook	1	10-12	Yes	Elective
Creative Writing	0.5	10-12	No	Elective
Journalism	0.5	9-12	No	Elective
Literature Through Film Studies	0.5	10-12	No	Elective
Poetry	0.5	9-12	No	Elective
Queer Literature	0.5	9-12	No	Elective
Reading for Enjoyment	0.5	9-12	No	Elective
Videogames as Narratives	0.5	10-12	No	Elective

**Weighted Course*

PLACEMENT RECOMMENDATION PROCESS:
Eighth grade students at Lake Oswego Middle School will participate in the placement recommendation process in their eighth grade English class toward the end of the school year. LOHS students will discuss the appropriate placement with their current English teacher during the forecasting process. Students who are new to LOSD and wish to be placed in an honors or AP course will complete a placement recommendation process that includes completing an on-demand writing sample. Students who demonstrate that they meet the criteria outlined in the placement packet will be recommended for the class. If the placement recommendation is English 9, 10, 11, or 12, the student and parent/guardian may consider the feedback and decide whether or not they wish to pursue the Honors or AP level course. Placement packets and an explanation of the process are available in the Counseling Office and in the English Department.

SUPPORTED ENGLISH COURSES:
ELD Literature and Composition, English Language Development

Advanced Communications Skills

One semester Credit: .5 Grade: 9-12 Prerequisite: None

This required course is a skills-based class focused on developing students' speaking and listening proficiency for academic, professional, and real-world contexts. Students learn to organize and deliver effective presentations while demonstrating control of voice, pacing, inflection, and nonverbal communication. The

course emphasizes audience awareness, purposeful message design, and clear communication across a variety of speaking situations.

In this course, students will:
* Deliver solo and group presentations
* Develop effective visual aids and presentation slides to support spoken communication
* Practice speech organization, outlining, and audience-centered delivery strategies
* Build career-readiness skills, including résumé development and job interview preparation

English 9

One year Credit: 1 Grade: 9-12 Prerequisite: None

English 9 focuses on the central themes of identity, maturation, diversity, and the development of empathy. The curriculum teaches the skills of reading, writing, discussion, language use, and vocabulary development through the study of literature and informational texts. Core readings include novels, plays, short stories, essays, and poetry. Students will be asked to explore additional works of literature from an extended list of titles. Writing modes targeted are expository and narrative.

English 9 Honors

One year Credit: 1 Grade: 9 Prerequisite: Placement recommendation process

English 9 Honors is an intellectually challenging course for students who have a genuine interest in literature and in writing as demonstrated by a high level of performance. Students are asked to read perceptively and extensively, to write with proficiency and to display a wide range of thinking abilities. Students are asked to read and analyze 8-9 books during the school year and as part of their summer work. Poetry, grammar, usage and vocabulary are also integrated into the curriculum. Students are required to participate in class discussions by offering insightful literary interpretations, thereby contributing to the overall quality of the classroom experience. To join this class, students will meet with the English teacher and 9th grade counselor in the spring of 8th grade and learn about the summer homework required for this course.

English 10

One year Credit: 1 Grade: 10-12 Prerequisite: English 9 or English 9 Honors

English 10 focuses on archetypes and patterns in literature. Students explore how literature both reflects and shapes cultures, including narrative patterns from the earliest surviving stories of human history through contemporary literature. Teachers also choose from an extended list of novels, short stories, and drama with interrelated themes and patterns. The curriculum builds on the student's background in writing, reading, speaking, and comprehending. Targeted writing modes are expository and argumentative. Academic writing and documented research will also be introduced. Poetry, grammar, vocabulary acquisition, and spelling are integrated into the instructional program as part of individual literary units.

English 10 Honors

One year Credit: 1 Grade: 10 Prerequisite: 9th Grade English Teacher Recommendation

English 10 Honors is a rigorous class intended for students with a strong interest in and facility for literary pursuits. Students are expected not only to write extensively, but also to engage in frequent small-group and full-class discussions—both structured and unstructured. The class begins by exploring the patterns we see in literature, looking closely at myths, novels, plays, essays, poems, and more, with an eye to these questions: How is culture both shaped by and reflected in those patterns? What is revealed about the writer and the culture of the time and place? What commonalities exist across wildly different cultures and eras? In addition, the class asks students to dig deeply into the ways different writers use language to communicate their ideas. Students will examine a wide variety of literary devices and techniques, and explore how those devices and techniques work within a text to make meaning.

English 11

One year Credit: 1 Grade: 11-12 Prerequisite: English 10 or English 10 Honors

Through a study of literature from the seventeenth through the twenty-first century, English 11 focuses on a range of individual voices in the American experience. The program traces the development of an American sense of self as represented in novels, essays, poetry, short stories, and drama. The program emphasizes student choice and voice through book clubs, student-led discussions, and flexible writing tasks. Student writing emphasizes synthesis in the argumentative, expository, and research modes.

AP English Language and Composition

One year Credit: 1 Prerequisite: 10th Grade English Teacher Recommendation

AP Language and Composition requires a close examination of the English language and a willingness to invest collectively in students' growth and development as curious, critical, and responsive readers of diverse texts in order to become flexible, reflective readers and writers. Focusing on a range of individual voices and perspectives within the American experience, students will examine literature from the 17th through the 21st century, allowing them to broaden their cultural literacy through an exploration of the complexity of American identity and how authors use rhetoric in order to communicate their intentions as well as to elicit particular responses in their audience.
The course prepares students for the AP Exam by cultivating the reading and writing skills students require for college success and intellectually responsible civic engagement.

English 12

One year Credit: 1 Grade: 12 Prerequisite: English 11 or AP English Language and Composition

English 12 explores the transpersonal, or universal, quest of human beings for understanding of themselves through literature. A thematic approach organizes core curriculum readings according to views of the world, views of the nature of human beings, and ways in which people interact with their world. Teachers choose supplemental materials from a list of extended reading. Northrop Frye's *Theory of Myth* (Romance, Tragedy, Irony, Comedy) with its imagery of the seasons offers philosophical perspective. Literary analysis, forms of academic writing, and development of the personal narrative are emphasized in an integrated approach to instruction in literature, writing, listening, speaking, and language study.

AP English Literature and Composition

One year Credit: 1 Prerequisite: 11th Grade English Teacher Recommendation

AP Literature and Composition is an advanced, college-level course that immerses students in challenging works of classical and contemporary literature. Students are asked to read with intention, an astute awareness of the connection between language and meaning, and a mind open to nuance and complexity. Contemporary Literary Criticism is foundational to the course, offering students various pathways to Interpretation through critical lenses. Frequent and extensive written work asks students to develop and refine written expression, defend interpretations, and explore complex ideas in a variety of modes and genres. Students are expected to contribute to regular discussions of various formats, including student-led, whole class discussions. The course prepares students for the AP exam by developing their skills as curious, adept, and thoughtful readers and writers.

ENGLISH ELECTIVES:

Newspaper

One year Credit: 1 Grades: 10-12 Prerequisite: Successful Completion of English 9 or Honors English 9

Newspaper class is built around the publication of *Lake Views*, the student publication that is distributed once a month. Newspaper class provides students with the opportunity to experience higher order writing and

critical thinking skills, as they are expected to master all the journalistic modes: news, feature, editorial and sports writing. In addition, students are expected to design and produce the school paper on InDesign. Valuable leadership skills are also developed in this course. Course may be repeated for credit.

Yearbook

One year Credit: 1 Grades: 10-12 Prerequisite: Successful Completion of English 9 or Honors English 9

Yearbook class is designed to characterize a school year through production of the Lake Oswego High School yearbook, the *Laker Log*. The class stresses two important objectives:

- to capture in a lively, fresh, unique manner the essence of the Laker experience as it evolves during the year, and
- to portray the key events in the life of our school and the individuals who will shape our memories of that year.

Yearbook staffers, working with Studioworks and led by editors-in-chief and section editors, are responsible for all stages of production—including photography, layout and page design, interviewing and note-taking, headline, caption, copywriting, and final proofing. Editors attend Yearbook Camp in August to plan for the year and meet regularly with a yearbook publication representative through- out the year to coordinate overall production. A student business team contacts local businesses and parents/guardians to produce the advertisements and personal messages for 12th grade students that help defray the cost of the publication. Course may be repeated for credit.

Creative Writing

One semester Credit: .5 Grades: 10-12 Prerequisite: None

The purpose of the Creative Writing course is to expand the student's ability to write creatively and confidently. Students will write frequently on a variety of topics and in various forms, all geared toward developing personal voice and style. Course may be repeated for credit.

Journalism

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Journalism class focuses on developing better communication skills by giving students the opportunity to design, write and publish their own publication, which is distributed to the entire student body. Throughout the course, students learn how to gather information, interview, and report facts in standard journalistic forms: news, feature, editorial and review writing. Students also study the history of journalism, page design, and the recent technological advances in the field of journalism. Creativity in writing, working with Microsoft Word and InDesign, and design of newspapers and magazines are essential parts of the learning experience.

Literature through Film Studies

One semester Credit: .5 Grades: 10-12 Prerequisite: None

Working across cultures, Film Studies investigates the main genres of film, looking at each within different cultures and time periods. An examination of the evolution of film is a significant piece of the curriculum. Students understand the importance of context and audience when studying films by viewing from artistic, cultural and historical perspectives. Students' abilities to apply these concepts and to make connections are essential for understanding the course content.

Poetry

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Students will immerse themselves in poetry writing and study, learning about the historical context and the literary context of different poetic movements; for example (but not limited to), metaphysical poets, New York School, Beat poets, Black Arts Movement, Dark Room Collective, Fugitives, Harlem Renaissance, haiku, slam, and Victorian. Students will experiment in their own writing with different forms inspired by the poetry

they study and will also have ample opportunity to work on their own styles. Local poets will be invited to work with students in the classroom. The only homework will be poetry writing, as students develop a collection of their own work over the course of a semester. Course may be repeated for credit.

Queer Literature

One semester Credit: .5 Grades: 9-12 Prerequisite: None

This will be a discussion-based course in which students will examine a variety of LGBTQ poems, short prose, and novels, in order to celebrate queer voices and to explore essential questions concerning queer identity and creative expression. Central questions for inquiry will include: What does positive LGBTQ representation look like? Who gets to tell queer stories? What common conflicts and themes do these poems and narratives address? How do individual writers approach these conflicts and themes differently? What is the value of queer representation for both LGBTQ readers and cis gender/straight readers alike?

Reading for Enjoyment

One semester Credit: .5 Grades: 9-12 Prerequisite: None

This course has the power to provide students a rare opportunity to explore their current reading practices and if needed or desired, make significant changes that will re-establish, develop, or reaffirm their own relationship with reading. It is a class designed for those who know they love reading yet never have time to read as well as for those who haven't yet developed an interest–or love–of reading. It is for students who want to become stronger readers as it offers dedicated time each week to read books of your choice. A foundational piece of exploring books and the types of books we love to read is the sharing of ideas and insights, which will involve discussing books with peers as well as writing blogs--both to address what students are feeling and thinking while reading as well as to give voice to students' own stories.

Videogames as Interactive Narratives

One semester Credit: .5 Grades: 10-12 Prerequisite: None

Students will begin by examining the place of video games within the broader scope of interactive literature. Next, they will focus on playing and analyzing 2 – 4 different narrative games. This course will explore the ways in which video games are similar to more "traditional" narrative literature, as well as how the interactive, largely visual nature of games can necessitate a different approach. Analysis will focus on the impact of game-specific features (sound, graphics, interactivity, etc.) on traditional literary elements such as character, conflict, setting, tone, and theme.

ENGLISH LANGUAGE LEARNERS

The mission of the Lake Oswego School District English Language Development (ELD) program is to provide a robust program that ensures every English Language learner reaches academic English proficiency in reading, writing, speaking, and listening. The Oregon Department of Education English language proficiency (ELP) K-12 standards highlight and amplify the critical language, knowledge, and skills that are needed for English learners (ELs) to be successful in schools, colleges, and careers.

Instructional approaches that foster English language proficiency include a rigorous, thematic, scaffolded curriculum that is inclusive of students' unique backgrounds and cultures, group and individual learning opportunities, and intensive language development through reading and writing workshops.

Course Title	Credit	Grade Offered	Prerequisite	Required/Elective

English Language Development	1	9-12	Yes	Required
ELD Literature and Composition	1	9-12	Yes	Required

English Language Development

One year Credit: 1 Grades: 9-12 Prerequisite: ELD Teacher Approval

This course is designed for students who are newly arrived in the United States or have limited to intermediate English skills. Thematic units will incorporate Oregon English Language Proficiency (ELP) standards in speaking, reading, listening, and writing. Effective literacy instruction includes multicultural, age-appropriate literature, and instructional practices appropriate for English learners.

ELD Literature and Composition

One year Credit: 1 Grades: 9-12 Prerequisite: ELD Teacher Approval

This course is aligned with the Oregon State Standards for Language Arts. The course is designed and taught for the Beginning to Intermediate English Learner. Through the use of a variety of strategies and curriculum design, students have access to the same content as English 9 - 12. The combination of language, content, learning objectives, and the creation of comprehensible input, improves student understanding and proficiency in Language Arts skills. Access and support for learning will be provided by both Language Arts and ELD departments.

FINE ARTS – PERFORMING

Performing Arts courses are a pathway to understanding the self, society, culture and history.
Performing Arts use a universal language that connects all people across space and time. In Music and Drama, students create, describe and analyze their performance. The Performing Arts courses offered at LOHS range from beginning to continuing to advanced levels and may require prerequisites for enrollment.

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
A Cappella Choir	1	10-12	Yes	Yes
Acting 1	0.5	9-12	No	No
Acting 2	0.5	9-12	Yes	No
Acting 3	0.5	10-12	Yes	Yes
AP Music Theory*	1	10-12	No	No
Bel Canto Choir	1	10-12	Yes	Yes
Concert Band	1	9-12	Yes	Yes
Jazz Band	1	9-12	Yes	Yes
Laker Choir	1	9-12	No	Yes

Note: Course offerings are subject to change

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Philharmonic Orchestra	1	9-12	Yes	Yes
Symphonic Band	1	9-12	Yes	Yes
Symphony Orchestra	1	9-12	Yes	Yes
Theater Tech	0.5	9-12	No	Yes
Treble Choir	1	9-12	No	Yes
Wind Ensemble	1	9-12	Yes	Yes
Windjammers Choir	1	10-12	Yes	Yes

** Weighted Course*

A Cappella

One year Credit: 1 Grades: 10-12 Prerequisite: Audition & Recommendation of Instructor

The choir will perform choral music of all styles and periods. Basics in breath support and general tone production will be reviewed, with emphasis placed on sight reading, refining the vocal sound and professionalism in a choral performance setting. A Cappella choir will participate in all LOHS choir concerts and in the Three Rivers League Festival each April. This group will participate in the State Choral Championships in May if they qualify. Performance tours to other locales may occur. Course may be repeated for credit.

