## HILLSBORO SCHOOL DISTRICT

## KNOW, VALUE, AND EMPOWER <br> TO ACHIEVE THEIR DREAMS



$$
\begin{gathered}
\text { 2024-25 } \\
\text { High School Course Catalog }
\end{gathered}
$$

## HILLSBORO SCHOOL DISTRICT

## MESSAGE FROM THE DISTRICT

Dear HSD students and parents,

The faculty and staff of all HSD high schools are committed to providing our students with a rich, challenging and meaningful educational experience. Academic programs are designed to offer every student the opportunity to excel and to build a strong foundation for success after high school.

This course guide is an essential tool for making the important educational decisions that lie ahead for you. Please review the guide so that you are informed of graduation requirements, college admission standards, and course descriptions and requirements. Carefully consider the course selections and program decisions that you will be making. These decisions will shape the foundation you build for your future.

We encourage you to seek the advice of counselors and teachers as you work through your forecasting process. We look forward to partnering with you during your high school career.


Julie Kasper, Principal Century High School


Claudia Ruf, Principal Glencoe High School


Cary Meier, Principal Hillsboro High School


TBD, Principal Liberty High School


Shannon Freudenthal, K-12 Administrator Hillsboro Online Academy

# copnia 

HSD is the first K-12 school district in Oregon to receive full systems (districtwide) accreditation by Cognia, a non-profit, non-partisan, international organization of education quality assurance professionals.

The Hillsboro School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Hillsboro School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any program, service, or activity for which the District is responsible. The District will comply with the requirements of state and federal law concerning non-discrimination and will strive by its action to enhance the dignity and worth of all persons.

Scan the QR code for facts and figures about HSD or visit our website.


Amy Torres, Principal Oak Street Campus

503.844.1500

# table of CONTENTS 2024-25 High School Course Catalog 

## 1 General Information

2 Using This Catalog
Understanding a Course Description
3 High School Diploma Requirements
4 Weighted Grades
5 Graduation Honors
Common Admission Requirements for Oregon Public Universities
6 Community College Requirements
Private Colleges and Universities
NCAA Athletic Eligibility
Testing Dates for 2024-25 School Year
7 Counseling Procedures
8 9th Grade Academy (Liberty High School)
9 Dual Language Program
11 Hillsboro Online Academy
12 Oak Street Campus
13 Hillsboro Early College
14 Senior Project and Portfolio
College Level Opportunities
15 Advanced Placement
16 International Baccalaureate Program
18 Dual Credit Opportunities
21 Career \& College Pathways

## 25 CCP Career Learning Areas

26 Career Pathways by School
27 Agriculture, Food \& Natural Resource Systems
28 Arts, Information \& Communication
33 Business Management
35 Health Sciences
37 Human Resources
41 Industrial \& Engineering Systems

## 44 Course Descriptions

45 Agriculture, Food, and Natural Resources
47 Arts, Information, and Communication
54 Business |Culinary
56 Health Sciences
59 Public Service \& Human Resources
62 Industrial \& Engineering Systems
67 English Language Development
68 Health
69 Language Arts
73 Mathematics
76 Physical Education
78 Science
82 Social Science
87 World Languages
89 Learning Resource Center
91 Additional Educational Options

## 93 Additional Information \& Resources

94 Academic \& Activity Fees
94 Course Planning (Xello)
95 Century School-Based Health Center
96 Portrait of a Graduate
98 Index

## General

## Information

Take the time to carefully read the contents of this catalog. Be sure to review minimum requirements for all HSD diplomas, including the Chancellor's diploma, Career and College Pathway requirements, and other essential information that will help you plan and forecast your schedule for the 2024-25 school year.

## Using This Catalog

This course catalog is designed to help you make wise selections from the courses offered at Hillsboro School District high schools. Take the time to review the catalog carefully. As your student prepares to forecast for 2024-25 coursework, it is important to review the minimum requirements for all Hillsboro diplomas on page 2. Please note the Essential Skill proficiency requirements in reading, writing and mathematics.

When forecasting for next year, students and parents should keep the following in mind:

- All courses and programs offered are contingent upon adequate funding.
- All courses offered are dependent on enrollment. If an insufficient number of students request a course, it will not be taught.

Courses are divided into two types: required and elective. Required courses are those a student must pass to meet the state of Oregon and Hillsboro School District requirements for graduation. Elective courses are designed to build skills in areas of study that meet the student's need for vocational and college admission, as well as the pursuit of individual interests. Students are required to pass some elective courses as well.

Not all courses are offered at every high school.
Courses are organized by subject categories within this catalog. Each course description provides the following information:

## Understanding a Course Description

Course title
(1) Grade level of students that may enroll in this course (schools that offer this course)

ART 2 (l)
Course(s) required to be successfully completed Grades: 10-12 (CHS, GHS, HHS, LHS)
before student is eligible to take this course Prerequisite: Art 1 1.0 credit Credit earned by passing this course
Building upon the skills established in Art 1, this second $\mathcal{C}$ Course content and expectations year foundation course concentrates on enhancing the student's creative energy. The course will include development of visual awareness, problem-solving, creativity, and perspective. Students will be introduced to elements of design, life drawing, illustration, and color theory through the mediums of paint, pen and ink, and pastel.

Symbols that may appear are:
for required courses
$A D$ for Advanced Placement
10) for International Baccalaureate
for CCP Shuttle Accessible Programs

## 范

0
0
0
0
0
0
0
0
0
0
0
0 State of Oregon and our
district that students district that students
engage in a full and

 legislation has required our district to ensure most
 day of classes each day. Students should work with their counselor for work
 and other off campus experiences as applicable.

 satisfactory scores on the
SBAC, ACT, PSAT, SAT or AP tests. Alternatively, students may produce work

 Essential Skills may
found at: bit.ly/2DfYHcR * The assessment of Essential
 3) Students who receive two or more proficiency-based
credits in world language with
 requirement.

| HICH SCHOOL DIPLOMA REOUIREMENTS |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Subject Area/Required Elements | Chancellor's Diploma | Standard Diploma | Modified Diploma | Extended Diploma |
| English (LA) (page 58) | 4 credits | 4 credits | 3 credits | 2 credits |
| Mathematics (MA) (page 61) | $\underset{\substack{\text { (including Algebra } \\ \text { or higher) }}}{4 \text { level }}$ | $\begin{gathered} 3 \text { credits } \\ \text { (Algebra } 1 \text { level or higher) } \end{gathered}$ | 2 credits | 2 credits |
| Science (SC) (page 68) | 3 credits | 3 credits | 2 credits | 2 credits |
| Social Science (SS) (page 72) | 3 credits | 3 credits | 2 credits | $\begin{gathered} 3 \text { credits } \\ \begin{array}{c} \text { (history, geography, } \\ \text { economics or civics) } \end{array} \end{gathered}$ |
| Science/Social Science (additional) | 1 credit |  |  |  |
| Physical Education (PE) (page 66) | 1 credit | 1 credit | 1 credit | 1 credit |
| Health (HE) (page 56) | 1 credit | 1 credit | 1 credit | 1 credit |
| Career and College Development (page 17) | 0.5 credit | 0.5 credit | 2.5 credits |  |
| Senior Project(SP) (page 14) | 0.5 credit | 0.5 credit | 0.5 credit |  |
| Applied Arts, Career Technical Education, or World Language (AA/CTE/WL) | $\begin{gathered} 3 \text { credits } \\ \begin{array}{c} \text { (including } 2 \text { credits of same } \\ \text { world language) } \end{array} \\ \hline \end{gathered}$ | 3 credits | 1 credit | $\begin{aligned} & 1 \text { credit } \\ & \text { (art or world langage) } \end{aligned}$ |
| Electives (EL) | 5 credits | 5 credits | 9 credits |  |
| Proficiency in Essential Skills: reading, writing and mathematics (see note 2) | required | required | $\begin{gathered} \text { required } \\ \text { (modifications allowed) } \end{gathered}$ | exempt |
| Chancellor's Diploma: <br> Academic credits are met through courses in | English, mathematics, science, social science, applied arts, career technical education, and world language |  |  |  |
| Number of required academic credits | 18 credits |  |  |  |
| Minimum number of required academic credits in advanced-level coursework (designated as Advanced Placement, International Baccalaureate, dual credit courses) | 4 credits |  |  |  |
| Minimum grade in every required academic course | $\underset{\text { (see note 3) }}{\mathrm{C}}$ |  |  |  |
| Required cumulative, unweighted GPA in academic courses | 3.0 GPA unweighted |  |  |  |
| Required unweighted GPA in all coursework | 3.0 GPA unweighted |  |  |  |
| TOTAL CREDITS REQUIRED | 26 | 24 | 24 | 12 |

Not all courses are offered at every high school. A student's unweighted GPA is calculated using two factors: credits earned and the "grade points" that are awarded to letter grades ( $\mathrm{A}=4$ points, $\mathrm{B}=3$ points, $\mathrm{C}=2$ points, $\mathrm{D}=1$ point).

Weighted grades add a "bonus" to the regular letter grade points. Only Advanced Placement (AP) and International Baccalaureate (IB) courses will be weighted. Grades $\mathrm{A}, \mathrm{B}$, and C earned in these classes will receive an extra grade point, which will increase the GPA that students earn in these courses: an " $A$ " that is earned in a weighted class will yield 5 grade points ( 4 points for the "A" and 1 additional point as a weighted bonus), a " B " will yield 4 grade points, and a " C " will yield 3 grade points.

## Examples:

Unweighted GPA Calculation

|  | Class 1 | Class 2 | Class 3 | Class 4 |
| :--- | :---: | :---: | :---: | :---: |
| Letter Grade | A | B | A | C |
| AP or IB Class? | y | n | n | y |
| Grade Points | 4 | 3 | 4 | 2 |

unweighted GPA $=(4+3+4+2) /$ number of classes $=13 / 4=3.25$
Weighted GPA Calculation

|  | Class 1 | Class 2 | Class 3 | Class 4 |
| :--- | :---: | :---: | :---: | :---: |
| Letter Grade | A | B | A | C |
| AP or IB Class? | y | n | n | y |
| Grade Points | 5 | 3 | 4 | 3 |

weighted GPA $=(5+3+4+3) /$ number of classes $=15 / 4=4.25$
The transcripts of students who graduate from Hillsboro School District will include both a unweighted GPA and class rank, and a weighted GPA and class rank.

A student's class rank is based on their GPA. A student with a class rank of 43 , for example, has the 43rd-highest GPA in their graduating class. Providing both the unweighted and weighted GPA and class rank information will benefit students whose applications are reviewed by college entrance and scholarship committees that make use of either system. This dual reporting system benefits students by providing additional information about their academic records.

## Graduation Honors

## Common Admission Requirements for Oregon Public Universities

Students who earn a Chancellor's Diploma may be eligible for graduation honors. All honors designations are based on unweighted GPA. This information is defined in Hillsboro School District Policy IKF.

## Chancellor's Diploma

The Chancellor's Diploma will be awarded to students who have demonstrated their commitment to a rigorous course of study during high school in order to prepare for college and career success. The Chancellor's Diploma includes classes and requirements that promote critical thinking skills and an enriched learning experience. These requirements are aligned with general Oregon university admissions, but do not guarantee automatic acceptance. Students who earn a Chancellor's Diploma demonstrate the experience that is desired for every student in the Hillsboro School District. All students earning a Chancellor's Diploma will be recognized with a Chancellor's Diploma Recognition during the graduation ceremony.

## Valedictorian

Students earning a Chancellor's Diploma and receiving an unweighted GPA of 4.0 for all classes taken will be recognized as valedictorians. In the event that no students receive a 4.0 GPA, but earn a Chancellor's Diploma, the student(s) with the highest GPA will be recognized as the valedictorian(s). More than one person may be recognized as the valedictorian(s).

## Salutatorian

Student(s) who earn a Chancellor's Diploma and have the second highest unweighted GPA will be recognized as the salutatorian(s). More than one person may be recognized as the salutatorian(s).

## Honors Graduate

The students who earn a Chancellor's Diploma and maintain a 3.75 unweighted GPA will be recognized as honors graduates.

While each university or college determines their own admissions requirements, the following can be used as a guide for most public institutions in Oregon. These are general admission requirements; additional requirements may apply for scholarships and honors college, as well as the NCAA's requirements for athletic eligibility. Please reference the admission requirements for each postsecondary institution for specific requirements including GPA, test scores and other requirements. As a result of the COVID-19 global pandemic, many universities and colleges have adjusted admissions requirements. Be sure to reference the most up to date admissions information on each university/college website.

## College Preparatory Subjects <br> Minimum Units <br> English <br> 4 credits

Mathematics 3 credits
(culminating in Algebra 1 or higher)
Science 3 credits
(at least one year of laboratory science is recommended)
Social Studies 3 credits
World Language 2 credits of the same language
(many institutions also will accept a satisfactory score on an approved proficiency assessment)

# Common Admission Requirements for Oregon Public Universities 

(Continued)

SAT or ACT scores are required for admission to some four-year colleges. C- or greater must be awarded in each college-preparatory subject course for automatic admissions.

Freshman GPA Admission Requirements for Oregon Public University System

|  | Uof0 | OSU | PSU | EOU | OIT | SOU | WOU |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| High school GPA | Cor <br> better** | 3.00 | 2.5 | $2.75^{*}$ | 3.00 | 2.5 | $2.75^{*}$ |

* Minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes.
** C or better in Core/2nd Language

Oregon community colleges have an open-door admission policy. At a community college, students can complete a certificate program, a two-year associate program, or prepare to transfer to a four-year college. Placement testing at community colleges is required prior to registering any courses. Students are not required to take the SAT or ACT for community college admission.

Students may want to consider private colleges and universities. These institutions have their own entrance requirements. Consult your counselor and research the individual college/university's requirements in the Counseling Center or online, or speak to an admissions representative.

The NCAA has additional requirements for athletic eligibility, which may be found at www.ncaa.org/student-athletes/future. If you are planning on pursuing participation in an NCAA sport, please contact your school's athletic office as soon as possible.

Note that the NCAA states that it is the student-athlete's responsibility to ensure they are taking the correct courses to be NCAA-eligible.

Be sure to check the admission requirements of your potential colleges or universities to determine if they have a preference for the SAT or ACT for admission. Note that test scores are only part of a student's review for admission; coursework, grades, and activities also weigh into the evaluation. Students/families are responsible for registering themselves for any test dates. Information can be found in the College and Career Center in each high school. Qualified students may be eligible for testing fee assistance.

## PSAT/NMSOT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and co-sponsored by the National Merit Scholarship Corporation. Upcoming dates:

October 1-31, 2024

## SAT

The Scholastic Aptitude Test, or SAT, is published by the College Board and is used to assess college readiness. The SAT comprises testing in critical reading, mathematics, and an optional essay writing section. Anticipated test dates:

May 3, 2025

# Testing Dates for 2024-25 School Year 

(Continued)

## Counseling Procedures

See also the Career and College Pathways section, starting on page 21, to view other counseling activities performed throughout the year.

ACT
The American College Testing, or ACT, college readiness assessment is a composite, standardized test in four skill areas: English, mathematics, reading, and science. The optional writing test has students plan and write a short essay. Anticipated test dates:

September 7, 2024 February 8, 2025 July 19, 2025
October 26, 2024
April 12, 2025
December 7, 2024
June 7, 2025
Students should investigate when SAT/ACT scores are expected at the colleges they are interested in. They should backward-map to the test date to ensure they will meet timelines. Additionally, please be aware that many colleges have adjusted SAT/ACT requirements over the past few years. Be sure to reference the most up to date information on the college website.

## Forecasting/Planning

Students are advised to plan ahead and forecast carefully. A significant amount of time and effort is devoted to giving students their first-choice electives (or alternates). The offering and staffing of courses will be dependent on the requests made during spring forecasting. Students are expected to take and complete the classes they have requested.

Students will receive guidance on course planning throughout the school year, including:

- Classroom guidance
- Individual and small group planning
- Four-year course planning (Xello)
- Counseling websites
- Forecasting presentations
- Family nights


## Things to Remember

- PLEASE CHOOSE CAREFULLY. Your schedule is created based on your course requests and course availability.
- If you are participating in an OSAA activity, you need to be enrolled in a minimum of five credited classes in both the current semester and prior semester.
- Students who do not complete their forecasting sheet will have classes chosen for them based on class availability.
- It is the expectation of the State of Oregon and our district that students engage in a full and complete educational experience. New legislation has required our district to ensure most students are taking a full day of classes each day. Students should work with their counselor for work experience, internships, and other off campus experiences as applicable.


## Schedule Correction Procedures

Schedule corrections will only be considered for the following reasons:

- Student needs to take a required course for graduation
- Student was placed in an inappropriate course/skill level
- Student has a "see counselor" note or incomplete schedule

Schedule corrections will not be made for:

- Lunch requests
- Teacher requests
- Dropping AP/IB courses
- Peer requests
- Changing unwanted electives
- Changing unwanted core class(es),
- Early release/late arrival such as a fourth year of math or science
It is possible that a student may have received electives for which he/she did not forecast. This is due to limited space in classes or a schedule conflict making it impossible to fill a schedule hole with a requested class.


## Course Corrections and Changes

The master schedule, including how many sections of each course is offered, is based on the forecasting requests made during the spring of the previous school year. Due to this, schedule and course corrections are difficult to make because often there are not available spaces in the course. Because students and families are able to view forecasting

## Counseling Procedures

(Continued)
choices through Synergy StudentVue and ParentVue, and request forecasting changes in the spring, course corrections will rarely be considered in the fall once school has begun.

Ultimately, all course corrections are subject to review and approval by an administrator. After three weeks, course changes could result in a Withdraw Fail (WF) grade on the student's transcript. A WF will calculate into the cumulative GPA as an F.

## Accessing Course Options Beyond Home High School

We believe that the coursework within our HSD comprehensive high schools offers a robust variety of opportunities for our students to meet Oregon Diploma requirements. There may be instances in which a student or their family believe coursework outside of their home school may be appropriate, for example meeting a student's academic rate and level. Hillsboro School District is not always able to meet these requests from students and families. Please connect with your counselor if you have questions.

## Expanded Options Program

Hillsboro School District offers the Expanded Options Program (EOP) to 11th and 12th grade students who have utilized all options of course opportunities provided by their local school. In partnership with Portland Community College, students have access to college level courses in order to further their educational experience. If students are interested in learning more about EOP, they should contact their school counselor no later than course forecasting for the following school year.

## Early Graduation

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and their parents/guardians will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the Superintendent or designee. More information about early graduation can be found in Hillsboro School District School Board Policy IKF.

## Ninth Grade Academy

The Liberty Ninth Grade Academy opened in fall 2007 with the goal of making a smooth transition from middle to high school for ninth-grade students. By providing a smaller, more efficient learning environment, we are able to present students with an intensive academic experience.

## Instructional Program

Ninth grade students are required to complete the curriculum prescribed by the Hillsboro School District, comprising language arts, mathematics, science, social science, physical education, and one or two electives.

## School Counseling Program Services

The ninth grade counselor and the ninth grade AVID counselor are dedicated to assisting students in the areas of personal and social skills, career pathways, academic development, and community involvement. Parents will be informed of school counseling activities through the school newsletter and website.

## Dual Language Program

(Century High School, Glencoe High School, Hillsboro High School, Liberty High School)

## Dual Language Program

All four of our comprehensive high schools offer dual language learning opportunities in English and Spanish. As Hillsboro School District's dual language program has grown from elementary school to middle school to high school, course offerings have been designed to best meet the needs of our students.

Hillsboro High School offers a specialized four-year course sequence in dual language completing the PK-12 program and focusing on developing fluency and Spanish language interdisciplinary studies. Century High School, Glencoe High School, and Liberty High School began their Dual Language program expansion in 2020 and 2021 offering a specialized four-year course sequence completing the PK-12 program for their feeders.

All four schools are committed to offer at least two core courses in Spanish based on staffing. One of these courses is Spanish Language Arts aligned to the Language Arts Oregon State Standards. These courses look very much like an English language arts class, but are taught in Spanish using authentic Spanish literature. Additionally, this course offers students the opportunity to earn Language Arts Credits or World Language Credits.

In addition to aligning to state standards, all courses center themes from the Three Pillars of Dual Language Program: Bilingualism and Biliteracy, Academic Achievement and SocioCultural Competence.

Native Spanish students, Heritage Spanish students and/or students who were previously in a dual language program who wish to enter the program at the high school level are encouraged to meet with their counselor to determine if they meet the entry criteria.

## Dual Language Program Goals

The goals of the program are:

- Develop high levels of proficiency in Spanish and English
- Develop bilingualism, biliteracy and biculturalism
- Develop positive cross-culture attitudes and behaviors
- Provide authentic opportunities for service in Spanish-speaking communities in the region
- Provide students with the cognitive skills required to excel in high school, college and the workplace.

Students enrolled in the Dual Language Program at Century High School, Glencoe High School, Hillsboro High School, and Liberty High School are eligible for the State Seal of Biliteracy and Multileracy. In order to earn the State Seal, students need to demonstrate a score of at least high intermediate levels ( 6 or higher on the ACTFL rubric) in reading, writing, speaking, and listening in two or more languages. Students may demonstrate this through a state approved assessment (AP, IB, STAMP, WorldSpeak, etc.) or via a student work portfolio. Please note that the State Seal of Biliteracy and Multileracy available to any district student who meets the state requirements.

Students who finish a four-year sequence of the Dual Language Program instruction are eligible for HSD Bilingual recognition at graduation if they score intermediate proficiency in at least two domains.

# PATHWAY TO STATE SEAL OF BILITERACY AND MULTILITERACY 




6th Grade Students in Dual Language and in Spanish Literacy who demonstrate biliteracy in two
domains are awarded a silver medal.

Students in Dual Language and in Spanish Literacy receive a certificate at the end of 3rd $\%$ 6th Grade


HSD Bilingual Recognition Students in Dual Language and

Students who have been identified as English Learners who demonstrate biliteracy in two domains receive an award at the end of 12th Grade

## High

 School

State Seal of Biliteracy and Multiliteracy
12th Grade Students in Dual Language who demonstrate biliteracy at a high intermediate level or above in reading, writing, speaking and listening through a collection of evidence in a portfolio. This collection of evidence begins in 9th Grade.

## Hillsboro Online Academy



## hillonlineacademy.org <br> K-8:

7201 SE Kinnaman St
Hillsboro, OR 97123
9-12:
440 SE Oak St
Hillsboro, OR 97123

Hillsboro School District launched Hillsboro Online Academy (HOA) to fill the needs of students who wish to conduct their education outside of, or as a supplement to, traditional learning on a physical campus. Recognized by the State of Oregon as a diploma-granting school, HOA is a free public school option and offers core courses and a wide assortment of electives that enable students to fulfill state requirements. Currently, the school serves Kindergarten-12 grade.

## Full-time or Concurrent Enrollment

Hillsboro School District students may enroll in Hillsboro Online Academy as a fulltime student, or as a concurrent student while enrolled in a comprehensive district high school. Full-time HOA high school students complete all State of Oregon graduation requirements and, upon completion, will be awarded a Hillsboro School District diploma.

Online elective courses are available to all district students in grades 9-12 based on approval and availability. Concurrent students enroll in HOA courses through counselors at the traditional high school they are attending. Registered homeschool students and students attending private schools who are residents of the district are also able to enroll in HOA courses.

Hillsboro Online Academy is more than an online school. HOA provides students with face-to-face access to local teachers on-site at a physical school located just blocks from Max and local TriMet bus service.

HOA offers Florida Virtual Online Curriculum for core courses. Florida Virtual is used nationwide and is a highly-regarded, rigorous, online curriculum. A broad range of highly engaging career-related elective courses are available from HOA through eDynamic Learning. Canvas, by Instructure, is used as the learning management system for courses. All courses are taught by local Hillsboro teachers.

Students living within Hillsboro School District boundaries, and not attending an online school outside the district, are eligible to enroll at HOA either full-time or concurrently. Prospective students and their parents/guardians should contact their student's counselor or HOA staff for information on the enrollment process. Non-district students will need to successfully complete the inter-district transfer process before they can enroll.

New and different online courses are offered yearly. Please contact counselors at the comprehensive high schools or the staff of HOA for the latest offerings! Enrollment is not rolling, but occurs at forecasting and at the beginning of each semester. District course add/drop guidelines are followed.

Hillsboro Online Academy is accredited through Cognia, and core academic courses are NCAAapproved.

## Oak Street Campus


hsd.k12.or.us/oakstreet
440 SE Oak Street
Hillsboro, OR 97123

The Oak Street Campus supports HSD students through age 21 to:


Oak Street Campus is home to students from all of our HSD high schools who seek a smaller and more individualized educational environment. At OSC we want students to explore careers and options to find their own path to success. OSC provides programming that is housed within The David Hill and Pathways Center buildings that is accessible to district students. OSC provides a variety of experiences, services, and supports through a continuity of care model.

Oak Street Campus provides option programs and opportunities for Hillsboro School District students. Students can enroll in specific programs:

- David Hill Building - Hillsboro Big Picture, 9th Grade Interval, Teen Parent Program.
- Pathways Center - Early College, GED, Career Action Lab, Diploma Completion for 12+
- Also on OSC, Stan Miller Community Center, and Hillsboro Community Garden

Our goal is that through intentional collaboration with both HSD and out of district schools and programs we will ensure students transitions are free of systemic barriers with multiple access points to achieve their goals. Please reach out to your school counselor to discuss alternative options in Hillsboro.

## Hillsboro Early College

The Hillsboro School District Early College program allows students to begin earning college credits as a full-time student at Portland Community College while still in high school. College credits earned apply to both the high school diploma and college studies. Students will have the opportunity to take 12 credits per term (fall, winter, spring) during the school year in which they are enrolled in HSD Early College. Students who enroll at the start of their 11th grade year will have the opportunity to participate in up to 6 terms of HSD Early College, while students entering at the start of 12th grade may participate in up to 3 terms. Students accepted to HSD Early College will not be able to enroll in courses at their home high school, however they may be able to participate in OSAA activities and athletics.
Selection Criteria:
Hillsboro School District seeks to enroll a diverse and representative group of students into the Early College program. Criteria for selection includes:

- Incoming high school 11 th \& 12th graders who are, or are mostly, on track for timely graduation
- Students who are ready to attend PCC full time for the remainder of high school measured by college readiness survey and student interview.
- Students whose attendance, academic performance, or other circumstances indicate lack of engagement or interest in their home high school as measured by school records.
- Students who may be considering alternative graduation options but are academically capable of college coursework as measured by PCC placement exams and high school coursework.
- Students whose individual circumstances may create barriers to college matriculation after high school as reported in application essay and interview process.
- Students who are motivated toward a specific career pathway and would benefit from attending PCC courses in this career area as reported in application essay and interview process.
***HSD Early College Seeks to admit a student cohort that is representative of the demographics of the Hillsboro School District. Every effort will be made to ensure a diverse and representative application pool and HSD Early College may conduct additional outreach if the applicant pool does not meet this goal.
HSD Early College Admission Qualifications:
- Applicant resides in the Hillsboro School District catchment area
- Acceptable high school grade/credit attainment to date: 14 high school credits by the end of 10 th grade 18 credits by the end of 11 th grade
- Completion of PCC College Placement Testing, with scores placing the Early College candidate into Writing 115 or above, Reading 115 or above, and Math 60 or above.


## Selection Process:

1.) Completes online PCC Application
2.) Complete PCC Math Placement Test
3.) Complete Online HSD Early College Application
4.) Selection process will follow
5.) If necessary, the District level team may choose to conduct additional outreach and selection in order to ensure a representative and diverse student cohort
**Students who elect to take dual credit should consider how the course will align with their post-secondary goals. Students and parents/guardians should talk to their high school counselor about the benefits and potential costs of enrolling in college level courses.
(Please see course catalogue section on Dual Credit for more information and considerations)

## Senior Project and Portfolio

College Level Opportunities

Each Hillsboro School District high school senior is required to complete a senior project in order to graduate. The requirement for these projects is set by the District and the Oregon Department of Education. Students completing a Career and College Pathway will have the opportunity to complete their senior project requirements through the advanced-level capstone course.Capstone courses are identified in the capstone column of the Career and College Pathway Courses Sequence charts beginning on page 21. Seniors not enrolled in a Career and College Pathway will complete their senior project through a Senior Seminar course (see page $\qquad$ for course information).

Senior-level Career and College Pathway courses and Senior Seminar provide students the opportunity and support to design and implement their senior project. The project will represent the interests, knowledge, and skills they have gained in high school and their visions for their future education and work.

Senior portfolios include:

- Educational plan and profile
- Evidence of extended application (requires a research or reflection paper)
- Project documents and evaluations
- Exhibition documents
- 15-hour minimum career related learning experience*
* Cord eligibility may require additional hours, please see School-to-Career Specialist.

Each Hillsboro School District high school provides opportunities for students to access college level learning opportunities through either Advanced Placement courses, International Baccalaureate courses, or dual credit opportunities in partnership with area colleges and universities. These programs and courses allow students to experience rigorous learning opportunities at the college level within the supportive environment of their high school, reducing gaps in college access and academic achievement. This can help students with a smoother transition into post-secondary schooling by enabling them to earn college credit and prepare for college level expectations. These college level opportunities can often result in college credit that can be transferred towards the postsecondary degree or certificate.

Additional information and resources about college level opportunities and transferability can be found at the Higher Education Coordinating Commissions website:
https://www.oregon.gov/highered/policy-collaboration/Pages/college-credit-highschool.aspx.

Read on about AP, IB, and dual credit offerings in HSD.

## Advanced Placement

(Century, Glencoe, and Liberty High Schools)

Advanced Placement (AP) is a program created by the College Board, which offers college-level studies and rigorous exams to high school students. AP courses are offered at Century, Glencoe and Liberty High Schools, and subject to enrollment and staffing; however, not every course is available at each high school—Students who take the AP exam may earn credit and/or advanced placement for college. Please refer to the course descriptions in this catalog to see whether an AP course is right for you and your posthigh school plans. Students are responsible for verifying college credit eligibility with each post-secondary institution based on their post-secondary plan. AP courses are offered at high schools as follows:

| Course | Century | Glencoe | Liberty |
| :--- | :---: | :---: | :---: |
| AP Biology | $Y$ | $Y$ | $Y$ |
| AP Calculus AB | $Y$ | $Y$ | $Y$ |
| AP Calculus BC |  | $Y$ | $Y$ |
| AP Chemistry | $Y$ | $Y$ | $Y$ |
| AP Computer Science A | $Y$ | $Y$ |  |
| AP Computer Science Principles | $Y$ | $Y$ | $Y$ |
| AP Economics | $Y$ | $Y$ | $Y$ |
| AP English Language \& Composition | $Y$ | $Y$ | $Y$ |
| AP English Literature \& Composition | $Y$ | $Y$ | $Y$ |
| AP Environmental Science | $Y$ | $Y$ | $Y$ |
| AP European History | $Y$ | $Y$ | $Y$ |
| AP Human Geography | $Y$ | $Y$ | $Y$ |
| AP Music Theory | $Y$ | $Y$ | $Y$ |
| AP Physics 1 | $Y$ | $Y$ | $Y$ |
| AP Physics C | $Y$ | $Y$ | $Y$ |
| AP Psychology | $Y$ | $Y$ | $Y$ |
| AP Spanish Language | $Y$ | $Y$ | $Y$ |
| AP Spanish Literature | $Y$ | $Y$ | $Y$ |
| AP Statistics | $Y$ | $Y$ | $Y$ |
| AP Studio Art | $Y$ | $Y$ | $Y$ |
| AP U.S. Government | $Y$ | $Y$ | $Y$ |

## International Baccalaureate Program

(Hillsboro High School)


The International Baccalaureate (IB) Diploma Programme is offered only at Hillsboro High School. IB is an internationally-recognized program which offers students an opportunity to experience a rigorous, interdisciplinary course of study in grades 11-12. This program is recognized as the finest college-preparatory program offered to students.