Acting 1

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Basic Theatre skills in stage presence, movement, vocalization, and combinations of these elements. This is a fun course with lots of activities and acting experiences. This class can also fulfill your communications credit in place of advanced communication skills.

Acting 2

One semester Credit: .5 Grades: 9-12 Prerequisite: Acting I

Expanded Theatre skills including movement, vocalization, dialects, and character study. This class studies pantomime, voice-over acting and has a large unit on hand-to-hand stage combat!

Acting 3

One semester Credit: .5 Grades: 10-12 Prerequisite: Acting 2

This course does a lot of scenes and scene study. This course dabbles in theatre for film, writing sketch comedy (i.e. “SNL”) and other group projects.

AP Music Theory

One year Credit: 1 Grades: 10-12 Prerequisite: Instructor approval, basic music reading knowledge

AP Music Theory is a college-level course that explores the fundamental structure and function of music. Through aural and written analysis, students will learn advanced musical skills such as harmonic analysis, composition, melodic and harmonic dictation and sight-singing. Topics covered include key signatures, triads, intervals, rhythms, melodic structure, harmonic chord progression, texture, form, ear training, written analysis and some music history and style. The AP Music Theory course requires prior music experience and additional summer work. The AP Music Theory exam will be offered in May.

Note: Course offerings are subject to change

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Bel Canto Choir

One year Credit: 1 Grades: 10-12 Treble Voice
Prerequisite: Audition & Recommendation of Instructor

This choral group is open by audition to treble singers who already have experience singing in high school choir who are serious about music and want to enjoy the experience of singing and performing with a select treble choir. A wide range of choral literature will be studied and performed. Emphasis will be placed on the continued development of singing skills and musicianship as well as stage presence and professionalism. This choir will perform in all LOHS choir concerts and throughout the metro area during the year. Bel Canto may also participate in Choral Festivals/Contests as available. Course may be repeated for credit.

Concert Band

One year Credit: 1 Grade: 9-12 Prerequisite: Prior playing experience or approval of director

The Concert Band is designed for students with 2-3 years of instrumental music instruction at the middle school level. The curriculum of the Concert Band is designed to complete and refine the fundamental instrumental and musical skills introduced in the middle school band program and prepare students for the more advanced music they will be encountering in high school. The Concert Band performs at all school concerts and select festivals throughout the year. All students in the Concert Band also participate in the Pep Band.

Jazz Band

One year Credit: 1 Grades: 9-12 Prerequisite: Successful audition with instructor and concurrent enrollment in a band, orchestra, or choir class, concurrent enrollment in wind ensemble.

The Jazz Band is dedicated to the study of various musical styles in the jazz and popular tradition (swing, Latin, funk, rock, ballad, etc.) Included in the Jazz Band course is an extended study of improvisation. Participation in the Jazz Band is open to all students enrolled in a band, orchestra, or choir class and requires a successful audition with the band director. Instrumentation is limited to the traditional big band set-up, with occasional adjustments as needed. Students enrolled in this course MUST concurrently enroll in wind ensemble.

Laker Choir

One year Credit: 1 Grades: 9-12 Tenor/Bass Voice Prerequisite: None

Laker Choir is a non-auditioned group for tenors and basses who are new to the choir program or who would like to continue singing in an exclusively tenor/bass choir. This course emphasizes development of vocal skills, sight singing, musicianship, performance and the fun of singing in an ensemble. This group will perform in all LOHS choir concerts and may join forces with the Treble Choir for concerts. Students may repeat this course for credit.

Philharmonic Orchestra

One year Credit: 1 Grades: 9-12 Prerequisite: At least 1 year instrument experience

The orchestra curriculum will be composed of the following components: tone production, rhythm, finger patterns, bowing patterns, articulation, scales, ear training, music reading, vocabulary, music theory, and music history. This class will emphasize these basic musicianship and performance skills through a study of specific orchestral literature that leads to the understanding and appreciation of music, as well as the development of performance skills. After-school attendance of rehearsals and performances is required.

Symphonic Band

One year Credit: 1 Grades: 9-12 Prerequisite: Concert Band or approval of director

The Symphonic Band is open to students who have completed 1 year (2 semesters) of study in the Concert Band or at the discretion of the band director. This course continues the development of musical skills and

concepts introduced in the Concert Band through the rehearsal and performance of more advanced and sophisticated literature. The Symphonic Band performs at all school concerts and select festivals throughout the school year. Students in the Symphonic Band also participate in the Pep Band.

Symphony Orchestra

One year Credit: 1 Grades: 9-12 Prerequisite: Audition (1 year Philharmonic Orchestra recommended)

Students will demonstrate knowledge of advanced playing positions (half through fifth) on their instrument of violin, viola, cello, or bass, as well as an understanding of advanced concepts of bowing styles, rhythm, and left/right-hand technique. Students should exhibit a characteristic sound on their instrument. This course will focus on the above as well as smaller ensemble settings using the literature of string quartets and quintets. Students will learn to: demonstrate independent artistic judgment in self-evaluation; compare musical genres or styles; compare the uses of characteristic elements, artistic processes, and organizational principles amongst music and art forms in different historical periods and cultures. After-school attendance of rehearsals and performances is required.

Theater Tech

One semester Credit: .5 Grades: 9-12 Prerequisite: None

This class will teach you the basics of theater tech with fun projects. You will be trained backstage and up in the catwalks of the theater. We will also work on projects and build for the upcoming productions. You are not required to be part of the after-school program if you take this course.

Treble Choir

One year Credit: 1 Grades: 9-12 Treble Voice Prerequisite: None

Treble Choir is a non-auditioned group for first-year treble voices who are new to the choir program. This course emphasizes development of core skills, sight singing, musicianship, performance and the fun of singing in an ensemble. This group will perform in all LOHS choir concerts and may join forces with the Laker Choir for concerts.

Wind Ensemble

One year Credit: 1 Grades: 9-12 Prerequisite: Successful audition with instructor

The Wind Ensemble is the highest level band at LOHS. Membership is by audition only and requires the approval of the band director. The Wind Ensemble is dedicated to the study and performance of advanced concert band literature. Members are held to a high standard of rehearsal preparation, musical sophistication and performance quality. The Wind Ensemble performs at all school concerts and select festivals throughout the school year. As the varsity ensemble, the Wind Ensemble also represents LOHS in Three Rivers League and OSAA adjudicated contests. Members of the Wind Ensemble will also complete an extensive study in chamber music and participate in the pep band.

Windjammers

One year Credit: 1 Grades: 10-12
Prerequisite: Audition & Recommendation of Instructor, Dual enrollment in A Cappella

This choir is a select vocal ensemble. The choir will perform extensively throughout the year in the metro area as well as in all LOHS choir concerts. A great deal of emphasis will be placed on professionalism and esprit de corps. Auditions for the group are held in the spring. All Windjammers are **required** to dual enroll in A Cappella as they will perform with that group at concerts. Course may be repeated for credit.

Note: Course offerings are subject to change

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FINE ARTS – VISUAL

Fine Arts courses are a pathway to understanding the self, society, culture, and history. Fine Arts use a universal language that connects all people across space and time. Students understand how works of art relate to the time period and cultures in which they were created. By participating in arts classes, students will gain a deeper appreciation of the aesthetic qualities in all of the arts.

Students in visual arts respond to, understand, create and analyze visual images. The fine arts courses offered at LOHS range from beginning to intermediate to advanced levels and may require prerequisites for enrollment.

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
AP Studio Art: 2-D Design*	1	11-12	Yes	Yes
AP Studio Art: 3-D Design*	1	11-12	Yes	Yes
AP Studio Art Drawing*	1	11-12	Yes	Yes
Art 1	0.5	9-12	No	No
Art 2	0.5	9-12	Yes	No
Art 3	0.5	10-12	Yes	Yes
Ceramics 1: Handbuilding	0.5	9-12	No	No
Ceramics 2: Pottery	0.5	9-12	Yes	Yes
Ceramics 3: Sculpture	0.5	10-12	Yes	Yes
Graphic Design	0.5	9-12	No	No
Graphic Design 2	0.5	9-12	Yes	Yes
Photography 1	0.5	9-12	No	No
Photography 2	0.5	9-12	Yes	No
Photography 3	0.5	10-12	Yes	Yes

**Weighted Course*

AP Studio Art: 2-D Design

One year Credit: 1 Grades: 11-12 Prerequisite: Photography 1 & 2 and/or Graphic Design 1 & 2

AP Studio Art is designed to allow the experienced and serious art student to investigate specific areas of art in depth. AP Studio Art is an academically rigorous class. Students will choose from a variety of art areas from self-directed and designed art experiences. Students who elect to take this course should be self-motivated and self-directed as well as cooperative, responsible art students. This course is especially directed toward those preparing art portfolios for college entrance. Critiques, written analyses, blogging, artist statements, out of class assignments and completion of the AP portfolio will be required. Students are asked to attend a

retreat and take the AP test. There is a fee for materials the student takes home. The course may be repeated for credit.

AP Studio Art: 3-D Design

One year Credit: 1 Grades: 11-12 Prerequisite: Ceramics 1, 2, & 3 or Teacher Recommendation

AP 3-D Design is designed to allow the experienced art student to investigate specific areas of three dimensional form in depth. Students will sustain an investigation of an art topic of their choice while demonstrating mastery of Elements and Principles of 3D Design. Students who elect to take this course must be self-motivated, self-directed, and open to dialogue about their artwork, as well as cooperative and responsible art students. This course is especially directed toward those wishing to earn AP credit and those who are preparing art portfolios for college entrance. Written analyses, sketchbooks, a written artist statement, and an artist's portfolio will be required. Ongoing critiques and self-evaluations will be an integral part of this class. Some out of class work will be required. Course may be repeated for credit.

AP Studio Art: Drawing

One year Credit: 1 Grades: 11-12
Prerequisite: Art 1, 2, & 3 (Two completed semesters of Art 3 preferred.)

AP Studio Art is designed to allow the experienced and serious art student to investigate specific areas of art in depth. Students will choose from a variety of art areas from self-directed and designed art experiences. Students who elect to take this course should be self-motivated and self-directed as well as cooperative, responsible art students. This course is especially directed toward those preparing portfolios focused on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Critiques, written analyses, blogging, artist statements, out of class assignments and completion of the AP portfolio will be required. Students are asked to attend a retreat and take the AP test. There is a fee for materials the student takes home. The course may be repeated for credit.

Art 1

One semester Credit: .5 Grades: 9-12 Prerequisite: None

The elements and principles of design are explored as a form of communication and expression. Students will apply design ideas while creating original artwork. The emphasis will be on line, form, space, shape, texture and color, their variations and how they relate. Students will also learn to think about the visual arts from a combined personal, historic and cultural point of view. This course is a prerequisite for all other art classes and may not be repeated for credit.

Art 2

One semester Credit: .5 Grades: 9-12 Prerequisite: Art 1

Art 2 explores a variety of basic techniques and materials with emphasis on individual expression. Students will explore historic and contemporary models of drawing and painting. By creating original artwork they will build upon the design ideas introduced in Art 1. This course cannot be repeated for credit.

Art 3

One semester Credit: .5 Grades: 10-12 Prerequisite: Art 1 & 2

Art 3 offers students the opportunity to build on techniques learned in introductory art classes. A variety of media will be used to explore advanced techniques and develop individual portfolios. This class is recommended for students who are serious about pursuing a career in art after high school as well as students who enjoy drawing and wish to develop their techniques and ideas. Course may be repeated for credit.

Ceramics 1: Handbuilding (Exploring Ceramics)

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Students in Ceramics 1 will primarily explore hand-built ceramic construction methods as they become familiar with the Elements and Principles of 3D Design. The Elements and Principles of 3D Design are explored through as a form of communication and expression. Students will apply design ideas while creating original artwork using and applying ceramic materials, processes and ideas. Students will have supplemental opportunities to begin learning about sculpture and pottery as well.
This course cannot be repeated for credit.

Ceramics 2: Pottery (Development in Ceramics)

One semester Credit: .5 Grades: 9-12 Prerequisite: Ceramics 1: Beginning

Students in Ceramics 2 will use the potter's wheel to create both functional and sculptural forms while expanding upon ideas and skills gained in Ceramics 1. Development of personal artistic voice is emphasized as more choice is encouraged in planning their artwork. Studio work will develop and reinforce student understanding of the Elements and Principles of 3D Design. Students are encouraged to develop creative thinking and personal expression as well as skills, techniques, and understanding needed to create quality work that can be used in a future AP Art Portfolio. Additionally, students will have the opportunity to explore a variety of alternative firing techniques such as Raku, Salt/ Soda firing, wood firing, and pit firing. Student's interest in the subject strongly influences the curriculum. Course may be repeated for credit.

Ceramics 3: Sculpture (Concepts in Ceramics)

One semester Credit: .5 Grades: 10-12 Prerequisite: Ceramics 1 & 2

Ceramics 3 is designed to broaden the student's concept of art media and creativity. It is recommended for the art student who intends on enrolling in the AP Studio Art: 3D Design course in the future or is serious about pursuing art in college and beyond. Students will explore alternative materials in combination with ceramics and create work that demonstrates their growing mastery of three-dimensional processes and concepts that can inform portfolio development. Emphasis is placed on individual idea development, inventive use of media, creative thinking, and personal expression needed to create a portfolio suitable for submission to the College Board. Course may be repeated for credit..

Graphic Design

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Graphic Design is a semester class for students who would like to further develop their design skills in creating effective, original, and high-quality graphics. Students will learn the basics of Adobe Illustrator and Photoshop with regards to image manipulation, typography, and vector-based design. Students will learn about color theory, fonts, composition, and art elements/principles of design, especially as it relates to marketing, branding, and communication in an increasingly visual culture. Students will have opportunities to focus on project-based learning, collaboration with others, time management, and significant growth through the creative process. Using computers, various programs from the Adobe Creative Cloud, Wacom tablets, DSLR cameras, and more, students will have ample opportunity to cultivate their creative abilities and technical skills to explore commercial art and fine art uses of graphic design.

Graphic Design 2

One semester Credit: .5 Grades: 9-12 Prerequisite: Graphic Design 1

This course will further delve into developing myriad tools available to the designer, including adding to their repertoire with the use of Procreate on iPads. Students will continue to hone their design capabilities and knowledge, as well as utilize type, illustration and imagery to convey meaning. They will refine their unique digital aesthetic through the use of Adobe Creative Cloud, Wacom tablets and Procreate on iPads. Students will have ample time to manage classwork along with a semester-long project, learning how to manage technology, time and client expectations across multiple projects. Class critiques and formative and

summative assessments will be provided throughout the creative process to ensure that students are considering multiple perspectives in their product design. This course may be repeated for credit.

Photography 1

One semester Credit: .5 Grades: 9-12 Prerequisite: None but Art I encouraged

Photography 1 is a semester class that focuses on understanding the basic operations and functions of a DSLR camera and the manipulation of its settings to achieve high-quality photographic images. Furthermore, we will explore the idea of composition using elements of art and principles of design, lighting, and creative manipulation using editing software. Students of all ability and experience levels are welcome. We will study the history of photography, practice art criticism, and explore the connection between photography and storytelling in our modern world. Students will also learn how to organize and optimize their photographs for print and online purposes, including how to prepare their work for exhibition and/or sale. This class encourages student initiative, cooperation, and creativity, as well as independence, motivation, and responsibility. After the completion of Photography 1, students can continue developing their photographic knowledge, experience, and portfolio in Photography 2.

Photography 2

One semester Credit: .5 Grades: 9-12 Prerequisite: Photography I with Art 1 encouraged

Photography 2 is a semester class for students who have already taken Photography 1 and want to further develop their photographic skills in effective and high-quality image making. Using DSLR cameras, students will explore technical, artistic, and commercial aspects of photography. More specifically, we will delve into the technical workings of camera operation, use a range of lenses, utilize dynamic composition and experimental lighting, and further familiarize ourselves with editing software for creative manipulation. We will also have the opportunity to investigate and glean inspiration from artists in the photographic world. This class encourages student initiative, cooperation, and creativity, as well as independence, motivation, and responsibility. After the successful completion of Photography 2, students can consider taking AP Studio Art 2-D Design.

Photography 3

One semester Credit: .5 Grades: 10-12
Prerequisite: Photography 1 and Photography 2, with Art 1 encouraged

Photography 3 is a semester class for students who have already taken Photography 2. Students will ideate, compose, make, and manipulate digital images using Adobe Photoshop, Lightroom, and Camera Raw. Students will delve ever further into the finer details of DSLR and 35mm film camera settings/equipment, effective composition, masterful lighting, creative manipulation (both in-camera and post-production), and presentation of high-quality photographic images. Students will venture out into PDX to view and photograph the city, they will practice working with clients, and discover the reality of making a living as a photographer. In short, this course is a time for photographic, creative, and human exploration, challenge, growth, and discovery. Students will prepare a portfolio of work to exhibit at the completion of the course. After the successful completion of Photography 2 and/or 3, students can consider taking AP Studio Art 2-D Design. This course may be repeated for credit.

HEALTH

The Health Education program goal is to promote healthful living and discourage health-risk behaviors. Health Education can help ensure that students are fit, healthy, and ready to learn every day.

Course Title	Credit	Grade Offered	Prerequisite	Required/Elective
Lifetime Health	0.5	9-10	No	Required
Health Issues	0.5	11-12	No	Required
Sports Medicine	0.5	10-12	No	Elective
Sports Medicine 2	1.0	11-12	Yes	Elective

Health Issues

One semester Credit: 0.5 Grades: 11-12 Prerequisite: None

This course focuses on the study of responsible decision-making as it pertains to a variety of issues impacting the health of the American family. This course includes how to build successful relationships through effective communication skills, conflict resolution techniques and the sharing of feelings. Other areas of focus include drug-alcohol related decision making and consumer awareness.

Lifetime Health

One semester Credit: 0.5 Grades: 9-10 Prerequisite: None

The general objectives of this course are to provide the learner with:

1. A model for establishing and/or modifying health behaviors.
2. Knowledge of eating disorders, depression, and suicide.
3. Knowledge of nutrition concepts and practice in food selection.
4. An understanding of infectious and chronic diseases which are common to modern life and how certain diseases can be influenced by lifestyle choices.
5. Knowledge of personal health issues associated with reproduction and the reproductive system.
6. Knowledge of risks and effects of substance abuse on various aspects of one's life and/or body.

Sports Medicine

One semester Credit: 0.5 Grades: 10-12 Prerequisite: None

This course provides high school students with a general overview of athletic training, sports medicine and its history. It covers introductory information about the AT's scope of practice including, but not limited to: injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines, and the role they play in the physically active community. **Students enrolled in this class will not provide patient care.**

Sports Medicine 2

One semester Credit: 1.0 Grades: 11-12 Prerequisite: Sports Medicine

In Sports Medicine II, students will deepen their exploration into the field of sports medicine, building on the foundational knowledge gained in Sports Medicine I. This advanced course covers the physiological, biochemical, and biomechanical aspects of how the human body responds to and recovers from injury. Students will gain a thorough understanding of the body's healing processes, from initial injury to full rehabilitation, and will examine evidence-based practices in injury prevention and recovery.

By the end of this course, students gain more knowledge of how athletic trainers and the sports medicine team support athletes and active individuals in reaching their peak performance through effective rehabilitation and preventive care methods.

Note: Course offerings are subject to change

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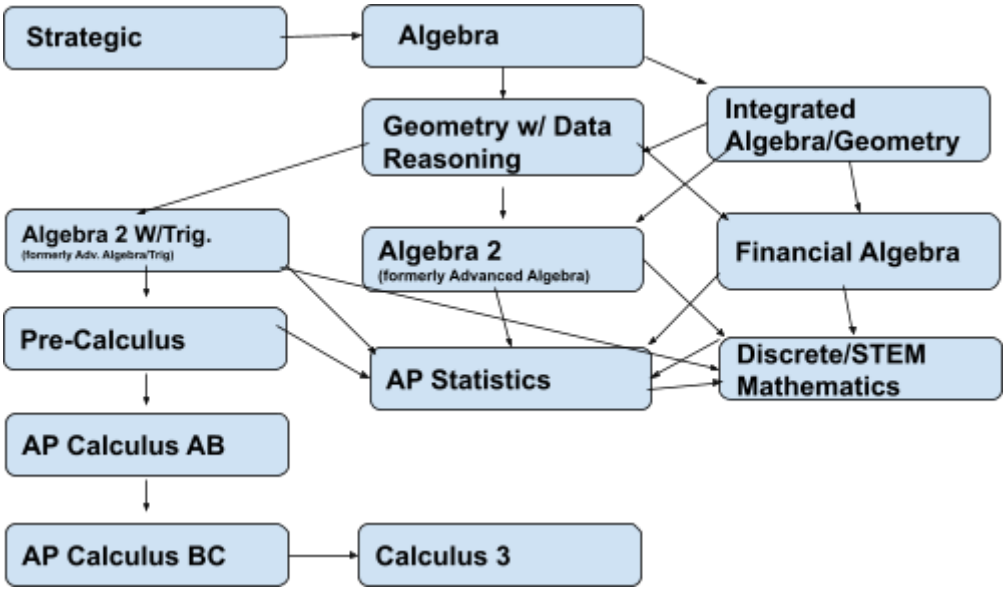
MATHEMATICS

Graduation Requirements

- Three credits of Algebra 1 or higher math are required.
- Students planning on attending a four year college should consider a fourth year of math.
- Discrete Math can be taken any time after Advanced Algebra and can be taken concurrently with either Pre-Calculus or AP Calculus AB or AP Calculus BC.
- A graphing calculator (TI-83 Series, TI-84 Series, TI-89 and TI-Nspire) is required for Advanced Algebra and beyond. It is also recommended for Algebra and Geometry.
- AP Statistics and AP Calculus can be taken concurrently in 12th grade.
- **Placement recommendations are made by the student's current math teacher for the following year.**



Course Title	Credit	Grade Offered	Prerequisite
Strategic Math	1	9-12	Yes
Algebra	1	9-12	Yes
Geometry with Data Reasoning	1	9-12	Yes
Integrated Algebra/Geometry	1	9-12	Yes
Algebra 2 (formerly Advanced Algebra)	1	10-12	Yes
Algebra 2 w/Trig. (formerly Advanced Algebra/ Trigonometry)	1	9-12	Yes
Financial Algebra	1	10-12	Yes

Note: Course offerings are subject to change

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Discrete/STEM Mathematics **	1	11-12	Yes
AP Statistics*	1	11-12	Yes
Pre-Calculus*	1	9-12	Yes
AP Calculus AB*	1	9-12	Yes
AP Calculus BC*	1	9-12	Yes
Calculus 3*/**	1	9-12	Yes

**Weighted course*
***Dual Enrollment Credit available*

Strategic Math

One Year Credit: 1 Grade: 9 Prerequisite: Recommendation of current Math Instructor

Strategic Math is a math intervention program designed to raise math achievement for students who need extra time to prepare for Algebra. This class helps to strengthen foundational skills while supporting the students with new content that will be delivered in their Algebra course through a combination of whole-group activities, small-group instruction, and independent learning. Credit for this class applies to a modified diploma or can be used as an elective credit for a regular diploma.

Algebra

One year Credit: 1 Grades: 9-12

This course continues the study of patterns and functions from Pre-Algebra while introducing the language and basic properties of Algebra. Students will explore linear, quadratic, polynomial, and exponential functions and will be expected to solve equations and systems of linear equations through a variety of techniques including using the quadratic formula and factoring. Connections between graphical, numerical and symbolic representations of functions will be emphasized to build a conceptual understanding of Algebra.

Geometry with Data Reasoning

One year Credit: 1 Grades: 9-12
Prerequisite: Completion of Algebra or Integrated and Recommendation of current Math Instructor

This course includes the use of geometric patterns and relationships to classify figures and the application of properties of geometric figures to solve problems. Students will determine properties of geometric figures and prove relationships between them using given information. Students will make and use two- and three-dimensional drawings and will be able to analyze and interpret graphs. Algebraic and geometric concepts will be interrelated. Students will be required to use a scientific calculator. The course begins to develop the critical thinking needed for Calculus and Statistics, and introduces forms of logical arguments.

Integrated Algebra/Geometry

One year Credit:1 Grades 9-12
Prerequisite: Teacher Rec, Algebra Graduation Requirement: Mathematics

Integrated Algebra/Geometry is for the student who has passed Algebra and Geometry but needs improved algebra skills before continuing with Advanced Algebra. The course includes the study of algebra and advanced algebra topics as well as geometry, probability, and statistics topics. Emphasis on graphical, numerical, and symbolic representations of real life applications builds students' conceptual understanding. This class meets math graduation requirements but not NCAA math requirements. See your counselor for more information.

Note: Course offerings are subject to change
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Algebra 2 (formerly Advanced Algebra)

One year Credit: 1 Grades: 10-12 Prerequisite: Successful completion of Geometry or Integrated Alg/Geometry and Recommendation of current Math Instructor

This course is for students NOT planning on taking Pre-Calculus and subsequent AP math courses. This course is an extension and application of the concepts and skills developed in Algebra and Geometry. The concept of function is emphasized. Topics to be covered include linear, quadratic, exponential, logarithmic and polynomial functions. Students will be expected to use a graphing calculator for data analysis. Graphical, numerical and symbolic representations of real-life applications will be used to build a conceptual understanding of the functions studied in this course. Composition, inverses, and transformations of functions will be thoroughly explored.

Algebra 2 W/Trigonometry (formerly Advanced Algebra / Trigonometry)

One year Credit: 1 Grades: 9-12
Prerequisite: Successful completion of Algebra & Geometry and Recommendation of current Math Instructor

This course is an extension and application of the concepts and skills developed in Algebra and Geometry. The concept of function is emphasized. Topics to be covered include linear, quadratic, exponential, logarithmic, polynomial and trigonometric functions. Students will be expected to use a graphing calculator for data analysis. Graphical, numerical, and symbolic representations of real-life applications will be used to build a conceptual understanding of the functions studied in this course. Composition, inverses, and transformations of functions will be thoroughly explored. *(Note: After successful completion of this course, students will be prepared to take Discrete / STEM Mathematics, AP Statistics, or Pre-Calculus. It is necessary to complete Pre-Calculus before taking AP Calculus.)*

Financial Algebra

One year Credit: 1 Grades: 10-12
Prerequisite: Teacher Rec, Algebra 1 and Geometry

Financial math provides a new pathway to help students learn in a 21st century personal finance class. This class, new for the 2024-25 school year, will provide students with foundational algebra and data analysis skills that help to understand and successfully navigate our financial world. This course will help students who may struggle in traditional math pathways to find opportunities for both post secondary math and real world success. This course will also serve as a bridge from geometry and data reasoning to Discrete, Advanced Algebra, or AP Statistics. **If you are planning to take this for your 3rd year of math, check with the college of your choice to see if this class is accepted as algebra 2 (formerly advanced algebra). See your counselor for more information.**

Discrete / STEM Mathematics

One year Credit: 1 Grades: 11-12 Prerequisite: Algebra 2 (formerly Advanced Algebra)

Most of the mathematical applications in the social sciences and in the design of efficient computer systems involve discrete mathematics rather than Calculus which is more applicable in science and engineering. An understanding of many important problems in discrete mathematics requires less background than topics studied in Calculus. This course provides a sound introduction to management science, linear programming, statistics and probability, the digital revolution, social choice and decision making (voting systems, fair division, game theory), symmetry and patterns, similarity, growth relative to dimensions, recursion, and math modeling. This class can be taken for dual credit.

AP Statistics

One year Credit: 1 Grades: 11-12 Prerequisite: Successful completion of Algebra 2 (formerly Advanced Algebra) and Recommendation of current Math Instructor

Advanced Placement Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will emphasize innovative statistical thinking rather than routine procedures. This course is intended to be equivalent to an introductory non-calculus based college course in statistics. Students will do a significant amount of reading, computer work and independent projects.

Pre-Calculus

One year Credit: 1 Grades: 9-12 Prerequisite: Successful completion of Algebra 2 w/Trig (formerly Advanced Algebra/Trig) and Recommendation of current Math Instructor

This course will provide the background needed to succeed in AP Calculus. The fundamentals of functions will be emphasized through the study of polynomial, rational, Power, exponential, logarithmic, trigonometric, and circular functions. Using functions as mathematical models for real-life situations will be emphasized. Connections between the graphical, numerical, and symbolic representations of functions will be used to build conceptual understanding. Students will study complex and polar coordinates, and parametric representations of functions. A conceptual understanding of limits will be developed. Students will study patterns in arithmetic and geometric sequences.