The common philosophy of IB World Schools is to deliver a rigorous educational experience that helps students develop the skills necessary to excel in an increasingly competitive, global society. The IB Programme places the student at the center of the educational experience and seeks to develop thoughtful students who strive to be:

Inquirers Caring<br>Thinkers<br>Balanced<br>Principled

Open-minded Knowledgeable

Risk-takers
Communicators
Reflective

## International Baccalaureate Diploma Programme

All IB courses are open to all Hilhi students, whether or not students choose to pursue the IB Diploma. If a student chooses to pursue the IB Diploma or the Honors CCP, please see the IB Coordinator and appropriate counselor to ensure that the requirements are known and understood. Students may choose to complete the IB Diploma or individual courses. The IB courses offered at Hilhi are represented in the graphic on page 10.

HL = higher level two-year course
SL = standard level one-year course
SL* $=$ standard level two-year course
CURRICULUM: The IB Diploma requires students to complete advanced, college-level courses in six curriculum areas, including English language arts, language acquisition, social studies, mathematics, experimental science, and arts/electives. At least three, but not more than four, courses are taken at Higher Level (HL) and the others at Standard Level (SL). In addition, students complete the Theory of Knowledge (TOK) course. EXTENDED ESSAY: IB Diploma students write an approximately 4,000-word essay on a topic of interest. The completion of this essay is supported by the IB Coordinator and staff advisors.

CREATIVITY, ACTIVITY \& SERVICE (CAS): IB Diploma and Honors CCP students complete service-learning experiences over the course of their junior and senior years, culminating in a four - six week CAS Project.

DIPLOMA PROGRAM: The International Baccalaureate Diploma Program (IB DP) is a rigorous pre-university course of study meets the needs of highly motivated students. It is open to any interested student on campus. Designed as a comprehensive twoyear curriculum, the Diploma Program challenges students to develop strong reading, writing, and analytical skills across the curriculum that will serve them well at the university level. This program also prepares students for the world after high school by emphasizing curriculum that is taught globally. Students who complete IB courses may choose to take examinations which may lead to college credit.
Students at Hilhi can participate in IB by taking one or more IB courses, or by choosing one of the following options :

IB DIPLOMA: Students will take and test in six IB DP courses (three SL and three HL) across content areas, complete TOK 1 and 2, the Extended Essay, and CAS.

HONORS CCP (meets senior project requirement and earns honor cord at graduation): Students will take a minimum of three IB courses, complete Theory of Knowledge (TOK) 1 and 2 , and fulfill CAS requirements.

## International

Baccalaureate Program
(Continued)
(Hillsboro High School)


## Dual Credit Opportunities

Dual credit is the opportunity for high school students to earn college credit while still in high school. A qualified instructor provides rigorous content aligned with college coursework through regional post-secondary institutions and partnerships such as Central Oregon Community College, Oregon Institute of Technology, Portland Community College, Portland State University, Western Oregon University, and Willamette Promise. Upon completion of the course, students can earn both high school credit as well as college credit that is reflected in a transcript from the postsecondary institution.

Because of the nature of post-secondary partnership agreements, qualifications of instructors, and staffing, in some circumstances we might not be able to offer dual credit aligned with high school courses. It should be known that when students enroll in a high school dual credit-articulated course, it is not guaranteed they will receive college credit.

Current dual credit opportunities are shown on the following pages. Please contact your instructor for dual credit requirements for each course.

Students who elect to take dual credit should consider how the course will align with their post-secondary goals. Students should look for credits that fit into the degree or certificate pathways that interest them. Unsatisfactory and/or failing grades can have a negative impact on a student's financial aid opportunities and potential OSAA eligibility. Additionally, credits earned in high school count toward the 90 credit maximum for the Oregon Promise grant. Students enrolled in dual credit are protected by The Family Educational Rights and Privacy Act (FERPA). Due to this, parents/guardians will not have access to student specific information including enrollment, grading, and transcript information. Evidence of college credit will not be reflected on the high school transcript. Records of college credits earned may be obtained by contacting the registrar's office at the individual post-secondary institution. Students and parents/guardians should talk about the benefits and potential costs of enrolling in college level courses.

## Central Oregon Community College: PSU:


www.cocc.edu

OIT:

## Oregon TECH

www.wou.edu

## www.pdx.edu

## WOU:

## Willamette Promise:

PCC:
Portland Community College

www.wesd.org/willamettepromise

## Dual

Credit

## Courses

The number of credits earned and institution may change. Associated courses and credits are based on 202324 offerings.

| HS Course | College Course | Post-Secondary Institution |
| :---: | :---: | :---: |
| Century High School |  |  |
| Accelerated Chemistry | CH 150 Prepatory Chemistry | WOU |
| Advanced Culinary Arts/Gourmet Foods \& Hospitality | CUL 101 Introduction to Culinary Arts BAK 101 Introduction to Baking and Pastry | COCC |
| Advanced Junior English | WR 121 English Composition | WOU |
| Anatomy \& Physiology | BIO 103 Intro to Human Anatomy and Physiology | OIT |
| AP Psychology | PSY 201 General Psychology PSY 202 General Psychology | WOU |
| AP Biology | BIO 101 BIO 102 General Biology | WOU |
| AP Chemistry | CH 104 Chemistry \& The Environment | WOU |
| AP US History | HST 201, 202, 203 US History | OIT |
| AVID 12 | CG 100 College Survival \& Success | PCC |
| Child Development 3 | ECE 120 Introduction to Early Education | PCC |
| Child Development 4 | ECE 121 Observation \& Guidance 1 | PCC |
| College Prep ELA | WR 121 English Composition WR 122 College Writing | WOU |
| Communications | SPE 111 Public Speaking | OIT |
| Health Sciences 1 | MP 113 Healthcare Provider CPR/AED, First Aid/Bloodborne Pathogens | PCC |
| Health Sciences 2 | MP 111 Medical Terminology | PCC |
| Introduction to Health Sciences | BIO 109 Intro to Health Sciences | OIT |
| Pre-Calculus | MTH 111 College Algebra MTH 112 Trigonometry | OIT |
| Programming 1 | CIS 195H HTML \& CSS | PCC |
| Spanish 2 | SP 101, 102,103 First Year Spanish SP 201,202,203 Second Year Spanish | WOU |
| Spanish 3 | SP 101, 102,103 First Year Spanish SP 201,202,203 Second Year Spanish | WOU |
| Spanish 4 | SP 101, 102,103 First Year Spanish SP 201,202,203 Second Year Spanish | WOU |
| AP Spanish Language | SP 101, 102,103 First Year Spanish SP 201,202,203 Second Year Spanish | WOU |
| AP Spanish Literature | SP 101, 102,103 First Year Spanish SP 201,202,203 Second Year Spanish | WOU |
| Technical Theatre Production | TA 111 Fundamentals of Technical Theater | PCC |
| Theatre 2 | TA 141 Fundamentals of Acting Technique | PCC |
| Web Design 2 | CIS 122 Intro to Programming | PCC |
| Glencoe High School |  |  |
| AVID 12 | CG 100 College Survival \& Success | PCC |
| Child Development 3 | ECE 120 Introduction to Early Education | PCC |
| Child Development 4 | ECE 121 Observation \& Guidance 1 | PCC |
| Management \& Business Seminar | BA 101 Introduction to Business | PCC |
| Health Science 2 | MP 111 Medical Terminology | PCC |
| Pre-Calculus | MTH 111 College Algebra MTH 112 Trigonometry | OIT |
| Tech Theatre 1 | TA 111 Fundamentals of Technical Theater | PCC |
| Theatre 2 | TA 141 Fundamentals of Acting Technique | PCC |

## Dual <br> Credit

Courses
(Continued)

The number of credits earned and institution may change. Associated courses and credits are based on 202324 offerings.

| HS Course | College Course | Post-Secondary Institution |
| :---: | :---: | :---: |
| Hillsboro High School |  |  |
| Auto 1, 2, \& 3 | AM 100 Introduction to Automotive Systems | PCC |
| AVID 12 | CG 100 College Survival \& Success | PCC |
| Biomanufacturing | BIT 105 Safety in the Bioscience Workplace | PCC |
| Child Development 3 | ECE 120 Introduction to Early Education | PCC |
| Child Development 4 | ECE 121 Observation \& Guidance 1 | PCC |
| Intro to Computer Science | CS 161 Computer Science 1 | PCC |
| Digital Electronics 1 \& 2 | MT 121a Digital Electronics Intro | PCC |
| Computer Science Principles | CS 160 Exploring Computer Science | PCC |
| Introduction to Bioscience Technologies | BIT 102 Current Topics in BioScience Technologies | PCC |
| Liberty High School |  |  |
| Advanced Culinary Arts/Gourmet Foods \& Hospitality | CUL 101 Introduction to Culinary Arts | COCC |
| Advanced Theatre | TA 141 Fundamentals of Acting Technique | PCC |
| AP Physics 1 | PHY 201 General Physics | PCC |
| AP Physics C | PHY 211 General Physics (Calculus) | PCC |
| AP Biology | BIO 101 Intro to Cell Biology BIO 102 Diversity of Life | OIT |
| AP US History | HST 201 History of the US to 1840 HST 202 History of the US 1840-1914 HST 203 History of the US 1914-Present | PCC |
| AVID 12 | CG 100 College Survival \& Success | PCC |
| Child Development 1 | ECE 120 Introduction to Early Education | PCC |
| Child Development 3 | ECE 121 Observation \& Guidance 1 | PCC |
| Economics | EC 202 Principles of Macroeconomics | OIT |
| Fire Science 2 | FP 133 Wildland Firefighter | PCC |
| Health Sciences 1 | CG 130H: Introduction to Today's Careers: Health | PCC |
| Health Sciences: Anatomy and Physiology | BI 121: Introduction to Human Anatomy \& Physiology I | PCC |
| Historical Issues: The Holocaust | HST 285 The Holocaust | PCC |
| History of Oregon | HST 240 Oregon History | PCC |
| Introduction to Aerospace | AVS 127 Intro to Aviation | PCC |
| Introduction to Fire and Emergency Services | FP 101 Principles of Emergency Services | PCC |
| Principles of Engineering | ENGR 111 MMET OrientationOIT | OIT |
| Senior Inquiry | Gen Ed Credits (WR 121, UNST 171, UNST 172, social science, non lab science, humanities) 15 credits | PSU |
| District Wide |  |  |
| Diverse Educator Pathway: Independent Study | ED 200 Foundations of Education | WOU |
| Diverse Educator Pathway: Independent Study | ED 220 Intro to Early Childhood Education | WOU |
| Oak Street Campus |  |  |
| Early College | CG 100 College Survival \& Success | PCC |

## Aware, Eligible and Prepared

Graduation may seem far away, but it is never too early to get on the right track. Through the Career and College Pathways (CCP) program, Hillsboro School District is committed to ensuring all students are aware of their career and college options, eligible for those options, and prepared for success in their post-secondary choices.

Becoming aware involves early exposure to careers and colleges, interest mapping, guidance lessons, and the completion of national standardized tests. In addition, students need to understand high school graduation requirements and the requirements for entering certain vocations, two-year community colleges, four-year public and private colleges, and even the military.

Becoming eligible involves students completing the necessary steps to engage in the post-secondary option of their choosing. This includes meeting the requirements of college entrance, developing a plan that details the steps needed to reach their future goal, planning for how to pay college tuition or support themselves with gainful employment, and applying to at least one post-secondary institution or job consistent with application requirements and deadlines.

Becoming prepared involves not only learning academic subjects, but also the development of "habits of mind" that lead to success in post-secondary learning or employment. Students will need to have foundational understanding in a wide array of disciplines, study and work habits necessary

for career and college readiness
ACT and SAT testing taken by beginning of 12th grade

- Completion of $3+$ College Level Opportunity courses by graduation (AP, IB, dual credit)
- Completion of a Career and College Pathway course sequence by graduation
- Participation in one or more work-based learning opportunities by graduation
- Completing the Free Application for Federal Student Aid (FAFSA) and/or the Oregon Student Aid Application for college in 12th grade for school and workplace performance, and a pattern of life skills that will ensure readiness for independent living.


## Career Development Credit

The School-to-Career Specialist grants the 0.5 credit in career development required for graduation. This is not a course students take, but rather a list of activities students complete through Xello, career-related learning experiences, and counselor guidance. Xello is a webbased resource that encourages and supports post-high school career and college planning. The annual Xello and counselor guidance activities include:

## 9th Grade Year:

Career and College Xello Lesson

## 10th Grade Year:

Career and College Xello Lesson
11th Grade Year:
Career-Related Learning Experience Resume

## 12th Grade Year:

Senior Exit Survey
All HSD high schools are members of the Western Washington County School-to-Career Consortium, which is operated through the Hillsboro Chamber of Commerce. Students have access to career-related learning experiences (CRLE) with businesses in the tri-county area. Career-related learning experiences provide opportunities for students to connect classroom learning with life experiences in the community, workplace, or school. School-to-career opportunities are coordinated through the career and college centers at each of the high schools.




[^0]
Career and College Readiness: This roadmap describes the expectations of and activities for HSD students to prepare for career and college.

HIIGH SCHOOL:
By high school, stu HIGH SCHOOL:
By high school, students are ready to gain skills that will help them
be successful in any
is addestsecondary got the middcle school developmentan areatrated in theanning
areas : Digital fluency, Resilience, Entrepreneurial mindset, areas: Digital fluency, Resilience, Entrepreneurial mindset,
Social/Diversity Awareness and Empathy.

## CCP Coursework

## Additional Information About CCP

## CCP Shuttle Accessible Programs

## What is a Career and College Pathway?

High school is an important part of a student's preparation for life, a time of transitions to post-secondary education, careers and adult responsibilities. Career and College Pathways can help students to clarify their career and college goals and to select courses that match their goals.

Related level courses are suggested additional courses within the same CCP or a related CCP. Students interested in exploring beyond the required courses are encouraged to consider courses in the related column. Required classes provide a fundamental understanding of each area of study. Capstone courses provide an opportunity for students to extend their knowledge and pursue their individual interests. Students will complete a senior project in a capstone course.

CCP career learning areas available are:

- Agriculture, Food and Natural Resource Systems
- Arts, Information and Communication
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems


## Why enroll in a CCP?

Each student will be able to:

- Pursue personal, academic and career interests
- Establish post-high school goals
- Actively engage in educational planning and take responsibility for learning
- Apply high-level academic and career-related knowledge and skills in relevant and meaningful learning experiences
- Receive support from school, parents and the community.


## How will I earn a CCP Cord at graduation?

To earn a CCP graduation cord, students will need to:

- Pass required foundation and advanced application courses with a B or better
- Complete program-specific requirements which may include service learning and/or an internship
- Complete a senior project/portfolio as required in the CCP, through the capstone course.

The following pages provide more details on each pathway within the six CCP career learning areas.

Information about Career and College Pathways, including information about CCP shuttle accessible pathways, work-based learning opportunities, forecasting resources, and more is available on the District website: www.hsd.k12.or.us/ccp.

HSD provides transportation to students across the comprehensive high schools for a selection of CCPs. For the latest information on programs available through the CCP Shuttle and the application form, please visit https://www.hsd.k12.or.us/Page/7347. Space is limited. To be considered, students must apply by April 12, 2024. The CLA pathways chart indicates programs currently served by the CCP shuttle with a bus icon.


## CCP One-Pagers

One-Page flyers are available for every pathway. To access the full library of career and college pathways, visit www.hsd.k12.or.us/ccponepagers


Career and College Pathways can help students clarify their career and college goals and select courses that match their goals. In addition to the required coursework, pathways may include career-related learning (i.e., job shadows, internships or related projects), service learning, and senior projects.

## CAREER PATHWAYS

By School
Visit the Career and College Pathways section on the HSD website to see program-specific opportunities available
at your school.
bit.ly/CCP-onepagers

|  | Century | Glencoe | Hilhi | Liberty | HOA |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Agriculture, Food \& Natural Resource Systems (page 27) |  |  | - Veterinary Science | - Sustainable Agriculture | - Agriculture Science and Technology |
| Arts, Information \& Communication (page 28) | Visual \& Media Arts |  |  |  |  |
|  | - Graphic Arts <br> - Media <br> - Visual Art (see multiple tracks in course sequence chart) | - Fine Arts <br> - Graphic Arts | - Graphic Arts <br> - Visual Arts | - Ceramics <br> - Creative Writing <br> - Graphic Arts <br> - Media Production <br> - Visual Arts |  |
|  | Performing Arts |  |  |  |  |
|  | - Instrumental Music <br> - Theatre Arts <br> - Vocal Arts | - Instrumental Music <br> - Theatre and Film <br> - Vocal Arts | - Instrumental Music <br> - Vocal Arts <br> - Theatre Arts | - Instrumental Music <br> - Theatre Arts <br> - Vocal Arts |  |
|  | Information Technology |  |  |  |  |
|  | - Computer Science | - Computer Science | - Computer Science | - Computer Science |  |
| Business \& Management (page 33) | Business \& Marketing |  |  |  |  |
|  | - Business \& Marketing | - Business and Marketing | - Business and Marketing | - Marketing and Management | - Business and Marketing |
|  | Culinary Arts \& Hospitality |  |  |  |  |
|  | - Culinary Arts \& Hospitality |  |  | - Culinary Arts |  |
| Health Sciences (page 35) | - Health Sciences | - Health Sciences | - Bioscience Technologies <br> - Sports Medicine | - Health Sciences |  |
| Human Resources (page 37) | Education |  |  |  |  |
|  | - Early Childhood Education | - Early Childhood Education | - Early Childhood Education | - Early Childhood Education | - Teaching \& Education |
|  | Fire Science |  |  |  |  |
|  |  |  |  | - Fire Science |  |
|  | Leadership/Public Service |  |  |  |  |
|  | - Civic and Community Services <br> - Leadership <br> - Interpretation and Translation Services | - Civic and Community Service <br> - Leadership | - Leadership <br> - Public Service | - Civic and Community Service <br> - Leadership | - Criminal Justice |
| Industrial \& Engineering Systems (page 41) | - Engineering Technology | - Computer Science <br> - Construction <br> - Metal Processing | - Automotive Service Technology <br> - Diesel Service Technology <br> - Computer Science <br> - Drafting <br> - Electronics and Engineering | - Computer Science <br> - Engineering <br> - Sustainable Design <br> - Aerospace: Aviation Mechanic <br> - Aerospace: Aviation Pilot |  |



## AGRICULTURE, FOOD \& NATURAL RESOURCE SYSTEMS

## Career Learning Area

The Agriculture, Food and Natural Resource Systems career learning area relates to the environment, food and natural resources such as: agriculture (including food systems); earth sciences; environmental sciences; fisheries management; forestry; horticulture; water resources; wildlife management; urban environmental management. The objectives in this career learning area blend the long-term needs of people and environmental values so the land will support diverse, productive and sustainable processes and products.
-Oregon Department of Education

- Hilhi
- Liberty
- Hillsboro Online Academy

| Related (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| HILHI - Veterinary Science |  |  | 2-year college <br> Associate's degree <br> - Horticulture <br> - Floriculture <br> - Landscape Technology <br> 4-year college Bachelor's degree <br> - Agribusiness <br> - Management <br> - Agricultural/Crop <br> - Science <br> - Botany <br> - Environmental <br> - Economics <br> - Environmental <br> - Science <br>  <br> - Wildlife Science |
| - Introduction to Agriculture <br> - Introduction to Bioscience Technology <br> - Human Anatomy \& Physiology <br> - Animal Care Lab 1 <br> - Animal Care Lab 2 | - Introduction to Veterinary Science <br> - Animal Nutrition <br> - Veterinary Science 1 | - Veterinary Science 2 |  |
| LIBERTY - Sustainable Agriculture |  |  |  |
| - Environmental Science | - Discovering Natural Resources <br> - Intro to Horticulture <br> - Sustainable Agriculture 1 | - Sustainable Agriculture 2 |  |
| HOA - Agriculture Science and Technology |  |  |  |
| - Environmental Science <br> - Introduction to Renewable Technology | - Introduction to Agriculture <br> - Introduction to Forestry \& Natural Resources <br> - Introduction to Veterinary Science <br> - Agriscience 1 | - Agriscience 2 <br> - Workplace \& Internship Readiness | - Horticulture <br> - Viticulture <br> - Animal Science <br> - Pre-Vet Science |

## ARTS, INFORMATION \& COMMUNICATION

## Career Learning Area

The Arts, Information and Communication career learning area includes a wide range of career clusters that involve the creation or transmissions of information through the manipulation of a symbolic language. There is an emphasis on process and the concepts of creativity, integrity and aesthetic awareness. A product is usually associated with that process, but it is the process that retains primary importance.
-Oregon Department of Education

Information
Technology

- Century
- Glencoe
- Hilhi
- Liberty

| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CENTURY - Computer Science |  |  | (continued from previous page) <br> 1-year college certificate program <br> - Computer Information Systems <br> - Application Programming <br> - Computer \& Network Admin <br> - Network Admin / Security <br> - Web Application Development <br> - Web Design |
| - AP Computer Science Principles <br> - Introduction to Digital Technology <br> - Programming 3 | Choose one sequence: <br> - Programming 1.2 <br> OR <br> - Computer Game Design 1,2,3 <br> OR <br> - Web Design 1,2 <br> - and <br> - Applied Web Design | - Research and Development |  |
| GLENCOE - Computer Science |  |  |  |
| - AP Computer Science | Choose 2.5 credits or more: <br> - Creative Computing <br> - Applied Computing <br> - Programming 1 <br> - Programming 2 | - Research and Development | - Computer Game \& App Programmer <br> 2-year college Associate's degree <br> - Computer Information Systems <br> - Computer Engineering |
| HILLH - Computer Science |  |  | - Computer Game |
| - Robotics 1 <br> - Robotics 2 <br> - IB DP Physics SL | - Creative Computing <br> - Computer Science Principles <br> - Introduction to Computer Science AND one or more of the following: <br> - Applied Computing <br> - Computer Game Design 1 <br> - Computer Game Design 2 <br> - Web Design 1 \& 2 | - Research and Development | Development <br> - Computer Science <br> - Computer Programming <br> - Web Development and Design <br> - Network Administration <br> - Cybersecurity <br> 4-year college <br> Bachelor's degree <br> - Computer Science <br> - Computer Engineering <br> - Computer Science - BS Concentrations (might be BS degree at some University) |
| LIBERTY - Computer Science |  |  | - Software Engineering |
| - Electronic Technology <br> - AP Physics <br> - Robotics 1 <br> - Robotics 2 | - Programming 1 <br> - AP Computer Science <br> - AP Computer Science Principles | - Research and Development | - Data Science \& Analytics <br> - Information Systems <br> - Information Technology <br> - Cybersecurity <br> - Game Design |


| Related <br> (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CENTURY - 2-D Art |  |  | 1-year college certificate program <br> - Publishing Tech. <br> 2-year college Associate's degree <br> - Fashion Design <br> - Game Design <br> - Graphic Design <br> - Illustration <br> - Interior Design <br> - Photography <br> - Video Production <br> - Web Design |
| - 3-D Art 1, 2, 3 <br> - Digital Photography 1, 2 <br> - Graphic Design 1, 2 | $\begin{aligned} & \text { - Art } 1 \\ & - \text { Art } 2 \\ & -A r t 3 \end{aligned}$ | One of the following: <br> - AP Studio Art <br> - Art 4 <br> Plus: <br> - Humanities |  |
| CENTURY - 3-D Art |  |  |  |
| - Art 1, 2, 3 <br> - Digital Photography 1, 2 <br> - Graphic Design 1, 2 | - 3-D Art 1 <br> - 3-D Art 2 <br> - 3-D Art 3 | One of the following: <br> - AP Studio Art <br> - 3-D Art 4 <br> Plus: <br> - Humanities |  |
| CENTURY - Digital Photography |  |  |  |
| - Art 1, 2, 3 <br> - 3-D Art 1, 2, 3 <br> - Graphic Design 1, 2 | - Digital Photography 1 <br> - Digital Photography 2 | - Digital Photography 3 Plus: <br> - Humanities | 4-year college <br> Bachelor's degree <br> - Advertising <br> - Art <br> - Art History <br> - Education <br> - English - Writing <br> - Fashion Design <br> - Film <br> - Game Design <br> - Graphic Design |
| CENTURY - Media \& Communications |  |  |  |
| - Introduction to Journalism <br> - Communications <br> - Creative Writing 1 <br> - Graphic Design 1 <br> - World Languages | - Creative Writing 2 | One of the following: <br> - Creative Writing 2 <br> - Studio Production <br> - Yearbook Staff <br> Plus: <br> - Humanities |  |
| CENTURY - Graphic Arts |  |  |  |
| - Art 1, 2, 3 <br> - 3-D Art 1, 2, 3 <br> - Digital Photography 1,2 <br> - Yearbook Staff <br> - Studio Production | - Graphic Design 1 <br> - Graphic Design 2 <br> - Graphic Design 3 | - Advanced Graphic Design Studio |  |

## VISUAL AND MEDIA ARTS

- Glencoe
- Hilhi
- Liberty

| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| GLENCOE - Fine Arts |  |  | (see previous page) |
| - World Language <br> - Cartooning \& Drawing 1, 2 <br> - Graphic Design 1, 2 <br> - Advanced Graphic Arts Studio <br> - Yearbook Staff | - Art 1 <br> - Art 2 plus one of the following: <br> - Art 3 <br> - Cartooning 1, 2 <br> - Graphic Design 1 or 2 <br> - Advanced Graphic Arts Studio or Yearbook Staff | - Choose one or more: <br> - Art 3 <br> - Art 4 <br> - AP Studio Art |  |
| GLENCOE - Graphic Arts |  |  |  |
| - Art 1, 2, 3, 4 <br> - Cartooning \& Drawing 1, 2 | - Graphic Design 1 <br> - Graphic Design 2 <br> - Graphic Design 3 | - Advanced Graphic Arts Studio |  |
| HILHI - Graphic Arts |  |  |  |
| - Art 1 <br> - Art 2 <br> - Cartooning \& Drawing 1 <br> - Cartooning \& Drawing 2 <br> - Yearbook Staff | - Graphic Design 1 <br> - Graphic Design 2 <br> - Graphic Design 3 <br> - Digital Photo 1 <br> - Digital Photo 2 | - Advanced Graphic Arts Studio |  |
| HILLH - Visual Arts |  |  |  |
| - Graphic Design 1 \& 2 <br> - Advanced Graphic Arts Studio <br> - Yearbook Staff | - Art 1 <br> - Art 2 <br> - Cartooning \& Drawing 2 | - Art 3 |  |
| LIBERTY - Graphic Arts |  |  |  |
| - Art 1 <br> - Intro to Marketing <br> - Digital Photography <br> - Video Production <br> - Yearbook | - Graphic Design 1 <br> - Graphic Design 2 <br> - Graphic Design 3 | - Advanced Graphic Arts Studio |  |
| LIBERTY - Ceramics |  |  |  |
| - Art 1 <br> - Art 2, 3 \& AP Studio Art <br> - Graphic Design 1 <br> - Graphic Design 2 | - Ceramics 1 <br> - Ceramics 2 | - Ceramics 3 |  |
| LIBERTY - Creative Writing |  |  |  |
| - Broadcast Journalism <br> - Yearbook Staff | - Creative Writing 1 <br> - plus 2.0 credits from: <br> - AP English Language <br> - AP English Literature <br> - Senior Inquiry | - Creative Writing 2 |  |
| LIBERTY - Media Communications |  |  |  |
| - Yearbook Staff <br> - Graphic Design 1 <br> - Graphic Design 2 | - Broadcast Journalism <br> - Video Production | - Studio Production |  |
| LIBERTY - Visual Arts |  |  |  |
| - Digital Photography <br> - Graphic Design 1 <br> - Graphic Design 2 | - Art 1 <br> - Art 2 | - AP Studio Art or Art 3 |  |

## PERFORMING ARTS

- Century
- Glencoe

| Related (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CENTURY - Vocal Arts |  |  | 1-year college certificate program <br> - Music <br> - Music Technology <br> - Special Effects Make-up <br> 2-year college Associate's degree <br> - Hair Design <br> - Makeup <br> - Speech Communication <br> 4-year college <br> Bachelor's degree <br> - Choreography <br> - Education <br> - Film Production <br> - Music <br> - Playwriting/ Screenwriting <br> - Sound Engineer <br> - Technical Theatre <br> - Theatre Arts <br> - Music Therapy <br> - Composition <br> - Performance |
| - Foundation Choir | 2.0 or more credits from the following: <br> - Tenor \& Bass Chorus <br> - Treble Chorus <br> - Concert Choir <br> - Vocal Ensemble <br> Courses can be repeated | One of the following: <br> - Concert Choir <br> - Vocal Ensemble <br> - Tenor \& Bass Chorus <br> - Treble Chorus <br> Plus: <br> - Humanities |  |
| CENTURY - Instrumental Music |  |  |  |
| - Concert Band | 2.0 or more credits from the following: <br> - Symphonic Band <br> - Jazz Ensemble <br> - Wind Ensemble <br> - Music Percussion <br> - AP Music Theory <br> Courses can be repeated | One of the following: <br> - Symphonic Band <br> - Jazz Ensemble <br> - Wind Ensemble <br> - Music Percussion Plus: <br> - Humanities |  |
| CENTURY - Theatre Arts |  |  |  |
| - Visual, Vocal, or Graphic Arts Courses | - Theatre Foundations AND One of the following: <br> - Technical Theatre 2 <br> - Theatre 2 | One of the following: <br> - Technical Theatre 3 <br> - Theatre 3 <br> - Theatre 4 |  |
| GLENCOE - Instrumental Music |  |  |  |
| - Jazz Ensemble <br> - Music Percussion | 2.0 credits from: <br> - Concert Band And/OR <br> - Wind Ensemble PLUS: <br> - AP Music Theory | - Wind Ensemble |  |
| GLENCOE - Vocal Arts |  |  |  |
| - Theatre 1 <br> - Student Government | 2.0 credits from: <br> - Treble Chorus <br> - Tenor and Bass Chorus <br> - Concert Choir | One of the following: <br> - Vocal Ensemble <br> - Concert Choir |  |
| GLENCOE - Theatre \& Film |  |  |  |
| - Construction <br> - Choir Courses <br> - Visual Arts Courses | 3.0 credits total required, with at least 2.0 credits from the following (as non-capstone course): <br> - Film 1, 2 <br> - Theatre 1,2,3 <br> - Technical Theatre 1,2 | One of the following: <br> - Theatre 3 <br> - Theatre 4 <br> - Tech Theatre 2 <br> - Film 2 |  |

## PERFORMING ARTS

- Hilhi
- Liberty

| Related (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| HILLHI - Vocal Arts |  |  | (see previous page) |
| - Theatre 1 <br> - Student Government <br> - Mariachi | 2.0 credit from: <br> - Treble Chorus <br> - Tenor and Bass Chorus | - Concert Choir <br> - Vocal Ensemble |  |
| HILLH - Instrumental Music |  |  |  |
| - Guitar 1 <br> - Guitar 2 <br> - Ensemble <br>  recommended that all band students enroll in fall Marching Band program | - Concert Band <br> - Symphonic Band | - Symphonic Band* *Students need to have been in Symphonic Band or Concert Band for four years. |  |
| HILHI - Theatre Arts |  |  |  |
| - Vocal Arts courses <br> - Leadership <br> - Drafting <br> - Studio Production <br> - Video Production | Choose 1.5 credits or more from: <br> - Theatre 1 <br> - Theatre 2 <br> - Theatre 3 <br> - Technical Theatre Production 1 <br> - Technical Theatre Production 2 <br> - Technical Theatre Production 3 AND <br> - IB DP Theatre Arts HL1 | - IB DP Theatre Arts HL2 |  |
| LIBERTV - Instrumental Music |  |  |  |
| - Jazz Ensemble <br> - Music Percussion <br> - Guitar 1 or 2 | - Concert Band <br> - Symphonic Band <br> - AP Music Theory | - Symphonic Band |  |
| LIBERTY - Vocal Arts |  |  |  |
| - Guitar | - Treble Chorus <br> - Tenor and Bass Chorus <br> - Concert Choir <br> - AP Music Theory | One of the following: <br> - Concert Choir <br> - Vocal Ensemble |  |
| LIBERTY-Theatre Arts |  |  |  |
| - Introduction to Journalism <br> - Creative Writing <br> - Creative Writing 2 <br> - Art 1 <br> - Marketing 1 | - Theatre 1 <br> - Theatre 2 <br> - Theatre 3 <br> - Technical Theatre 1 | - Theatre 4 <br> - Technical Theatre 2 |  |