AP Calculus AB

One year Credit: 1 Grades: 9-12 Prerequisite: Successful completion of Pre-Calculus and Recommendation of current Math Instructor

This is an advanced placement course in analytical geometry and differential and integral calculus. The function concept is central to Calculus and will be studied graphically and numerically, as well as symbolically. Technology will be used extensively with this multiple representation approach to functions to build a conceptual understanding of limits and continuity, differentiation, integration and differential equations. College credit can be earned by scoring appropriately on the College Board Advanced Placement Test in Mathematics, which is given in May of each year.

AP Calculus BC

One year Credit: 1 Grade: 9-12 Prerequisite: C or better in AP Calculus and Recommendation of AP Calculus Instructor

This is a college level course, which studies Calculus concepts graphically, theoretically, numerically and symbolically. It will review AP Calculus material, parametric equations, polar coordinates, vectors and the geometry of space, vector-valued functions, multi-variable functions, multiple integration, vector analysis, linear algebra and differential equations. Students completing this course may receive college credit by scoring appropriately on the AP Calculus BC exam in May. This course will challenge and extend student knowledge in theoretical and applied mathematics. Technology will be extensively used.

Calculus 3

One year Credit: 1 Grade: 9-12 Prerequisite: Successful completion of Calculus BC

Includes geometry of space, multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective, differentiation and integration of vector-valued functions, partial differentiation, and multiple integration of multivariate functions. In years when there are not enough students for an entire section to be offered there may be an option to work with their counselor to select an appropriate course through Portland Community College or an online school. Course options could include: Calculus 3, Vector Calculus, Differential Equations, or Linear Algebra. Historically this class may be offered at LOHS OR LHS, depending on student requests.

OTHER EDUCATIONAL OFFERINGS

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
Academic Mentor	0.5	11-12	Yes	Yes
Cadet Teaching	0.5	11-12	Yes	Yes
College & Career Readiness	0.5	10-12	No	No
Department Assistant	0.5	9-12	Yes	Yes
Independent Study	0.5	9-12	Yes	Yes
Leadership	1	9-12	Yes	Yes
Link Crew Leadership	0.5	9-12	No	Yes
Peer Mentor	0.5	9-12	Yes	Yes

Academic Mentor

One semester Credit: .5 Grades: 11-12
Prerequisite: Recommendation of Instructor and application required

Academic Mentors are LOHS students that provide additional support to other LOHS students in Academic Support Center. Academic Mentors must be strong academically and able to model problem-solving strategies, and explain course-specific concepts. Students can choose if they want to be graded on A-F scale or S/U. Course may be repeated for credit.

Cadet Teaching

One semester Credit: .5 Grades: 11-12
Prerequisite: Application, good attendance and disciplinary record, an interest in working with elementary age children, and transportation. See counselor for application.

Cadet teaching gives a student an opportunity to work with children from kindergarten through grade five at LOSD Elementary schools or Lake Oswego Middle School. Time will be spent in a classroom under the supervision of a certified teacher, working with students and assisting the teacher. Cadet teachers will be expected to follow district and school guidelines for appropriate dress and behavior. They will also be expected to provide their own transportation to and from their assignments. Attendance is a large part of the student's grade. Absences affect their grade and the result can be a failing grade. Students who are chosen for this program will be notified of their assignment and be required to complete a contract. Students will be graded on S/U scale. Class may be repeated for additional elective credit.

College and Career Readiness

One semester Credit: .5 Grades: 10-12
Prerequisite: None **Required Graduation Course**

This one-semester class is focused on preparing for life beyond high school. Students will seek to better know themselves and their options in order to make informed decisions about future career and educational options. In addition to identifying careers that align with their interests and skills and investigating different

Note: Course offerings are subject to change
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college/education paths, students also learn stress and time management skills, professional communication, and other "adulting" skills. Major units include career exploration, post-secondary options, job readiness, job and post-secondary institution applications, resume preparation, interviewing, and accessing community resources.

Department Assistant (DA)

One semester Credit: .5 Grades: 9-12
Prerequisite: Recommendation of Instructor and Contract at the beginning of each semester.

At the beginning of each semester, students may apply to be a Department Assistant (DA) with teachers or office staff. Students selected will assist staff members in the classroom/office setting in a variety of ways as determined by the staff member they are assigned to. Students are expected to follow classroom attendance and tardy guidelines throughout the semester. Students will receive credit but will be evaluated on a Satisfactory/Unsatisfactory basis. The course may be repeated for credit. You can only sign up for one DA class each semester.

Independent Study

One semester Credit: .5 Grades: 9-12
Prerequisite: Instructor and Assistant Principal Approval at the beginning of each semester.

Students do not forecast for this class. At the beginning of each semester, interested students will, along with their mentor teacher, establish a learning contract that will guide them to pursue artistic, research, design, or other projects that extend learning and provide challenges. Independent Study is an independent study program designed for students who have demonstrated exceptional proficiency in a curriculum area. Students may undertake an independent study as long as they have taken all appropriate course prerequisites and have approval of sponsoring teacher and assistant principal before registration.

Leadership

One year Credit: 1 Grades: 9-12 Prerequisite: Election to Student Government

Working with administration, staff and students, student leaders play an important role in setting the tone for the school year. Successful implementation of student-sponsored activities is an essential component of creating a positive school environment. This course is designed to provide elected student leaders with structured guidance in carrying out the responsibilities of their positions and developing their own leadership style. Starting with the skills of goal setting, task analysis and time management, students plan, organize, and evaluate school activities. The Leadership course aids students in developing positive communication, decision-making, problem-solving, and self-evaluation skills. This course is required of all student body and class officers. Course may be repeated for credit.

Link Crew Leadership

One or two semesters Credit: .5 Grades: 9-12

The Link Crew Leadership class gives students an opportunity to develop their leadership skills and make a positive difference in our community. Each year, we focus on a different area of the community and fundraise for that cause. Working with the Harold and Arlene Schnitzer Care Foundation, the funds we raise are matched by ten, and we are able to donate tens of thousands of dollars to nonprofits working in the Portland Metro Area. Students also have the opportunity to meet and learn from leaders in our community. The Link Crew Leadership course aids students in developing skills in the areas of communication, team work, project planning and implementation, critical thinking and decision making. The course may be repeated for credit.

Peer Mentor

One semester Credit: .5 Grades: 9-12 Prerequisite: Application and selection.

The Peer Mentoring class allows students to interact with and model for their Special Education peers at LOHS. Peers interact with students at their worksites and in classes. Classes include English, Math, Community Access, Physical Education and Home Economics. Worksites include Laker Spirit Store, Joes Boathouse, Laker Garden, Coffee Cart, Concessions and Kitchen. Worksites will be assigned based on special education student need. Duties include, but are not limited to, modeling appropriate behavior, one to one interaction, and teacher support. Weekly written reflection paper required. Class may be repeated for credit. Peers taking this class receive an S/U grade.

PHYSICAL EDUCATION

Students participating in the Physical Education program will become knowledgeable in fitness concepts and demonstrate the ability to make life-long fitness choices. Through critical reflection of their own achievements, students will learn to set appropriate goals designed to enhance their fitness, take actions to reach their goals, and become personal risk-takers regarding their own fitness choices. Units will provide opportunities for students to demonstrate attitudes and strategies that deepen and enhance their communication and relationships with others. Students will be expected to show a high degree of respect and sensitivity to themselves, others, and the class environment. Activities will emphasize local and global significance, personal responsibility, enthusiasm, and commitment to fitness throughout the semester.

Course Title	Credit	Grade Offered	Prerequisite	Repeat for Credit
Advanced Training & Performance	0.5	9-12	Yes	Yes
Lifetime Sports	0.5	9-12	Yes	Yes
Mindfulness & Yoga	0.5	9-12	Yes	Yes
Physical Education	0.5	9-12	No	No
Team Sports	0.5	9-12	Yes	Yes
Weight Training	0.5	9-12	Yes	Yes
Unified PE	0.5	9-12	No	Yes

Advanced Training and Performance

One semester Credit: .5 Grades: 9-12 Prerequisite: Physical Education

Are you a self motivated individual looking to improve your speed and agility, sport-specific strength and injury prevention, proprioception exercises and foam rolling. This class will focus on exercises that will be developmentally appropriate, aiming to increase each individual's overall athletic development, strength, and flexibility. Course may be repeated for credit.

Lifetime Sports

One semester Credit: .5 Grades: 9-12 Prerequisite: Physical Education

Students who enjoy games they are able to play in their own backyard look no further, this is the class for you! In Lifetime Sports we will focus on backyard BBQ type games such as cornhole, ladder ball, spike ball, badminton, pickleball, volleyball and many others! This is a fun environment for you and your friends to take a break from studying and come to class to have a good time. Students need to complete the Physical Education class before taking Lifetime Sports. Students can identify either Semester 1, Semester 2, when forecasting, or can forecast for both semesters.

Mindfulness and Yoga

One semester Credit: 0.5 Grades: 9-12 Prerequisite: Physical Education or Admin approval

This is a wellness course designed to support students' physical, mental, and emotional well-being in a safe and supportive environment. Students learn practical mindfulness skills they can use in school and everyday life to manage stress, anxiety, and emotions while improving focus, confidence, and self-awareness. The mindfulness portion of the class includes breathing techniques, guided reflection, and meditation to help students feel calm, present, and emotionally balanced. The yoga portion is welcoming to all fitness levels and offers a variety of poses and modifications that build strength, flexibility, balance, coordination, and body awareness. Each class session is evenly divided between mindfulness instruction and yoga practice. This course may be repeated with signed permission from both instructors. Enrollment priority is given to students in grades 10–12, as the course encourages a level of emotional awareness and personal reflection appropriate for older students.

Physical Education (Required)

One semester Credit: .5 Grade: 9-12 Prerequisite: None

This is a course designed to develop physical fitness, poise and coordination through large group activities such as football, ultimate frisbee, volleyball, and basketball. Some individual sports will be introduced like badminton, pickleball, and weight training. **P.E. requirement is to be completed in 9th or 10th grade.**

Team Sports

One semester Credit: .5 Grades: 9-12 Prerequisite: Physical Education

Are you someone who likes to play sports with friends? If so, this is the perfect class for you! In this elective PE class we will play multiple well known sports like soccer, football, volleyball, basketball, handball, badminton, pickleball, and ultimate frisbee. We will also introduce and play new games such as hoopball, team handball, and boccer. This is a class where the focus is on the students and their particular interests. We may play certain sports longer than others depending on what the class is interested in. Students need to complete the Physical Education class before taking Team Sports. Students can identify either Semester 1, Semester 2, when forecasting, or can forecast for both semesters.

Weight Training

One semester Credit: .5 Grades: 9-12 Prerequisite: Physical Education

Emphasis of this class is on a self-designed program of weight lifting. The approach in the class is to have all students learn technique and safety of a core group of exercises and proper use of all exercise equipment. The class period consists of warm-up activities of team game play and stretching followed by individual or small group weight lifting. Course may be repeated for credit. Students can identify either Semester 1, Semester 2, when forecasting, or can forecast for both semesters.

Unified PE

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Through this class, students with and without disabilities have a chance to engage on a playing field that has rules that are easily understood and can meet a variety of ability levels. This class would include gaining knowledge and skills practice in order to maintain a health-enhancing love of fitness. This class also supports student leadership and empower all students to be a part of the inclusion revolution movement!

Note: Course offerings are subject to change

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Unified Physical Education serves as a gateway for further participation in Special Olympic programming and events. Students can choose to be involved at any level from: school, county, state, region, national, and international competitions. Within this class, teachers would accommodate, modify, and adapt teaching instructions, equipment, and rules in order for all students to engage in physical education. The goal is that at least half of the students would be a student with a disability in order to be supported with one peer per unified athlete.

SCIENCE

Science Department course offerings give students the opportunity to learn more about the world around them and their interaction with it. Students experience a wide range of content as well as demonstrate capacity for observation, synthesis and analysis of ideas, use of equipment, and effective communication.

The most common four-year sequence from 9th through 12th grade is Geoscience, Biology, Chemistry and Physics. The Lake Oswego diploma requirements include:

- **1 credit of Earth and Space: Geoscience or AP Environmental Science**
- **1 credit of Life Science: Biology**
- **1 credit of Physical Science: at least one semester of Chemistry and at least one semester of Physics**

Many students take more than one science course during one or more years in order to fulfill personal interests and needs. Some students may choose to take Geoscience and Biology in 9th grade. Students who skip Geoscience will be REQUIRED to fulfill the Earth and Space Standards Requirement by taking AP Environmental Science in 11th **or** 12th grade.

Course Title	Credit	Grade Offered	Prerequisite
AP Biology*/**	1	10-12	Yes
AP Chemistry*	1	11-12	Yes
AP Environmental Science*	1	11-12	Yes
AP Physics 2*/**	1	11-12	Yes
AP Physics C: Mechanics*	1	11-12	Yes
Biology	1	9-12	Yes
Chemistry	1	10-12	Yes
Ecology and Conservation	1	10-12	Yes
Geoscience^	1	9-12	No
Human Phys/Anatomy	1	11-12	Yes
Intro to Agriculture	0.5	9-12	No
Intro to Chemistry	0.5	10-12	Yes
Intro to Physics	0.5	10-12	Yes

Note: Course offerings are subject to change

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Oceanography**	1	11-12	Yes
Organic Chemistry*/**	1	11-12	Yes
Physics	1	10-12	Yes

^All 9th graders will be scheduled into Geoscience.
** Weighted Course*
*** Dual enrollment available*

AP Biology

One year Credit: 1 Grades: 10-12 Prerequisite: Biology and Chemistry
Recommends: Human Physiology and Anatomy to take concurrently.

Advanced Placement Biology is a college preparatory class offered to students who have completed Biology and Chemistry with high academic standing. It is also recommended that students take Human Physiology and Anatomy either concurrently or before enrolling in Advanced Placement Biology. Students enrolled in this class are encouraged to take the Advanced Placement Biology Exam and/or apply for college credit through the State System of Higher Education (Project Advance). The course will cover the following topics: biochemistry, cellular biology, cellular energetics, molecular biology, cell division, evolution, and ecology. Laboratory experiments recommended by the College Board are also an integral part of this course, providing direct experience with the concepts studied. This class also offers dual credit.

AP Chemistry

One year Credit: 1 Grades: 11-12
Prerequisite: Chemistry, Advanced Algebra, may be taken concurrently with Advanced Algebra

This course consists of a deeper study of chemical systems with emphasis on laboratory activities. Topics studied will include qualitative analysis, stoichiometry, solution chemistry, reaction kinetics and organic chemistry. Students planning to take the advanced placement exam in chemistry are expected to devote additional time and energy outside of the regular class time preparing for the AP test.