## Career Learning Area

The Business and Management career learning area focuses on the business and entrepreneurial needs of Oregon's students as they prepare to enter and succeed in the world of business. The careers in this area span virtually every industry in the world. Studies in Business and Management focus on the commonalities among most businesses, including concepts like personnel management, marketing, planning, finance, and resource management. This area also includes careers in the hospitality and tourism fields.
-Oregon Department of Education

## BUSINESS \& MARKETING

- Century
- Glencoe
- Hilhi

| Related <br> (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CENTURY - Business \& Marketing |  |  | 1-year college certificate program <br> - Bookkeeping <br> - Computers <br> - Office Systems <br> - Recordkeeping <br> 2-year college Associate's degree <br> - Accounting <br> - Management <br> - Marketing <br> - Merchandising <br> 4-year college <br> Bachelor's degree <br> - Accounting <br> - Business <br> - Marketing <br> - Management |
| - Computer Applications <br> - Marketing Lab <br> - Accounting 1 <br> - Accounting 2 <br> - Marketing Lab Ground Up | - Marketing 1 <br> - Marketing 2 (grade 10-12) <br> Choose one: <br> - Personal Finance OR <br> - Sports, Entertainment \& Event Marketing | - Management/ Business Seminar |  |
| GLENCOE - Business \& Marketing |  |  |  |
| - Personal Finance <br> - Statistics <br> - AP Statistics <br> - Data Science <br> - Marketing Lab Ground Up | - Marketing 1 <br> Choose one full credit from: <br> - Marketing 2 <br> - Marketing Lab <br> - Sports, Entertainment, and Event Marketing <br> - Accounting 1 | - Management/ Business Seminar |  |
| HILHI - Business \& Marketing |  |  |  |
| Choose one: <br> - Personal Finance <br> - Marketing Lab Ground Up | Required: <br> - Marketing 1 <br> - Marketing 2 <br> Choose one full credit from: <br> - Sports, Entertainment, and Event Marketing <br> - Accounting 1 <br> - Accounting 2 <br> - Marketing Lab | - IB DP BusinessManagement SL |  |


| - HOA | Related <br> (beginning in grade 9) | Required (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: | :---: |
|  | HILLSBORO ONLINE ACADEMY - Business \& Marketing |  |  | (see previous page) |
|  | - Computer Applications <br> - Accounting 2 <br> - Personal Finance <br> - Marketing Lab Ground Up | - Accounting 1 <br> Choose one or both. <br> - Business Law <br> - Business Communication | - Management/Business Seminar |  |
| - Liberty | LIBERTY - Marketing \& Management |  |  |  |
|  | - Personal Finance <br> - Marketing Lab <br> - Graphic Design 1 <br> - Graphic Design 2 | - Marketing 1 <br> - Sports, Entertainment and Event Marketing (grade 11) <br> - Marketing 2 OR <br> - Personal Finance | - Liberty Marketing \& Management, Inc. |  |
|  | CENTURY - Culinary Arts \& Hospitality |  |  | 1-year college certificate program <br> - Event Planning <br> - Food Service Management <br> - Travel \& Tourism <br> Culinary academy <br> - Chef <br> - Pastry Chef <br> 2-year college Associate's degree <br> - Hospitality \& Tourism <br> - Management <br> 4-year college Bachelor's degree <br> - Business Administration <br> - Food Science <br> - Nutrition |
| CULINARY ARTS \& HOSPITALITY <br> - Century | - Communications <br> - Digital Photography <br> - Graphic Design 1 <br> - Graphic Design 2 <br> - Marketing 1 <br> - Personal Finance | - Intro to Culinary Arts <br> - Gourmet Foods \& Hospitality <br> - Advanced Culinary Arts (year 1) | - Advanced Culinary Arts (year 2) |  |
|  | LIBERTV - Culinary Arts \& Hospitality |  |  |  |
| - Liberty | - Marketing 1 <br> - World Language <br> - Personal Finance <br> - Graphic Design 1 <br> - Graphic Design 2 | - Intro to Culinary Arts <br> - Gourmet Foods \& Hospitality | - Advanced Culinary Arts |  |

## HEALTH SCIENCES

## Career Learning Area

The Health Sciences Career Cluster orients students to careers that promote health, wellness, and diagnoses as well as treat injuries and diseases. Some of the careers involve working directly with people while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medevac units, sports areas, space centers or within the community.
-Oregon Department of Education

## HEALTH SCIENCES

- Century
- Glencoe

| Related (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CEnTURY - Health Sciences |  |  | 1-year college certificate program <br> - Billing and Coding Specialist <br> - Medical Administrative Assistant <br> - Medical Assistant <br> - Pharmacy Tech <br> - Patient Care Tech <br> - Phlebotomist <br> - EKG Tech <br> - Electronic Healthcare Record Specialist <br> 2-year college Associate's degree <br> - Emergency Medical Tech <br> - Paramedic <br> - Radiography <br> - Veterinary Tech <br> 4-year college <br> Bachelor's degree <br> - Biology <br> - Molecular Biology <br> - Nursing |
| - AP Biology <br> - Chemistry <br> - AP Chemistry <br> - Physics <br> - Psychology/Sociology <br> - AP Statistics or Statistics <br> - Strength Training <br> - World Language <br> - AP Psychology <br> - Introduction to Health Science <br> - Fitness Training \& Sports Medicine <br> - Medical Lab Technology | - Anatomy \& Physiology/ Health Sciences 1 (courses blocked together) | Complete one or More: <br> - Health Sciences 2 <br> - Certified Clinical Medical Assistant Courses that may be taken in addition to Health Sciences 2 for Specialization: <br> - Health Occ: Pharmacy Technician <br> - Health Occ: Phlebotomy <br> - Health Occ: Certified Clinical Medical Assistant |  |
| GLENCOE - Health Sciences |  |  | - Physician Assistant |
| - AP Biology <br> - Chemistry <br> - AP Chemistry <br> - Physics <br> - Psychology/Sociology <br> - AP Statistics or Statistics <br> - Strength Training <br> - World Language <br> - AP Psychology <br> - Introduction to Health Sciences | - Anatomy \& Physiology/Health Sciences 1 (courses blocked together) | - Health Sciences 2 | - Pre-Professional (i.e., dentistry, medicine, physical therapy, veterinary) |

HEALTH SCIENCES (Continued)

- Hilhi
- Liberty

| Related (beginning in grade 10) | Required <br> (grades 9 -11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| HILLH - Bioscience Technologies |  |  | (see previous page) |
| - Statistics <br> - Human Anatomy \& Physiology <br> - Intro to Veterinary Science <br> - IB DP Sports, Exercise and Health Science SL1 | - Intro to Bioscience Technologies Choose one OR both: <br> - Biomanufacturing <br> - Medical Lab Technology | - Advanced Bioscience Technologies |  |
| HILHI - Sports Medicine |  |  |  |
| - IB DP Biology <br> - Aerobics/ Fitness for Life <br> - Psychology <br> - Strength Training <br> - Intro to Health Science <br> - Medical Lab Technology | - IB DP Sports, Exercise \& Health Science SL1 <br> - Human Anatomy \& Physiology | - IB DP Sports, Exercise and Health Science SL2 |  |
| LIBERTY - Health Sciences |  |  |  |
| - AP Biology <br> - AP Chemistry <br> - Physics/AP Physics <br> - Psychology/Sociology <br> - Statistics <br> - Strength Training <br> - World Language <br> - Medical Lab Technology | - Introduction to Health Science <br> - Anatomy \& Physiology/Health Sciences 1 (courses blocked together) | - Health Sciences 2 |  |



## HUMAN RESOURCES

## Career Learning Area

The Human Resources career learning area includes a wide range of career clusters that weave together work in the areas that focus on people; their needs, their growth development, and their safety and well being. Those who work in the fields representing Human resources need a common foundation of knowledge and skills that enables them to assess the complex dilemmas facing individuals and groups in unique situations, identify and weigh options and possibilities, and act in ways that are effective and socially responsible. Careers in this area are very diverse and range, for example, from education to corrections, from law and government to fire and safety, and from child development to national security.
-Oregon Department of Education

## TEACHING \& EDUCATION

- Century
- Glencoe
- Hilhi
- Liberty
- HOA

| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) |
| :--- | :--- | :--- |
| CENTURY - Early Childhood Education |  |  |
| - Communications | - Child Development 1 | - Child Development 4 |
| - Intro to Culinary Arts | - Child Development 2 |  |
| - Daycare Work Experience | - Child Development 3 |  |
| - Nursery) <br> - Psychology/Sociology <br> - World Language |  |  |

## GLENCOE-Early Childhood Education

| - Psychology | - Child Development 1 | • Child Development 4 |
| :--- | :--- | :--- | :--- |
| - AP Psychology | - Child Development 2 |  |
| - Sociology | - Child Development 3 |  |
| - World Language |  |  |
| HILLHI - Early Childhood Education |  |  |

2-year college
Associate's degree

- Early Childhood

Education

4-year college
Bachelor's degree

- Education
- Psychology
- Sociology

FIRE SCIENCE

- Liberty

| Related (beginning in grade 9) | Required (grades 9 -11) | Capstone (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| LIBERTY - Fire Science |  |  | year college |
| - Anatomy \& Physiology <br> - Communications <br> - Health Sciences 1, 2 <br> - Psychology <br> - Sociology | - Introduction to Fire \& Emergency Services <br> - Fire Science 1 | - Fire Science 2 | certificate program <br> - Fire Protection Technology <br> - EMT Certification <br> 2-year college <br> Associate's degree <br> - Fire Science <br> - Wildland/Forest Firefighting and Investigation <br> - Fire Prevention and Safety <br> - Emergency Medical Technician <br> - Fire Protection Technology or Paramedic <br> 4-year college <br> Bachelor's degree <br> - Forestry, Natural Resources, Fire Service Administration |


| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CENTURY - Civic \& Community Services |  |  | 1-year college certificate program <br> - Instructional Assistant <br> 2-year college Associate's degree <br> - Early Childhood Education |
| - Child Development 1 or 2 <br> - Communications <br> - AP European History <br> - Historical Issues <br> - Student Government <br> - AP U.S. History <br> - World Language | - Civic \& Community Services 1 <br> Choose two: <br> - You \& the Law <br> - AP Economics <br> - AP Government <br> - AP Psychology <br> - Psychology/Sociology <br> - Ethnic Studies <br> - AP US History | - Civic \& Community Services 2 <br> - Civics and Community Service: Senior Capstone |  |
| CENTURY - Interpreting \& Translation Services |  |  | 4-year college Bachelor's degree <br> - Education <br> - Psychology <br> - Sociology |
| - French 1-4 <br> - Mandarin 1-2 <br> - Spanish 1-4 <br> - AP Spanish Language <br> - AP Spanish Literature <br> - Dual Language Program Courses | - Interpreting \& Translation 1 | - Interpreting \& Translation 2 |  |
| CENTURY - Leadership |  |  |  |
| - Civic \& Community Services 2 <br> - AP Economics <br> - AP Government <br> - Intro to Journalism <br> - Leadership 1 <br> - Marketing 1, 2 <br> - Studio Production <br> - AP U.S. History <br> - Video Production <br> - Web Design <br> - World Languages <br> - Yearbook Staff <br> - You \& the Law | - Student Government | - Leadership - Student Government <br> - Hold an elected or appointed student government office <br> - NASC Distinguished Leader Portfolio |  |
| GLENCOE - Civic \& Community Services |  |  |  |
| - Child Development 1 or 2 <br> - AP European History <br> - Historical Issues <br> - Student Government <br> - AP U.S. History <br> - World Language | - Civic \& Community Services 1 <br> - Choose one: <br> - AP Government <br> - AP Psychology <br> - Psychology/Sociology | - Civic \& Community Services 2 |  |
| GLENCOE - Leadership |  |  |  |
| - Civic \& Community Services <br> - Leadership 1 <br> - Marketing 1, 2 <br> - Graphic Design <br> - Web Design <br> - World Languages <br> - Yearbook Staff <br> - People and Politics <br> - Psychology <br> - Sociology | - Student Government <br> - Surf Tide Leader <br> - Be an active member of a club or sport on campus <br> And choose 1: <br> - Leadership 1 <br> - Leadership 2 <br> - AVID | - Student Government <br> - Hold an elected or appointed office in Student Government <br> OR <br> - Hold a leadership position in Sparrow Club, NHS, or Key Club, BSU, or Racial Equity Club |  |


| LEADERSHIP/ PUBLIC SERVICE (Continued) <br> - Hilhi | Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: | :---: |
|  | HILHI - Leadership |  |  | (see previous page) |
|  | - Sociology <br> - People \& Politics <br> - IB Global Politics <br> - Yearbook Staff <br> - Marketing 1 <br> - Graphic Design 1 <br> - Web Design <br> - Theater 1 | - Student Government AND <br> - Be an active member of a Hilhi club, team or group (NHS, M.E.Ch.A., Key Club, GSA, or any OSAA recognized team) And choose 1: <br> - Leadership 1 <br> - Leadership 2 <br> - Link Crew <br> - Psycology <br> - You \& the Law <br> - AVID | - Student Government AND <br> - Hold an elected or appointed office in Student Government OR <br>  <br> - Hold a leadership position in Link Crew |  |
|  | HILHI- Public Service |  |  |  |
|  |  | Choose three or more: <br> - Psychology 1 <br> - Psychology 2 <br> - Sociology <br> - You \& the Law <br> - Ethnic Studies <br> - IB DP Psychology SL | - IB DP Global Politics |  |
| - Liberty | LIBERTY - Leadership |  |  |  |
|  | - Broadcast Communications Journalism <br> - Freshman Leadership <br> - Marketing 1 <br> - Psychology <br> - Sociology <br> - Video Production <br> - Yearbook Staff <br> - Sports, Entertainment, and Event Marketing and Management | Student Government AND <br> Be an active member of an LHS club, team or group (e.g. BSU, M.E.Ch.A., API, GSA, or any OSAA recognized team) <br> And at least 1: <br> - Leadership 1 <br> - Leadership 2 <br> - You \& the Law <br> - AVID <br> - Civic and Community Service $1 / 2$ | - Student Government <br> - Hold an elected or appointed office in Student Government <br> OR <br> - Hold a leadership position in an LHS club or group (e.g. M.E.Ch.A, BSU, API, GSA) |  |
| - Hillsboro Online Academy | LIBERTY - Civic \& Community Service |  |  |  |
|  | - Child Development Courses <br> - AP U.S. History (junior year) <br> - AP Government or Senior Inquiry (senior year) <br> - World Language | - Communications <br> - You \& the Law <br> - CCS 1: Civic \& Community Services 1 | - CCS 2: Civic and community Services 2 |  |
|  | HILLSBORO ONLINE ACADEMY - Criminal Justice |  |  |  |
|  | - Psychology <br> - Sociology | - Careers in Criminal Justice plus at least two of the following courses, either in your school or online through HOA: <br> - Criminology <br> - National Security <br> - Forensic Science 1 <br> - Forensic Science 2 | - Law \& Order <br> AND <br> - Principles of Public Service |  |

# INDUSTRIAL \& ENGINEERING SYSTEMS 

## Career Learning Area

The Industrial and Engineering Systems Career Learning Area relates to the technologies used to design, develop, install, operate, maintain and upgrade physical systems. These include: engineering and related design technologies; mechanical systems; manufacturing technologies; precision production; construction; electrical systems; electronics; and information technologies. People in this field use academic and technical knowledge and skills to design, build, inspect, deliver, maintain, and repair aircraft, automobiles, buildings, computer equipment, roads, bridges and manufacturing machinery.
-Oregon Department of Education

- Century
- Glencoe

| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| CENTURY - Engineering Technology |  |  | 1-year college certificate program <br> - Aviation Science <br> - Building Construction <br> - Machine Manufacturing <br> - Welding <br> - Woodworking |
| - Introduction to Digital Technology <br> - Engineering Systems Lab | - Drafting Technology 1 <br> - Drafting Technology 2 | - Engineering Prep |  |
| GLENCOE - Construction |  |  |  |
| - Woodworking Technology <br> - Metal Processing 1 <br> - Metal Processing 2 | - Construction 1 <br> - Construction 2 | - Construction 3 |  |
| GLENCOE - Engineering |  |  | - Biomedical Engineering Technology |
| - AP Computer Science <br> - Creative Computing <br> - Drafting 1 <br> - Programming 2 or 3 <br> - Robotics 1 <br> - Robotics 2 | 2.0 credits from: <br> - Principles of Engineering <br> - Digital Electronics <br> - Programming 1 <br> - Electronic Technology 1 <br> - Electronic Technology 2 | - Engineering Design \& Development | Technology <br> - Computer Information Systems <br> - Computer Science <br> - Drafting \& Design <br> - Engineering Tech <br> - Horticulture <br>  |
| GLENCOE - Metal Processing |  |  | Technology |
| - Drafting 1, 2 <br> - Woodworking Technology 1, 2 <br> - Construction 1 | - Metal Processing 1 <br> - Metal Processing 2 | - Metal Processing 3 | 4-year college <br> Bachelor's degree <br> - Architecture <br> - Biological \& Ecological Engineering <br> - Chemical <br> - Engineering <br> - Electrical <br> - Engineering <br> - Environmental Engineering <br> - Environmental Science <br> - Materials Science <br> - Mechanical <br> - Engineering |

INDUSTRIAL \& ENGINEERING SYSTEMS (Continued)

- Hilhi

| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation (partial list) |
| :---: | :---: | :---: | :---: |
| HILHI - Automotive Service Technology |  |  | (see page 41) |
| - Electronic Technology 1 <br> - Metal Processing 1, 2, 3 <br> - Intro to Diesel Service Technology | - Automotive Tech 1 <br> - Automotive Tech 2 <br> - Automotive Tech 3 <br> - Automotive Tech 4 | - Automotive Tech 5 |  |
| HILLHI - Diesel Service Technology |  |  |  |
| - Automotive Technology 1 <br> - Electronic Technology 1 <br> - Metal Processing 1 <br> - Metal Processing 2 | - Introduction to Diesel Service Technology <br> - Diesel Service Technology 1 <br> - Diesel Service Technology 2 | - Diesel Service Technology 3 |  |
| HILHI - Drafting |  |  |  |
| - Digital Electronics | - Drafting 1 <br> - Drafting 2 and 1.5 credits: <br> - Creative Computing <br> - Applied Computing <br> - Robotics 1 or 2 <br> - Electronic Tech 1 or 2 | - Drafting 3 |  |
| HILHI - Electronics \& Engineering |  |  |  |
| - IB DP Physics SL <br> - Drafting 1 <br> - Robotics 1 <br> - Robotics 2 <br> - Automotive Tech 1 | - Electronic Technology 1 <br> - Electronic Technology 2 <br> - Digital Electronics 1 <br> - Digital Electronics 2 | - Engineering Prep |  |

INDUSTRIAL \& ENGINEERING SYSTEMS (Continued)

- Liberty

| Related <br> (beginning in grade 9) | Required <br> (grades 9-11) | Capstone <br> (grade 12) | Post-Graduation <br> (partial list) |
| :--- | :--- | :--- | :--- |
| LIBERTY - AEROSPACE - Aviation Science (Pilot) | (see page 41) |  |  |
| - UAS Operations | Introduction to <br> - Mechanic 1 <br> - Mechanic 2 | Aerospace <br> - Pilot 1: Aerodynamics <br> and Systems | Pilot 2: Private Pilot <br> Ground |
| LIBERTY - AEROSPACE - Aviation Maintenance (Mechanic) |  |  |  |



Courses are divided into required (for graduation) and elective types.
Be sure to read the course descriptions and the prerequisites needed. Courses are offered contingent upon adequate funding, staffing and sufficient enrollment. Consult your counselor to assist you with appropriate placement and recommendations for courses.

## AGRICULTURE

## INTRODUCTION TO HORTICULTURE TECHNOLOGY \& DESIGN

Grades: 9-12 (LHS)
Prerequisite: None
0.5 credit

This class is designed to provide the beginning student with basic knowledge of plant anatomy, physiology and classification. The effects of the environment on plant growth and development are explored. Material is presented by lecture, visual aids and hands-on laboratory experiences.

## INTRODUCTION TO AGRICULTURE

Grades: 9-12 (HHS, HOA)
Prerequisite: None
0.5 credit

This is an introductory course designed to expose students to different facets of The National Future Farmers of America (FFA) Organization and the agriculture industry. Students will gain know-ledge in animal science, plant science, leadership skills, public speaking, FFA opportunities, and food science. Instruction and student learning will be through hands-on experiences, inqui-ry-based activities, scientific laboratory experiments, guest speakers, and FFA career development events.

## AGRISCIENCE 1

Grades: 9-12 (HOA)
Prerequisite: Introduction to Agriculture 0.5 credit
This course explores how agriscientists play key roles in improving agriculture, food production, and the conservation of natural resources along with the technologies used to keep the field thriving.

## AGRISCIENCE 2

Grades: 12 (HOA)
Prerequisite: Agriscience $1 \quad 0.5$ credit
Science and technology are revolutionizing many areas of our lives - and agriculture is no exception! Delve deeper into important agri-areas such as soil science and weed management; explore research on plant and animal diseases as well as the insects and other pests that can impact agricultural enterprises and natural resources.

## INTRODUCTION TO FORESTRY \& NATURAL RESOURCES

Grades: 9-12 (HOA)

Prerequisite: None
0.5 credit

Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals. In the Introduction to Forestry and Natural Resources course, you'll learn more about forest ecology, management, and conservation. You'll explore topics such as environmental policy, land use, water resources, and
wildlife management. Finally, you'll learn more about forestry- related careers and important issues facing forestry professionals today.

## INTRODUCTION TO VETERINARY SCIENCE

Grade: 9-12 (HHS, HOA)
Prerequisite: None
0.5 credit

Bus transportation is available from other high schools. This course is an introductory course designed to explore careers working with animals, as well as covering scientific classification and the history of animals. Units covered include personal and workplace safety (including animal behavior \& handling), careers working with animals, ethics and welfare, scientific classification and the animal cell, history of animals, breeds of animals, and industry terminology.

## ANIMAL NUTRITION

## Grade: 9-12 (HHS)

Prerequisite: Introduction to Veterinary Science
0.5 credit

Bus transportation is available from other high schools. 3-D Art 3 is an advanced application course that develops the student's technical skills further in sculpture. In-depth study and studio experience may include installation, figurative, book arts, more theme-based projects using clay, cardboard, books and paper. Students focus on personal ideas and see a piece through from the initial idea to a polished, refined project. Research, critiques, reflective writing and art concepts are important aspects of this class.

## VETERINARY SCIENCE 1

Grade: 10-12 (HHS)
Prerequisite: Animal Nutrition, Introduction to Veterinary Science 1.0 credit Bus transportation is available from other high schools. Provides an overview of all body systems including parts, functions and common diseases and disorders and the importance of homeostasis. Teaches clinical/surgical procedures, nursing techniques and principles of restraint of small and large animals. Emphasizes techniques to maximize the safety aspect of both the handler and the animal patient.

## VETERINARY SCIENCE 2

## Grade: 12 (HHS)

## Prerequisite: Veterinary Technology $1 \quad 1.0$ credit

Covers clinically important diseases and disease processes occurring in small animals and large animals. Includes the causes, pathogenesis, clinical signs, treatment and prevention of each disease. This is the capstone course for the Veterinary Science Career and College Pathway.

## DISCOVERING NATURAL RESOURCES

Grades: 9-12 (LHS)
Prerequisite: None $\quad 0.5$ credit
This course is designed to help students develop an awareness of renewable and nonrenewable natural resources. Students will be exposed to a variety of activities and labs that provide hands-on learning and the application of scientific principles. This course is an introduction to further studies in the natural resources field.

## INTRODUCTION TO RENEWABLE TECHNOLOGIES <br> Grades: 9-12 (HOA) <br> Prerequisite: None 0.5 credit

Renewable Technologies are becoming increasingly important as concerns about climate change, the use of fossil fuels, and population growth become foremost in the public eye. So, how do we address the world's growing concerns about energy sources? Uncover the development of new energy technologies and explore how recent approaches to renewable technologies unlock the solution needed for a safer, cleaner, and more enduring world.

## SUSTAINABLE AGRICULTURE 1

## Grades: 10-12 (LHS)

Prerequisite: Introduction to Horticulture or Discovering Natural Resources 1.0 credit
This class is focused on learning essential gardening and farming methods that do not harm the soil, air, or water for future generations. Students will plan, plant, compost, save seeds, use garden tools/ equipment and develop a variety of growing techniques in the school garden. In addition, students will investigate factors that affect plant health, growth, and reproduction by designing and conducting experiments in the garden. Students will use prior knowledge, new know-ledge, and experience in the class to think critically about how our current food system operates to develop real solutions to change social and environmental problems.

## SUSTAINABLE AGRICULTURE 2

## Grades: 11-12 (LHS)

## Prerequisite: Sustainable Agriculture 1

 1.0 creditThis class is the capstone course for the sustainable agriculture program of study. Students will complete their senior project and manage the Falcon Farm. Students will demonstrate their knowledge of the three main goals of sustainable agriculture: envi-
ronmental health, economic profitability, and social and economic equity.

## ANIMAL CARE LAB 1

## Grade: 11-12 (HHS)

Prerequisite: Completed or concurrently enrolled in Veterinary Science 1

## 1.0 credit

This course is a student-run business with hands-on lab experience that will help students grow their basic knowledge and skills necessary for further study or entry-level positions in animal science and related fields. In Animal Care Lab 1, students will learn the basic operations of animal grooming business, the skills necessary to perform all job responsibilities within an animal grooming workplace. Students will practice and demonstrate their ability to perform these hands on skills prior to working directly with animals.

## VISUAL ARTS

## ART 1

Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: None $\quad 0.5$ credit (HHS, LHS) 1.0 credit (CHS, GHS)

Art 1 is an exploratory course in Fine Arts. Students will work intensively in drawing, painting, composition, color, and design. This course gives the beginning student the visual awareness and technical skills to translate the 3-D world into a 2-D form. Art history and vocabulary are important aspects of Art 1.

## ART 2

Grades: 10-12 (CHS, GHS, HHS, LHS) Prerequisite: Art 1
1.0 credit

Building upon the skills established in Art 1, this second year foundation course concentrates on enhancing the student's creative energy. The course will include development of visual awareness, problem-solving, creativity, and perspective. Students will be introduced to elements of design, life drawing, illustration, and color theory through the mediums of paint, pen and ink, and pastel.

## ART 3 <br> Grades: 11-12 (CHS, GHS, HHS, LHS) Prerequisite: Art 2

1.0 credit

This course is for the student to exceed in their art making ability using art elements and principles of design. Students will concentrate on the technical aspects of seeing an artwork through from the initial idea to a polished gallery-ready presentation. Students should be able to back up their decisions in their art utilizing formal evaluation strategies. The emergence of the student's creative voice is encouraged at this level. This course is for those who are independent workers, self-motivated, and have a connection to their art. Visual risk-taking is a must in this course.

ART 4
Grades: 11-12 (CHS, GHS)
Prerequisite: Art 3
1.0 credit

Art 4 is a studio class that involves in depth experiences in drawing, painting and mixed media, and printmaking. Students are exposed to art schools, museums, galleries, art history, and contemporary art issues and portfolio development. Students will focus on a chosen concentration theme while building up a body of artwork.

## 3-D ART 1

Grades: 9-12 (CHS) Prerequisite: None
1.0 credit

This introduction to three-dimensional art includes exploration of sculpture, using a variety of materials. Students will apply the elements and principles of design to work intensively with clay, cardboard, pa-
per, reed, and mixed media focusing on height, width and depth created in sculpture. Art history and vocabulary are important aspects of 3-D Art 1, as well as reflective writing and reading.

## 3-D ART 2

Grades: 10-12 (CHS)
Prerequisite: 3-D Art 1

## 1.0 credit

Building upon the skills established in 3-D Art 1, this second year foundation course concentrates on: expanding on work from 3-D Art 1; working with clay and a variety of materials, enhancing the student's development of visual awareness; and problem-solving skills, while using their creativity in their student voice within the parameters of the assignment. Reading, reflective writing, research, art theory and critiques are important aspects of this class.

## 3-D ART 3 <br> Grades: 11-12 (CHS) <br> Prerequisite: 3-D Art 2

1.0 credit

3-D Art 3 is an advanced application course that develops the student's technical skills further in sculpture. In-depth study and studio experience may include installation, figurative, book arts, more theme-based projects using clay, cardboard, books and paper. Students focus on personal ideas and see a piece through from the initial idea to a polished, refined project. Research, critiques, reflective writing and art concepts are important aspects of this class.

## 3-D ART 4

Grade: 12 (CHS)
Prerequisite: 3-D Art 3
1.0 credit This is a fourth-year course available to seniors who have completed 3-D Art 3 and wish to continue their education in the Fine Arts. Students and those preparing their Senior Project in 3-D Art will work with the class for the first semester and develop a portfolio in preparation for their Senior Show the second semester. Students are expected to work at a college level and must be highly self-motivated. Students will prepare and present several artist statements, in addition to other reading, reflective writing, research and critiques.

## AP STUDIO ART - 2D or 3D

Grades: 11-12 (GHS, LHS), 12 (CHS) Prerequisite: Art 3, 3-D Art (CHS), Art 3 (GHS)

## 1.0 credit

The AP Studio Art Program consists of three portfolio exams-2-D Design, 3-D Design, and Drawing-corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and un-
derstanding developed in college foundation courses.
*AP Studio Art is a vehicle in which seniors can complete their Senior Project (GHS).

## GRAPHIC DESIGN 1

Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: None 0.5 credit
Students explore graphic design areas including illustration, product design, poster design, logo design and more. Students will learn to use programs from the Adobe Creative Suites. All projects involve creative problem-solving through typography and letterforms, color theory, aesthetics and criticism. Students will learn to use the design process, and the steps to creating a refined finished design. Graphic Design is a gateway to many career options in commercial art and design.

## GRAPHIC DESIGN 2

Grades: 9-12 (*CHS) 10-12 (GHS, HHS, LHS) Prerequisite: Graphic Design $1 \quad 0.5$ credit Graphic Design 2 continues the exploration of real world design through work-based/simulated learning projects and issues using traditional and nontraditional media, and Adobe Creative Suite.
*CHS - Grade 9 during 2nd semester only

## GRAPHIC DESIGN 3

Grades: 10-12 (CHS) 11-12 (GHS, HHS, LHS)
Prerequisite: Graphic Design 1\&2 1.0 credit This course is designed as the 3rd step in the graphic design pathway program. This course will focus on elevating skills from graphic design 1-2 while students collaborate on projects with building and District clients. Students will integrate the various Adobe Programs while creating authentic projects for building and district needs. Students will begin building relationships with industry professionals.

## ADV. GRAPHIC ARTS STUDIO

Grades: 11-12 (GHS), 12 (CHS, HHS,LHS)
Prerequisite: Graphic Design 3 or
Digital Photo 3 (HHS) $\quad 1.0$ credit
Advanced Graphic Arts Studio is the capstone course for the Graphic Arts pathway. This course will focus on advancing skills from graphic design 1-3 while students collaborate on projects with real life clients. Students will build a portfolio of work and a resume that will allow them to apply to jobs directly post graduation. Students will establish mentorships with industry professional. Students will work with groups in the community to connect
with real life clients who have projects they want to create. Students will use the design process while meeting with their clients, determining their client needs and then creating designs for them. The will receive feedback about their designs and make revisions to satisfy the clients needs.

## CARTOONING \& DRAWING 1

Grades: 9-12 (GHS) 10-12 (HHS) Prerequisite: HHS - Art $1 \quad 0.5$ credit

GHS - No prerequisite
In this in-depth study of the art of cartooning, students focus on the development of drawing skills (human anatomy, shading and perspective), effective storytelling, and character creation. Significant time is spent drawing the figure from observation as well as on building first-hand experience with the many genres of comics. Projects including "how-to" comics, autobiographical comics, political cartoons and hero/villain cards allow students to gain valuable skills for careers in illustration, storyboarding, game design or animation.

## CARTOONING \& DRAWING 2

Grades: 9-12 (GHS) 10-12 (HHS)
Prerequisite: Cartooning $1 \quad 0.5$ credit This course continues the exploration of graphic narratives by approaching comics as the meeting of art, writing, and digital tools. When possible, this class will be offered in a computer lab to enhance hand-drawn comics. Students will pitch an idea for a new comic or cartoon, then begin work on that series. Students will also create daily comic strips with a consistent cast of characters, and will create a class anthology.

## DIGITAL PHOTOGRAPHY 1

Grades: 9-12 (CHS, HHS, HOA) 10-12 (LHS)
Prerequisite: None 0.5 credit (HOA 1.0)
Students will be introduced to the field of digital photography. Students will learn the basic elements of composition in photography and how to compose quality artistic and commercial photographs in both black \& white and color. Students will learn to enhance and manipulate their photographs through post-production work using graphic design software.

## DIGITAL PHOTOGRAPHY 2

Grades: 9-12 (CHS)
10-12 (HHS)
Prerequisite: Digital Photo $1 \quad 0.5$ credit

Digital Photography 2 goes deeper into the social/career related aspects of photography. Project include photo-interview, photo essays, photojournalism and promotional posters. Photoshop is explored further as a creative tool and students craft photo series that are presented in class and online.

## DIGITAL PHOTOGRAPHY 3

Grades: 10-12 (CHS, HHS)
Prerequisite: Digital Photo 1 \& $2 \quad 0.5$ credit Students will choose and explore a conceptual theme or idea that will guide and inspire their final presentation. Students will spend the semester working on completing that presentation through photography, post-production and self-reflection. Students will present a final project of 12 strong images and an artist' statement that clearly support their conceptual theme or idea which will be presented on Senior Project night.

## CERAMICS 1

Grades: 9-12 (LHS)
Prerequisite: None

## 0.5 credit

This course is designed to introduce students to the tools and techniques used when working with clay through hand building. Students will learn techniques including scoring and slipping, slab building, and coil making. A focus on design is used to guide students through principles of form moving through space.

## CERAMICS 2

Grades: 10-12 (LHS)
Prerequisite: Ceramics $1 \quad 1.0$ credit Building upon the techniques taught in Ceramics 1 , this second year focuses on a more detailed examination of ceramic design and concept.

## CERAMICS 3

Grades: 11-12 (LHS)
Prerequisite: Ceramics $2 \quad 1.0$ credit
Building on the techniques and skills practiced in Ceramics 1 and 2, students develop their own voice through designing a thematic series. This work is supported with planning and reflection with journals and writing from conception to completion of projects.

## INTERIOR DESIGN

Grades: 9-12 (HOA)
Prerequisite: None

## 0.5 credit

Do you have a flair for designing and decorating? If so, then let's learn how to turn your interests and skills into a career. Explore color, texture, trends, and styles over time, how
homes are built, and "green" options for homes and businesses. Interior designers do it allfrom planning the color scheme to choosing furniture and light fixtures - with the end goal of creating a space where people can live or work comfortably, safely, and happily.

## PERFORMING ARTS

## CONCERT BAND

Grades: 9-12 (CHS, GHS, HHS, LHS) Prerequisite: None $\quad 1.0$ credit
Incoming freshmen may enroll in Concert Band. Students will survey a variety of concert literature and work on development of ensemble blend, balance, intonation, sight-reading, and individual instrumental technique. Members will have the opportunity to study with professional clinicians to enhance personal improvement and aid in preparation of solo and ensemble repertoire. During the fall season, participation in the marching band is highly expected for all home football games, competitions, and parades. During the winter season, participation in the pep band is expected for home games. This class may include summer rehearsals and an annual Band Camp scheduled in August. At CHS, this is a non-audition group open to all grades including incoming 9th grade students.

## SYMPHONIC BAND

Grades: 9-12 (CHS, HHS, LHS)
Prerequisite: teacher recommendation by audition 0.5 credit

This is the highest-level instrumental performing group in the school. Transfer students will be auditioned and placed according to the director's judgment. Students should have their own instrument. A few of the larger, more expensive instruments are provided by the school for a small yearly rental fee. This is a performing class with performances during and after school. Participa-tion in marching band is highly expected for students enrolled in this course. Conflicts which take a student away from the majority of after school rehearsals, practices or perform-ances should be discussed with the band director. This class includes summer rehearsals and an annual Band Camp scheduled in August. Auditions will be held in May.

## JAZZ ENSEMBLE

Grades: 9-12 (CHS. GHS, HHS, LHS)
Prerequisite: None $\quad 1.0$ credit
This class meets during period 0 .
Jazz Ensemble is an instrumental course designed to study and perform in many different styles including: Swing, Bebop, Latin, Rock, and many more. All musicians in jazz band must $t$ be concurrently enrolled in a separate band or percussion class (Concert, Symphonic, Wind Ensemble). Piano Bass guitar, electric guitar may seek an exception at the directors discretion. The group rehearses four days a week. This is a performing course with performances during and after school. Conflicts which take a student away from the majority of after school rehearsals, practices or performances require band director approval before the student registers for the class. Auditions will be held in May.

## WIND ENSEMBLE

Grades: 9-12 (CHS, GHS) Prerequisite: Audition
1.0 credit

Wind Ensemble is the highest-level band course offered at Century and Glencoe. Grade IV and $V$ band literature will be a focus of the course. Required performances are part of the course and students are highly encouraged to participate in marching band and pep band. This class may include summer rehearsals and an annual Band Camp scheduled in August.

## MUSIC PERCUSSION

Grades: 9-12 (CHS. GHS, HHS, LHS) Prerequisite: None
1.0 credit (CHS, GHS, LHS) 0.5 credit (HHS) This is a course for all those who play drums, or want to play drums. Students from all skill levels are encouraged to take this class. We will learn African Drums, drum set, marching drums, mallets, and all things percussion. This is a performing course with performances during and after school. All students taking this course should expect to attend MANDATORY performances and occasional rehearsals on evenings and/or weekends.

## FOUNDATION CHOIR (SATB)*

## Grades: 9-12 (CHS)

Prerequisite: None $\quad 1.0$ credit
All students with a basic ability to sing are welcome to register for this choir class.
Emphasis is placed on teamwork and developing basic skills in vocal technique, sight reading, and music theory. A wide variety of choral music is studied and performed at required concerts, festivals, and special
performances throughout the school year. Students interested in participating as a piano accompanist should contact the instructor or go through their counselor.
*SATB: soprano, alto, tenor, bass

## GUITAR 1

Grades: 9-12 (CHS, GHS, HHS, HOA)
9-10 (LHS)
Prerequisite: None
0.5 credit

This course is for the beginning guitar student. Chord theory, note reading, basic strum patterns, picking patterns, lead patterns, and ensemble playing will be the focus. The basic knowledge and skill developed in this class will enable the student to begin to explore guitar music styles that interest them. There will be group class time when all students work together, and time for individual and small group project work. Guitars will be provided for students to play during class. It is recom-mended that students provide their own guitar for practice at home.

## GUITAR 2 <br> Grades: 9-12 (GHS, HHS) <br> Prerequisite: Guitar 1 or proficiency 0.5 credit

This course is for all students who have completed Guitar 1. Advanced chord theory, note reading, strum and patterns, lead patterns and ensemble playing will be the focus. There will be both class work and individual work. Students will work as a class on PE 1 performance and skill projects to develop required skills. They will also work on individual performance and skill projects that focus on their own chosen guitar styles and interests. Guitars will be provided for students to play during class. It is recommended that students provide their own guitar for practice at home.

[^1]AP AP MUSIC THEORY
Grades: 10-12 (CHS) 11-12 (LHS, GHS)
Prerequisite: see below* 1.0 credit
This class is for experienced musicians who are in-
terested in a more in-depth study of music theory,
and ear training history.
Advanced music knowledge will be developed
through classroom lecture, individual projects, and
computer technology. Students will compose, ar-
range, or transcribe a piece of music in the fall. Stu-
dents will be prepared to take the AP Music Theory
exam in the spring.
*CHS: concurrent enrollment in Concert
Choir or Symphonic Band
LHS: none

## TREBLE CHORUS (SSAA)*

Grade: 9-12 (CHS, GHS, HHS, LHS)

## Prerequisite: see below <br> 1.0 credit

This chorus is for the vocal range of soprano, sec-ond-soprano (mezzo), and alto. Emphasis is placed teamwork and developing skills in vocal technique, sight reading, and music theory. Numerous performing opportunities include required concerts, festivals, and special performances throughout the school year.
*SSAA: soprano 1, soprano 2, alto 1, alto 2
**GHS - No prerequisite
CHS, HHS, LHS - Director approval/audition

TENOR AND BASS CHORUS (TTBB)*
Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: None $\quad 1.0$ credit
This chorus is for the vocal range of tenor 1 , tenor 2, baritone, and bass. Emphasis is placed teamwork and developing skills in vocal technique, sight reading, and music theory. Numerous performing opportunities include required concerts, festivals, and special performances throughout the school year. *TTBB: tenor 1, tenor 2, bass 1 (baritone), bass 2

## CONCERT CHOIR (SATB)*

Grades: 10-12 (CHS, GHS, HHS, LHS)
Prerequisite: Director approval/audition 1.0 credit

Concert Choir is the high school's premier chorus for experienced choral students who have well developed vocal technique, as well as sight reading and music theory knowledge. Emphasis is placed on teamwork and developing advanced vocal technique and musicianship. A wide variety of choral music is studied and performed at required concerts, festivals, and special performances throughout the school year.
*SATB: soprano, alto, tenor, bass

## VOCAL ENSEMBLE

Grades: 10-12 (CHS, GHS, HHS, LHS, HOA) Prerequisite: see below* $\quad 1.0$ credit Vocal Ensemble is a performing ensemble for experienced choral musicians. Contemporary a cappella and advanced choral literature for the small ensemble is studied and performed at required concerts, festivals, and special performances for community organizations throughout the school year.
*Director approval/audition, and concurrently enrolled in Concert Choir

## THEATRE \& FILM ARTS

## THEATRE FOUNDATIONS

Grades: 9-12 (CHS)
Prerequisite: None
1.0 credit

This introductory course exposes students to the fundamentals of theatrical production both onstage and backstage. Students will learn beginning acting techniques while also becoming acquainted with theatrical equipment and the basics of theatrical terminology, history and design. The student will participate in professional practice which may include auditioning or running crew for shows, and attending live performances.

## THEATRE 1

Grades: 9-12 (GHS, HHS, LHS)

## Prerequisite: None <br> 1.0 credit

This introductory course assists in developing confidence and enjoyment while focusing on the fundamentals of acting. Class curriculum includes: pantomime, script writing, improvisation, character research and may include puppets and mask making, as well. Students learn about theatre production through written critique and script analysis.

## THEATRE 2

Grades: 10-12 (CHS, GHS, HHS, LHS)
Prerequisite: See Below $\quad 1.0$ credit
Students will improve on the skills learned in Theatre 1 by engaging in more complex script work with attention to performance theory and historical contexts. This course has mandatory research, writing and performance curriculum.
GHS - Prerequisites include successful completion of Theatre 1, Film 1, or Communications
CHS - Prerequisites include successful completion of Theatre Foundations
LHS \& HHS - Prerequisites include Theatre 1

## THEATRE 3

Grades: 11-12 (CHS, GHS, HHS, LHS)
Prerequisite: Successful completion of Theatre $2 \quad 1.0$ credit Students will begin to use methods of acting that work best for them as individuals, with guided exercises grounded in ancient, classic and modern texts and performance theories. Directing theory, including advanced script analysis is incorporated as the student prepares more rigorously for performance. In some cases, the class will offer a production for a portion of their grade.

## THEATRE 4

Grade: 12 (CHS, GHS, HHS, LHS)
Prerequisite: Successful completion of Theatre $3 \quad 1.0$ credit
Students continue to study production, direction, acting theory and script analysis with a focus on critical analysis of theatre and its role in society. Student-directed and written oneacts are a significant unit at the advanced level.

## TECHNICAL THEATRE PRODUCTION 1

Grades: 9-12 (GHS,HHS) 10-12 (LHS)
Prerequisite: None $\quad 1.0$ credit
This course offers a hands-on approach to becoming acquainted with theatrical equipment, basics of scene, light and sound design. The student will learn and participate in the fundamentals of technical theatre. This may include running crew for shows, set construction, shop and auditorium maintenance.

## TECHNICALTHEATRE PRODUCTION 2 <br> Grades: 10-12 (CHS*, GHS, HHS) 11-12 (LHS) <br> Prerequisite: Completion of Tech. Theatre 1 1.0 credit

This course builds on the student's skills and abilities learned in Technical Theatre 1. Heavy set construction as well as design is emphasized. Students may "crew" shows, and continue studies in design. Ability and willingness to work cooperatively and independently is expected.
*CHS - Prerequisite includes successful completion of Theatre Foundations

## TECHNICALTHEATRE PRODUCTION 3

Grades: 11-12 (CHS, HHS)
Prerequisite: Completion of Tech. Theatre 2 1.0 credit

This course builds on the student's skills and abilities learned in Technical Theatre 2 and focuses
on theatrical production, design and management. Learn and apply technical theatre skills by taking responsibility for stage management, business management, theatre marketing and public relations, sound design, lighting design, costume design, set design, and theatre marketing for department productions. Students will also investigate technical theatre careers and develop a plan for
potential employment or further education.

## IB DP THEATRE ARTS HL1 <br> Grade: 11-12 (HHS)

Prerequisite: 2.0 credits of Theatre Arts courses or enrollment in Theatre 3 or Technical Theatre Production $2 \quad 1.0$ credit each IB Theatre Arts 1 emphasis is on the growth of the individual's understanding of theatre in all its forms and focuses. Students make theatre as well as understand it, not only with their minds, but with their senses, and emotions. Students understand the form theatre takes in cultures other than their own; and through this understanding they better understand themselves,their society, and their world. This course provides students with an opportunity to direct, design, create, and write, as well as to act. This course prepares students for the Higher Level IB portfolio.

## FILM

## FILM 1

Grades: 10-12 (GHS, HHS) Prerequisite:
1.0 credit

This course develops fundamental skills for filmmaking, appreciation of film as an art form, and use of technology for the creation of film. Students will watch and analyze films for impact and technique and will work to emulate those techniques using film equipment and editing software. By the end of the course, students will have the skills necessary for creating films and will have an understanding of film as a powerful and important art form.

## FILM 2

Grades: 12 (GHS)

## Prerequisite: Film 1

1.0 credit

This course builds on the skills learned in Film 1 as students create original films using industry standards for pre-production development, filming, and post-production editing. Students will develop story ideas, outlines, story pitches, loglines, character profiles, beat sheets, and screenplays. They will work in teams to complete the pre-pro-
duction process, including location scouting, moodboards, shot sheets, storyboards, callsheets, overheads, production design, and script breakdowns with the help of industry software and other tools. They will be a part of the production team for film shooting, alternang roles on set to experience every aspect of filmmaking. Then, they will complete post-production editing and markeng. Films will be shown in a year-end film festival and may be submitted for film competitions.

## INFORMATION

 TECHNOLOGY
## CREATIVE COMPUTING

Grades: 9-10 (CHS, GHS, HHS, LHS)
Prerequisite: None $\quad 0.5$ credit
Creative Computing (based on the Exploring Computer Science (ECS) curriculum) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Creative Computing is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will be introduced to topics such as human and computer interaction, web design, programming, and artificial intelligence.

## APPLIED COMPUTING

Grades: 9-10 (CHS, GHS, HHS, LHS)
Recommended: Creative Computing
0.5 credit

Applied Computing (based on the Exploring Computer Science (ECS) curriculum) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics by expanding upon the topics of Creative Computing within the context of problems that are relevant to the lives of today's students. Students will be introduced to such topics as robotics, problem solving, and computing and data analysis.

## COMPUTING

## COMPUTER APPLICATIONS

Grades: 9-12 (CHS)

## Prerequisite: None

0.5 credit

Students learn how to utilize a computer as a tool for school work and on the job. Word processing, desktop publishing, spreadsheets, and presentation fundamentals will be covered. This course specifically introduces students to Word, Excel, and PowerPoint, using Microsoft Office.

## COMPUTER SCIENCE PRINCIPLES Grades: 10-12 (HHS) <br> Prerequisites: see below* 1.0 credit

 This course explores the field of computer science. Students will explore computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Students will also explore career option and develop rudimentary software development skills. This course is designed to be offered with dual credit from PCC for Computer Science 160: Exploring Computer Science. Skills and concepts learned in this class contribute toward careers such as computer engineering, software engineering, quality assurance engineer, database administration, system administration, system analyst, customer support, web design, and other fields.* Two semesters of introductory-level programming classes, including Creative/Applied Computing, Game Design 1/2, Robotics 1/2, or Web Design 1/2.


## INTRODUCTION TO COMPUTER SCIENCE Grades: 11-12 (HHS) Prerequisite: Computer Science Principles 1.0 credit

This two-semester class introduces the concepts of Computer Science. In this projectbased class, students will explore all aspects of the software development cycle including design, implementation, and testing. Students will learn how to work in a software team using project management strategies such as agile development to plan, track, and manage team projects. Students will develop programs in a high level programming language such as Java or C++, and will explore data types, control structures, and algorithms. This course is designed to be able to be offered with dual credit from PCC for PCC Computer Science 161: Computer Science 1. Skills and concepts learned in this class contribute towards careers such as computer engineering, software engineering, quality assurance engineer, database administration, system administration, system
analyst, customer support, web design and other fields.

## COMPUTER GAME DESIGN 1

Grades: 9-12 (CHS, HHS)
Prerequisite: Creative Computing 0.5 credit
This class focuses on creating computer games through the use of a game engine, such as Game Maker. Students will learn basic computer coding and computational thinking through a drag-and-drop interface, allowing them to make a variety of different games. These will include platform games (like Mario Bros.), role playing games (like Legend of Zelda), maze games (like Pac-Man), and scrolling shooter games (like Asteroids). The level 1 course covers the basics of game design, and students are primarily working through a drag-and-drop environment with limited exposure to advanced techniques and scripting.

## COMPUTER GAME DESIGN 2

Grades: 10-12 (CHS, HHS)
Prerequisite: COMPUTER GAME DESIGN 1
0.5 credit

This class focuses on creating computer games through the use of a game engine, such as Game Maker. Students will learn basic computer coding and computational thinking through a drag-and-drop interface, allowing them to make a variety of different games. These will include platform games (like Mario Bros.), role playing games (like Legend of Zelda), maze games (like Pac-Man), and scrolling shooter games (like Asteroids). The level 2 course expands on concepts of data types and scripting. Students begin working in a 3 D environment in the 2 nd level course.

## COMPUTER GAME DESIGN 3

Grades: 11-12 (CHS)
Prerequisite: COMPUTER GAME DESIGN 3 0.5 credit

This class focuses on creating computer games through the use of a game engine, such as Game Maker. Students will learn basic computer coding and computational thinking through a drag-and-drop interface, allowing them to make a variety of different games. These will include platform games (like Mario Bros.), role playing games (like Legend of Zelda), maze games (like Pac-Man), and scrolling shooter games (like Asteroids). The level 3 course focuses on software engineering and collaboration. Students will work in teams to create a single complex video game using
an industry-standard software. The project in this course may qualify for a senior project.

## PROGRAMMING 1

Grades: 10-12 (CHS, GHS, LHS) Prerequisite: None
1.0 credit

This course begins with developing understanding of concepts and skills. No programming experience is required. Students are encouraged to develop a professional approach to programming, which involves solving a problem through careful designing, coding, and documenting of programs. Topics will include variables, expressions, statements, functions, conditionals, recursion, loops, and sequences.

## PROGRAMMING 2

Grades: 11-12 (CHS, GHS)
Prerequisite: Programming 1
1.0 credit (GHS)
0.5 credit (CHS)

In Programming 2, students will build on skills learned in Programming 1 to attack more advanced programming applications using an industry-standard language. Students will learn more advanced data types such as sequences and objects, and they will learn to apply various algorithms in new and interesting ways.

## PROGRAMMING 3

Grades: 12 (CHS, GHS)
Prerequisite: Programming 2 or AP Computer Science A 1.0 credit

This course teaches advanced data types and algorithms. Students work on a project of their own choosing utilizing a professional IDE such as Eclipse or Net Beans.

## AP COMPUTER SCIENCE A

Grades: 11-12 (GHS, LHS)

## Prerequisite: Programming $1 \quad 1.0$ credit

 The AP Computer Science A course is equi-valent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include prob-lem-solving, design strategies and methodologies, organiz-ation of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course empha-sizes object-oriented and imperative problem-solving and design using the Java language. These techniques represent proven approaches for developing solutionsthat can scale up from small, simple problems to large, complex problems.

AP COMPUTER SCIENCE PRINCIPLES Grades: $\mathbf{1 0 - 1 2}$ (CHS, GHS, LHS)
Prerequisite: Web Design 1, Creative Computing, or Applied Computing

## 1.0 credit

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Dual credit.

## WEB DESIGN 1

Grades: 9-11 (CHS, HHS)
Prerequisite: None $\quad 0.5$ credit
This course focuses on the creation and maintenance of web pages. Students will learn the essentials of HTML and CSS using a text editor and web graphics using Photoshop Creative Suite. Topics include website creation, web page elements, production tools, graphics, layout and design, and animation

## WEB DESIGN 2 <br> Grades: 10-12 (CHS, HHS) <br> Prerequisite: Web Design $1 \quad 0.5$ credit

Web Design 2 builds upon concepts and skills learned in Web Design 1.

## APPLIED WEB DESIGN <br> Grades: 11-12 (CHS)

Prerequisite: Web Design $2 \quad 0.5$ credit Applied Web Design will continue development of skills using authoring tools to design and maintain web sites. This course introduces the creation of sophisticated, dynamic, in-ter-active websites using modern JavaScript frameworks and advanced tools, concepts, and techniques. Students are also encouraged to drive their own learning by focusing on an
independent project. Tools students will apply are Notepad++ and Adobe Creative Suite, among others.

## RESEARCH and DEVELOPMENT

Grade: $\mathbf{1 2}$ (CHS, GHS, HHS, LHS) $\mathbf{0 . 5}$ credit
This course provides structured guidance for students completing their senior exhibition in a physical science, engineering, or technology. The curriculum is designed for scientific inquiry and is made flexible enough to appeal to a variety of student interests. Students will learn advanced research skills necessary to prepare their senior project in scientific research or technological design. The course combines hands-on activities, demonstrations, group challenge problems, and a long-term student project..

## COMMUNICATIONS

COMMUNICATIONS
Grades: 9 9-12 (CHS)
$9-12$ (HHS, LHS)
Prerequisite: None
1.0 credit 0.5 credit

This is an introductory course designed to help students develop confidence and competence in public speaking. Students will give impromptu, informative, persuasive, and interpretive speeches. Students will learn research skills and effective use of researched information in writing and speaking. Students will also explore and discuss current events. Students are encouraged, but not required, to compete in Speech and Debate tournaments.

## CREATIVE WRITING 1

Grades: 9-12 (CHS, HOA), 10-12 (HHS, LHS)
Prerequisite: None 0.5 credit
This course offers students the opportunity to produce various literary forms such as poetry, fiction, personal narratives, and journal writing. Students also learn how to edit and revise.
Does not meet English graduation requirement.

## CREATIVE WRITING 2

Grades: 10-12 (CHS, HHS, LHS)
Prerequisite: Creative Writing $1 \quad 0.5$ credit
This course is for serious writers who wish to further develop their skills in a particular genre of writing. Independent projects will be stu-dent-driven, with a group workshop format to help students revise and revitalize their craft. Does not meet English graduation requirement.

INTRODUCTION TO ARTS

Grades: 9-12 (LHS)
Prerequisite: None
0.5 credit

This multidisciplinary, student-centered class is designed to encourage and provide students with the broadest opportunities to explore unexpected creative, intellectual and vocational pathways. The student constructs and demonstrates understanding through an art form ( visual, music, dance, writing, performance) that connects two or more art forms and another subject area. The student will compose, choreograph, write and draw or paint, in addition to learning the historical and cultural contexts for these art forms.

## INTRODUCTION TO JOURNALISM

Grades: 9-12 (CHS, HHS)
Prerequisite: None
0.5 credit

In this course, students are taught the basics of journalism. Students will learn about the ethics of journalism, interview techniques, how to write factual, clear, and concise articles, basic video and audio editing techniques, script writing, speaking, use of technology, and production of videos. A strong emphasis will be placed on ethics and deadlines. All technology required for this class will be provided.

## BROADCAST JOURNALISM

Grades: 9-12 (LHS)
Prerequisite: None
0.5 credit

In this course students develop a groundwork in different forms of media, including, writing, videography, broadcasting, and public speaking. Students are taught to develop and expand their reporting, production and storytelling skills in both audio and video. The course will emphasize news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software.

## VIDEO PRODUCTION

Grades: 9-12 (HHS) 10-12 (LHS)
Prerequisite: Intro. to Journalism 1.0 credit Video production students learn to write, direct and produce various forms of videos. Students will learn to produce public service announcements, short documentaries, movie trailers, video montages, music videos, news briefs, and many more types of videos. Students will also have the opportunity to produce videos for the school's live TV program. This
course is for creative students who have the ability to work well in a team setting, as well as independently. Students are required to have open availability to attend and film extra-curricular activities for video projects and news gathering purposes.

## STUDIO PRODUCTION

Grades: 11-12 (CHS, HHS, LHS)
Prerequisite: Video Prod. (HHS, LHS) 1.0 credit
Students will lead, coordinate, manage, and participate in live television broadcasts, using our in house studio. Students will work effectively as a team, demonstrating creativity and advanced production skills as they recognize, anticipate, and respond to customer needs. Students produce a regular news program.

## YEARBOOK STAFF

Grades: 9-12 (LHS) 10-12 (CHS, GHS, HHS)
Prerequisite: see below* 1.0 credit This course produces the school's yearbook. In Design, Photoshop and other techniques of yearbook will be taught. Students participate in development of the book with design, writing copy, taking photos. They must be detail-oriented, go to sports events, clubs and other events in and around our school. The staff must be willing to meet deadlines, have a strong work ethic, and act as a responsible group member. All staff must be willing to spend time after school. Students will be responsible for their own transportation to after school events.

* CHS: Journalism, Photography, Graphic Design, Art, or Marketing AND a teacher recommendation required.
GHS, HHS: application with teacher recommendation. LHS: application with teacher recommendation required. May be on Yearbook staff all four years of high school, but must apply each year.


## BUSINESS

## AND MARKETING

## BUSINESS LAW

Grades: 9-12 (HOA)
Prerequisite: None
1.0 credit

Explore what it means to run an ethical business, how to keep intellectual property, technology, and e-commerce safe and protected, understand insurance and taxes, and how to have a healthy workplace environment. Keep the business safe and growing by following the law.Explore the differences between criminal and civil law. Examine how state and federal regulations work to protect consumer and employees' rights, protect society and the environment, and understand how business contracts can work to protect everyone.

## PERSONAL FINANCE

Grades: 10-12 (CHS, GHS, HHS, HOA, LHS) Prerequisite: None 0.5 credit
The purpose of this course is to give the student a working knowledge of everyday business and consumer transactions. Major concepts explored include: employment and income, money management, budgeting, checking and savings accounts, investments, credit (financial planning), consumerism, insurance, and taxation.

## ACCOUNTING 1

Grades: $9-12$ (HHS, HOA) $\quad 0.5$ credit (HHS) 10-12 (CHS, GHS) 1.0 credit (CHS, GHS, HOA) Prerequisite: None
Accounting 1 introduces basic accounting principles and procedures, including the accounting cycle, profit and loss, asset management, payables and receivables, and payroll. Simulated projects give students practice in accounting using an automated computer program. Corporate accounting and special journals are introduced. Career opportunities are explored.

## ACCOUNTING 2

Grades: 9-12 (HHS) 11-12 (CHS)

## Prerequisite: Accounting 1

0.5 credit (GHS, HHS) 1.0 credit (CHS) Accounting 2 gives students a continuation of the basic accounting principles learned in Accounting 1 and the ability to apply these principles to a broader range of experiences. The student will use the computer as a tool for accounting processes, including an automated
accounting program. Managerial accounting, cost accounting, and accounting for nonprofit organizations are introduced. This course will prepare students for college-level accounting courses as well as entry-level positions in business.

## MARKETING 1

Grades: 9-12 (CHS, GHS, HHS, HOA, LHS) Prerequisite: None
0.5 credit (CHS, HHS, LHS)
1.0 credit (GHS, HOA)

This course offers students the opportunity to develop leadership skills and to plan for careers in marketing, merchandising, and retailing. Topics include success strategies, starting a business, advertising, promotion, merchandising, and business organization.

## MARKETING 2

Grades: 10-12 (CHS, GHS, HHS, HOA, LHS) Prerequisite: Marketing 1 0.5 credit (GHS, HHS, LHS)
1.0 credit (CHS, HOA)

Marketing 2 is an advanced study course using the application of concepts through projectbased learning activities. Topics include sports and entertainment marketing, marketing functions, market research, management functions, business organization, communications, advertising, and promotion.

## MARKETING LAB

Grades: 10-12 (CHS, GHS) 11-12 (HHS, LHS)
Prerequisite: Marketing 1
0.5 credit

The Marketing Lab offers a dynamic program of management functions. Students will participate in the management of a successful business.

## SPORTS, ENTERTAINMENT \& EVENT MARKETING <br> Grades: 10-12 (CHS, GHS, HHS, HOA, LHS) Prerequisite: Marketing 1 <br> 0.5 Credit (GHS, CHS) <br> 1.0 credit (HHS, HOA, LHS)

This foundation level course gives students exposure to such areas as event planning, event promotions and advertising, and facility and event management. In this course, students will be given the authentic opportunity to plan their own events.

## LIBERTY MARKETING \& MANAGEMENT, INC. Grade: 12 (LHS) <br> Prerequisite: see below* <br> 1.0 credit

This is an advanced application course open to students who are completing Liberty's Media Marketing and Management pathway. Students will have the opportunity to apply skills and knowledge acquired in previous LHS courses to marketing and management opportunities at Liberty High School. Applied learning opportunities may involve operating Liberty's student store and plan, organize and promote LHS athletic, music, or festival events.
*Sports, Entertainment \& Event Marketing

## MANAGEMENT/BUSINESS SEMINAR

Grades: 11-12 (CHS, GHS) 0.5 credit (CHS) Prerequisites: see below* 1.0 credit (GHS, HOA)
This course introduces basic business management concepts, current management theory, and research regarding organizing and managing processes, resources, and people. Changes in management are included, recognizing that society and technology place new demands on business and public enterprises. Business Seminar is designed to guide the business student through the senior project and the completion of the student's portfolio needed for graduation.
*CHS: Marketing 1, Marketing 2
GHS: Accounting 1 and Marketing 1

## 1b ib dp business managementsl

Grade: 11-12 (HHS)
Prerequisite: None $\quad 1.0$ credit The Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Students can earn dual credit through PCC.

## CULINARY ARTS <br> AND HOSPITALITY

## INTRO TO CULINARY ARTS

Grades: 9-12 (CHS, LHS)

## Prerequisite: None

0.5 credit

This is the exploratory course for the Culinary Arts and Hospitality pathway. The key components of this introductory course include fundamental cooking skills, the preparation of a wide variety of foods, and nutrition-related issues. Students will compare foods of various nutritional values as well as prepare and study foods from each of the food groups.
CHS: Students will pass the Washington County food handlers test.