AP Environmental Science

One Year Credit: 1 Grades: 11-12 Prerequisite: 2 Years of science

This interdisciplinary course is designed to explore environmental sustainability from three perspectives: 1) the natural systems that sustain human populations, 2) the human impacts on those systems and 3) strategies to minimize environmental degradation and maximize future abundance. Specifically, this course builds eco-literacy by examining the risks associated with growth in the finite and developing world; population dynamics; non-renewable resource extraction; soil and water resources; sustainable agriculture and our food system; renewable and nonrenewable sources of energy; and principles of sustainable design. The goal of the class is to give both background about the environmental challenges we face and regenerative strategies to help design a more sustainable future through systems thinking. Students planning to take the Env. Sci. AP tests are expected to devote additional time and energy outside of the regular class time to prepare.

AP Physics 2

One Year Credit:1 Grades 11-12 Prerequisite: Successful completion of yearlong Physics, Pre-Calculus or concurrent enrollment

This course involves students in a deep study of concepts and methods beyond those covered in the Physics class. Students will study a range of fascinating topics: from electricity and magnetism, through optics and thermodynamics, to the more modern ideas of quantum mechanics and relativity. These topics all use powerful, abstract concepts to see the deeper structure of the universe that helps us to explain the world we experience daily. It prepares students to succeed on the AP Physics 2 exam. It also prepares students for the

challenge of college physics courses which is useful for anyone preparing for a career such as science, engineering, or medicine. The AP Physics 2 exam will be offered in May.

AP Physics C: Mechanics

One year Credit: 1 Grade: 11-12 Prerequisite: Physics, Calculus AB or concurrent enrollment in Calculus AB.

This course continues the concept introductions of Physics with charge, electric potential, magnetism and electromagnetic induction at the beginning of first semester. Later in the first semester motion, rotational motion, forces and energy are presented using introductory calculus as the course brings its focus to college-level mechanics. The second semester continues with momentum, gravitation, waves and oscillations providing students preparation for the AP exam in May.

Biology

One year Credit: 1 Grades: 9-12 Prerequisite: Algebra 1

Biology is the study of life and the various processes that link all living organisms. Areas of focus explore, but aren't limited to the structure and function of the cell, biochemistry, metabolism, genetics, evolution, ecology, and biodiversity. A large portion of class time involves lab work and the resulting experiences place emphasis on processes and skills of scientific thinking. Biology is recommended for the 10th grade or higher level.

Chemistry

One year Credit: 1 Grades: 10-12

Prerequisite: Algebra and Geometry-may be taken concurrently with Geometry.

The first semester includes the use of the discovery method in laboratory work so that chemical principles can be drawn directly from student experience. Topics covered are an introduction to chemistry, the kinetic theory of matter, solids, liquids and gasses, and atomic structure and bonding. The second semester includes a study of energy relationships in chemical reactions, reaction rates, equilibrium reactions, solutions, acids and bases, and qualitative analysis.

Ecology and Conservation

One year Credit: 1 Grades: 10-12 Prerequisite: Recommendation of Geoscience Instructor

In Ecology students will study the characteristics of different ecosystems and the interactions between plants, animals and their environment. The course also explores the impact of humans on these ecosystems. Major topics of study include water quality research, species interactions, ecosystem processes, types of ecosystems, climate change and energy, biodiversity, birds of Oregon, and forests of the Pacific Northwest. Students will have the opportunity to study these topics through field research, lab work, and several field trips outside of the classroom.

Geoscience

One year Credit: 1 Grade: 9-12 Prerequisite: None

This class covers Earth science themes and emphasizes scientific skill-building for all the science courses offered at LOHS. Topics include lab-skills, basic chemistry, plate tectonics, volcanoes & earthquakes, geologic time, weathering & erosion, meteorology, and astronomy. Daily lab activities are given emphasis to reinforce content covered. There is a focus on applying the material learned to the processes and events that have helped create the Oregon we see today and how it will be influenced in the future. Students should leave this course with a good understanding of Earth's interior, crust, atmosphere, and place in the solar system as well as how to operate in a scientific laboratory setting.

Human Physiology and Anatomy

One year Credit: 1 Grades: 11-12

Prerequisite: Biology & Into to Chem or Chemistry-may be taken concurrently with Chemistry or Intro to Chemistry.

Human Physiology & Anatomy provides an in-depth study of cells, tissues, and the major systems of the human body in order to develop an understanding of the relationship between structure and function. Some major diseases and disorders that affect each of these systems will also be investigated. This is a laboratory intensive course, with a focus on dissection for comparison to the study of human anatomy. This course is designed for students who are interested in pursuing a career in a medical field, want the challenge of a college prep science class, and/or are simply interested in how the human body works.

Introduction to Agriculture

One semester Credit: .5 Grades: 9-12 Prerequisite: None

Students will be introduced to different models of agriculture including modern industrial agriculture, organic agriculture, sustainable agriculture, and permaculture. Students will also gain a deep understanding of plants, irrigation, and soil ecology. The major emphasis is learning agriculture through hands-on experiences in the school farm and greenhouse, scientific laboratory experiments, and field trips. Agricultural careers will also be explored.

Introduction to Chemistry

Semester Credit: .5 Grades: 10-12 Prerequisite: Algebra 1

This course is designed to give students an introduction to the scientific discipline of chemistry. This semester students will be learning about matter and energy. Students will be learning about chemistry (atoms, elements, the periodic table, bonding and chemical reactions). This will prepare students for more advanced high school science courses in chemistry and physics should they choose to take them. Throughout the year, we will spend time discussing current events in science and technology, and building reading and writing skills specifically for science classes. This course is designed to develop students that are successful in meeting NGSS (Next Generation Science Standards) and scientific inquiry benchmarks. For students attempting to fulfill their science requirements this course can be paired with the semester long Introduction to Physics course.

Introduction to Physics

One Semester Credit: .5 Grades: 10-12 Prerequisite: Algebra 1

This Physics class covers many interesting and important physics concepts and presents these concepts in connection with the NGSS Physical Science Standards. We will go through motion in one dimension, forces and momentum, followed by fundamental forces (gravitational, electric and magnetic), then energy and conservation of energy, mechanical waves and finally electromagnetic waves. This algebra-based physics course is for students who would not otherwise take a year-long physics class during high school.

Oceanography (Dual Credit PCC)

One year Credit: 1 Grades: 11-12 Prerequisite: 2 years of science

Oceanography is designed to give an overview of the marine sciences. Historical, exploratory, geological, physical/chemical, and ecological aspects of the world's oceans will be covered. Field trips to the coast as well as participation in the National Ocean Science Bowl competition are offered. Students may also receive 4 college science credits through the Portland Community College dual credit program.

Organic Chemistry

One year Credit: 1 Grades 11-12 Prerequisite: Biology and "B" or better grade in AP Chemistry or Instructor's Approval

Organic Chemistry is an upper division chemistry course which introduces the chemistry of carbon compounds. This class is designed for students who may be interested in pursuing a career in chemistry, chemical engineering, the medical field or science research. Course topics include an introduction to functional groups, nomenclature, the chemistry of alkanes, alkenes, and alkynes, conjugation in alkenes,

alcohols, stereochemistry, and reaction mechanisms. Chemistry techniques such as IR spectroscopy, Mass Spectroscopy and NMR will be studied as permitted. Historically this class may be offered at LOHS OR LHS, depending on student requests.

Physics

One year Credit: 1 Grades: 10-12 Prerequisite: Advanced Algebra or concurrent enrollment in Advanced Algebra

This course introduces basic laws of physics using algebraic and geometrical models to gain a deeper understanding of our physical world. Subjects covered in the first semester include motion in one- and two-dimensions, forces, momentum, work and energy. The second semester moves into heat, thermodynamics, waves and optics.

SOCIAL STUDIES

The LOHS Social Studies Program is driven by three goals.
The first goal involves giving students the opportunities to practice active citizenship in a democratic society.
Secondly, students will improve their reasoning, problem solving, and communication skills.
Third, enable the students to apply the perspectives and practice the skills of the social discipline.

NOTE:

- District and state diploma requirements include 2.5 credits of social studies to be fulfilled by World History and Geography, US History, and either America and Contemporary World History or AP US History.
- District and state diploma requirements include 0.5 credit of Civics to be fulfilled by US Government and Civics.
- If a student fails a course, or transfers into LOHS during high school, they should consult with their counselor to select the appropriate courses to fulfill their graduation requirements.

Course Title	Credit	Grade Offered	Prerequisite	Required/Elective
World History and Geography	1	9-12	No	Required
U.S. History	0.5	10-12	No	Required
US Government and Civics	0.5	10-12	No	Required
America & The Contemporary World	1	11-12	No	Required (unless taking AP US History instead)
AP U.S. History*	1	11-12	No	Required (unless taking ACW instead)
Advanced Constitutional Law	0.5	11-12	Yes	Elective
AP African American Studies*	1	11-12	No	Elective
AP Economics*	1	11-12	Yes	Elective
AP European History*	1	10-12	No	Elective

Note: Course offerings are subject to change

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AP Human Geography*	1	9-12	No	Elective
AP Psychology*	1	10-12	No	Elective
AP U.S. Government*	1	11-12	No	Elective
Beginning Constitutional Law	0.5	9-12	No	Elective
Criminal Justice	0.5	10-12	No	Elective
Ethnic Studies 1	0.5	10-12	No	Elective
History of Eastern Civilizations	1	10-12	No	Elective
History of Warfare	0.5	10-12	No	Elective
Intro to Women's Studies	1	10-12	No	Elective
Psychology 1	0.5	10-12	No	Elective
Psychology 2	0.5	10-12	Yes	Elective
Sociology	0.5	10-12	No	Elective
Sustainability	1	9-12	No	Elective

** Weighted course*

World History and Geography

One year Credit: 1 Grade: 9-12 Prerequisite: None

This required ninth grade social studies course takes a conceptual approach to world history and provides students with the knowledge and skills for future social studies endeavors. Students will examine patterns of change and continuity across time and place. This course focuses on the major global transformations of the 18th, 19th, and 20th centuries and examines their relationship to current events.

US History

One semester Credit: .5 Grade: 10-12 Prerequisite: None

US History is a required social studies class at LOHS and is traditionally taken in 10th grade. The class includes early American history (pre-20th Century).

US Government and Civics

One semester Credit: .5 Grade: 10-12 Prerequisite: None

US Government and Civics is a required social studies class at LOHS and is traditionally taken in 10th grade. The class includes a general US government curriculum including the three branches of the federal government, civil rights, and civil liberties.

America and Contemporary World

One year Credit: 1 Grade: 11-12 Prerequisite: None

This course examines the history of the United States from the late 19th Century to the present using a thematic approach. The major themes included are The Civil Rights Movement and Black Freedom Struggle, Economics and Reform, Immigration, and American Expansionism and Imperialism. Students will also concentrate on contemporary issues from both global and domestic perspectives, closely examining the

interaction of politics, economics, geography, society and history. Assessments will typically involve historical analysis of primary source material and persuasive and evaluative essay writing using historical skills as well as simulations and film responses. Students are expected to keep notes on all topics.

AP US History

One year Credit: 1 Grade: 11-12 Prerequisite: None

This course provides a survey of American history from the period of Exploration and Discovery to the present. It requires extensive reading including a college level textbook, primary documents, supplementary readings, and interpretive essays. There is a strong emphasis on developing both factual knowledge and analytical skills. The course is also designed to prepare students to take the Advanced Placement Test in United States History.

SOCIAL STUDIES ELECTIVES:

Advanced Constitutional Law

One Semester Credit: .5 Grade: 11-12 Prerequisite: Concurrently enrolled in AP Government

Advanced Constitutional Law is a semester-long course that prepares a team to compete in the annual We The People (Constitution Team) competition. The competition is best described as a guiding discussion/debate between a team of students and a community's political elite. Students will be engaged in an in-depth study of philosophy, the Constitutional Convention, the Bill of Rights, the 14th amendment, and modern citizenship. To take Advanced Constitutional Law, students do not need to have taken Beginning Constitutional Law but do need to be also enrolled in AP US Government and Politics.

AP African American Studies

One Year Credit: 1 Grades 11-12 Prerequisite: None

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literacy, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

AP Economics

One year Credit: 1 Grades: 11-12 Prerequisite: Advanced Algebra

AP Economics is a class designed for students who want to explore advanced economic principles and concepts as they relate to a global and national economy. Areas of study will include micro and macro-economics, supply and demand, scarcity, economic performance, pricing signals, economic growth and stability, economic systems and decision-making, international trade, and the stock market. Students will conduct case studies on historical economic situations and their impact on society. The course curriculum and areas of focus will help students prepare to take the Advanced Placement test in Economics.

AP European History

One year Credit: 1 Grades: 10-12 Prerequisite: None

AP European History is designed to be the equivalent of a two-semester introductory college or university European History course. In AP European History, students investigate significant events, individuals, developments and processes in four historical periods from approximately 1450 to present. Students develop and use the same skills, practices and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical comparisons and utilizing reasoning

about contextualization, causation, continuity and change over time. This course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

AP Human Geography - Lakeridge HS Class

One year Credit: 1.0 Grades 9-12 Prerequisite: None

AP Human Geography is the curricular equivalent of an introductory college-level course in human geography or cultural geography. Students will explore problems of economic development and cultural change; consequences of population growth; impacts of technological innovation; struggles over political power and territory; inequalities between developed and developing economies; the roles of ethnic minorities and women in societies; and climate change, among other current and pervasive topics. In all cases, content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The AP Human Geography exam will be offered in May.

AP Psychology

One year Credit: 1.0 Grades: 10-12 Prerequisite: None

AP Psychology (APP) introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The class will expose students to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. Major topics: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and, Social Psychology. Assessments include (but are not limited to): Vocabulary Exams; Unit and Multi-unit Multiple Choice Exams; Free-Response Questions; Applied Activities/Projects; and, a variety of in-depth Discussions -- connecting and utilizing a wide array of abstract, complex concepts and dynamics in Psychology.

AP US Government

One year Credit: 1 Grade: 11-12 Prerequisite: None

The Advanced Placement U.S. Government and Politics course is designed to give students a critical perspective on politics, law, and government. It includes the study of the philosophy of government, the history of the founding and the framing of the Constitution, the evolution of the three federal branches of government, the emergence of modern civil rights and civil liberties, and an examination of the non-governmental players (media, parties, special interest groups) that influence our political system.