## GOURMET FOODS \& HOSPITALITY

Grades: 10-12 (CHS)
11-12 (LHS)
Prerequisite: Intro to Culinary Arts 1.0 credit
This is the foundation course for the Culinary Arts and Hospitality pathway. Through hands-on labs, group projects, and minicatering events, students will gain experience and knowledge in the foodservice and hospitality industries. Students will gain skills in basic food preparation, cost planning and inventory control. Students are required to have a current Food Handlers Card in order to fully participate in the class.

## ADVANCED CULINARY ARTS

## Grades: 10-12 (CHS**, LHS) <br> 2.0 credits

 Prerequisites: see below*This is the culmination course for the Culinary Arts and Hospitality pathway. In this course students will continue to practice food preparation and other skills for the foodservice and hospitality industries through hands-on labs. Special emphasis will be on the lodging industry, tourism, and marketing. Students are required to have a current Food Handlers Card in order to fully participate in the class. Experiences are gained by planning and catering events. Culinary competition and other work- related skill competition will be offered.
*Intro to Culinary Arts, Gourmet Foods \& Hospitality
**CHS - students complete this course over a two year period

## RESTAURANT MANAGEMENT

Grades: 9-12 (HOA)
Prerequisites: None $\quad 0.5$ credits
Explore exactly what's needed to run a successful restaurant, including ordering supplies, hiring quality workers, maintaining inventory, and managing a large staff. Understanding such concepts as food safety, hygiene, customer relations, marketing, and using a point-of-sale system are crucial to being an effective restaurateur. Whether you are hoping to operate a casual sit-down eatery, oversee a fine dining establishment, or buy a food franchise, this course is the perfect first step.

## HEALTH SCIENCES

## INTRODUCTION TO HEALTH SCIENCE Grade: 9-10 (LHS, HHS) <br> $\mathbf{9 - 1 2}$ (CHS, GHS) <br> Prerequisite: None

0.5 credit

This course provides students with the basics for high school success and the concepts leading to a greater understanding of health sciences as well as the professions of health sciences. Students explore concepts related to health care ethics, professions, basic skills of communication, and foundational physiological concepts. Content taught will also help students learn about pathways that lead to applied health occupations. Students will be exposed to careers in health sciences through speakers, job shadow opportunities, service work to better understand the health care needs of our diverse community, and field trips to community colleges, or universities. The course culminates in a health science leadership project and is part of the Health Science career learning area.

## HUMAN ANATOMY \& PHYSIOLOGY

Grades: 11-12 (CHS, GHS, HHS, HOA) 11 (LHS)
PrerequisiteNone
1.0 credit

Anatomy and Physiology is a lab-based study of human structure and function. It is designed for students interested in medical, health, or fitness related careers. The ana-tomy and physiology of each system is explored through labs, dissections, case studies, and other activities.
At CHS, GHS and LHS, this course is blocked with Health Sciences 1.

## HEALTH SCIENCES 1

Grade: 11 (LHS) 11-12 (CHS, GHS)
Prerequisite: None $\quad 1.0$ credit
Health Sciences 1 is designed for students interested in medical, health science, or fitness related careers. Curri-culum includes First Aid/CPR/AED certification and possible opportunities to explore health science careers through speakers, field trips, job shadows and hospital volunteering. A focus on professional skills is included in daily activities.
This course is blocked with Anatomy \& Physiology.

## HEALTH SCIENCES 2

Grade: 12 (CHS, GHS, LHS) Prerequisite: Health Sciences 1 \& Anato-
my \& Physiology
1.0 credit
This class is for students interested in careers in edis the culmination course for the Health Sciences pathway. This course will focus in greater depth on the body systems and medical terminology. A focus on professional skills, bioethics of healthcare, and post-secondary preparation is included in daily activities. Students are required to complete an experiential learning opportunity in the health science field as well as a service project, a compilation of a body of evidence and a research paper.

## FITNESS TRAINING \& SPORTS MEDICINE <br> Grade: 10-12 (CHS, HOA) <br> Prerequisite: None $\quad \mathbf{1 . 0}$ credit

This course is for students interested in pursuing careers in the Health Services field, including Sports Medicine and personal training. Topics of study include anatomy and physiology, kinesiology, exercise physiology, sports nutrition, injuries, assessment, and responding to emergencies.

## HEALTH OCCUPATIONS: CERTIFIED CLINICAL MEDICAL ASSISTANT Grade: 12 (CHS, GHS) <br> Prerequisite: Health Science 1 \& Anatomy \& Physiology $\quad 1.0$ credit

A certified clinical medical assistant (CCMA) is a medical assistant who has gone further in their career by qualifying for certification. Medical assistants fulfill both clinical and administrative tasks at hospitals, physicians' offices, and other medical settings. In comparison, CCMA responsibilities focus more on the clinical side of these tasks. These may include measuring patients' vital signs, recording their medical histories, preparing examination rooms, disinfecting medical instruments, drawing blood, giving injections, and administering medication. All of this is usually done under the supervision of a physician. You may also work closely with the physician and aid him or her them during patient examinations by acting as another set of hands.

Century Health Science is offering this as a one credit course. Students may complete a clinical rotation.
CHS: May be taken concurrently with Health Science 2.
GHS: Must be taken concurrently with Health Science 2.

## HEALTH OCCUPATIONS: DENTALASSISTANT Grade: 12 (GHS) <br> Prerequisite: Health Sciences 1 \& Anatomy \& Physiology $\quad 1.0$ credit

Dental assistants are essential team members in a dental practice. Working closely with the dentist and/or hygienist, dental assistants use their skills to provide quality dental care to diverse patients with a wide range of needs. Dental hygienists prepare instrument trays and sterilize instruments while practicing proper infection control. They may administer and process x-rays. Dental assistants also work with administrative staff in the business office scheduling appointments, maintaining dental records, and managing supplies.
During this course, students will complete clinical hours on a regular basis at community dental practices. Students will be preparing to take three credentialing exams to become a certified dental assistant (CDA).
It's recommended this course be taken concurrently with Health Science 2 so students can earn free dual credit for Medical Terminology through PCC.
Senior graduation capstone requirements will not be met in this course. Students must take this course concurrently with Health Sciences 2.

## HEALTH OCCUPATIONS: PHARMACY TECHNICIAN

Grade: 12 (CHS, GHS)

## Prerequisite: Health Sciences 1 \& Anatomy \& Physiology $\quad 1.0$ credit

Pharmacy technicians work closely with pharmacists, doctors, and nurses to ensure patients are receiving correct and appropriate prescriptions. Pharmacy technicians prepare new prescriptions and refills by packaging and labeling medications while verifying provider orders and patient information. Phar-
macy technicians may prepare compounded medications or use automated dispensing machines. Pharmacy technicians work with administrative staff to maintain medical records, process insurance claims, and track inventory. During this course, students will complete clinical hours on a regular basis at community pharmacies. Students will be preparing to take a credential exam to become a certified pharmacy technician (CPhT).
Senior graduation capstone requirements will not be met in this course. Students must take this course concurrently with Health Sciences 2.

## HEALTH OCCUPATIONS: PHLEBOTOMYTECHNICIAN <br> Grade: 12 (CHS) <br> Prerequisite: Health Sciences 1 \& Anatomy \& Physiology $\quad 1.0$ credit

This course is specially designed to introduce students to the essential skills and knowledge required for entry-level phlebotomy. This program covers the basics of venipuncture, blood collection techniques, and proper handling of blood samples. Students will learn the importance of infection control, patient interaction, and ethical considerations in healthcare. The course includes hands-on training to develop proficiency in using phlebotomy equipment and emphasizes safety protocols. Students will also gain an understanding of medical terminology related to phlebotomy procedures. Successful completion of the course prepares students for a phlebotomy certification exam, opening opportunities for entry-level positions in healthcare settings. Senior graduation capstone requirements will not be met in this course. Students must take this course concurrently with Health Sciences 2 or Health Occupations: CCMA

## IB DP SPORTS, EXERCISE, AND HEALTH SCIENCE SL1 \& SL2 <br> Grade: SL1 (11) SL2 (12) (HHS) Prerequisite: None 1.0 credit each

The IB DP Sports, Exercise and Health Science course at standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically anal-
yse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

## MEDICAL LABORATORY TECHNOLOGY Grades: 10-12 (HHS)* <br> Prerequisite: Introduction to Bioscience Technologies $\quad \mathbf{1 . 0}$ credit

Bus transportation is available from other high schools.
Provides basic concepts and technical skills necessary in the clinical laboratory field including safety, quality control, laboratory testing, and communication. This course provides an introduction to the field of clinical laboratory science. The role of medical laboratory sciences will be presented in the con1 text of providing quality patient health care. The proper use and care of the microscope, centrifuge, spectrophotometer, and other laboratory equipment and supplies will be discussed. The course will focus on the physical, chemical, and microscopic assessment of the urine; the structure, function, and identification of normal blood cells; the determination and interpretation of blood glucose level; the inheritance, structure, and identification of ABO and Rh blood groups; the basic morphology and gram stain of clinically significant bacteria; lab safety techniques; quality control and general terminology utilized in the clinical laboratory.
*Available to students at CHS, GHS, or LHS that have taken and passed a minimum of one other health science course at their school prior to enrollment.

## INTRODUCTION TO BIOSCIENCE TECHNOLOGIES

Grades: 9-12 (HHS)
Prerequisite: None
1.0 credit

Bus transportation is available from other high schools.
In Introduction to Bioscience Technologies, students will learn about and discuss the ethical and moral questions invoked by current biological research topics, and perform experiments in class that are used by scientists to learn more about the natural world and improve human health. An emphasis will be put on exposing students to the plethora of career opportunities in biotech. The class will also focus on the wonders of DNA and the experiments done by scientists that take advantage of its properties.

BIOMANUFACTURING
Grades: 10-12 (HHS)
Prerequisites: Introduction to Bioscience $1 \& 2 \quad 1.0$ credit
Bus transportation is available from other high schools.
Biomanufacturing has two central themes: lab, chemical, and biohazard safety and the development of protein-based pharmaceuticals. First students will conduct activities and projects that simulate those used in bioscience laboratories and manufacturing facilities to ensure a safe and effective environment for those that work in them, as well as their community and environment. Students will also conduct experiments simulating the development, production, purification, and purity assessment of a protein based pharmaceutical. Students will gain experience that can be directly transferred to careers in the local bioscience technologies industry for employment soon after graduation, or further education and skills development in local colleges and universities.

## ADVANCED BIOSCIENCE TECHNOLOGIES Grades: 12 (HHS) Prerequisite: Intro to Bioscience 1 \& 2

 1.0 creditAdvanced Bioscience Technologies will serve as the capstone course for the Bioscience Technologies College and Career Pathway. One aspect of the course will provide an overview and analysis of various bioscience technology work environments including research, development, and manufacturing. Development of skills needed for identification and procurement of entry-level positions, education, and training opportunities in the bioscience field will also be covered. including portfolio development and refinement of professionalism, resume writing, and interview skills. Students will conduct their experiential learning opportunity and prepare their senior project presentation as a part of the class, including an extensive research project connected to their internship.

The other aspect of the laboratory-intensive course will focus on the strategies and techniques used to modify DNA as students complete a project to develop a unique recombinant DNA construct in partnership with a local research laboratory.

Learn more about the Bioscience Technology Career and College Pathway program by visiting http://tinyurl.com/mr48hzp7 or scanning the QR code:


# Public Service \& Human Resources 

## COMMUNITY SERVICE

## CCS 1: CIVIC \& COMMUNITY SERVICES 1

Grade: 11 (CHS,GHS, LHS)
Prerequisite: None $\quad 1.0$ credit
This course is the foundation for the Human Resource pathway. Students will explore five career areas in depth: Education, Aging and the Elderly, Nursing, Service, Social Problems and Solutions. Students will identify and research current issues and participate in community-based projects which will emphasize workplace connections and career opportunities. This course also prepares students for CCS 2 in the senior year.
CHS: Must do 10 service hours outside of class.

## CCS 2: CIVIC \& COMMUNITY SERVICES 2

Grade: 12 (CHS, GHS, LHS)
Prerequisite: None $\quad 1.0$ credit CCS II is the culmination of the Human Resources pathway. It will con-tinue CCS 1's goal of college and career readiness and will focus on community activism. Students will design and implement their senior project during this class. Senior projects could include: a campaign to get a new sidewalk installed near school, organizing a public forum on a voter initiative, or organizing a community service event. In addition, each student will complete an internship related to his or her career interest as well as attend one community meetings that will be completed outside of class. To be eligible for the Human Resources pathway cord, students must earn a B or higher in their CCS 1, CCS 2 and either You \& the Law, AP Economics, AP Government, AP Psychology, AP US History, Ethnic Studies or Psychology/Sociology classes, as well as meet the state benchmarks in math, reading, speaking, science and writing.

## EARLY CHILDHOOD EDUCATION

## CHILD DEVELOPMENT 1

Grades: 9-12 (CHS, GHS, HHS, LHS) Prerequisite: None $\quad 0.5$ credit
Child Development 1 will focus on important aspects of human development from prenatal through the toddler years. All aspects of develop-ment will be explored including physical, social, emotional, language, and cognitive. Activities and projects will emphasize the understanding of the areas of development. Child Development assists students who are interested in the field of early childhood education, education, health, social services, and family law.

## CHILD DEVELOPMENT 2 <br> Grades: 9-12 (CHS, HHS) 10-12 (GHS, LHS) <br> Prerequisite: None

0.5 credit

This course will review prenatal to infancy, but have an emphasis on Pre-K to 8 years old. Studies include influ-ences on the child, growth and development patterns, and interactions of the child with family and friends. This course prepares the student to enter Child Development 3 where a preschool is conducted and taught by students. CD2 students work as assistants in our preschool program for regular interaction with a preschool buddy. This prepares students to take more of a lead role in Child Development 3, where they will work as student teachers.

## CHILD DEVELOPMENT 3 Grades: <br> 10-11 (**CHS, GHS) <br> 11-12 (CHS, GHS, HHS, LHS) Prerequisites: see below*

## 1.0 credit 1.0 credit

This course is for students exploring careers in education, child care, or related social services. Child Development 3 is a year-long course for students to gain the skills and knowledge necessary to work with children ages three to six. Students will play an integral part in running the onsite learning lab Early Childhood Education preschool program by planning lessons, preparing activi-
ties, performing observations, and developing introductory job skills related to education.
*CHS, GHS, HHS: Child Development 2 and administrative approval. LHS: Child Development 1.
** Child Development 3 available in 10th grade with instructor approval only.

## CHILD DEVELOPMENT 4

Grades: 11-12 (GHS) 12 (CHS, HHS, LHS)
1.0 credit

## Prerequisite: see below*

This class is for students interested in careers in education, child care, or related social services. In this year long course students will apply the skills learned in foundational courses including: classroom management, teaching and learning strategies, and lesson planning. Students take on more of an active teaching role while working in the preschool.

* Child Development 3, administrative approval


## DAYCARE WORK EXPERIENCE (Nursery) <br> Grades: 10-12 (CHS) <br> Prerequisite: Child Development 2, administrator approval 1.0 credit This course is designed to assist in the nursery and is available every period of the day. Students new to the program are required to apply for positions in the nursery. Students who have passed Child Development 2 will be

## CHILD DEVELOPMENT

Grades: 9-12 (HOA)
Prerequisite: None
1.0 credit

This course explores the journey of childhood from the womb to adolescence, delving into developmental stages, nature versus nurture, and essential care practices. Advance your understanding by learning about boundary setting, stress management, supporting diverse needs, and preparing for a fulfilling career in working with children and teens.

## EARLY CHILDHOOD EDUCATION <br> Grades: 9-12 (HOA) <br> Prerequisite: None $\quad 1.0$ credit

This course dives into the rewarding world of Early Childhood Education, where you'll learn about child development stages, educational best practices, and the art of nurturing young minds through play. This course offers insights into creating engaging activities that foster literacy and math skills, understanding the caregiver-parent relationship, and equipping you for a successful career in childcare.

## HUMAN GROWTH AND DEVELOPMENT Grades: 9-12 (HOA) Prerequisite: None $\quad 1.0$ credit

This course embarks on a comprehensive exploration of Human Growth \& Development, from infancy through adulthood, understanding physical, cognitive, social, and emotional changes at each stage. This course delves into developmental theories, milestones, health and safety strategies, and the dynamic transitions of adulthood, equipping you with essential knowledge for careers in education, social sciences, or medicine, and fostering personal and professional growth.

## TEACHING \& EDUCATION

Grades: 9-12 (HOA)
Prerequisite: None $\quad 1.0$ credit
This course starts your transformative journey in our teaching capstone, tailored for aspiring educators passionate about inspiring young minds. Explore the essentials of becoming a dynamic classroom teacher, understand the impact of school climate and educational policies, and learn strategies for engaging today's diverse, tech-savvy students. This course also equips you with essential workforce skills, including personal leadership, effective communication, and goal setting, culminating in a robust foundation for a successful teaching career.

Early Childhood Education: learn about the Western Oregon University Bilingual Teacher Scholars ("WOU Scholars") program at bit.ly/2qy1kk8

## FIRE SCIENCE

## INTRODUCTION TO FIRE \& EMERGENCY SERVICES

Grades: 10-11 (LHS)
Prerequisite: None $\quad 1.0$ credits
Bus transportation is available from other high schools.
Introduction to Fire \& Emergency Services explores career opportunities and requirements for emergency services responders. Related topics include nomenclature, history, basic chemistry and physics of emergency situations, life safety initiatives, laws, and loss analysis. Students become acquainted with the history, traditions, terminology, organization, and operation of the fire and emergency services industry. Typical job and operation descriptions will provide insight into the inner working of the fire service. Also included is an introduction to fire protection systems, specific fire protection functions, organization and function of the public and private emergency services. This course is the prerequisite to Fire Science 1. It is recommended for students enroll in a weight training class to build and maintain physical strength and conditioning. Dual credit is offered for this course that is equivalent with the following PCC course: FP 101: Principles of Emergency Services (3)

## FIRE SCIENCE 1

Grades: 11-12 (LHS)
Prerequisite: Introduction to Fire \& Emergency Services $\quad 1.0$ credits
Bus transportation is available from other high schools.
Students entering this class should have a strong desire for a career in firefighting or Emergency Medical Service. This course is designed to provide an introduction to a career in today's fire service. Fire department personnel who share their real-life experiences teach this class. This program provides an in-depth look at the three main areas of today's fire service: structural firefighting, wildland firefighting and EMS. Students will learn by interactive lectures, group projects, facility tours and state of the art equipment demonstrations. Learn the key concepts of today's fire service and how they are impacted by society. This course will also cover recruitment and hiring processes, structural firefighting, emergency medical service, wildland firefighting and, history of fire, and complete their BLS certification. It is recommended for students be enroll in a weight training class to build and maintain physical strength and
conditioning required of this class and the position of a firefighter. Students must successfully complete Fire Science 1 in order to be eligible for Fire Science 2.

## FIRE SCIENCE 2

Grade: 12 (LHS)
Prerequisite: Fire Science $1 \quad 2.0$ credits*
Bus transportation is available from other high schools.
Year 2 students must have successfully completed Fire Science 1 and interview with the instructor before continuing to the second level. Continuing students should be physically fit with the ability to carry, lift or drag up to 70 lbs ., utilize a variety of hand tools, demonstrate skills utilizing ladders, fans, hose streams and SCBAs. Ability to function within a team is desirable. This course is designed to provide a hands-on introduction to a career in today's fire service. This course builds on skills mastered in Fire Science 1. Class will be held at the Hillsboro Fire Training Center most of the year with some topics being covered on campus at Liberty HS. This course studies basic fire fighter safety, equipment, and procedures that are used during fireground operations. Students will learn through interactive lecture, demonstrations, and practical application led by instructors/ firefighters from Hillsboro Fire \& Rescue. Other areas of study include: understand the importance of physical fitness; utilize a variety of hand tools; demonstrate skills utilizing ladders, fans, hose streams and SCBAs; demonstrate basic search and rescue, extrication, and rope rescue. It is recommended for students to enroll in a weight training class to build and maintain physical strength and conditioning.
Dual credit will be offered for this course that is equivalent to the following PCC course: FP 133: Wildland Firefighter (3)

Learn more about the Fire Science Career and College Pathway by visiting http://tinyurl. com/bdthtedx or scanning the QR code:


# INTERPRETING AND TRANSLATION SERVICES 

## INTERPRETING AND TRANSLATION 1

Grade: 10-12 (CHS)
Prerequisite: Bilingual
1.0 credit

Students will be introduced to the skills and techniques of interpreting and translation. This course will focus on proper positioning, the ethics of interpreting and vocabulary development. Students will practice interpreting and translation in English and another language in which they are proficient in the educational and medical settings.

## INTERPRETING AND TRANSLATION 2

Grade: 10-12 (CHS)
Prerequisite: Bilingual
1.0 credit

Students will review the skills learned in Interpreting and Translation 1 and continue to develop their language skills and use of technology used for interpreting and translating. Additionally, they will complete post-secondary planning and preparation and build their skills by participating in community service/ job experiences.

## LEADERSHIP

## LEADERSHIP 1

## Grades: 9-12 (CHS, GHS, HHS) 0.5 credit 9 (LHS)

Prerequisite: None
This course is designed to instruct students in the various methods and techniques for planning, implementing, and evaluating projects related to school activities. Topics include committee organization, goal-setting, decision-making, time management, and all aspects of program planning. Students will focus on leadership skill-building. May be repeated.

## LEADERSHIP 2

Grades: $10-12$ (GHS, HHS, LHS) $\quad 0.5$ credit

## Prerequisite: Leadership 1*

This course is designed to build upon leadership skills involving planning, implementing and evaluating projects related to school activities. Topics include leading committees, project management and organization, SMART goal setting, time and task management, and all aspects of project and program
planning. Students will focus on advanced leadership skill building. May be repeated.
*No Prerequisite for LHS

## STUDENT GOVERNMENT

Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: see below* $\quad 1.0$ credit
This year-long course is mandatory for all elected and appointed Student Government members. Advanced leadership skills will be reinforced while students plan for, run, and evaluate most of the activities within the school. Community service and school improvement projects are also a part of this class.
*Elected or appointed to a student government office. Required for elected and appointed officers.

## OTHER

## COSMETOLOGY

Grades: 9-12 (HOA)

## Prerequisite: None

## 0.5 credit

In Cosmetology, you will learn all about this entertaining field and how specialized equipment and technology are propelling our grooming into the next century. Just like all careers, cosmetology requires certain skills and characteristics, all of which will be thoroughly explored in this course. You will learn about various beauty regimes related to hair, nails, skin, and spa treatments and discover how to create your own business model quickly and efficiently while still looking fabulous, of course.
Students from any high school may forecast for this online course.

## FASHION DESIGN

Grades: 9-12 (HOA)

## Prerequisite: None

## 0.5 credit

Learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day.

## TEEN PARENT SUPPORT SEMINAR <br> Grades: 9-12 (CHS) <br> Prerequisite: see below* 0.5 credit

This course is designed to assist the schoolaged mother or father and pregnant young women. Prenatal information, individual and group guidance, and parenting education are included. Full-time child care is provided on the Century campus.
*Pregnant students or teen parents:
required if teen parent's child is in the nursery.

# Industrial \& Engineering Systems 

## ENGINEERING \& ELECTRONICS

INTRODUCTION TO ENGINEERING DESIGN Grades: 9-12 (LHS)<br>Prerequisite: Algebra $1 \quad 0.5$ credit (LHS) This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. This course is part of the Project Lead the Way engineering program at Glencoe.

## PRINCIPLES OF ENGINEERING

Grades: 10-12 (GHS, LHS)
Prerequisite: (LHS) Geometry $\quad 1.0$ credit This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problemsolving process to benefit people. The course also includes concerns about social and political consequences of technological change. This course is part of the Project Lead the Way engineering program at Glencoe.

## INTRODUCTION TO DIGITALTECHNOLOGIES

 Grades: 9-10 (CHS)Prerequisite: None $\quad 0.5$ credit
This course introduces students to all the opportunities offered within the digital technologies department. Topics covered include laser cutting, 3-D printing, programming, and computer-aided drafting and design, and web design.

## DIGITAL ELECTRONICS

Grades: 9-12 (GHS) Digital Electronics 10-12 (HHS) Digital Electronics 1 ( 0.5 credit)/ Digital Electronics 2 ( 0.5 credit) Prerequisite: see below*
1.0 credit

This course applies logic to the design and construction of electrical circuits and de-
vices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course is part of the Project Lead the Way engineering program at Glencoe. This course is part of the Electronics \& Engineering Pathway at Hilhi. Students can earn MT 121a dual credit through PCC. *HHS: Electronic Technology 1

## ELECTRONIC TECHNOLOGY 1

Grades: 9-12 (GHS, HHS) 10-12 (LHS)
Prerequisite: None $\quad 0.5$ credit
This course explores direct current electronics and electricity. The use of electronic test equipment, simple circuit building techniques, and analysis are explored. Students will learn to solder electrical components. Students will perform hands on problem solving activities and will explore career options in electronics and engineering.

## ELECTRONIC TECHNOLOGY 2

Grades: 9-12 (GHS, HHS) Prerequisite: Electronic Technology 1
0.5 credit

This course explores alternating current circuits, and provides a deeper study of direct current electronics, circuit analysis, use of electronic test equipment, and circuit building techniques. Soldering and simple circuit assembly techniques are explored. Students who wish to pursue a career in engineering or go into a technical field should take this course.

## ROBOTICS 1

Grades: 9-12 (GHS, HHS, LHS)

## Prerequisite: None <br> 0.5 credit

Students work with robotics and sensors using the LEGO ${ }^{\circledR}$ Mindstorms robotics systems. Various robotic challenges are presented. Students solve problems in teams as well as individually. Inputs, decisions, and outputs are explored with a heavy emphasis on problemsolving from a systems approach.

## ROBOTICS 2

Grades: 9-12 (GHS, HHS, LHS) Prerequisite: Robotics 1
0.5 credit This course expands students' understanding of robotics by improving programming and mechanical skills. More activities and complex tasks requiring critical problemsolving are provided. Students learn how to build robots using a variety of robotics building systems. Students will program these robots using several programming language systems. Students participate in or help with a robotics contest.

## ENGINEERING SYSTEMS LAB

## Grades: 11 (CHS)

## Prerequisite: Drafting $2 \quad 1.0$ credit

A skills based course providing students with the opportunity to learn and apply basic components of engineering in an industrial setting. Computer-based exploration of topics including: mechanics, electronics. pneumatics, hydraulics, CNC machining, quality control, material handling, and programmable logic controls.

## ENGINEERING PREP

Grades: 12 (CHS, HHS)

## Prerequisite: None

## 1.0 credit

Engineering Prep introduces careers in various areas of engineering coordinated with coursework that may include electronics, microelectronics, and civil engineering topics. Students are expected to design and complete required projects, and to participate in a variety of design challenge activities that may lead to competitions. Senior Seminar project will be completed in this course.

## ENGINEERING DESIGN \& DEVELOPMENT

Grade: 12 (GHS)
Prerequisite: None
1.0 credit

This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in preceding engineering courses and are guided by a community mentor. They must present progress reports, submit a final written
report and defend their solutions to a panel of outside reviewers at the end of the school year. This course is part of the Project Lead the Way engineering program at Glencoe.

## RESEARCH and DEVELOPMENT

Grade: 12 (CHS, GHS, HHS, LHS)
Prerequisite: see below* 0.5 credit
This course provides structured guidance for students completing their senior exhibition in a physical science, engineering, or technology. The curriculum is designed for scientific inquiry and is made flexible enough to appeal to a variety of student interests. Students will learn advanced research skills necessary to prepare their senior project in scientific research or technological design. The course combines hands-on activities, demonstrations, group challenge problems, and a long-term student project.

## DRAFTING

## DRAFTING 1

Grades: 9-12 (GHS, HHS) 0.5-1.0 credit (GHS)
Prerequisite: None $\quad 0.5$ credit (HHS)
Drafting 1 is an introductory course in Computer Aided Design (CAD). Students will learn the basic concepts of mechanical drafting, and will learn to use industry-standard CAD software to create engineering drawings of many types. Students will learn how to use industry equipment, such as printers, plotters, vinyl cutters, heat press, and laser cutters, and will use their own design drawings to manufacture their projects. At the conclusion of the course, each student will have a portfolio of their drafting assignments.
*PCC credit offered at GHS

## DRAFTING 2

Grades: 9-12 (GHS, HHS) 0.5-1.0 credit (GHS) Prerequisite: Drafting 1
0.5 (HHS)

Drafting 2 is an intermediate course in Computer Aided Design (CAD). Students will expand their CAD experience by using indus-try-standard CAD software to design, develop, and manufacture of 3D models. Students will learn how to prepare 3D models for 3D printing, using 3D slicing software. Students may also learn to use industry CNC lathe/mill machines. Students will tackle complex design challenges to solve real-world design problems using their CAD and manufacturing skills with available lab equipment. At the conclusion of the course, each student will have a portfolio of their drafting assignments.

## DRAFTING 3

Grades: 10-12 (HHS)
Prerequisite: Drafting $2 \quad 0.5$ credit
Drafting 3 is an advanced course in Computer Aided Design (CAD). Students will expand and refine their 2D and 3D CAD modeling skills while using industry standard CAD software. Students will design solutions to challenging real-world design problems. Projects will blend use of manufacturing techniques and equipment and will require special manufacturing considerations. At the conclusion of the course, each student will have a portfolio of his/her drafting assignments.

## DRAFTING TECHNOLOGY 1

| Grades: $10-12$ (CHS) | 1.0 credit |
| :---: | :--- |
| $9-12$ (LHS) | 0.5 credit |

## Prerequisite: None

In this course, students will learn how to make various objects using one or more of the following methods: geometric constructions, multiview drawings, sectioning, isometric, oblique, perspective and developments. How to dimension a drawing and how to letter properly will be included. Shop processes and occupational information will be included in this class.

## DRAFTING TECHNOLOGY 2

Grades: $10-12$ (CHS, LHS) $\quad 1.0$ credit Prerequisite: Drafting Tech 1
Students desiring to follow a career in engineering or drafting should register for this course. Entry-level skills will be obtained for employment in the field. The course of instruction will include advanced multi-view projections, sectioning, pictorial drawings and developments, dimensioning, intersections, gears, welding drawings and symbols, auxiliary views, threads and fastenings, assembly drawings, and lettering

## CONSTRUCTION \& WOODWORKING

## CONSTRUCTION TECHNOLOGY

Grades: 10 (LHS)

## 1.0 credit

Inquiry course dealing with basic wood and metal construction and fabrication processes. Topics include basic arc and MIG welding, basic CNC lathe and mill metal machining
operations, blueprints, building frame layout, electricity, plumbing, and concrete.

## CONSTRUCTION 1

Grades: 10-12 (GHS)
Prerequisite: Woodworking Technology 1 suggested $\quad 1.0$ credit
Construction 1 will use both the classroom setting and job site environment to give students an introduction to the high-demand field of construction and teach them the skills that are necessary to build a house. Over the course of the school year, students will be introduced to all phases of home construction from framing to floor and countertop installation. Students will learn how to safely utilize and operate a variety of tools. Another goal of this course is to embed math instruction into lessons so students understand the importance of the math they learn and the relevance in a re-al-world work environment. Students will be put in situations where they will have to collaborate and problem solve in order to complete projects. Different aspects of the course will be taught by industry professionals who have agreed to partner with GHS to provide this type of education for students. Students will learn professional skills like customer service, punctuality, bookkeeping, and construction management.

## CONSTRUCTION 2

Grades: 11-12 (GHS)
Prerequisite: Construction $1 \quad 1.0$ credit Students in this course will be putting to use what they have learned in prerequisite courses. Safety will be a top priority and students will enhance their understanding of the construction process and industry through constructing a home themselves. Their education will be supplemented by industry professionals who will demonstrate how to frame, insulate, sheetrock, plumb, wire, paint, finish, and landscape a home. They will meet with city and county inspectors, OSHA inspectors, Clean Water Services inspectors, land developers, and real estate agents to enhance their understanding of the many aspects that go into the industry of home construction. Another aspect of this advanced course is that students will gain firsthand knowledge of the skills required to be a construction manager.

## CONSTRUCTION 3

## Grades: 12 (GHS)

Prerequisite: Construction $2 \quad 1.0$ credit
This is the capstone level course for the construction pathway. Students will build on the knowledge and skills they have learned in

Construction 1 and Construction 2. Students will gain knowledge of the skills required to be successful in the construction industry. Students will also have the opportunity to earn industry-recognized credentials that demonstrate their proficiency in construction math, construction drawings, employability skills, and material handling. In this course, students will plan to create and manage construction projects for different purposes and clients. Opportunities for career exploration and work based learning will be embedded in the course.

## SUSTAINABLE DESIGN 1

Grade: 11-12 (LHS)
Prerequisite: Construction Technology
1.0 credit

This course will focus on basic design processes, including planning, prototyping, fabricating, testing, and revising sustainable small structures and devices. Topics will include rationale for sustainable building, drafting, building science, sustainable materials, as well as water and energy efficiency. Sustainable building methods and systems will be introduced in preparation for the capstone course.

## SUSTAINABLE DESIGN 2

Grades: 11-12 (LHS)

## Prerequisite: Sustainable Design 1

1.0 credit

This course will expand upon concepts explored in Sustainable Design 1, but will focus on the application of sustainable building concepts and further practical skill development. This is the capstone course for the Sustainable Design Program of Study.

## WOODWORKING TECHNOLOGY 1

## Grades: 9-12 (GHS)

## Prerequisite: None

1.0 credit

This course introduces students to the basics of woodworking. Introductory safety, measurement, machine processes, mass production, finishing methods, and furniture and cabinet making will be included. Students will be expected to pay for their personal projects.

## WOODWORKING TECHNOLOGY 2

Grades: 10-12 (GHS)
Prerequisite: Wood Tech $1 \quad 1.0$ credit
This course will expand and refine learning of Woodworking 1 content. Students will design, develop, and manufacture individual projects. Emphasis will be placed on cabi-
netry and furniture manufacturing. Students will be expected to pay for their personal projects. An internship component and student project will be required for those students interested in completing their pathway in Manufacturing and Design Technology.

## METAL PROCESSING

## METAL PROCESSING 1

Grades: 9-12 (GHS)
Prerequisite: None
1.0 credit

Bus transportation is available from other high schools in grades 10-12.
This course is designed to give students the basic understanding of machine tool operations such as lathes, mills, and drill presses. CNC operations will also be covered. Heavy emphasis is placed on wire feed welding and large fabrication projects. Items such as trailers and aluminum boats will be constructed. WLD 111 Shielded Metal Arc Welding (PCC)

## METAL PROCESSING 2

Grades: 10-12 (GHS)
Prerequisite: 1.0 Credit of Machine Welding 1 1.0 credit

Bus transportation is available from other high schools.
This is an advanced course giving students a greater understanding of CNC operations with heavy emphasis on the applications of machine tools. Wire feed welding and machining processes will be linked with PCC's articulation credits. A job internship component and student project will be required for those students interested in completing their pathway in Metal Processing.

## METAL PROCESSING TECHNOLOGY 3

Grades: 10-12 (GHS)
Prerequisite: Machine Welding 2 / Metal Processing 2
1.0 credit

This is the capstone level course for the Metal Processing pathway. Students will build on the knowledge and skills they have learned in Machine/Welding $1 \& 2$. This course focuses on the process and production of metal projects. It enables students to experience the process of translating an idea into a finished product, with instruction in pricing, planning, designing, selecting materials, and using tools and machines to create and sell products. Students will apply all that was learned in Machine/Welding $1 \& 2$. The class will choose an item, research the cost, construct the item prototype, and eventually sell the item.

## AEROSPACE

## INTRODUCTION TO AEROSPACE <br> Grades: 10 (LHS)

Prerequisite: None
1.0 credit

Bus transportation is available from other high schools.
This is an introductory course designed to give students a background in the aerospace industry from a multiplicity of cultural and career perspectives and offers students a wide overview of many possible career paths as well as a base of knowledge from which to build in later courses should they wish to continue with their aviation studies on either the Pilot Pathway or the Aviation Mechanic Pathway.

## MECHANIC 1: AIRCRAFT APPLIED SCIENCE

Grade: 11 (LHS) $\quad 1.0$ credit Prerequisite: Introduction to Aerospace
Bus transportation is available from other high schools.
This mechanics-based aerospace course covers aircraft weight and balance procedures and associated record keeping. Students will also learn and have hands-on experience with aircraft drawings, precision measuring tools and some basic principles of physics.

## MECHANIC 2: MATERIALS \& PROCESSES AND AVIATION CFRs

Grade: 12 (LHS) $\quad 2.0$ credit Prerequisite: Introduction to Aerospace
Bus transportation is available from other high schools.
This mechanics-based aerospace course covers several general aircraft maintenance subjects including power tools, shop equipment, aircraft hardware, fluid lines and fittings, non-destructive testing methods, heat treatment, aircraft cleaning, and corrosion control.

## PILOT 1: AERODYNAMICS AND SYSTEMS <br> Grade: 11 (LHS)

1.0 credit

Prerequisite: Introduction to Aerospace
Bus transportation is available from other high schools.
This course introduces aerodynamics through hands-on learning, exploring various concepts \& theories relevant to modern aviation, including the positive and negative effects of various aerodynamic forces and how pilots manipulate those forces to affect the perfor-
mance of various airborne and ground based vehicles. Students will look at the impact that weight distribution can have upon an airborne vehicle's aerodynamic controllability, and how atmospheric conditions affect the aerodynamic properties of objects. Students will explore the systems that make manned and unmanned aircraft work, including propulsion, fuel, electrical, landing gear, and environmental systems as well as the flight instruments associated with each system and how to identify and troubleshoot common problems.

## UAS OPERATIONS: DRONE PILOT PART 107 LICENSE

 Grade: 11-12 (LHS) $\quad 1.0$ credit Prerequisite: Introduction to AerospaceBus transportation is available from other high schools.
This course will cover small unmanned aircraft performance, ethics, human factors, aeronautical decision-making and judgment, safety protocols, weight and balance, maintenance, aviation weather sources and effects of weather (micro-meteorology) on small unmanned aircraft performance, small unmanned aircraft loading and performance, emergency procedures, crew resource management, and preflight inspection procedures. Students will be provided the opportunity to participate in multiple practice examinations. Students will be prepared to complete the Federal Aviation Administration's Part 107 Remote Pilot Knowledge Test upon completion of this course.

## PILOT 2: PRIVATE PILOT GROUND

Grade: 12 (LHS) 2.0 credit
Prerequisite: Aircraft Systems \& Performance
Bus transportation is available from other high schools.
This pilot-based aerospace course covers fundamentals of flight, aeronautical publications, Federal Aviation Regulations, navigation, flight planning, radio procedures, and weather. Presents sufficient knowledge to prepare for the FAA Private Pilot Airplane knowledge test. This course is designed to meet the requirements of Federal Aviation Regulations - 14 CFR Parts 61.103(d) \& 61.105(b) or 141 Appendix B (3)(b) for obtaining endorsement for taking the FAA Private Pilot Airplane knowledge test.

## AUTOMOTIVE TECHNOLOGY

## AUTOMOTIVE TECHNOLOGY 1

Grades: 9-12 (HHS)
Prerequisite: None $\quad 0.5$ credit
Bus transportation is available from other high schools.
This course is designed for the student who has a desire to learn more about operating and maintaining an automobile. The curriculum focuses on auto shop safety, basic hand tools, basic car maintenance (basic fluid checks, checking tire air pressure, changing a tire, and putting on chains). Students will also learn to change the oil, check and replace brakes, about the cooling system, and an overall understanding of how the vehicle works. Students will disassemble and reassemble an automotive engine to understand how it works. Students explore how to buy a car and shop for insurance. Girls are strongly encouraged to sign up for this course.

## AUTOMOTIVE TECHNOLOGY 2

Grades: 10-12 (HHS)
Prerequisite: Auto Tech $1 \quad 0.5$ credit
Bus transportation is available from other high schools. The course focuses on the auto's electrical system. Students diagnose and troubleshoot problems in the electrical system and disassemble and reassemble various components of the starting and charging systems. Students get their own volt ohm meter as part of the class. The class teaches how to use the volt ohm meter and apply it to trouble shooting of the vehicle. This course prepares students to take the Automotive Service Excellence Electrical Certification test.

## AUTOMOTIVE TECHNOLOGY 3

Grades: 10-12 (HHS)
Prerequisite: Auto Tech $2 \quad 0.5$ credit
Bus transportation is available from other high schools.
This course combines hands-on work with self-paced theory and focuses on engine repair that includes diagnosis techniques for internal engine problems. Students completely disassemble, inspect, and reassemble a small gas engine that has to run. This course also focuses on electrical troubleshooting and enhances student understanding of computerized engine controls. This course prepares the student to take and pass the nationally-
recognized Automotive Service Excellence Engine Repair exam.

## AUTOMOTIVE TECHNOLOGY 4

## Grades: 10-12 (HHS)

Prerequisite: Auto Tech $3 \quad 0.5$ credit
Bus transportation is available from other high schools.
This course prepares students to take the Automotive Service Excellence Steering and Suspension test. Students will disassemble and reassemble the front suspension of a vehicle then perform an alignment. Students will also disassemble and reassemble several other steering and suspension components.

## AUTOMOTIVE TECHNOLOGY 5

Grades: 11-12 (HHS)
Prerequisite: Auto Tech $4 \quad 1.0$ credit
Bus transportation is available from other high schools.
This course allows students to extend their knowledge by learning transmission theory and operation. Students get an opportunity to disassemble/reassemble and study the operation of a manual transmission, as well as an automatic transmission.

## DIESEL SERVICE TECHNOLOGY

## INTRODUCTION TO DIESEL <br> SERVICE TECHNOLOGY

Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: None
0.5 Credit

Bus transportation is available from other high schools.
This introduction course to Gas and Diesel Engines includes the basics of careers, safety, basic metalworking, general engine maintenance, tool identification, engine systems/ parts, electrical basics such as series/parallel circuits and starter/charging systems.

## DIESEL SERVICE TECHNOLOGY 1

Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: Intro to Diesel Service Technology 0.5 Credit Bus transportation is available from other high schools.
This course provides students advanced instruction in engine theory and operation with focus on a diesel engine It provides opportunity to learn fundamentals, basic
repair, preventative maintenance, and troubleshooting/diagnosis of common engine faults and concerns.

## DIESEL SERVICE TECHNOLOGY 2

Grades: 11-12 (CHS, GHS, HHS, LHS)
Prerequisite: Diesel Service Technology 1
1.0 Credit

Bus transportation is available from other high schools.
This course introduces students to the different fuel systems used on a variety of diesel powerplants. It includes basic diagnostics and troubleshooting of diesel performance concerns and preventative maintenance of them.

DIESEL SERVICE TECHNOLOGY 3
Grades: 12 (CHS, GHS, HHS, LHS)
Prerequisite: Diesel Service Technology 2
1.0 Credit

Bus transportation is available from other high schools.
Covers basic and advanced electrical theory, electrical components, and proper electric diagnostic procedures. Introduces basic and advanced electrical systems, the use of diagnostic tools, and maintenance. Includes electronic engine controls and multiplexing found on engines by local industry manufacturers.

## NEWCOMER ELD <br> Grade: 9-12 (CHS, GHS, HHS, LHS) Prerequisite: see below*

1.0 credit (CHS, GHS)
2.0 credits (HHS, LHS)

This course is designed to accelerate the acquisition of the English language for students newly arrived to the U.S. school system. Students who have minimal English language proficiency will learn school procedures, introductory vocabulary based on thematic units, and cultural orientation. Selected mainstream classroom content may be covered with supplementary use of the first language in order to clarify concepts and facilitate a rapid transition to English.
*Meets ELPA placement or WMLS-R level 1 placement criteria

## EMERGING 1 ELD

Grade: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: see below* 1.0 credit(CHS,GHS)
2.0 credits (HHS, LHS)

This course is designed for Beginning to Early Intermediate English language learners. Students at this level are able to read and demonstrate comprehension of basic grade-level information with very limited fluency. Some students are able to read and demonstrate comprehension of simple or highly contextualized information with limited fluency. Students are able to speak and write using simple language with limited accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.
*Meets ELPA placement or WMLS-R levels 1-2 placement criteria

## EMERGING 2 ELD

Grade: 9-12 (CHS, GHS, HHS, LHS)

## Prerequisite: see below*

1.0 credit

This course is designed for Intermediate English language learners. Students at this level require ongoing instructional support in all content area. They are able to read and demonstrate comprehension of limited grade-level information with significant support. They are able to speak using some complex language and write with simple academic language with some accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.
*Meets ELPA placement or WMLS-R levels 2, 2.5 placement criteria

## PROGRESSING 3 ELD

Grade: 9-12 (CHS, GHS, HHS, LHS) Prerequisite: see below*
1.0 credit

This course is designed for Early Advanced English language learners. Students at this lev-
el require additional instructional support. They are further developing literacy skills to demonstrate comprehension of some grade-level information with approaching grade-level fluency. They are able to speak with increasingly complex language, and write with some academic language with adequate accuracy and fluency. This course incorporates content specific vocabulary in the teaching of the forms and functions of the English language at the student's proficiency level.
*Meets ELPA placement or WMLS-R levels 2.5, 3 placement criteria

## PROGRESSING 4 ELD

Grade: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: see below*
1.0 credit

This course is designed for Advanced English language learners. Students at this level require minimal instructional support. They are further developing literacy skills to demonstrate comprehension of a range of complex and abstract grade-level information. They are able to speak and write using an extensive range of complex language with level of accuracy and fluency that closely resembles native English speakers.
*Meets ELPA placement or WMLS-R 4, 4.5 placement criteria

## ELD TUTORIAL

Grade: 9-12 (GHS, HHS, HOA, LHS) Prerequisite: None 0.5 credit

The program provides the students with a set of guidelines, learning tools, and academic tutoring which will enable them to become independent learners and make a successful transition into mainstream courses.

## (1) HEALTH

Grade: 10 (CHS, GHS, HHS, HOA, LHS)

## Prerequisite: None 1.0 credit

This course covers concepts and skills necessary for attaining and maintaining personal wellness (the combination of physical, mental/ emotional, and social health) throughout one's life. Emphasis is placed on healthpromoting behavior as the most effective measure for preventing premature death and disease and leading a fulfilling and productive life.
Concepts covered include: alcohol, tobacco, and other drug prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; sexual health; unintentional injury prevention; and violence and suicide prevention.
Skills for accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision-making, and advocacy are taught and/or practiced in a health context to promote lifelong wellness. This class meets the health requirement for both the state and the district, and is aligned to current state standards.

Students are required to take four credits of Language Arts. For those who intend to attend college, advanced courses in language arts are highly recommended to prepare for the rigor of college-level writing. College credit and/or placement beyond introductory coursework may be obtained by successfully completing and testing in an Advanced Placement English course (refer to your college's catalog to determine the test scores that may qualify for college credit).

IB courses are offered at Hilhi only. More information about Language Arts courses are on the following pages.

## REQUIRED DUAL LANGUAGE PROGRAM

ALTERNATES*
*alternates fulfill course/
graduation requirements


## (8) ENGLISH LANGUAGE ARTS 9

Grade: 9 (CHS, GHS, HHS, HOA, LHS)

## Prerequisite: None

1.0 credit

This course is a study of language and literature that explores poetry, prose, drama short fiction, and novels. Students will analyze informational text in relation to the study of literature. Standards-based instruction and assessment in reading, vocabulary, grammar, critical thinking, speaking, listening, and literary response skills, as well as an ,introduction to academic research, media literacy, and the evaluation of sources, will give students the ability to structure an academic response to a variety of prompts. Academic language and vocabulary is embedded in instruction and formative assessments.

## DUAL LANGUAGE PROGRAM (DLP) SPANISH LANGUAGE ARTS 9

Grades: 9 (CHS, GHS, HHS,LHS)
Prerequisite: DLP student $\quad 1.0$ credit DLP Spanish Language Arts 9 is a continuation of the Dual Language Program Spanish Language Development coursework. This is a course designed to develop and improve a student's reading, writing, speaking and listening skills. This course offers Span-ish-speaking students an opportunity to study Spanish formally, in an academic setting, in the same way that English-speaking students study English Language Arts. The Spanish language arts courses will alternate between Latin American and Spanish literature. This will help students further develop their biliteracy language skills, increase academic language, gain exposure to important pieces of text and practice cultural awareness. It will expand their bilingual range and will move them beyond basic language development to a broader command of the language.

## ADVANCED ENGLISH LANGUAGE ARTS 9 BLOCK/AP HUMAN GEOGRAPHY

Grade: 9 (CHS)
Prerequisite: None
2.0 credits

The advanced block is designed to challenge freshmen in the areas of reading comprehension, analysis, and higher order thinking in English and World Studies. This fast-paced integrated course taught by two teachers fulfills the required 1.0 credit in Social Studies and 1.0 in English Language Arts 9 and is recommended for students who are selfmotivated and college bound. Topics in English include: short story elements and analysis, the epic hero, Shakespearean drama various literary genres integrated with World Studies topics, informational text reading
strategies, and the development of advanced essay writing skills. Students will explore the required topics in world history using advanced readings and will demonstrate their knowledge through advanced writing, research, discussion, debate, and other activities. Outside reading and writing are a requirement for this class.

## ENGLISH LANGUAGE ARTS 10 Grade: 10 (CHS, GHS, HHS, HOA, LHS) Prerequisite: None $\quad 1.0$ credit

 This course is a study of world literature, both classical and contemporary. It builds upon the reading, analysis, critical thinking, listening, speaking, and writing skills taught in English Language Arts 9. Standards-based instruction and assessment will continue to develop students' ability to compare and contrast informational and literary text, and increase their competence with academic research, in order to support a claim or craft a highlevel response in different written genres. Academic language and vocabulary is embedded in instruction and formative assessments. Summative assessments are based on the ability to apply this knowledge.
## ADVANCED ENGLISH LANGUAGE ARTS 10

 Grade: 10 (CHS)Prerequisite: None $\quad 1.0$ credit Fulfills English Language Arts 10 requirement. This advanced course will be fast-paced and will cover topics in greater depth by incorporating higher-level literature and coursework as well as several additional texts. Students should be passionate about reading and willing to read and annotate challenging material outside of class, taking notes and rereading difficult passages if needed. Because of the intense focus on writing and rhetoric, student must enter the course able to write an essay longer than five paragraphs independently. Presentation and participation in small group and large group discussions are an essential part of the course.

## DUAL LANGUAGE PROGRAM (DLP) SPANISH LANGUAGE ARTS 10 <br> Grades:10 (CHS,HHS, LHS) <br> Prerequisite: DLP student $\quad 1.0$ credit

 DLP Spanish Language Arts 10 is a continuation of the Dual Language Program Spanish Language Devel-op-ment coursework. This is a course designed to develop and improve a student's reading, writing, speaking and listening skills. This course offers Span-ish-speaking students an opportunity to studySpanish formally, in an academic setting, in the same way that English-speaking students study English Language Arts. The Spanish language arts courses will alternate between Latin American and Spanish literature. This will help students further develop their biliteracy language skills, increase academic language, gain exposure to important pieces of text and practice cultural awareness. It will expand their bilingual range and will move them beyond basic language development to a broader command of the language.

## (1) ENGLISH LANGUAGE ARTS 11 <br> Grade: 11 (CHS, GHS, HHS, HOA, LHS) Prerequisite: None $\quad 1.0$ credit

 This course will require students to demonstrate understanding of 18th-, 19th- and early 20th-century foundational works of American literature. Building on analysis, critical thinking, speaking, listening, and writing skills, students will continue to make evidencebased claims while comparing multiple pieces of literary, informational, and historical test. Attention will be given to author purpose and the strategies authors employ in their writing. Students will apply this understanding, in multiple genres, to demonstrate how a writer's style contributes to the effectiveness of a selection. Argumentative, expository, and research writing are key instructional areas which will prepare students for college-level writing requirements. Students will be expected to achieve proficiency levels in 11th grade reading and writing standards which expand on the 9-10 academic standard requirements.
## DUAL LANGUAGE PROGRAM (DLP) SPANISH LANGUAGE ARTS 11 <br> Grades:11 (HHS, LHS) <br> Prerequisite: DLP student $\quad 1.0$ credit

 DLP Spanish Language Arts 11 is a continuation of the Dual Language Program Spanish Language Development coursework. This is a course designed to develop and improve a student's reading, writing, speaking and listening skills. Attention will be given to author purpose and the strategies authors employ in their writing. Students will apply this understanding, in multiple genres, to demonstrate how a writer's style contributes to the effectiveness of a selection. Argumentative, expository, and research writing are key instructional areas which will prepare students for college-level writing requirements. Students will be expected to achieve proficiency levels in 11th grade reading and writing standards which expand on the 9-10 academic standard requirements. This will help students furtherdevelop their biliteracy skills, increase academic language, gain exposure to important pieces of text and practice cultural awareness.

## ADVANCED ENGLISH LANGUAGE ARTS 11

 Grade: 11 (CHS)Prerequisite: None $\quad 1.0$ credit
Fulfills English Language Arts 11 requirement. This course includes a survey of American literature from the Civil War to the present. Students should be motivated readers and able to persist through challenging material (i.e., early american novels such as The Scarlet Letter, Huckleberry Finn) independently without the help of Sparknotes, rereading difficult passages as needed. Writing assignments are research based and require student to seek information on their own from credible sources and incorporate it using MLA style. Vocabulary work will be intensely focused on preparation for standardized college placement tests (SAT, etc.). Students will be expected to give presentations and actively participate in class discussions and activities. Students must be able to devote at least one hour of homework time for each class session. CHS: Dual credit opportunity with WOU.

## ©. ENGLISH LANGUAGE ARTS 12

Grade: 12 (CHS, GHS, HHS, HOA, LHS)

## Prerequisite: None <br> 1.0 credit

This course is a study of world literature (including Shakespeare), contemporary nonfiction, and historical documents. Students will analyze and integrate multiple source of information in diverse formats (including media) to make evidence-based claims. Analysis of the connection between literary style and author's purpose will be applied in multiple genres. Critical reading strategies, collaborative discussion skills, effective technology use, as well as argumentative, expository, and research writing, are tailored to create a successful bridge for students from high school to college and career.
Arts and Communication pathway students should enroll in Humanities in lieu of this class.

DUAL LANGUAGE PROGRAM (DLP) SPANISH LANGUAGE ARTS 12
Grades:12 (LHS)
Prerequisite: DLP student $\quad 1.0$ credit DLP Spanish Language Arts 12 is a continuation of the Dual Language Program Spanish Language Development coursework. This is a course designed to develop and improve a student's reading, writing, speaking and listening skills. Students will analyze and integrate mul-
tiple source of information in diverse formats (including media) to make evidence-based claims. Analysis of the connection between literary style and author's purpose will be applied in multiple genres. Critical reading strategies,collaborative discussion skills, effective technology use, as well as argumentative, expository, and research writing, are tailored to create a successful bridge for students from high school to college and career. This will help students further develop their biliteracy language skills, increase academic language, gain exposure to important pieces of text and practice cultural awareness.
This course may serve as the DLP Capstone course for 12th grade students

## COLLEGE PREP ENGLISH LANGUAGE ARTS

Grade: 12 (CHS, GHS)
Prerequisite: None $\quad 1.0$ credit
Fulfills English Language Arts 12 requirement. The areas of study include British and world literature, with some study in art, philosophy, and history. Instruction in college composition will be an integral part of the course, with emphasis in advanced writing skills in writing, literary analysis, oral communication, and critical reading. Speeches are required.
CHS: Dual credit opportunity with WOU.

## HUMANITIES

Grade: 12 (CHS, HHS)
Prerequisite: see below* 1.0 credits
Fulfills English Language Arts 12 requirement. Humanities is a study of literature integrated with art, music, drama, culture and philosophy readings spanning the development of culture with readings from the Greco-Roman, Medieval, Renaissance, Revolutionary, Modern and Postmodern eras. Students demonstrate understanding through written assignments as well as performance and art. At the end of the course, students will have a strong cultural literacy which will serve them well in their future endeavors. Students can receive writing credit through Portland Community College and Western Oregon University on the basis of a portfolio demonstrating collegelevel writing skills.

## SENIOR INQUIRY

Grade: 12 (LHS)
Prerequisite: see below* 2.0 credits** Fee: approximately $\$ 900$
All fields of human endeavor change over time. Major changes in perspec-tive-paradigm shifts-can be brought about by technological and scientific
advances, historical events and innovative people. Some of these shifts are felt only personally or within a specific discipline, but many have repercussions across fields. As means of travel and communication have improved, cultures and ideas have shifted with increasing frequency.
In this course, we explore the precursors, context and consequences of paradigm shifts that occurred during the late 19th and early 20th centuries. Senior Inquiry requires students to construct their own knowledge and take an active role in their learning, mirroring their growing personal responsibilities outside the classroom. Senior Inquiry provides students with an early college experience in the supported and familiar structure of high school, empowering students to build the skills they need to succeed in the future.
The program is modeled on Portland State University's acclaimed interdisciplinary university studies program, so students who successfully complete the year-long course will earn:
** 1.0 Language Arts credit
**0.5 People and Politics Credit
**0.5 Economics Credit
**15 quarter credits from PSU
The PSU credits transfer to most other colleges and universities.

* By application and counselor approval.

AP ENGLISH LANGUAGE \& COMPOSIION
Grades: 11-12 (CHS, GHS, LHS) Prerequisite: None
1.0 credit

The AP English Language and Composition course aligns to an introductory collegelevel rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

```
    AP ENGLISH LITERATURE
& COMPOSITION
Grades: 11-12 (GHS, LHS)
        1 2 \text { (CHS)}
Prerequisite: None
```

1.0 credit

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical
analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a works structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## IB DP LANGUAGE \& LITERATURE SL1

 \& SL2*Grade: 11-12 (HHS)
Prerequisite: None $\quad 1.0$ credit each
This language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study works at standard level (SL) from a representative selection of genres, periods and places.

This is a two-year course which meets the 11th and 12th grade English language arts credit requirements. Students who successfully complete SL 1 and SL 2 will earn two credits.
*This course is offered in both English A and Spanish A. Spanish A is a capstone course option for students in the Dual Language Program.

## 1b Ib dp language \& literature* HL1 \& HL2

Grade: 11-12 (HHS)
Prerequisite: None
1.0 credit each

The language A : language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.
The course is organized into four parts, each focused on the study of either literary or
non-literary texts. Together, the four parts of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study works at the higher level from a representative selection of genres, text types, periods and places.
This is a two-year course which meets the 11th and 12th grade English language arts credit requirements. Students who successfully complete HL 1 and HL 2 will earn two credits.
*This course is offered in both English A and Spanish $A$. Spanish $A$ is a capstone course option for students in the Dual Language Program.

## STRATEGIC LITERACY

Grades: $9-12$ (CHS)
Prerequisite: None $\quad 0.5$ credit
Students who have not met benchmarks in reading and/or writing will be scheduled for this course. Understanding and responding to informational text and literacy is the focus of this class. Comprehension, oral reading fluency, and literacy skills in content areas are stressed.
Elective only: Does not meet English graduation requirement.

## CREATIVE WRITING 1

Grades: 9-12 (CHS, HOA)
10-12 (HHS, LHS)

## Prerequisite: None 0.5 credit

This course offers students the opportunity to produce various literary forms such as poetry, fiction, personal narratives, and journal writing. Students also learn how to edit and revise.
Elective only: Does not meet English graduation requirement.

## CREATIVE WRITING 2

Grades: 10-12 (CHS, HHS, LHS)
Prerequisite: Creative Writing $1 \quad 0.5$ credit
This course is for serious writers who wish to further develop their skills in a particular genre of writing. Independent projects will be student-driven, with a group workshop format to help students revise and revitalize their craft.
Elective only: Does not meet English graduation requirement.

## MYTHOLOGY \& FOLKLORE

Grades: 9-12 (HOA)

## Prerequisite: None

0.5 credit

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years and helped humans make sense of the world. Explore how these compelling tales continue to shape society even today.

Every student must earn three or more math credits (Algebra 1 level or higher) to graduate and be collegeeligible. There are multiple pathways available to students based on their post-high school plans and mastery of course content. For those intending to attend college, advanced courses are highly recommended to prepare for the rigor of college mathematics.

Most math courses have recommended prerequisites to guide appropriate course selection. Students are advised to discuss their math options with their teacher or counselor to select the course(s) and paths that best fit their individual education goals and plans. College credit may be earned by taking AP or IB courses.

IB courses are offered at Hilhi only.


## ALGEBRA 1

Grades: 9 (CHS, HOA)
9-12 (GHS, HHS, LHS)
Prerequisite: None
1.0 credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The course is based on the Common Core Mathematical Standards for Algebra 1. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. The five critical areas of focus are: relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. A scientific calculator is strongly recommended.
This course is also available in Spanish as a Dual Language Program course at HHS.

## ALGEBRA 1 (Everyday) <br> Grades: 9-12 (CHS) <br> Prerequisite: None <br> 2.0 credits*

This is a full-year, double-credit Algebra 1 course covering all the same content and concepts listed in the course description for Algebra 1. Students meet everyday, rather than every other day, as part of this course allowing for additional time, support, and re-teaching opportunities.

* 1.0 mathematics credit, 1.0 elective credit


## GEOMETRY

Grades: 9-12 (CHS, GHS, HHS, HOA, LHS) Prerequisite: Algebra $1 \quad 1.0$ credit
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The 6 critical areas of focus are: Congruence, proof, and constructions, Similarity, proof, and trigonometry, Extending to three dimensions, Connecting Algebra and Geometry through coordinates, and Circles with \& without coordinates. The Mathematical Practice Standards apply throughout each course and, together
with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A scientific calculator is strongly recommended.

## GEOMETRY (Everyday)

Grades: 10 (CHS)
Prerequisite: None $\quad 2.0$ credits* This course is a full-year, double-credit course of the three-year math sequence. Everyday Geometry is intended to help students meet current district and state standards. Students explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The 6 critical areas of focus are: Congruence, proof, and constructions, Similarity, proof, and trigonometry, Extending to three dimensions, Connecting Algebra and Geometry through coordinates, Circles with and without coordinates, and Applications of probability. Topics are stressed in an overall environment of problem-solving through translation of problems into solvable equations. Algebraic concepts will be taught kinesthetically and abstractly, to help students understand algebra topics better. A scientific calculator is strongly recommended.

* 1.0 mathematics credit, 1.0 elective credit


## ACCELERATED GEOMETRY

Grades: 9-10 (CHS)
Prerequisite: Algebra $1 \quad 1.0$ credit
This rigorous course is the second year of the three-year math sequence. Accelerated Geometry develops logical thinking and reasoning with a richer understanding of practical measurement through the study of plane figures such as triangles, circles, and parallelograms. A component of Accelerated Geometry is proof-writing that requires multi-step thinking. A ruler, compass, protractor, and scientific calculator are strongly recommended.

## ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Grade: 11-12 (CHS, GHS, HHS)
Prerequisite: Algebra 1+Geometry 1.0 credit Financial Algebra is an algebra-based, appli-cations-oriented, blended learning course that requires Algebra 1 and Geometry as a prerequisite. The course extends Algebra 1 concepts under seven financial umbrellas: banking; investing and modeling a business; employment and income taxes; automobile ownership; independent living, and retirement planning;
and household budgeting. Students use a variety of problem-solving skills and strategies in real-world contexts. A scientific calculator is strongly recommended.