Beginning Constitutional Law

One Semester Credit: .5 Grades: 9-12 Prerequisite: None

Beginning Constitutional Law will answer three questions: What is justice? What is law? What is our law? The first question will be "answered" by discussions of ethical philosophy ranging from Bentham to Kant. The second question will be "answered" by legal philosophy ranging from natural law to legal positivism and cross-cultural approaches to law ranging from sharia to inquisitorial systems. The last question will follow the direction of student interest but will likely focus on our civil, criminal, family and constitutional legal systems.

Criminal Justice

One Semester Credit: .5 Grades: 10-12 Prerequisites: None

This course will be a survey of the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and exposure to a variety of careers in local, state and

federal agencies will be covered, with opportunities to explore these avenues through speakers, outside of the classroom opportunities, and hands- on research projects utilizing real-life FBI and Department of Justice Data sources. Students in this rigorous class will be exposed to lessons, assessments, and assignments that will hone their critical thinking, written and verbal communication, research, and problem-solving skills.

Ethnic Studies 1

One Semester Credit: .5 Grades: 10-12 Prerequisite: None

Ethnic Studies 1 offers a multidisciplinary analysis (history, law, civics, economics) of social justice movements in the United States. Central questions of the class include: What methods, strategies, and ideas drive successful social justice movements? What do these movements have in common? How are they different? How do these movements reflect a challenge to American values and in what ways are they consistent? What impact have these movements had on the political and economic systems of the United States?

History of Eastern Civilizations

One Semester Credit: 1.0 Grade: 10-12 Prerequisite: None

This course is a great fit for those who are intrigued by Eastern Civilizations, and would like to learn more about the regions, cultures, and civilizations not traditionally covered in-depth within other core and elective courses. We will explore all of the following regions & civilizations (past & present): Persian Empire (Iran and Central Asia); Afghanistan; South Asia (India, Pakistan, Bangladesh, Nepal, Sri Lanka); Russia; China; Japan; Korea (Nth & Sth); Southeast Asia; the Philippines; and Indonesia. Our journeys will include a wide variety of activities, projects, films, and guest speakers. Course content covers a vast array of cultural characteristics, such as History, Geography, Art, Music, Religion, Government, Languages, Engineering, Architecture, Science, and Literature.

History of Warfare

One Semester Credit: 0.5 Grade: 10-12 Prerequisite: None

We will explore the following developmental stages of warfare, as outlined in our course text: *A History of Warfare, by John Keegan:* 1) War in Human History: Limitations on Warmaking; 2) Stone: Fortification; 3) Flesh: Armies; 4) Iron: Logistics and Supply; and, 5) Fire: Weapons Development. Our course will also cover a wide variety of topics: including (but not limited to) the following: historical overview of key strategies/tactics; comparative militaries; the Pentagon and Defense Department; asymmetric warfare & guerilla tactics; Special Operations/Forces; offensive, defensive and full-spectrum operations; Rules of Engagement; the Geneva Conventions; the Uniformed Code of Military Justice (UCMJ); history & development of nuclear, chemical and biological warfare; history/types of terrorism; military intelligence; psychological warfare; and, recent conflicts/future flashpoints, etc. History of Warfare (HOW) is activity-based, with an applied learning focus. Our activities are highly interactive, and include field studies (i.e. '*Battlefield Analysis*', '*Think Tanks',* guest speakers, simulations (i.e. '*Walk-through Tactical Maneuvers*'), leadership presentations (i.e. '*Leadership Panel*'), film studies, discussions and debates. Analytical writing, inquiry, logic, critical thinking, problem solving, reading, public speaking, the effective & relevant use of technology and various projects are additional, significant features of *History of Warfare*.

Introduction to Women's Studies

One year Credit: 1.0 Grades: 10-12 Prerequisite: None

This year-long enrichment elective will survey the progression of gender roles through history, examine the concept of womanhood through various lenses, and discuss related current events, using primary and secondary source documents. The course will study women's contributions to history, civics, and the arts. In addition, it will examine how women's historical experiences differ from individuals of different backgrounds. This course will also analyze how race, ethnicity, class, sexual orientation, and gender non-conformity intersect with women's history and the overall concept of feminism.

Psychology 1

One semester Credit: .5 Grades: 10-12 Prerequisite: None

Psychology is a swiftly evolving, multidimensional and integrated study of the mind, the brain and behavior. Psychology 1 (PSY 1) is both academic and applied. Our journey will explore the history of psychology, notable theorists, research methodology, ethics, subfields, classic experiments, memory, thinking, personality, states of consciousness, learning & conditioning, motivation, emotion -- and many additional topics. Psychology is a valuable area of study for all students, having practical applications in any career -- and within our daily lives. PSY 1 is an introductory survey course, designed to provide a challenging, rigorous, enlightening and rewarding experience -- while also serving as a preparation for our more advanced and in-depth PSY 2 (Abnormal & Forensic Psychology). PSY 1 is activity-based, with an applied learning focus. Our activities are highly interactive, and include field studies, observations, experiments, interviews, surveys, simulations, presentations, team and individual projects, film studies, discussions and debates. Analytical writing, inquiry, logic, critical thinking, problem solving, reading, public speaking, the effective & relevant use of technology and various projects are additional, significant features of Psychology 1.

Psychology 2

One semester Credit: .5 Grades: 10-12 Prerequisite: Psychology 1 preferred but not required

Psychology 2 (PSY 2) explores the historical views and current perspectives of abnormal behavior. Our studies emphasize major diagnostic categories and criteria, individual and social factors of maladaptive behavior and types of treatment & therapy. Psychological disorders are a major focal point, including Anxiety (GAD, Phobias, OCD, PTSD, Social, Panic, Hoarding, BDD), Mood (Depression, Bipolar, Dysthymia), Schizophrenia, Impulse Control disorders, Personality disorders (including a focus on Sociopaths and Psychopaths), and Neurodevelopmental disorders (i.e. Autism, ADD/ADHD, Conduct disorder, Oppositional Defiant disorder, Intellectual Development and Communication disorders, along with Tic disorders). We will also spend a significant amount of time investigating Forensic Psychology -- Psychopathology & the Law, Sociopathy and Psychopathy -- including a major Forensic Criminal Profiling simulation. PSY 2 is activity-based, with an applied learning focus. Activities & applications: field work; experiments; original research (i.e. Research 2.2.0); criminal case studies; simulations (i.e. Forensic Case Investigation); role-playing (i.e. Outreach 220 and Case Workload activities); guest speakers (representing Mental Health Treatment, Legal/Social Services, Law Enforcement, Corrections and other related professions); presentations; film studies; interviews; discussions; and, debates. Analytical writing, inquiry, logic, critical thinking, problem solving, reading, public speaking, the effective & relevant use of technology and various projects are additional, significant features of Psychology 2.

Sociology

One semester Credit: .5 Grades: 10-12 Prerequisite: None

The course begins by considering sociology as a discipline in the behavioral sciences. Key concepts like group, status, role, structure, culture and norms are briefly introduced. The scientific method is considered and its relationship to sociological knowledge is presented. The topics include culture, socializing the individual, adolescence, social groups, social stratification, minorities, social institutions, the family, education, religion, and the social problem of crime.

Sustainability

One year Credit: 1 Grades: 9-12 Prerequisite: None

Sustainability is for students who are interested in and passionate about issues related to sustainability. This course will include a variety of learning experiences, including project-based learning, where students investigate a sustainability or environmental justice topic and then initiate actions around the school and in the community to address it. Students will learn about some of the historic policies and practices, private and public, individual and collective, local, national and international, that have led to our current climate crisis, as well as develop leadership tools and strategies to engage in equitable climate solutions. Students in this course will lead efforts in their schools, through collaboration and consensus-building, to develop

sustainable systems and practices (i.e. increase recycling, conserve energy, composting in addition to other projects). Students will also provide opportunities for political advocacy.

SUPPORTIVE PROGRAMMING

All Supportive Programming courses at LOHS are IEP Placement courses that require the recommendation of a Special Education Case Manager or IEP Placement Team.

ACCESS LSC/SocCog

One year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

ACCESS Learning Support Center and Social Cognition has two parts. The Learning Support Center (LSC) teaches strategies to be a successful student. Students learn organizational skills, study skills, test taking strategies, time management and self-advocacy skills. This class also incorporates active reading strategies to increase comprehension and fluency. A learning specialist provides specially designed instruction for students as outlined in their individual education plans. Students receive tutorial support to help with completion of regular class assignments. Social Cognition assists students in developing social awareness, social motivation, and social communication skills. Students receive direct instruction as outlined in their Individualized Education Program (IEP) to enhance social & executive functioning skills and promote independence. The class provides opportunities to practice a variety of skills to initiate and maintain social interactions with peers and adults. The strategies that students learn can be applied at school, home, and throughout the community. Course may be repeated for credit.

Applied Work Experience

One Semester Credit: .5 Grades: 9-12 Prerequisite: Case Manager Permission

This is an individually paced class that addresses the student's transition IEP goals. Skills include completing task assignments with fading supervision to increase independence and on task behaviors, focus on quantity and quality of work produced, self-advocacy skills, including asking for help or additional assignments as needed. Options include, but are not limited to: Joe's Boathouse (a student-run business), Laker Spirit Store, the cafeteria kitchen, Laker Garden, recycling, coffee service, and office mailings. Duties are assigned by Case Manager. These options will be tailored to individual student needs as determined by the IEP team. This course is repeatable for elective credit. This course may also be used to fulfill the required Career Related Learning Experience or elective credits for graduation with a modified diploma.

Community Access

One Semester Credit: .5 Grades: 9-12 Prerequisite: Case Manager Permission

Community Access is divided into three parts: Classroom lessons, community-based outings to apply skills, and review of practice for increased independence. Students will rotate between going out in the community and application of skills in the classroom (For example: students will go out to the grocery store for one class and then cook during the next.) Overall goal is to increase independence in the community and improve skills. Students will develop skills in daily planning, time management, social etiquette, safety, use of public transportation, as well as money management, cooking and shopping. Skills covered also include accessing the community by utilizing Tri-Met and school transportation. Students routinely access Lake Oswego area locations including, but not limited to: banks, post office, library, grocery stores and other locations. Class can be repeated for elective credit.

English Applications

One Year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

English Application is the third of three English classes taught through Pathways. It is designed for students who have individual education plans with significant needs in the areas of reading and writing instruction. Emphasis is placed on learning functional skills needed beyond high school for basic communication for real world application and employment. This course may be used to fulfill the required English credits for graduation with a modified diploma and may be repeated for additional English or elective credit. Placement into this class is determined by a student's case manager and IEP team.

English Explorations

One Year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

English Exploration is the second of three English classes taught through Pathways, designed for students who have individual education plans with significant needs in the areas of reading and writing instruction Visual thinking strategies are used to improve literacy skills including reading, thinking, speaking and listening. This course may be used to fulfill the required English credits for graduation with a modified or alternate diploma and may be repeated for additional English or elective credit. Placement into this class is determined by a student's case manager and/or IEP team.

English Fundamentals

One Year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

English Fundamentals is the first of three English classes taught through the Pathways Program. This class is composed of three rotating groups. The students spend time focusing on Unique Learning Curriculum, working on IEP goals, and computer benchmarks and assessments to monitor progress. "Unique Learning System has designated books according to levels. The first lesson includes three levels of books on the same topic. Leveled books will contain a predictable format. In these books, direct picture support is provided to build content meaning. Students who have very limited reading abilities will be able to engage in these books. There may be some students who should be engaging in direct reading instruction at the High School level." Taken from Unique Learning Website (www.n2y.com). This course may be used to fulfill the required English credits for graduation with a modified diploma and may be repeated. Placement into this class is determined by a student's case manager and/or IEP team.

Health Fundamentals

One semester Credit: .5 Grades: 9-12 Prerequisite: Recommendation of Case Manager

This course may be used to fulfill the Health requirement for graduation with a modified diploma. Health is divided into 2 nine week sections. The first nine weeks focus on calming strategies, fitness, healthy eating, first aid and safety. During the second nine weeks, this course uses the Family Life and Sexual Health Curriculum: FLASH and/or Circles. Goals of this state and board approved curriculum include providing the opportunity for students to increase knowledge about human development and reproduction, to respect and appreciate themselves, their families and all persons, and to learn to not exploit others or allow themselves to be exploited. The class also utilizes the concept of the "trusted adult", someone the student identifies with, outside of school, to talk privately and honestly about questions, concerns or problems about growing up. Students will receive additional support using visual thinking strategies for language development and social/thinking development in initial class. Class can be repeated for credit.

Home Economics Fundamentals

One Semester Credit: .5 Grades: 9-12 Prerequisite: Recommendation of Case Manager

Skills that may be covered include: introduction to parts of the kitchen including safety and sanitation, identify tools and equipment as well as proper use. Measuring, mixing, timer and knife skills are also taught. Manners, table set up and clean-up is included. Preparing simple recipes utilizing the microwave and stovetop as well as basic nutrition, food choices and food safety are discussed. Other skills that may be covered include reading following 3 – 5 step recipes, utilizing the oven, and menu planning. This course may be used to fulfill the required health or elective credits for graduation with a modified diploma.

Independent Study - Pathways

One year Credit: .5 Grades: 9-12 Prerequisite: Recommendation of Case Manager

This is an individually paced class that addresses the student's IEP goals that may include but are not limited to academics, communication, mobility, physical therapy, occupational therapy and assistive technology. These options will be tailored to individual student needs as determined by the IEP team. This course may be repeated for credit.

Learning Lab

One year Credit: .5 Grades: 9-12 Prerequisite: Recommendation of Case Manager

Learning Lab teaches strategies to be a successful student by focusing on core skills and active learning strategies needed for their content area classes in the areas of reading, writing and mathematics. Students have options to work directly with a content area teacher from the Science, English, Math, and Social Studies departments. Students have access to receive one-on-one and small group tutorial support to help with completion of regular class assignments and projects. In addition, a learning specialist is available to deliver and oversee specially designed instruction for students as outlined in their individual education plans. Students earn elective credit without earning a letter grade for Learning Lab.

Learning Support Center

One year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

Learning Support Center (LSC) teaches strategies to be a successful student. Students learn organizational skills, active learning strategies & study skills, test taking strategies, and self-advocacy skills. A learning specialist provides specially designed instruction and social/emotional support for students as outlined in their individual education plans. Students also receive tutorial support to help with completion of regular class assignments. Students earn elective credit and a letter grade for LSC based on mini-lessons and participating in LSC class activities/routines.