## DATA SCIENCE <br> Grade: 10-12 (CHS, GHS, LHS)* Prerequisite: Algebra 1+Geometry

 1.0 creditIn this course, students will utilize indus-try-standard tools in the field of Data Science and Analysis to deepen their knowledge of basic statistics, analyze real world problems, draw conclusions, and communicate their thinking. These tools could include Tableau, Excel, Google Sheets, CODAP, and more. Completion of this course supports subsequent success in all math classes, but specifically scaffolds for success in AP Statistics and AP Computer Science Principles.
*HHS offers Data Science within IB DP Mathematics: Application \& Interpretation SL/HL

## ALGEBRA 2

Grades: 10-12 (CHS, GHS, HHS, HOA, LHS)
Prerequisite: Algebra 1+Geometry 1.0 credit Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The three critical areas of focus are: polynomial, rational and radical relationships; modeling with functions; and inferences and conclusions from data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A scientific calculator is strongly recommended.

## ACCELERATED ALGEBRA 2 <br> Grades: 9-11 (CHS) <br> Prerequisite: Geometry or $\quad 1.0$ credit Accelerated Geometry

This rigorous course is the third course in the three-year classical sequence intended for advanced students with a solid background in algebra and geometry. This course uses
functions as models for a number of applied situations. Geometric and algebraic concepts are extended and connected to topics in probability, statistics, and discrete math. Special emphasis of this course is seeing the nature of the change in the world through data analysis, lear, polynomial, exponential, and logarithmic functions. A graphing calculator is used daily and is strongly recommended.

## 10 Data Science/IB DP MATHEMATICS: APPLICATIONS \& INTERPRETATION SL/HL

## Grade: 11-12 (HHS)

Prerequisite: Geometry $\quad 1.0$ credit each
IB DP Mathematics: Applications and Interpretation is designed for students who are interested in a higher-level mathematics course and who may be most interested in pursuing the social sciences, medicine, or business. Most colleges and universities view this course as a replacement for Algebra 2 in a student's schedule. Topics covered include: Algebraic sequences, functions, geometry and trigonometry, statistics and probability, and calculus. The same topics are covered in both SL and HL, and more time is spent on the geometry, functions, trigonometry, and statistics sections in the HL curriculum. Students complete a project based on personal research by collecting, analyzing, and interpreting data. Students may choose to take the IB exam for their respective level of the course in May of the second year. A Texas instruments graphing calculator is required and may be checked out from the school.

## jo IB DP MATHEMATICS: ANALYSIS \& APPROACHES SL/HL

Grade: 11-12 (HHS)
Prerequisite: Algebra $2 \quad 1.0$ credit each IB DP Mathematics: Analysis and Approaches is designed for students who are interested in a higher-level mathematics course and who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics or engineering. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts.The course has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Topics covered include number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. The same topics are covered in both SL and HL, and more time is spent on the geometry, trigonometry, and calculus sections in the HL curriculum. The HL version of the course encompasses much of the content taught in AP Calculus BC. Students
complete a project based on personal research by investigating, problem-solving, and modeling an exploration of an area of mathematics. Students may choose to take the IB exam for their respective level of the course in May of the completing year. A Texas instruments graphing calculator is required and may be checked out from the school.

## PRE-CALCULUS

Grade: 10-12 (CHS, GHS, LHS, HOA) Prerequisite: Algebra $2 \quad 1.0$ credit Pre-Calculus is a rigorous course which emphasizes a multimodal approach to mathematics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. This course is focused on the skills and knowledge necessary for the student to successfully continue their mathematics education with Calculus. More specifically, this course will cover and strengthen advanced algebra concepts through greater problem complexity, with a later focus on trigonometry and trigonometric functions. Modeling of data and real-world scenarios is emphasized.

## AP ap calculus ab

Grade: 11-12 (CHS, GHS, LHS) Prerequisite: Pre-Calculus $\quad 1.0$ credit AP Calculus is devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## AP ap calculus BC

## Grade: 12 (GHS, LHS) <br> Prerequisite: AP Calculus AB or

 Pre-Calculus with teacher approval 1.0 creditIn this rigorous college-level course, students will advance their understanding of calculus by learning and applying concepts and functions graphically, numerically, analytically, and verbally. The course requirements established by The College Board will all be followed, with the ultimate goal being both success on the BC Calculus AP exam as well as a deeper and more enduring
understanding of calculus. Topics of this course will include: functions, graphs, and limits; derivatives; integrals; calculus with parametric equations, polar equations, conic sections, and vectors; and polynomial approximations and series. Calculus 1 (AP Calculus AB ) are reviewed and enriched, and AP Calculus BC -specific topics are fully covered by this course. A graphing calculator is required.

## STATISTICS

Grade: 11-12 (HOA, LHS)
Prerequisite: None
1.0 credit

This course is designed to provide students with an introduction to the basic essentials of statistics. Topics include finding measure of sentence and spread, creating graphs with one or two variable data sets, and probability concepts. Students will learn the course concepts through hands-on experimentation and investigation. Links between statistics and real-world applications will be demonstrated. A graphing calculator is recommended.

## AP ap statistics

## Grade: 9-12 (GHS)

## 11-12 (CHS, LHS)

Prerequisite: Algebra $2 \quad 1.0$ credit
The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. A Texas Instruments graphing calculator is required.

## - PHYSICAL EDUCATION 1

Grade: 9 (CHS, GHS, HHS, HOA, LHS)
Prerequisite: None
0.5 credit

This course stresses sportsmanship and desirable social habits. A wide range of activities are available to increase knowledge, skill, understanding, and appreciation of recreational activities and sports. Activities, both aerobic and anaerobic, promote physical fitness, flexibility, strength, and cardiovascular endurance. An academic curriculum content is included.

## (7) PHYSICAL EDUCATION 2

## Grades: 9-12 (CHS, HOA, HHS)

 10-12 (GHS, LHS)Prerequisite: None
0.5 credit

Students are encouraged to develop positive personal fitness. Both aerobic and anaerobic activities are included. Students engage in various lifetime carry-over activities through participation in various team sport activities and dual/individual activities presenting opportunity for social development.

## PHYSICAL EDUCATION 3

Grades: 10-12 (LHS)
Prerequisite: None
0.5 credit

This course is for students interested in continuing to improve their personal skills and knowledge. An ongoing fitness program including aerobic and anaerobic conditioning will be incorporated into activities.
This course fulfills PE 1 or PE 2 requirements.

## Elective physical education

## Grades: 9-12 (HOA)

Prerequisite: None
0.5 credit

Elective PE may be strength training and conditioning, court sports, dance, aerobic fitness or team sports.
Elective PE does not fulfill the PE 1 or PE 2 requirements.

## STRENGTH TRAINING \& CONDITIONING

## Grades: 9-12 (CHS, GHS, LHS*) 10-12 (HHS)

 Prerequisite: None0.5 credit

This course is recommended for self-motivated students who wish to achieve a high level of physical development through weight training, running, flexibility work, and conditioning. Throughout this course, students will be introduced to, and participate in, the basic elements of developing a weight training program and the proper form and techniques of various lifts. Students will use stretching exercises to increase flexibility speed, agility, and endurance. Students will learn basic anatomy and nutrition as they relate to fitness, and work towards personalized goals.
Does not fulfill the PE 1 or 2 requirements.

* LHS: teacher approval for 9th-grade students


## ADVANCED STRENGTH TRAINING

Grades: 9-12 (CHS, GHS, LHS) 10-12 (HHS)
Prerequisite: see below*
0.5 credit

This course is a continuation of the Strength Training and Conditioning class. The Advanced class focuses on functional strength training movements and exercises for those students who want to improve their lateral and linear speed, jumping ability, strength, flexibility, and overall explosiveness.
Does not fulfill the PE 1 or 2 requirements.
*GHS, HHS: completion of Strength Training \& Conditioning
CHS, LHS: completion of Strength Training \& Conditioning; teacher approval for 9th-grade students

## TEAM SPORTS

$$
\begin{aligned}
\text { Grades: } & 9-12 \text { (GHS) } \\
& 10-12 \text { (CHSHHS, LHS) }
\end{aligned}
$$

## Prerequisite: None

0.5 credit

This course is recommended for students who want to play a variety of team sports at a more competitive level. Activities may include: fleetball, basketball, volleyball, indoor soccer, team handball, etc. Advanced game skills and strategies, competitive tournaments and refereeing opportunities are provided.
Does not fulfill the PE 1 or 2 requirements.

## COURT SPORTS

## Grades: 9-12 (CHS, LHS)

## Prerequisite: None <br> 0.5 credit

Court Sports is an elective fitness class which provides students with the opportunity to play sports with less physical contact. Students will participate in activities such as: badminton, volleyball, tennis, and pickleball, etc. Singles and doubles, league play, and tournament play for each sport will allow students an opportunity to explore their single strengths and interests.
Does not fulfill the PE 1 or 2 requirements.

## AEROBICS/FITNESS FOR LIFE

## Grade: 10-12 (HHS)

Prerequisite: None

## 0.5 credit

This course is recommended to students who want to learn a variety of ways to exercise. This class teaches lifelong fitness through a variety of exercises including but not limited to circuit and aerobic training, introduction to weight training, Tae-bo, Pilates, Yoga, stress management/relaxation, and recreational games. This course will teach students how to assess their fitness, establish goals, and prescribe an exercise plan to reach their fitness goals by using training principles in all components of fitness.

Does not fulfill the PE 1 or 2 requirements.

## Unified PE <br> Grades: 10-12 (CHS) <br> Prerequisite: None 0.5 credit

Unified Physical Education is a PE class made up of students with and without disabilities working together to build strong and healthy habits. This class focuses on lifelong fitness, healthy habits and creating respectful bonds with fellow students through active participation, cooperation and teamwork. Students earn .5 general education PE credit during the semester. The major objectives of this class include gross motor skill development, improved physical fitness and developing an understanding for various rules of different games and activities.

## ADAPTIVE PE

The Adapted PE class is for students on Individualized Education Plans (IEPs) who have cognitive, physical and/or behavioral disabilities that impact their ability to be successful in the general education PE class. This class focuses on building active and healthy lifestyles through a wide range of activities including soccer, basketball, baseball, Frisbee, bowling and various other games. Adapted PE stresses good sportsmanship, teamwork and lifelong healthy habits.

In the Hillsboro School District, physics, chemistry and biology are required courses. Students may elect to take additional science classes for a fourth year of science.

IB courses are offered at Hilhi only.
More information about the courses is on the following pages.


## PHYSICS

## 2 Physics 1

Grade: 9 (CHS, GHS,HHS, HOA, LHS)
Prerequisite: None $\quad 1.0$ credit
This is a lab-based physics course (Patterns Physics) designed for freshmen based on the Next Generation Science Standards (NGSS). Using science and engineering practices and critical thinking students will discover and apply patterns in such major physics topics as motion, forces and momentum, energy, waves, and electromagnetism. Units include 1) Patterns, 2) Texting and Driving, 3) Energy and Engineering, 4) Engineering a Shoe, 5) Waves and Technology, 6) Electricity, Power Production, and Climate Science, and 7) Space and the Universe. An important aim of the course is to develop and build students' mathematical and compu-tational thinking, problem solving skills, scientific and technical literacy that will be useful in later science courses. The units also intentionally address career and college readiness. This course will address all Oregon Department of Education physics, inquiry, and engineering standards.

## PHYSICS

Grades: 9-12 (CHS, GHS) Prerequisite: None
1.0 credit

Physics explores the laws of the universe, integrating concepts and observations with mathematical descriptions and models of phenomena. Topics include: interaction of forces, interactions of forces and matter, motion, energy, electricity, magnetism, waves, and electromagnetic radiation. Scientific inquiry, experimental design, and analysis through laboratory work are integral parts of this course. Scientific literacy through reading and writing in science are emphasized.

## AP ap physics 1

Grades: 11-12 (CHS, LHS) Prerequisite: Algebra 2
1.0 credit
recommended
AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, power; and fluids.

## Prerequisite: Pre-Calculus <br> 1.0 credit

This course is designed to provide a firm foundation in physics for students intending to emphasize science and engineering in their college or university education. The topics of mechanics, electricity, and magnetism will be studied in-depth. Laboratory work combines experimental work with mathematical analysis and technical writing. Laboratory experiments are used to both justify and verify mathematical relationships of physical laws. Calculus is utilized throughout the course to explain the workings of the physical universe. The course covers the skills and knowledge for the AP Physics: Mechanics test and the AP Physics: Electricity \& Magnetism test.
 which seeks to explain the universe itself-from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right. Topics covered include kinematics, mechanics including force and motion, projectile and circular motion, gravity and energy. Lab is an essential part of the course.
This course is the first of two courses leading to the Standard Level IB exam.

## 10) IB DP PHYSICS SL2

## Grade: 12 (HHS)

Prerequisite: IB Physics SL1 $\quad 1.0$ credit IB DP Physics SL2 completes the IB DP Physics SL course. Additional topics include laboratory IB Internal Assessment, error analysis, waves, sound, light, electrostatics, electric circuits, atomic physics, quantum and nuclear physics, and one extended area of study in astrophysics or engineering physics. The Group Four project, "integrating physics

[^2]with other sciences," will be completed. Students completing the appropriate laboratory activities and the two years of the program requirements are eligible to take the IB Physics SL exam.

## ASTRONOMY

Grades: 11-12 (CHS, HOA)

## Prerequisite: None $\quad 1.0$ credit

Astronomy is the scientific study of the contents of the Universe and all that is in it. This course provides an overview of the main concepts in astronomy and an opportunity to correct common astronomical misconceptions. The content includes, but is not limited to, ancient and modern astronomy, the celestial sphere, light and gravity as astronomical tools, the earth/moon system, the solar system, the life cycles of stars and galaxies. Student will have an opportunity to dig deeper into their individual astronomy-related interests.
Elective course: does not fulfill the laboratory science requirement.

## CHEMISTRY

## - CHEMISTRY <br> Grades: 10 (CHS, GHS, HHS, HOA, LHS) Prerequisite: None $\quad 1.0$ credit

 This is a lab-based chemistry course that builds upon and applies skills and knowledge learned in Physics 1. Using science and engineering practices, students will explore the interactions among different forms of energy and matter. Topics covered include: physical properties and changes, Kinetic Molecular Theory and gas laws, periodic table and atoms, nuclear chemistry, bonding, chemical reactions, thermodynamics, kinetics, and equilibrium. An emphasis will be placed on the application of mathematical and computational thinking within the context of chemistry. This course will address all of the Oregon Department of Education chemistry, inquiry and engineering standards. This course is also available in Spanish as a Dual Language Program course at HHS.
## ACCELERATED CHEMISTRY

Grades: 10 (CHS, GHS)
Prerequisite: None
1.0 credit

This course is a college-preparatory course for students interested in engineering, scientific, or medical careers or those who desire a challenging science course. Accelerated Chemistry deals with many of the modern theories of chemistry, including quantum theory, bonding theory, kinetic theory, and acid- base theories. The unifying thread of
the course is the development of the atomic model. An approach to solving problems is developed at the beginning of the year and then utilized in different situations throughout the year. This approach is useful in other areas of study and vital in college science studies Descriptive chemistry is taught through laboratory work and demonstrations.

## AP ap chemistry

Grades: 11-12 (CHS, GHS, LHS) Prerequisite: Chemistry and $\quad 1.0$ credit Algebra 2 recommended
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many chemistry courses in colleges and universities.

## BIOLOGICAL SCIENCES

## Biology

Grades: 11 (CHS, GHS, HHS, HOA, LHS)

## Prerequisite: None

1.0 credit

Biology is a lab-based science course that integrates science and engineering practices, multidisciplinary concepts and the following core ideas: 1) Biodiversity, 2) Biomolecules, 3) Cells to Organisms, 4) Genomics, 5) Evolution, and 6) Matter, Energy, and Climate Change. Throughout the course, students will focus on patterns, processes, and relationships of living systems. Interactions and interdependence of living systems will be explored through observations, investigations, models, and technology. Scientific and technical literacy is integrated throughout the course.
This course is also available in Spanish as a Dual Language Program course at HHS.

## AP ap biology

Grades: 11-12 (CHS, GHS, LHS)
Recommended: Biology, Chemistry
1.0 credit

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following
topics: evolution, cellular processes energy and communication, genetics, information transfer, ecology, and interactions.

## IB DP BIOLOGY SL

Grade: 11-12 (HHS)
Prerequisite: Chemistry $\quad 1.0$ credit
This course is a broad and rigorous study of biological concepts. Topics studied include cells, biochemistry, genetics and heredity, evolution, ecology, and human and plant physiology. Laboratory activities are inqui-ry-based and assist students in developing their skills in designing experiments and analyzing data. Students who successfully complete this course are eligible to take the IB DP Biology SL examinations.

## IB DP BIOLOGY HL1

Grade: 11 (HHS)
Prerequisite: Chemistry $\quad 1.0$ credit
This course is an even broader and more rigorous, in-depth study of biological concepts. Topics studied include cells, biochemistry, genetics and heredity. Laboratory activities are inquiry-based and assist students in developing their skills for designing original experiments and analyzing data. This course is the first of two courses leading to the Higher Level IB exam.

## IB DP BIOLOGY HL 2

Grade: 12 (HHS)
Prerequisite: IB DP Biology HL1 1.0 credit This course completes the IB DP Biology HL curriculum. Topics studied in this course include cell energy, human and plant physiology, and ecology. Laboratory activities continue to be inquiry-based and further develop student skills in designing original experiments and analyzing data. Students who successfully complete this course are eligible to take the IB DP Biology HL examinations. Completion of IB DP Biology HL 1 and 2 can yield up to 12 credits at PCC, which will transfer to the Oregon University System.

## INTEGRATED SCIENCES

## ENVIRONMENTAL SCIENCE

Grades: 11-12 (LHS) Prerequisite: None $\quad 1.0$ credit Environmental Science is an interdisciplinary course focused on the connections between the physical, chemical, and biological systems on earth. Understanding the natural
cycling of water, nutrients, and energy is a primary focus of this course. The impact of human behavior as it applies to interactions with the natural world will be explored in detail. Concepts of sustainable and resilient human communities will be integrated into investigations of earth's systems and cycles.

## AP ap environmental science Grades: 10-12 (GHS) Prerequisite: Biology, Chemistry 1.0 credit and Algebra 1

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## ib ib DP ENVIRONMENTAL SYSTEMS \& SOCIETIES SL

Grade: 11-12 (HHS)
Prerequisite: None $\quad 1.0$ credit Pending School Board approval
IB Environmental Systems and Society is a complex course, requiring a diverse set of skills. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The course requires a systems approach to environmental understanding and prob-lem-solving, and promotes holistic thinking about environmental issues, culminating with a project that encourages students to develop solutions from a personal to a community and to a global scale.

## FORENSIC SCIENCE

Grades: 11-12 (CHS, HOA)
Prerequisite: None $\quad 1.0$ credit
Forensic Science looks at the variety of scientific techniques used in the exploration and establishment of facts or evidence from a crime or investigation. This multidisciplinary perspective utilizes skills from many fields of science such as chemistry, biology, geology, criminology, molecular biology, and anthropology. In this course students will learn techniques of collection and analysis to aid in the evaluation of a crime scene or investigation that can include violent crime, environmental hazards, accidents, and/or the establishment of identity and paternity.

Elective course: does not fulfill the laboratory science requirement.

## MARINE SCIENCE

Grades: 10-12 (HOA)
Prerequisite: None 0.5 credit

Examine the essential nature of water and how its special properties support all life on earth. Through the lens of the Scientific Method, you will engage with scientific inquiry to study aquatic ecosystems and how water, land, and weather all work together to create unique living environments. You will also learn about scientists who were critical to aquatic science and how to form valid and reliable conclusions from your study of water like they did.

Elective course: does not fulfill the laboratory science requirement.

Every student must earn three or more credits in Social Sciences to graduate, including one credit each in World Studies and U.S. History, and 0.5 credit each in People \& Politics and Economics (or their AP or IB course alternatives).

IB courses are offered at Hilhi only. More information about the courses is on the following pages.indicates a required class

## REQUIRED ALTERNATES* IB PROGRAM


*alternates fulfill course/ graduation requirements
**completion of IB History of the Americas HL1 and HL2 fulfills graduation requirements in Economics and People and Politics

## WORLD STUDIES

Grade: 9 (CHS, GHS, HHS, HOA, LHS)

## Prerequisite: None

1.0 credit

This full-year freshman course is designed to better acquaint students with the study of major world developments, increasing their knowledge of geography and history and how these studies relate to the world today. World Studies will also focus on the development of specific skills such as summarizing, categorizing, synthesizing, and analyzing various types of information. These skills will help students to increase their field-specific reading and writing ability. Students will also be encouraged to develop their speaking skills during informal discussions and formal presentations. This class is structured in a format that will include analysis of primary sources and discussion of this material.
At CHS, this course is blocked with English Language Arts 9.
This course is also available in Spanish as a Dual Language Program course at CHS

## AP ap human geography

Grades: 9 (CHS)
9-12 (GHS)
10-12 (LHS)
Prerequisite: None $\quad 1.0$ credit This course can fulfill the World Studies requirement for graduation. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).
At CHS, this course is blocked with Advanced English Language Arts 9.

## (J) U.S. HISTORY

Grades: 10 (HHS) 11 (CHS, GHS, HOA, LHS)
Prerequisite: None $\quad 1.0$ credit
This course examines the major themes, events, and people that have influenced American history from 1864 to the present. Events related to the political, economic, and social development of America will be covered in depth throughout the year, with special attention paid to identifying linkages between past and current events. Students in this course
will analyze and discuss a broad variety of problems that have influenced the development of American history, with an emphasis on how evolving norms have influenced the way that we study history. The major goals of this course are to encourage the ongoing development of the skills of historical analysis, synthesis and critical thinking.
This course is also available in Spanish as a Dual Language Program course at HHS.

## AP AP U.S. HISTORY

Grades: 11-12 (CHS, GHS, LHS)
Prerequisite: None $\quad 1.0$ credit This course fulfills the U.S. History requirement for graduation. The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course offers six historical thinking skills and three reasoning processes to guide students to make connections from past to present in preparation for the AP exam.
*CHS: Dual Credit opportunity with OIT.

## - ECONOMICS

Grade: 11 (HHS)
12 (CHS, GHS, HOA, LHS)
Prerequisite: None $\quad 0.5$ credit This course examines the principles and concepts of micro and macroeconomics, explores comparative economic systems, and the world economy. Economics also includes a personal finance unit with the goal of individual financial literacy.

## AP ECONOMICS

Grade: 12 (CHS)
Prerequisite: None $\quad 1.0$ credit
AP Economics addresses both micro- and macroeconomics. AP Microeconomics is the stsudy of how individuals, households, business, and government make economic decisions. Content focuses on the fundamentals of economics: scarcity, opportunity cost, supply and demand, market structures, firms' cost curves, and factor markets. The purpose of AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to economic systems as a whole. This course places particular emphasis on the study of national income, fiscal and monetary policy, economic performance
measures, economic growth, and international economics. Students are required to complete the entire course to receive the required credit.

## - PEOPLE \& POLITICS

Grades: 12 (CHS, GHS, HHS, HOA, LHS) Prerequisite: None $\quad 0.5$ credit
People and Politics focuses on how people are involved in the American political process. It examines the historical foundations of the United States, how government is organized and how it functions. Topics include citizen participation, individual rights, political parties, campaigns, and local, state, and national government. Student participation in a variety of classroom and political activities are a strong emphasis of this course.

## AP U.S. GOVERNMENT

Grade: 12 (CHS, GHS, LHS)
Prerequisite: None $\quad 1.0$ credit*
This is a highly-advanced course for accelerated college-bound seniors. The course will explore in depth the institutions, people, and laws that make up the American government. Specific topics will include the three branches of government, political ideology, voting and voting behavior, campaigns, the role that the media plays in a democratic society, and the government's role in the U.S. economy. Extensive reading from a college text and selected historic works will be required. Outside research and writing will be ongoing. Expect thorough discussions, detailed analysis, and complete examination of the U.S. Government from a historical and contemporary point of view. Students who pass the AP exam may receive college credit for the course. The entire course must be completed to receive credit for the People and Politics graduation requirement.
*Credit toward graduation requirements: 0.5 People \& Politics +0.5 Elective

## SENIOR INQUIRY

Grade: 12 (LHS)
Prerequisite: see below** 2.0 credits* Fee: approximately $\$ 900$
All fields of human endeavor change over time. Major changes in perspectiveparadigm shifts-can be brought about by technological and scientific advances, historical events and innovative people. Some of these shifts are felt only personally or within a specific discipline, but many have repercussions across fields. As means of travel and communication have improved, cultures and ideas have shifted with increasing frequency.

In this course, we explore the precursors, context and consequences of paradigm shifts that occurred during the late nineteenth and early twentieth centuries. Senior Inquiry requires students to construct their own knowledge and take an active role in their learning, mirroring their growing personal responsibilities outside the classroom. Senior Inquiry provides students with an early college experience in the supported and familiar structure of high school, empowering students to build the skills they need to succeed in the future.

The program is modeled on Portland State University's acclaimed interdisciplinary university studies program, so students who successfully complete the year-long course will earn:

* 1.0 Language Arts credit
* 0.5 People and Politics credit
* 0.5 Economics credit
* 15 quarter credits from PSU

The PSU credits transfer to most other colleges and universities.
**By application and counselor approval.

## YOU \& THE LAW

Grades: 10-12 (CHS, HHS, LHS) Prerequisite: None
0.5 credit

This course will explore the dimensions of civil and criminal laws, current legal trends, and constitutional interpretations as they apply to individual rights. In addition, students will discover how social class, race, gender, hierarchy, definitions of deviance, and classes of criminal and civil offenses influence what happens to people. Students will learn how people behave and how they relate to those institutions set up to service the public. Mock trials and applications of scientific methodology give this class a "hands-on" approach.

## IB DP HISTORY OF THE AMERICAS HL1 Grade: 11 (HHS) <br> Prerequisite: None $\quad 1.0$ credit

IB DP History of the Americas is a comparative and integrated exploration of the relationship of the United States, Canadian, and Latin American histories. Emphasis is placed on a comparative analysis of social, political, and economic issues within the Western Hemisphere with a primary focus on the 19th and 20th Century. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge as well as developing an understanding of multiple
interpretations of history. It puts a premium on developing the skills of critical thinking. Topics include: Independence Movements in the Americas, the Mexican Revolution and Civil Rights and Social Movements in the Americas post 1945. Presentation of a formal, independent research project is required and internally assessed. This course is one of the two courses leading to examination in History at the Higher Level.

IB DP HISTORY OF THE AMERICAS HL2 Grade: 12 (HHS)
Prerequisites: IB DP History of the 1.0 credit Americas HL1
This is one of the two courses designed to meet the requirements of the IB DP History curriculum and to prepare students for the three externally moderated exams. The course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes developing an understanding of multiple interpretations of history. This course focuses on three major themes designated in the IB curriculum: Rights and Protests, Independence Movements, and Emergence and development of democratic states. The course employs case studies in order to have students explore the themes present in 19th and 20th Century history in Asia/Oceania, Africa/ Middle East, Europe and the Americas. In addition,the course is specifically designed to build the skills of historians argumentative writing, original research, document analysis and historiography. Presentation of a formal, independent research project is required and internally assessed.
Completion of the two year course, IB DP History of the Americas HL1 and HL2, fulfills graduation requirements in Economics and People and Politics.

## ib ib dp GLOBAL POLItICS SL <br> Grade: 11-12 (HHS) Prerequisite: None

1.0 credit

The 21st century is characterized by rapid change and increasing interconnectedness, impacting people in unprecedented ways and creating complex global political challenges. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics, in order to better make sense of this changing world and their role in it as active citizens.

Global politics is an exciting dynamic subject which draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The course explores fundamental political concepts such as power, equality, sustainability and peace, in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real world examples and case studies.
Completion of IB DP Global Politics fulfills graduation requirements in People and Politics.

## AP WORLD HISTORY

Grade: 10-12 (CHS, GHS)
Prerequisite: None $\quad 1.0$ credit In this advanced year-long course, students will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills students will learn include evaluating primary and secondary sources, analyzing the claims, evidence, and reasoning you find in sources, putting historical developments in context and making connections between them, developing a claim or thesis and explaining/ supporting it in writing.

## AP EUROPEAN HISTORY

Grade: 10-12 (CHS, GHS)
Prerequisite: None $\quad 1.0$ credit
This advanced, year-long course, will provide students an opportunity to study European History from the late Middle Ages to the present. Students will study the politics and governments of the major countries and, also, philosophy, art, religion, and society across the ages. Students will be expected to read, write and participate in active discussions and projects. This course is recommended for self-directed and college bound students

## PSYCHOLOGY

Grades: 9-12 (GHS)
10-12 (CHS, HHS, LHS, HOA)
Prerequisite: None $\quad 0.5$ credit
The emphasis in this course is on the study of human behavior. Why do we act or behave the way we do? The course explores such topics
as learning, memory, personality, emotions, and mental illness.
At CHS and LHS, Psychology is blocked with Sociology.

## PSYCHOLOGY 2

Grades: 10-12 (HHS, HOA)

## Prerequisite: Psychology

0.5 credit

Enrich the quality of your life by learning to understand the actions of others! Topics include the study of memory, intelligence, emotion, health, stress, and personality. This course offers exciting online psychology experiments about the world around us.

## AP ap psychology <br> Grade: 10-12 (CHS, GHS, LHS) <br> Prerequisite: None

1.0 credit

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

## IB DP PSYCHOLOGY SL

## Grade: 11-12 (HHS)

Prerequisite: None $\quad 1.0$ credit Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and
apply it to specific lines of inquiry. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. IB DP Psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics.

## SOCIOLOGY

Grades: 9-12 (HOA)
10-12 (GHS, HHS, LHS)
11-12 (CHS)
Prerequisite: None
0.5 credit

Sociology means the study of society. It is concerned with groups and with actions of individuals within groups. In this course, students pursue an analysis of the nature and structure of society. Students will study the way sociologists perceive society; the process of becoming a social being; the way society is organized; the nature and structure of social institutions; and the study of race relations and gender roles. As a result of this course, it is hoped students will see the need for an understanding of the forces within society and these influences on our behavior.
At CHS and LHS, Sociology is blocked with Psychology.

## SOCIOLOGY 2

Grades: 9-12 (HOA)
Prerequisite: None
0.5 credit

Discover how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change. Investigate how our lives are shaped by entertainment, social institutions, and social change.
ib IB DP THEORY OF KNOWLEDGE (TOK) 1
Grade: 11 (HHS)
Prerequisite: None This course is designed to "cap" the International Baccalaureate curriculum by providing students with an opportunity for reflection and intellectual growth. Students examine the philosophy, origins and validity of various forms of knowledge and epistemological problems endemic to the junior and senior level curriculum. The focus of the course is on inquiry and critical thinking and is designed to give students a personal perspective on the discovery and creation of knowledge. Support time for

IB Diploma and Honors CCP students completing the Extended Essay and CAS is also embedded into the course.

## (6) IB DPTHEORY OF KNOWLEDGE (TOK)2 Grade: 12 (HHS) <br> Prerequisite: TOK 1 <br> 1.0 credit <br> TOK 2 explores the curriculum in TOK I in even greater depth and completes the foundational requirements for both the IB Diploma Core and Honors CCP. Support time for Diploma and Honors CCP students completing the Extended Essay and CAS is also embedded into the course.

## HISTORICAL ISSUES: AFRICAN AMERICAN HISTORY

Grades: 10-12 (HOA)
Prerequisite: None
0.5 credit

This course traces African Americans' accomplishments and obstacles, beginning with the slave trade on up to the modern Civil Rights movement, Learn about the political, economic, social, religious, and cultural factors that have influence African American life, meet individuals who changes the course of history, ,and explore how African American Story still influences current events.

HISTORICAL ISSUES: CONFLICT AND PEACE Grades: 10-12 (CHS)
Prerequisite: None
0.5 credit

This is an elective course that will examine issues from the 20th and 21st Century. This course is designed to help students evaluate history with a more thoughtful and worldly perspective. Students will evaluate primary sources and conflicting interpretations of history. The course will examine the causes and effects of conflict and war as well efforts to prevent war both past and present.