Math Applications

One Year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

Math Applications is the third of three math classes taught through the Pathways Program, designed for students who have individual education plans with significant needs in the area of math. The class is divided into the following sections: consumer math, future smart (consumer shopping) and financial literacy as well as individual IEP math goals/objectives. Topics covered in consumer math include wages: salary/hourly, overtime, and tips; purchasing foods: coupons, unit price and expiration date. Next semester topics include household management, cost of having a car and budgeting. Topics covered in future smart include smart shopping, investing and ways to pay. Topics covered in financial literacy include savings, banking, payment types and credit scores. This course may be used to fulfill the required math credits for graduation with a modified or alternative diploma and may be repeated for additional math or elective credit. Placement into this class is determined by a student's case manager and/or IEP team.

Math Explorations

One year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

Math Exploration is the second of three math classes taught through the Pathways Program, designed for students who have individual education plans with significant needs in the area of math. Basic math skills are taught in preparation for functional math out of high school, as well as building skills toward pre-algebra. Curriculum is determined by IEP goals. Concepts are taught, re-taught and practiced throughout the school year. This course may be used to fulfill the required math credits for graduation with a modified or alternative diploma and may be repeated for additional math or elective credit. Placement into this class is determined by a student's case manager and/or IEP team.

Math Fundamentals

One year Credit: 1 Grades: 9-12 Prerequisite: Recommendation of Case Manager

Math Fundamentals is the first of three math classes taught through the Pathways Program. This class is composed of three rotating groups. The students spend time focusing on Unique Learning Curriculum, working on IEP goals, and computer benchmarks and assessments to monitor progress. "The Unique Instructional Targets have been selected to align with the essence of the Common Core Standards for mathematics, while maintaining what is reasonable and applicable to students with complex needs. Unique Learning System believes in academic instruction that focuses on life skills applications. All of the mathematics lessons are created in simulated real-world scenarios that will allow educators to make the connection to daily living experiences." Taken from Unique Learning Website (www.n2y.com). This course may be used to fulfill the required math credits for graduation with a modified or alternative diploma and may be repeated for additional math or elective credit. Placement into this class is determined by a student's case manager and/or IEP team.

Personal Management

One semester Credit: .5 Grades: 9-12 Prerequisite: Application and selection

Class can be repeated for credit. Students will receive additional support using visual thinking strategies for language development and social/thinking development in initial class. This is an individually paced class that addresses the student's personal management and/or social communication goal IEP goals. This class is centered on strategies to be successful here at school. Topics include but are not limited to: Using the computer including: Edline, email and the web; Learning how to navigate the building; using organizational systems: calendar, planner, assignment sheet or technology (iPad, iPhone); using expected communication skills with teachers and staff, with peers as well as asking for help, listening skills, phone and texting etiquette. Other topics include learning strategies to plan, problems solve, take tests and prioritize assignments. This course is repeatable for credit. This course may be used to fulfill an elective credit for graduation with a modified diploma. Placement into this class is determined by a student's case manager and/or IEP team.

Transition Fundamentals

One semester Credit: .5 Grades: 9-12 Prerequisite: Case Manager Permission

This is an individually paced class that addresses the student's transition IEP goals. Course includes development of transition portfolio: resume, interest inventories and other resource information. Discussions include appropriate on the job behaviors, working with coworkers and bosses, how to self-advocate, problem solve and prioritize. Topics also discussed include: how to participate in IEP meetings and a review of weekly job coach evaluation for those students participating in applied work classes. This course is used to fulfill IEP transition goals, the required Career Related Learning Experience (CRLES) and elective credits for graduation with a modified diploma. Based on IEP team recommendation and student transition goals, this class may be repeated every year.

WORLD LANGUAGES

Students studying a world language are provided rich opportunities to develop a knowledge and appreciation of other cultures and a tolerance and acceptance of the cultural differences of various peoples.

Students enrolled in world language classes are encouraged to use listening, speaking, reading, and writing skills both in and out of the classroom. Some of the world language opportunities available are: exchange programs, honor societies, clubs, and competitions. Two credits of World Language are required for graduation.

Course Title	Credit	Grade Offered	Prerequisite

Note: Course offerings are subject to change

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American Sign Language 1 (ASL 1)	1	9-12	No
American Sign Language 2 (ASL 2)	1	10-12	Yes
American Sign Language 3 (ASL 3)	1	11-12	Yes
Chinese 1	1	9-12	No
Chinese 2**	1	9-12	Yes
Chinese 3**	1	9-12	Yes
Chinese 4*/**	1	9-12	Yes
AP Chinese Language and Culture*	1	10-12	Yes
French 1	1	9-12	No
French 2	1	9-12	Yes
French 3(**)	1	9-12	Yes
French 4* (**)	1	9-12	Yes
AP French Language and Culture* (**)	1	9-12	Yes
Independent Study French	1	9-12	Yes
French Conversation and Culture*(**)	1	10-12	Yes
Spanish 1	1	9-12	No
Spanish 2	1	9-12	Yes
Spanish 3(**)	1	9-12	Yes
Spanish 4*(**)	1	9-12	Yes
AP Spanish Language and Culture*	1	9-12	Yes
Civilizations and Cultures of the Spanish Speaking World* (**)	1	11-12	Yes
AP Spanish Literature *	1	9-12	Yes

**Weighted Course (**)Dual Credit Course*
Note: Successful completion of a language course with a grade of "C" or higher is recommended for advancement to the next level.

American Sign Language 1 (ASL 1)

One Year Credit: 1 Grades 9-12 Prerequisite: None

This course is designed for students who have little to no knowledge of American Sign Language (ASL). Students will develop basic receptive skills (listening with your eyes) as well as expressive skills (talking with your hands, face, body, eyes, and space), and cultural awareness through a communication approach. The primary emphasis will be on the student's active use of the language and active conversational competence in ASL. The course includes visual readiness skills, vocabulary, culture and grammar used for meeting communication needs.

American Sign Language 2 (ASL 2)

One Year Credit: 1 Grades 10-12 Prerequisite: ASL 1

Students continue to develop their receptive skills (listening with their eyes) and expressive skills (talking with their hands, face, body, eyes, and space), and cultural awareness through sign language. Students will learn new signs to help with everyday communication about topics that frequently arise in conversations. This course is designed for students who have completed a year of American Sign Language (ASL). Students will develop their ability to sign fluently. The course includes visual readiness skills, vocabulary, culture and grammar used for meeting communication needs.

American Sign Language 3 (ASL 3)

Yearlong course / 1 credit Grades 11-12 Prerequisite: ASL 2

Students continue to develop their receptive skills (listening with their eyes) and expressive skills (talking with their hands, face, body, eyes, and space), and cultural awareness through sign language. Students will learn new signs to help with everyday communication about topics that frequently arise in conversations. Students will develop their ability to sign fluently. Students are expected to increase their conversational skills and sentence complexity in various settings, from class discussion, role plays to practical situations, and presentations.The course includes visual readiness skills, vocabulary, culture and grammar used for meeting communication needs. ACTFL benchmark levels from Novice high to Intermediate low are targeted. Historically this class may be offered at LOHS OR LHS, depending on student requests.

Chinese 1

One Year Credit: 1 Grades 9-12 Prerequisite: None

This introductory course is designed for students with little to no prior knowledge of Mandarin Chinese. Students develop foundational skills in Pinyin (the Mandarin pronunciation system), Chinese characters, essential vocabulary, and basic grammar, while also exploring key aspects of Chinese culture. Emphasis is placed on accurate pronunciation, character handwriting, and the development of speaking and listening skills through a variety of practical, real-world contexts, including self-introduction, family, invitations, hobbies, visiting friends, and making appointments.

Chinese 2

One Year Credit: 1 Grades 9-12 Prerequisite: Chinese I or equivalent proficiency

This course builds upon previously acquired skills to develop a Novice High level of proficiency in vocabulary and grammar. Students expand their speaking, listening, reading, and writing abilities through more complex and meaningful everyday situations, such as shopping, discussing public transportation, comparing weather, and ordering food in a Chinese restaurant. Emphasis is placed on narration and written expression, including short narratives, diary entries, letters, and reflections on personal Chinese language learning experiences. By the end of Chinese 2, students may have the opportunity to earn dual credit (up to 15 college credits, to be determined) in partnership with PCC.

Chinese 3

One Year Credit: 1 Grades 9-12 Prerequisite: Chinese 2 or equivalent proficiency

This course is designed for students who have completed Chinese 2 and are ready to advance toward the ACTFL Intermediate Low proficiency level. This course builds upon previously acquired language skills to further develop vocabulary, grammatical accuracy, and communicative competence. Students engage in more complex and meaningful everyday situations, including asking for and giving directions, attending social events, visiting a doctor, discussing sports and health, and accepting or declining personal invitations in culturally appropriate ways. Students also extend their language use to pre-college related contexts such as dorm searching, airport conversations, and describing their hometowns. By the end of Chinese 3, students

may have the opportunity to earn dual credit (up to 10 college credits, to be determined) through a partnership with PCC.

Chinese 4

One Year Credit: 1 Grades 9-12 Prerequisite: Chinese 3 or equivalent proficiency

This GPA weighted course is an advanced, GPA-weighted course designed to prepare students for AP Chinese Language and Culture and to support progression toward the ACTFL Intermediate Low to Intermediate Mid proficiency levels. Instruction is conducted primarily in Mandarin Chinese and emphasizes sustained communication in authentic contexts, including extensive reading of selected literary, vocabulary development, and cultural understanding. By the end of Chinese 4, students may have the opportunity to earn 5 college credits through a partnership with PCC.

AP Chinese Language and Culture

One Year Credit: 1 Grades 10-12 Prerequisite: Chinese 4 or equivalent proficiency

Comparable to a fourth-semester college Chinese course, this rigorous, year-long GPA-weighted world language course is designed to deepen students' Mandarin Chinese language proficiency and cultural understanding toward the ACTFL Intermediate Mid proficiency levels. Instruction is conducted almost exclusively in Mandarin Chinese to support advanced development of listening, speaking, reading, and writing skills. Students engage with authentic texts, multimedia, discussions, and cultural explorations that span both contemporary and historical Chinese life, including topics such as family and community, personal and public identity, aesthetics, science and technology, and global challenges. The course emphasizes meaningful communication, cultural connections, and analysis of Chinese perspectives while preparing students for the AP Chinese Language and Culture Exam administered in May.

French 1

One Year Credit: 1 Grades 9-12 Prerequisite: None

Students learn beginning vocabulary and idiomatic expressions, as well as basic construction of the language. The emphasis of the course is on speaking, listening, reading, writing, and cultural proficiency in a variety of simple and practical situations. This course introduces students to the cultures and geography of the vibrant French-speaking world, and includes such topics as the self, family, pastimes, school, places, sports, shopping, clothing, food, entertainment and other activities. ACTFL benchmark levels Novice mid to high is targeted.

French 2

One Year Credit: 1 Grades 9-12 Prerequisite: French 1 or equivalent proficiency

Students continue developing vocabulary and language structure while increasing their proficiency in speaking, listening, reading, writing and cultural elements. Students continue learning about the culture and geography of the French-speaking world, including Canada and Paris, and the course includes such topics as professions, food, city and country life, sports and individual activities, daily routine, health and fitness, the arts, and how the past shapes us. ACTFL benchmark levels Novice mid/high to Intermediate low are targeted.

French 3

One Year Credit: 1 Grades 9-12 Prerequisite: French 2 or equivalent proficiency

Students continue to expand and intensify their speaking, listening, reading and writing skills. Students are expected to increase their conversational skills and sentence complexity in various settings, from class discussion, role plays to practical situations, and presentations. Oral and written tasks are performed within a variety of topics, such as teen culture, lodging, fashion, childhood, travel, university studies and careers, technology, the environment, music, media, winter holidays & sports, the art of conversation, geography, ancestry, eco & volunteer tourism, and tropical flora and fauna. Cultural topics broached in level 3 include

Senegal, Northern Africa, regions of France and the West Indies. ACTFL benchmark levels from Novice high to Intermediate low are targeted. Upon successful completion of this dual-credit course, students can earn 12 credits through Clackamas Community College (FR 101, 102, 103).

French 4

One Year Credit: 1 Grades 9-12 Prerequisite: French 3 or equivalent proficiency

Students participate in this course almost entirely in French. They complete advanced grammar lessons, read short stories, articles, poetry, and two novels. Alongside this format, they study and discuss French and francophone cultures, history, and current events, writing compositions and performing a variety of oral presentations in class. Topics include travel & lodging, art & esthetics, city life, health, personal relationships and family life, nature, challenges of contemporary life, the French Revolution, and pluriculturalism. ACTFL benchmark levels Intermediate low to high are targeted. Upon successful completion of this dual-credit course, students can earn 12 credits through Clackamas Community College (FR 201, 202, 203).

AP French

One Year Credit: 1 Grades 9-12 Prerequisite: French 4 or equivalent proficiency

Taught exclusively in French, this class prepares students to understand and interpret French spoken by native speakers in a variety of settings and registers, and to produce French comprehensible to native speakers. Students work towards the goals of advanced proficiency and fluency in their speaking and writing skills by studying the six AP French course themes: Families and Communities, Contemporary Life, Personal and Public Identities, Global Challenges, Esthetics, and Science and Technology through materials curated from authentic sources, an AP French textbook and the College Board. Within the scope of these themes, students also read two to three novels, articles, short stories, poetry, theatre and non-fiction. Students take the AP exam toward the end of the course with the possibility of receiving college credit. ACTFL benchmark levels Intermediate mid to high/Advanced low.

Independent Study French

One Year Credit: 1 Grades 9-12 Prerequisite: AP French

Independent Study is considered a 6th year, post AP class nestled within the AP 5th year class. It is NOT a DA or peer mentor class. Students may choose to work together and/or separately on study topics of their choice that I guide them through. Typically one in-depth study topic is covered per quarter. Since our French National Honor Society requires that students continue their studies through their senior year, this is one among a couple of options for students to meet this requirement.

French Conversation and Culture - At LHS

One Year Credit:1.0 Grades 10-12 Prerequisite: AP French or Teacher Approval

This class is a Portland State University PSU Challenge course, meaning that it is a PSU course taught at Lakeridge by a Lakeridge teacher in collaboration with the PSU French department. Taught exclusively in French, this class focuses on oral communication in French. Students learn about French culture through the use of short films and current events, practicing everyday spoken French, including the functions of greeting, describing, explaining, telling, debating, and hypothesizing. The objective of this course is to develop language and communicative skills in speaking and listening at the intermediate ACTFL level. Students have the option of dual credit upon successful completion of this dual-credit course. Students may earn credits through Portland State University's Challenge Program (FR 326).

Spanish 1

One Year Credit: 1 Grades 9-12 Prerequisite: None

Students develop novice-level proficiency in speaking, listening, reading and writing in Spanish, while learning beginning vocabulary and idiomatic expressions, as well as basic grammar structures. This course

introduces students to the cultures and geography of the Spanish-speaking world and includes such themes as the self, family, school, places, sports and other interests. ACTFL Novice Mid proficiency is the goal by the end of the year.

Spanish 2

One Year Credit: 1 Grades 9-12 Prerequisite: Spanish 1 or equivalent proficiency

Students continue developing proficiency in speaking, listening, reading and writing in Spanish, while expanding vocabulary and learning new grammar structures. Students continue learning about the culture and geography of the Spanish-speaking world. Themes this year include food, travel, shopping, daily routine, and celebrations. ACTFL Novice High proficiency is the goal by the end of the year.

Spanish 3

One Year Credit: 1 Grades 9-12 Prerequisite: Spanish 2 or equivalent proficiency

Students continue to improve proficiency in speaking, listening, reading and writing in Spanish, with increased emphasis on conversational skills, while expanding vocabulary and learning new grammar structures. Speaking and writing tasks are performed on a variety of topics, and students continue to expand their understanding of Spanish-speaking cultures. Themes this year include the home, the environment, city life, health and wellness, professions, and the arts and entertainment. Upon successful completion of this dual-credit course, students can earn 12 credits through Clackamas Community College (SPN 101, 102, 103). ACTFL Intermediate Low proficiency is the goal by the end of the year.

Spanish 4

One Year Credit: 1 Grades 9-12 Prerequisite: Spanish 3 or equivalent proficiency

Students participate in this course almost entirely in Spanish and focus on reading and discussions; improving speaking, listening, reading and writing proficiency. They will expand the study of Spanish-speaking cultures and history through short films, literature and other authentic sources. This course will prepare students for success in AP Spanish Language and Culture the following school year and includes a review and refinement of language structures. Upon successful completion of this dual-credit course, students may earn 12 credits through Clackamas Community College (SPN 201, 202, 203). ACTFL Intermediate Mid proficiency is the goal by the end of the year.

AP Spanish Language and Culture

One Year Credit: 1 Grades 9-12 Prerequisite: Spanish 4 or equivalent proficiency

Taught exclusively in Spanish, this class prepares students to understand Spanish spoken by native speakers in a variety of settings and registers, and for successful performance on the AP Spanish exam. All of the materials used are curated from authentic audio, video and text sources including articles on current events, works of literature and textbooks published for the purpose of preparing for the AP exam. Students will work on accuracy and fluency in their speaking and writing skills. Students will have the option to take the AP exam at the end of the course with the potential of receiving college credit and the Seal of Biliteracy on their diploma. ACTFL Intermediate High proficiency is the goal by the end of the year.

Civilizations and Cultures of the Spanish Speaking World - At Lakeridge HS only

One year Credit: 1 Grades 11-12 Prerequisite: AP Spanish

This class is a Portland State University (PSU) Challenge course, meaning that it is a PSU course taught at Lakeridge by a Lakeridge teacher in collaboration with the PSU Spanish department. First semester corresponds to Spanish 330 (Peninsular Culture and Civilization) and second semester to Spanish 331 (Latin American Culture and Civilization) at PSU, and students will have the opportunity to earn 8 PSU credits for those two courses. The course will be taught exclusively in Spanish and students are expected to speak only Spanish during class. Students will read and discuss authentic text, listen to and discuss authentic audio and

watch/discuss authentic video about the historical development of life, thought and arts in the Spanish speaking world. Students will research a topic of interest each semester and write a research paper and present their learning to the class. ACTFL Intermediate High to Advanced Low is the goal by the end of the year.

AP Spanish Literature

One Year Credit: 1 Grades 9-12 Prerequisite: AP Spanish Language and Culture

The College Board provides the following overview for the course: "The AP Spanish Literature is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish." Historically this class may be offered at LOHS OR LHS, depending on student requests.

OFF-CAMPUS OPPORTUNITIES

Early Release

One semester or one year **Credit: 0** Grades: 10-12 Prerequisite: Transportation

Students who are on track for graduation may forecast for early release, which would allow them to not have a class 4th or 8th period. Students who have Early Release need to make arrangements for transportation and plan to be off campus during the Early Release time unless they have arranged to work with a teacher or study in the library.

Late Arrival

One semester or one year **Credit: 0** Grades: 10-12 Prerequisite: Transportation

Students may forecast for Late Arrival, which would allow them to start the school day with 2nd or 6th period. Students need to be off campus until class time unless they have arranged to work with a teacher or study in the library.

Work Experience

One semester Credit: 0.5 Grades: 11-12 Prerequisite: Recommendation of Counselor and or Case Manager, Employer, Transportation, Application, Contract, Monthly Time Sheets and Evaluation

Students do not forecast for this class. Students may earn Work Experience credit for an approved part-time job. Work Experience is a semester, regular school year (Sept. – June) course, that is not forecasted for. It requires an application to be turned in to a student's counselor or case manager by the 3rd week of the semester. Upon application approval, students will receive a Work Experience Packet of forms (contract, monthly time sheets and employer evaluation), each with specific due dates to be completed during the semester. The semester of Time Sheets must total a minimum of 67 work hours. Work Experience is a Satisfactory or Unsatisfactory (S/U) graded course and is not counted towards semester Honor Roll. Early graduation requests may include no more than a total of one credit (2 semesters) in Work Experience as part of the required total credits of a student's diploma type. Course may be repeated for credit.

Classes Offered at Lakeridge High School

LHS classes are visible in online forecasting. Students should contact their counselor to determine if the timing of the course offering aligns with their LOHS class schedule. **Logistics may limit scheduling opportunities at LHS.** Visit the Lakeridge High School website (www.losdschools.org/lhs) to see their Curriculum Guide and more information.

LOHS SPORTS

Lake Oswego High school is a member of the Oregon School Activities Association (OSAA) and the Three Rivers League (TRL). League memberships include the following schools:

St. Mary's Academy	Tualatin	Oregon City
West Linn	Lakeridge	Tigard

Chris Coleman — **Assistant Principal / Athletic Director**
503-534-2423

Beth Taylor — **Athletic Administrative Assistant**
503-534-4948

Fall	Winter	Spring
Cheerleading	Basketball (Boys/Girls)	Baseball
Cross Country (Boys/Girls)	Girls Bowling	Golf (Boys/Girls)
Dance Team	Cheerleading	Lacrosse (Girls)
Football	Dance Team	Girls Softball
Soccer (Boys/Girls)	Coed Skiing	Tennis (Boys/Girls)
Girls Volleyball	Swimming (Boys/Girls)	Track & Field (Boys/Girls)
Girls Water Polo	Wrestling (Boys/Girls)	Coed Club Equestrian
Boys Club Water Polo	Club Equestrian	Club Lacrosse (Boys)
Coed Unified Soccer	Coed Club Snowboarding	Coed Unified Track & Field
	Coed Unified Basketball	Flag Football (Girls)

LOHS student-athletes must be enrolled in and passing at least 5 credit-earning classes in order to remain eligible for competition.

Note: Course offerings are subject to change

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LOHS CO-CURRICULAR ACTIVITIES & CLUBS

LOHS offers a rich array of co-curricular activities which make up an important part of a student's comprehensive high school experience. Every student is encouraged to select one or more in which to participate. Clubs are created and organized by LOHS students and vary from year to year based on interest. *Examples of past and current categories and clubs are:

ACADEMIC
AP World Self Study Club, Computer Science, Creative Writing, National Ocean Science Bowl Club, Prep (ACT/SAT/AP) Club

CAREERS
Business Club, Coding Club, Engineering Club, Pre-Med Club, SFM Animation Club

COMMUNITY/SCHOOL SERVICE-INREACH
Actions For Animals, Best Buds Club, Random Acts of Kindness, S.E.E.D.S. Club, Unity Club

COMMUNITY/SCHOOL SERVICE-OUTREACH
Child Aid Club, Green Team, Key Club, Operation Smile Club, Red Cross Club, Travis Manion Club

COMPETITION- CLUB
Badminton Club, DECA, Nerf or Nothin' Club, Science Bowl, Speech & Debate Club, Table Top Gaming

COMPETITION- CLUB SPORTS
Fall- Water Polo **Winter**-Equestrian, Snowboarding, Water Polo **Spring**-Equestrian & Lacrosse

COMPETITION- INTERSCHOLASTIC ATHLETICS
Fall-Cheerleading, Cross Country, Dance Team, Football, Soccer, Volleyball
Winter- Basketball, Bowling, Cheerleading, Dance Team, Skiing, Swimming, Wrestling
Spring- Baseball, Golf, Softball, Tennis, Track

DISCUSSION
Christian Students United Club, Diversity Club, Empowerment Club, Fellowship Club, Furry Club, Gay Straight Alliance, Skincare Club, Young Life, World Peace

FINE ARTS-MUSIC
Band Club, Guitar Club, LO Brass Club, Music is Medicine Club

FINE ARTS- PERFORMING
Acting Club, Drama Club

FINE ARTS- VISUAL
Arts & Crafts Club, Photography Club, Visual Arts Club

HONOR SOCIETIES
LOHS Omega Chapter of the National Honor Society, Rho Kappa National Honor

LEADERSHIP/STUDENT GOVERNMENT/POLITICAL
LOHS School Event Committees, LOHS Student Senate, Junior Statesmen of America, Model UN, Young Libertarian, Young Democrats Club, Young Republicans

RECREATION & HOBBY
Avian Wildlife Club, Backpack Club, Cooking & Baking Club, Fiction Club, Fishing Club, Hack (Hacky Sacking Club), Hiking Club, Rubik's Cube Club, Soccer Club, Ultimate Frisbee Club, Yoga Club

WORLD CULTURE
Asian Student Union, Black Student Union, Chinese Club, International Culture Club, Italian Club, Jewish Student Union Club, Latino Hispanic Student Union

**Note: For the most current list and description of LOHS Clubs & Activities, please visit the LOHS Website 'Activities' section.*

TIME MANAGEMENT ESTIMATES

ESTIMATED AVERAGE NUMBER of HOURS of HOMEWORK per WEEK

Based upon teachers' survey responses on the estimated weekly hours of homework for a sampling of courses at LOHS. The TIME MANAGEMENT WORKSHEET that follows will help you anticipate the amount of homework that these and non-listed courses may require. If a course is not listed, expect less than 30 minutes of homework per week.

BUSINESS:
Income & Money-0.5
Int'l Marketing-1
Marketing 1-0.5
Marketing 2: Adver.-0.5

ENGLISH:
AP English Lang (11)-6
AP English Lit (12)-6
Creative Writing-0.5
English 9-3
English 9 Honors-5
English 10-3
English 10 Honors-6
English 11-3.5
English 12-3.5
Journalism-2
Newspaper-1.5

FINE ARTS:
A Cappella- 1
AP 2D Art - 2
AP 3D Art - 1
AP Music Theory-3
Bel Canto-1
Ceramics 3- 0.5
Concert Band-1
Laker Choir-1
Orchestra-1
Symphonic Band-1
Treble Choir-1
Wind Ensemble-1
Windjammers-1

HEALTH:
Health Issues-0.5
Lifetime Health-0.5

LEADERSHIP:
Leadership-1

MATH:
Algebra 2 W/Trig.-3.2
Algebra 2-2.5
Algebra 1-2
AP Calculus AB-5
AP Calculus BC-5
AP Statistics-4
Calculus 3-5
Discrete Math-2
Geometry-3
Integrated-1
Pre-Calculus-4

SCIENCE:
Geoscience-1.5
Biology-1.5
AP Biology-6
Chemistry-3
AP Chemistry-6
Intro to Chem-2
Intro. to Physics-2
Physics-3
AP Physics C: Mechanics-5
Ecology-1
AP Environmental Sci-3
Human Phys & Anat-2
Oceanography-2

SOCIAL STUDIES:
Adv Con Law-2
America & Con World-1
AP African American-1
AP Economics-2
AP European History-3.5
AP Psychology-3
AP US Government-2
AP US History-3
Constitutional Law-0.5
History of Warfare- 0.5
Intro to Women's Std-1.5
Psychology 1-0.5
Psychology 2-0.5
Sociology-0.5
Sustainability-0.5
US History & Gov-1
World History-1

TECHNOLOGY:
AP Computer Science A – 4
Digital Media-0.5
Programming Projects-0.5
Programming C++-2

WORLD LANGUAGES:
Chinese 1-1.5
Chinese 2-1.5
Chinese 3-2
Chinese 4-2
AP Chinese-2
Spanish 1-1.5
Spanish 2-1.5
Spanish 3-2
Spanish 4-2
AP Spanish-2
French 1-1.5
French 2-1.5
French 3-2
French 4-2
AP French-2

Note: Course offerings are subject to change

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TIME MANAGEMENT WORKSHEET

1. **SCHOOL HOURS:** Time spent in classes at LOHS is 5 days x 7 hours = **35 hours**
2. **HOMEWORK HOURS:** List all the course titles you plan to take along with the estimated hours of homework per week.

Course Titles	Weekly Homework
1. _____	_____
2. _____	_____
3 _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

Total hours of homework per week = _____

3. **OUT OF SCHOOL ACTIVITIES HOURS:**
Estimate your number of weekly hours (including transportation) for your out of school activities. Examples include: The Arts (Music, Theater, Art, etc.), Athletic Teams, School Clubs and Activities, Paid Jobs, Hobbies, Interests, Volunteering.

Total hours of out of school activities per week = _____

4. **LIVING ACTIVITIES TIME:**
Sleep is 7 days x 8 hours and equals **56** total hours. Yet, there are additional living activities. Add to your list the time it takes for all the other necessities. Examples are: Eating (food prep, clean up, consuming food, food shopping, etc.), showering, chores, family time, free time (friends, TV, phone, internet, games, etc.), travel time related to any of these (time in car, bus, etc.), etc.

Total hours of living activities per week = 56 (sleep)+_____=_____

Now enter and add up your results.

1. **School Hours total is:** **35**
2. **Homework Hours total is:** _____
3. **Out of School Activities Hours total is:** _____
4. **Living Activities Hours total is:** _____

Total = _____ **There are only 168 hours in a week**

If your anticipated weekly average is more than 168, you need to think about healthy ways you can balance your schedule and still have a great high school experience.

Note: Course offerings are subject to change

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