## HISTORICAL ISSUES:

HISTORY OF THE HOLOCAUST
Grades: 10-12 (LHS, HOA) Prerequisite: None
0.5 credit

Introduces the aftermath of World War I and the rise of the Nazis, the historical roots of anti-Semitism, the evolution of the Final Solution and its coordination in Nazioccupied Europe, the victims of Nazi policies, the camps, the perpetrators, bystanders, and the aftermath of the Holocaust.

## HISTORICAL ISSUES: HISTORY OF OREGON

Grades: 10-12 (LHS)

## Prerequisite: None

0.5 credit

Examines the rich and diverse history of Oregon including the significance of Oregon's frontier heritage and Oregon's role in American history from pre-European contact to the modern era. Explores economic, political, social, and cultural factors in terms of race, ethnicity, gender, class, and religion.

## HISTORICAL ISSUES: ETHNIC STUDIES <br> Grades: 10-12 (CHS, GHS, HHS, LHS) Prerequisite: None <br> 0.5 credit

The Ethnic Studies course is designed to give high school students an introduction to the experiences of ethnic communities that are rarely represented in textbooks. It is also a compelling way to examine race, ethnicity, nationality, and culture in the United States. The course equips students with a critical lens to see the world and their place in it by understanding systems and power at the root of American society and has as a goal to motivate students to actively engage in our democracy. Through the Ethnic Studies course, students are supported to discover and use their own power for the benefit of not only themselves, but also that of their community and society at large.

## NATIONAL SECURITY

Grades: 9-12 (HOA)

## Prerequisite: None

0.5 credit

Do you know what it takes to keep an entire nation safe? Not only does this effort require knowledge on how to handle disasters, but it demands a cool head and tremendous leadership abilities. In National Security, you will have the opportunity to learn about the critical elements of the job, such as evaluating satellite information, analyzing training procedures, assessing military engagement, preparing intelligence reports, coordinating information with other security agencies, and applying appropriate actions to various threats. Put yourself in the position of the country's decisive leaders and develop your own knowledge base and skill set necessary to meet the requirements of our nation's most demanding career.

CAREERS IN CRIMINAL JUSTICE
Grades: 9-12 (HOA)
Prerequisite: None $\quad 1.0$ credit
The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.
Students from any high school may forecast for this online course.

## CRIMINOLOGY

Grades: 9-12 (HOA)
Prerequisite: None $\quad 0.5$ credit
Students will be given the rare opportunity to climb inside the mind of a criminal and examine the ideas and motivations at work. The mental state of a criminal can be affected by many different aspects of life-psychological, biological, sociological-all of which have differing perspectives and influences. Students will investigate how these variables affect the criminal mind and how the criminal justice system remains committed to upholding the law through diligence and an uncompromising process.

## LAW \& ORDER

Grades:12 (HOA)
Prerequisite: Capstone (see page 40)
0.5 credit

Imagine if there were no laws and people could do anything they wanted. Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Explore the importance of laws and how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you'll learn to appreciate the larger legal process and how it safeguards us all. This course is part of the capstone experience for HOA Criminal Justice Career and College Pathway.

## PRINCIPLES OF PUBLIC SERVICE

Grades: 12 (HOA)
Prerequisite: Capstone (see page 40)
0.5 credit

Public service is a field that focuses on building a safe and healthy world, and you'll explore the many different career choices that are imperative to our comfort and success as a society. The protection of society is not
only one of our greatest challenges, but it also provides ways for people to work together to ensure safety and provide indispensable services. If you have ever contemplated being one of these real-life heroes, now is the time to learn more! This course is part of the capstone experience for HOA Criminal Justice Career and College Pathway. Students from any high school may forecast for this online course.

## World Language Proficiency Exam

A student may take a district-approved world language proficiency assessment to receive world language credit. Students who wish to earn a letter grade for the courses passed on the test can take the next level course or complete a portfolio option. Additionally, passing scores of 6 or higher in each domain on the STAMP or WordSpeak assessment qualify the student to potentially earn the State Seal of Biliteracy upon graduation. Each school site offers opportunities during the school year for students to take the proficiency exams. For more information, a list of assessed languages, and/or to register for the world language proficiency-based exam, please see your counselor or world language teacher.

FRENCH 1 (CHS, HHS, LHS)
MANDARIN 1 (CHS)
SPANISH 1 (CHS, GHS, HHS, HOA, LHS)
Grades: 9-12
Prerequisite: None
1.0 credit

Students will acquire basic language tools and vocabulary to talk about experiences in the present. Students will work toward a beginning level of language proficiency in speaking, listening, reading, and writing. Cross-cultural understanding is explored.

FRENCH 2 (CHS, HHS, LHS)
MANDARIN 2 (CHS)
SPANISH 2 (CHS, GHS, HHS, HOA, LHS)
Grades: 9-12

## Prerequisite: Demonstrate proficiency at level 1

Students will continue to develop their level of communicative proficiency to expand on past experiences and interests. Students will increase vocabulary and understanding of language structure. Cross-cultural understanding is explored.

FRENCH 3 (CHS, HHS, LHS)
GERMAN 3 (LHS)
SPANISH 3 (CHS, GHS, HHS, HOA, LHS)
Grades: 9-12
Prerequisite: Demonstrate proficiency $\quad 1.0$ credit at level 2
Students will continue to build reading and writing skills. Student proficiency will increase through oral conversations, skits and real-life simulations. Student will be able to communicate in multiple time frames. Cross-cultural understanding is explored.

FRENCH 4 (CHS, LHS)
GERMAN 4 (LHS)

SPANISH 4 (CHS, GHS, LHS)
Grades: 9-12
Prerequisite: Demonstrate proficiency $\quad 1.0$ credit at level 3
Students will refine skills in reading, writing, listening, and speaking using real world experiences and authentic resources.


This course is designed to provide authentic real-world application of the Spanish language through speaking, reading, writing, and listening. Students completing this course will have the opportunity to take the Advanced Placement exam in May.

## AP ap spanish literature

## Grades: 10-12 (CHS, GHS) Prerequisite: AP Spanish $\quad 1.0$ credit Language

This course engages students in the reading and analysis of Spanish literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments require students to analyze and interpret literary works. Students completing this course will have the opportunity to take the Advanced Placement exam in May.
CHS: Dual credit opportunity with WOU
This course may serve as the DLP Capstone course for 12th grade students

## SPANISH LITERACY 1

## Grades: 9-12 (GHS, HHS)

Prerequisite: Meets placement $\quad 1.0$ credit
Spanish-speaking students will be tested to determine their skill level in Spanish literacy. The class is designed for students who have not mastered reading and writing skills in Spanish. Students will read short stories, write in sentences and paragraphs, and reinforce their pride in culture.

## 3 IB LANGUAGE ab initio SL

Grades: 11-12 (HHS)

## Prerequisite: None $\quad 1.0$ credit

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. This course is offered at SL only, and is not accepted by colleges for credit. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to
communicate in the target language in familiar and unfamiliar contexts. The course will cover five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Within each theme, students will use personal, professional, and mass media texts to explore a variety of prescribed topics including eating and drinking, festivals and celebrations, media, social issues, and climate. The course culminates with an individual oral assessment.

## 1. IB DP SPANISH B SL IB DP FRENCH B SL

Grades: 11-12 (HHS) Prerequisite: successful $\quad 1.0$ credit completion of 3rd year
This course prepares students for advanced testing at university levels. Students write coherent essays, interact with native speakers in conversation or taped lectures, and speak in a participatory manner. Speaking assignments require students to explain and defend opinions, discuss abstract and concrete topics, and hypothesize on possible future events. Topics vary and include art, politics, science, health, current events, history, and students' own past and present. They also read a variety of texts such as articles, short novels, plays, poetry, and short stories. The course is conducted entirely in the target language. Students taking this course are eligible for the IB DP Language B SL exam.

## IB DP SPANISH B HL1

Grade: 11 (HHS)

## Prerequisite: successful <br> 1.0 credit

completion of 3rd year
This demanding course prepares students for advanced testing at university levels. Students write cohesive essays, interact with native speakers in conversation or taped lectures, and speak in a participatory manner. Speaking assignments require students to explain and defend opinions, discuss abstract and concrete topics, and hypothesize on possible future events. Topics vary and include art, politics, science, health, current events, history, and students' own past and present. Students also read a variety of texts such as articles, short novels, plays, poetry, and short stories. The course is conducted entirely in the target language and requires students to be independent, highly motivated, and take initiative for their language goals. This course is the first of the two courses leading to examination in a Second Language at the Higher Level.
IB DP Spanish B HL1 is one capstone option for students in the Dual Language Program.

10 IB DP SPANISH B HL2 Grade: 12 (HHS)
Prerequisite: IB Spanish B HL1 1.0 credit This course prepares students for advanced testing at university levels. Students write cohesive essays, interact with native speakers in conversation or taped lectures, and speak in a participatory manner. Speaking assignments require students to explain and defend opinions, discuss abstract and concrete topics, and hypothesize on possible future events. Topics include art, politics, science, health, current events, history, and students' own past and present. Students also read a variety of texts such as articles, short novels, plays, poetry, and short stories. The course is conducted entirely in the target language and requires students to be independent, highly motivated, and take initiative for their language goals. Students taking this course will be eligible for the IB DP Language B HL exam.
IB DP Spanish B HL2 is one capstone option for students in the Dual Language Program.

Specially-designed instruction related to students' Individual Education Programs (IEPs) occurs in Learning Resource Center (LRC) classes and/or general education classes. While the district course catalog includes all course offerings, specific courses may not be offered across high schools. IEP teams will determine appropriate course placement based on course offerings at individual buildings. Placement criteria for all LRC classes is by IEP team decision.

## ELA SUPPORT 9

Grade: 9
Credit: 1.0 Elective Credit
This course is taken concurrently with ELA 9. Designed to pre-teach and reteach core standards in the general education classrooms.

## ELA SUPPORT 10

## Grade: 10

Credit: 1.0 Elective Credit This course is taken concurrently with ELA 10. Designed to pre-teach and reteach core standards in the general education classrooms.

## ELA SUPPORT 11-12

Grade: 11-12
Credit: 1.0 Elective Credit
This course is taken concurrently with ELA 11 and 12. Designed to pre-teach and reteach core standards in the general education classrooms.

## SUPPORT FOR CORE CONTENT 9

Grade: 9
Credit: 1.0 Elective credit
This course is designed to be taken concurrently with 9th grade general education courses like English language arts, social studies and science. The syllabus will be aligned with the concurrent standards-based general education course. Support, direct instruction, organizational strategies, and guided practice in the areas of writing, comprehension of informational and literary text, research, and technical writing will be provided.

## SUPPORT FOR CORE CONTENT 10

Grade: 10
Credit: 1.0 Elective credit
This course is designed to be taken concurrently with 10th grade general education courses like English language arts, social studies and science. The syllabus will be aligned with the concurrent standards-based general education course. Support, direct instruction, organizational strategies, and guided practice in the areas of writing, comprehension of informational and literary text, research, and technical writing will be provided.

## SUPPORT FOR CORE CONTENT 11

## Grade: 11

Credit: 1.0 Elective credit This course is designed to be taken concurrently with 11th grade general education courses like English language arts, social studies and science. The syllabus will be aligned with the concurrent standards-based general education course. Support, direct instruction, organizational strategies, and guided practice in the areas of writing, comprehension of informational and literary text, research, and technical writing will be provided.

## SUPPORT FOR CORE CONTENT 12 Grades: 12

Credit: 1.0 Elective credit This course is designed to be taken concurrently with 12th grade general education courses like English language arts, social studies and science. The syllabus will be aligned with the concurrent standards-based general education course. Support, direct instruction, organizational strategies, and guided practice in the areas of writing, comprehension of informational and literary text, research, and technical writing will be provided.

## SUPPORT FOR ORGANIZING AND STUDYING Grade(s): Suggested for 9-12

Credit: 1.0 Elective credit This course is designed to teach and develop access skills needed for general education success. These may include but are not limited to: organization, note-taking, test preparation, academic discourse, critical thinking, close reading, self-advocacy, vocabulary development, interpersonal communication, and academic writing.

## MATH SUPPORT: ALGEBRA 1

Grades: 9-10
Credit: 1.0 Elective credit This course is designed as a support class to be taken concurrently with Algebra I. The syllabus will be aligned with the concurrent Algebra I course. It will provide additional direct instruction and guided practice with math concepts. Study skills relevant to math will be taught.

## MATH SUPPORT: GEOMETRY

 Grades: 10-11Credit: 1.0 Elective credit This course is designed as a support class to be taken concurrently with Geometry. The syllabus will be aligned with the concurrent Geometry course. It will provide additional direct instruction and guided practice with math concepts. Study skills relevant to math will be taught.

## MATH SUPPORT: ALGEBRA 2

## Grades: 11-12

Credit: 1.0 Elective credit
This course is designed as a support class to be taken concurrently with an Algebra 2 course. The syllabus will be aligned with the concurrent Algebra 2 course. It will provide additional direct instruction and guided practice with math concepts. Study skills relevant to math will be taught.

## FOUNDATIONS FOR THE FUTURE

## Grades: 9-10

## Credit: 0.5 Elective credit

This course is designed for students who need to learn about problem-solving, self-advocacy, goal setting and personal awareness to become more successful students. In the units, students will gain knowledge of their strengths and weaknesses, personal disability, and how to speak up for themselves in a school setting. Students will practice developing communication and decision making skills.

## INTRODUCTION TO CAREERS

Grade: 10-11 (GHS, HHS)
11 (CHS)
Credit: 0.5 Elective credit
This course is designed for students who need to assess skills and interests, explore career options, and learn how to develop a plan to achieve their post-high school goals. In the units, students will complete career interest inventories and explore careers and entry level requirements through a variety of activities.

## CONNECTIONS TO COLLEGE

Grade: 12 (GHS,HHS)
11-12 (CHS)
Credit: 0.5 Elective credit
Students enrolled in this course will be pursuing post-secondary educational opportunities. They will learn about general and specific college requirements and processes, the differences between high school and college, how the law changes from high school to adult settings (IDEA vs. ADA), and how to access college disability services. Students will take a field trip to PCC.

## CONNECTIONS TO CAREERS

## Grade: 12

Credit: 0.5 Elective credit
This course is designed for students who need to develop knowledge and skills required for successful employment. Students will look how and where to find job openings and develop the skills necessary to get and keep a job.

## WORK EXPERIENCE

Grades: 10-12 (GHS, HHS, HOA, LHS)
Credit: 0.5 Elective credit (repeatable)
This course is designed for students who need a continuum of instruction in work-related skills. On and off-campus work experiences are designed to develop work habits and work communication skills. Students will learn what is expected in a work setting in a hands-on environment.

## C) SENIOR SEMINAR

Grade: 12 (CHS, GHS, HHS, HOA, LHS)
Prerequisite: None
0.5 credit

Each Hillsboro School District high school senior is required to complete a senior project in order to graduate. The requirements for these projects are set by the District and the Oregon Department of Education. Students enrolled in a senior-level course in a career learning area have an opportunity to work on these senior projects in that course. Senior Seminar is a required course for all other seniors. Senior Seminar provides students the opportunity and support to design and implement their senior project. The project will represent the interests, knowledge, and skills they have gained in high school and their visions for their future education and work. Components of the project include the project proposal, conducting research, writing a paper, and a presentation of the completed project. Students will also assemble a portfolio of their graduation requirements, letters of commendation and recommendation, transcripts, and other documents which can be used when applying to college or for a job.

## WORKPLACE \& INTERNSHIP READINESS

Grade: 12 (HOA)
Prerequisite: see below* 0.5 credit
Discover how to build a well-rounded set of employability and personal leadership skills that allow you to guide your own career. Learn how to communicate with others, take initiative, set goals, problem-solve, research different career options, and envision your own personal career path. Get ready to create a powerful launching pad that will help you blast off into a great first job experience! *This course should be taken concurrently with HOA Capstone courses for Career \& College Pathways

## COMMUNITY SERVICE LEARNING ELECTIVE: Early Education

Grades: 10-12 (CHS)
Prerequisite: Application and counselor approval
0.5 credit*

Students will be set up with an internship site relating to working with young children (elementary school, child care center, preschool program, or in-house internship at Little Jags). Students will earn credit based on hours served at their site, feedback from mentors, and weekly reflections. These seniors will also complete their senior capstone project in this class. ONLY students who have been pre-approved and completed the fast track requirements of completing Child Development 4 by the end of 11th grade should forecast for this class.

## COMMUNITY SERVICE LEARNING ELECTIVE: Local Business/Organization Grade: 9-12 (CHS, GHS, HHS, LHS) Prerequisite: Application and counselor approval

 0.5 credit*This semester course is designed to engage our youth in a meaningful internship placement that closely parallels a stu-
dent's career pathway interest. This course introduces students to many of the main tasks and functions of a particular career or organization. Working in conjunction with a local business, corporation or non-profit, students will support projects related to the agency's primary work. The course will serve the purpose of developing leadership, problem-solving and practical skills related to the world of work. The internship experience and skills gained in this course will benefit students by developing college and career readiness skills as well as developing their civic skills as citizens in their community working with local businesses and agencies. Students interested in taking this course must see counselor for application. Approval is required prior to enrollment. In order to earn the 0.5 credit, students must complete 65 hours.
The course is Satisfactory/Unsatisfactory.
*Limit of 1.0 credit earned per year

## COMMUNITY SERVICE LEARNING ELECTIVE: Sports Medicine/Physical Education

Grades: 9-12 (GHS, HHS, LHS)
Prerequisite: Application and
0.5 credit
counselor approval
This semester course will provide students an internship placement specific to K-12 physical education. The internship experience and skills gained in this course will benefit students by developing college and career readiness skills as well as developing their knowledge and skills in the field of physical education. Students interested in taking this course must see their counselor for an application. Approval is required prior to enrollment. The course is Satisfactory/Unsatisfactory.

## WORK EXPERIENCE

Grades: 10-12 (CHS, GHS, HHS, HOA, LHS)
Credit: 0.5 Elective credit(repeatable)
Off-campus work experiences are designed to develop employability skills. Students will learn what is expected in a work setting in a hands-on environment. This course offers elective credit for students who are self placed in a job, internship, or apprenticeship.

## TEACHER'S AIDE

Grades: 9-12 (CHS)
10-12 (GHS)
11-12 (HHS, LHS)
Prerequisite: see below*
0.5 credit

Teacher's aides become involved in a variety of learning experiences either on campus. Students may work with and assist teachers in a variety of ways, work in counseling, attendance and administration
offices, assist in the library or bookstore, and in many other capacities on the campus. Satisfactory/unsatisfactory grading.
*One student aide course per semester, staff approval

## AIDE/PEER TUTOR

Grades: 11-12 (HHS)
Prerequisite: None
Students may apply to be a student aide or mentor at a district elementary school or other district program. Specifics of the aide/mentor position will be determined by the administrations of HOA and of the school or program the student is placed in. Examples may include: academic assistance to struggling students, class assistant in a special needs classroom or playground/physical education assistant.

## NAVIGATING ADULTHOOD

Grades: 11-12 (CHS, GHS, LHS) Prerequisite: None

## 0.5 credit

This course will help students to prepare for life after high school by learning the things adults need to know to navigate life successfully. Topics will include financial responsibilities, professional skills, civic responsibility, understanding the diverse world we live in, interacting in a digital era, and balancing life responsibilities.

## AVID

Grades: 9-12 (CHS, GHS, HHS, LHS)
Prerequisite: see below* $\quad 1.0$ credit
AVID is an in-school academic support program for grades 9-12 that prepares students for four-year college and university eligibility and success. AVID targets students in the academic middle. AVID students must commit to enrollment in a rigorous college preparatory sequence of courses. Students will learn and apply study skills and learning strategies to improve performance in their other classes. Note taking, outlining, writing, speaking, reading, test strategies and self-awareness are stressed, including college research activities and SAT and ACT test preparation. Students will be coached individually and in study groups by specially trained tutors. AVID's systematic approach increases students' chance for success in four-year colleges while supporting schoolwide and districtwide learning and performance goals.
*Students must apply and be interviewed before being accepted to this course.

## AVID TUTOR

Grades: 11-12 (CHS, GHS, HHS, LHS)
Prerequisite: see below* 0.5 credit
The AVID tutor takes an active part in developing the academic and personal strengths of students in the AVID Elective, a college pre-
paratory course. AVID Tutors will be trained in WICOR (writing, inquiry, collaboration, organization, reading) strategies and the ten steps of the tutorial process. Tutors will facilitate small group tutorials where they need not be experts in all subjects, but instead be active learners. Additionally, tutors will assist AVID students with Cornell notes, binder checks, tutorial requests forms, planners, and the successful completion of college eligibility requirements under the supervision of the AVID elective teacher. AVID tutors are expected to serve as positive role models and mentors to students in the AVID elective. May be repeated.
*Students must apply and be approved before enrolling in this course.

## PEER TUTOR

Grades: 11-12 (GHS, HHS, LHS)
0.5-1.0 credit

Peer tutors are students who have demonstrated proficiency at high levels in or across subject areas. They work one-on-one or in groups with students in the classroom or during tutoring sessions. Peer tutors must be highly responsible and have a desire to help others learn.

## ACADEMIC OPTIONS

Grade: 11-12 (CHS, GHS, HHS, LHS, HOA)
(12th-graders take precedence if space is limited)

## Prerequisite: Counselor recommendation

Academic Options provides an opportunity for students to recover credit for a failed course that is required for graduation. This course uses an online learning program as a tool for individualized instruction to recoup learning standards not mastered in the original class. This program also offers academic support for students in their current course load outside of Academic Options.

## OFF-CAMPUS SUPPLEMENTAL OPPORTUNITIES

## EXPANDED OPTIONS

## Grades: 10-12

Prerequisite: see below* credit varies
Expanded Options provides an opportunity to attend college level classes if a student needs a core/required course at a level not provided at their school or within the district while still in high school with tuition paid by the District. Additionally, Expanded Options could be utilized if a student is interested in a career and college pathway program that is not available to them within the district. There is a limit to the number of credits the District can provide and participation priority is given to students who qualify for the free and re-duced-priced meal program. Students must be accepted by an eligible public post- secondary Oregon institution and follow a learning plan agreed upon by the student, staff, and parents to reflect the student's goals. Students must be 16 or older at the time they begin the course. *Appropriate HS prerequisites; parent, counselor and administrator approval. Space is subject to availability.


It is the philosophy of Hillsboro School District that no student be denied the opportunity to participate in any phase of the curriculum because of financial hardship. The district will provide necessary materials free of charge to any student whose parents indicate that the costs entailed would represent a financial hardship to the family.

Arrangements should be worked out through the school's bookkeeper, rather than the teacher or coach whose class or activity is involved

| Description | CHS, GHS, HHS, LHS |
| :---: | :---: |
| Required Fees |  |
| ASB (required for students involved in a school-sanctioned activity/ sport) | \$20 |
| Activity fee* <br> - Band-marching <br> - Cheerleading <br> - Color guard <br> - Dance team | \$150* |
| Athletic participation fee* | \$200* |
| AP Exam Fees | Students do not have to register for AP exams to take AP courses, however if they do choose to take an exam there is an associated fee. |
| IB Exam Fees | Student do not have to register for the exams to take the IB courses, however, IB exam fees are waived for all Hillsboro High School students due to the school's participation in the Community Eligibility Provision (CEP) |
| Parking permit | \$30 per year, fees for additional stickers |
| Yearbook | Varies |

* per student per sport/activity, up to a maximum of $\$ 400$ per student; maximum $\$ 800$ per family for level 1 sports. Level 1 sports include football, soccer, cross country, volleyball, swimming, basketball, wrestling, baseball, softball, and track and field. Level 2 and club sports fees may vary by school and do not count toward the cap. Please see your school's athletic secretary for more information.

Some courses are costly to offer due to materials required. If you would like to make a voluntary contribution to any of our classes, please see the school's bookkeeper.

## Course Planning

Beginning with the 2024-2025 school year, HSD high schools will use the online platform, Xello, to assist students in creating their four-year high school plans. As a guidance tool prior to the forecasting process, students build their own course plans in order to create a sense of ownership over their paths through high school, and to ensure they are working toward meeting their post-secondary goals. Counselors and families can view student plans and provide informed suggestions and encouragement. This allows families to take a larger role in their student's future planning process.

## Course Planning (continued)

## Login Information

Students can access Xello through MyApps which is accessed using their district username and password

More information about Xello itself can be found at https://xello.world/en/middle-and-high-school/

## Century School-Based Health Center




Adolescents are reported to have the lowest access to health care of any age group and they are the least likely to seek care through a traditional doctor's office. The goal of the SchoolBased Health Center (SBHC) is to serve student health needs by providing a quality comprehensive health care facility located conveniently at Century High School that is open to all students and employees of the Hillsboro School District!

Located on the Century HS Campus:
1998 SE Century Blvd Hillsboro, OR 97123
Hours: M-F: 8:00-4:30 (closed 12:00-12:30 for lunch)
More Info \& Scheduling: 503-597-4580

## Questions \& Answers

Are there licensed medical providers on staff?
Absolutely, the SBHC has a licensed Nurse Practitioner or Physician Assistant and a Mental Health Therapist on staff, plus a certified Drug \& Alcohol counselor.

## What about insurance?

The SBHC can bill most private health insurance plans and may collect a co-pay at the time of your visit. Oregon Health Plan (OHP) is also accepted, which does not require a co-pay. Contact your SBHC to see if they can take your insurance. No insurance? No problem. The SBHC will assess if you are eligible for a discounted fee, based on income. Families that earn less will pay less. No one will be turned away for their inability to pay.

## Do I need an appointment?

Appointments are preferred, but if you have an urgent need, you can walk in. To make an appointment simply call the SBHC to schedule, or walk in and request a visit.

## Is my appointment confidential?

Your privacy and safety are a priority at the SBHC. In general, adolescents have a right to privacy regarding some health information. If there is a safety concern, we are required to report by law. SBHC staff work with youth of all ages to involve parents/guardians in their care. If you have any questions about the confidentiality of your care, please ask our knowledgeable staff.

## Some of the services you can access at the SBHC are:

- Physical exams
- Sports physicals
- Immunizations
- Urgent care
- Diagnosis and treatment of acute and chronic illness
- Specialist referrals
- Mental health therapy
- Substance abuse screenings
- IEP support
- LGBTQ+ safe zone



## Index

## A

Academic Activity Fees 94
Additional Educational Options 91
Admission Requirements for Colleges \&
--Universities 5,6
Advanced Placement 15

## C

Career and College Pathways 21
Career and College Planning Timeline 22
Career and College Readiness Roadmap 23
Career Development Credit 21
CCP Coursework 24
CCP Career Learning Areas
Agriculture, Food and Natural Resource Systems 27
Arts, Information and Communication 28
Business and Management 33
Health Sciences 35
Human Resources 37
Industrial and Engineering Systems 41
Century Student Based Health Center 95
Counseling Procedures 7, 8
Course Planning 94
Courses by Subject Area
Additional Educational Options 91

- Off-Campus Supplemental Opportunities 92
Agriculture, Food, and Natural Resources 45
- Agriculture 45

Arts, Information, and Communication 47

- Visual Arts 47
- Performing Arts 49
- Theatre \& Film Arts 50
- Film 51
- Information Tech 51
- Computing 51
- Communications 53

Business | Culinary 54

- Business \& Marketing 54
- Culinary Arts \& Hospitality 55

English Language Development 67
Health 68
Health Sciences 56
Industrial \& Engineering Systems 62

- Aerospace 64
- Automotive Technology 65
- Costruction \& Woodworking 63
- Diesel Services Technology 65
- Drafting 63
- Engineering \& Electronics 62
- Metal Processing 64

Language Arts 69
Learning Resource Center 89
Mathematics 73
Physical Education 76
Public Service \& Human Resources 59

- Community Service 59
- Early Childhood Education 59
- Fire Science 59
- Interpretation \& Translation Services 61
- Leadership 61

Science 78

- Biological Sciences 80
- Chemistry 79
- Integrated Sciences 80
- Physics 79

Social Science 82
World Languages 87
Courses by Title
3-D Art 47
Academic Options 92
Accelerated Algebra 274
Accelerated Chemistry 79
Accelerated Geometry 74
Accounting 54
Adaptive P.E. 77
Advanced Algebra with Financial Applications 74
Advanced Bioscience Technologies 57
Advanced Culinary Arts 55
Advanced English Language Arts 71
Advanced Graphic Arts Studio 48
Advanced Strength Training 76
Aerobics/Fitness for Life 76
Agriscience 45
Aide/Peer Tutor 91
Algebra 74
Animal Care Lab 46
Animal Nutrition 45
AP Biology 80
AP Calculus 75
AP Chemistry 80
AP Computer Science A 52
AP Computer Science Principles 52
AP Economics 83
AP English Language \& Composition 71
AP English Literature \& Composition 71
AP Environmental Science 80
AP European History 84
AP Human Geography 83
AP Music Theory 50
AP Physics 79
Applied Computing 51
Applied Web Design 51
AP Psychology 86
AP Spanish Language 87
AP Spanish Literature 87
AP Statistics 75
AP Studio Art 47
AP U.S. Government 83
AP U.S. History 83
AP World History 84
Art 46
Astronomy 79
Automotive Technology 65
AVID 92
AVID Tutor 92
Biology 80
Biomanufacturing 57
Business Law 54
Careers in Criminal Justice 86
Cartooning \& Drawing 48
CCS: Civic \& Community Services 59

## Ceramics 48

Chemistry 79
Child Development 59
College Prep English Language Arts 71
Communications 53
Community Service Learning

- Early Education 91
- Local Business/Organization 91
- Sports Medicine/Physical Education 91

Computer Applications 51
Computer Game Design 52
Computer Science Principles 51
Concert Band 49
Concert Choir 50
Connections to Careers 90
Connections to College 90
Construction 63
Construction Technology 63
Cosmetology 61
Court Sports 76
Creative Computing 51
Creative Writing 53, 72
Criminology 86
Data Science 74
Daycare Work Experience 59
Diesel Service Technology 65
Digital Electronics 62
Digital Photography 48
Discovering Natural Resources 45
Drafting 63
Drafting Technology 63
Dual Language Program - Spanish Language
Arts 70
Early Childhood Education 60
Economics 83
ELA Support 89
ELD Tutorial 67
Elective Physical Education 76
Electronic Technology 62
Emerging ELD 67
Engineering Design \& Development 62
Engineering Prep 62
English Language Arts 70
Environmental Science 80
Expanded Options 92
Fashion Design 61
Film 51
Fire Science 60
Fitness Training \& Sports Medicine 56
Forensic Science 81
Foundation Choir (SATB) 49
Foundations for the Future 90
French 87
Geometry 74
Gourmet Foods \& Hospitality 55
Graphic Design 48
Guitar 48
Health 68
Health Occupations

- CCMA 56
- Dental Assistant 56
- Pharmacy Technician 57
- Phlebotomy Technician 57

Health Sciences 56
Historical Issues

- African American History 85
- Conflict and Peace 85
- Ethnic Studies 86
- History of Oregon 86
- History of the Holocaust 85

Human Growth and Development 60
Humanities 71
IB DP Biology 80
IB DP Business Management SL 54
IB DP French 88
IB DP Environmental Systems \& Societies 80
IB DP Global Politics SL 84
IB DP History of the Americas 84
IB DP Language ab initio SL 87
IB DP Language \& Literature HL 72
IB DP Language \& Literature SL 72
IB DP Mathematics: Applications \& Interpretation SL/HL 75
IB DP Mathematics: Analysis \& Approaches SL/HL 75
IB DP Physics 79
IB DP Psychology SL 85
IB DP Spanish 88
IB DP Sports, Exercise, and Health Science SL1
\& SL2 57
IB DP Theatre Arts HL1 51
IB DP Theory of Knowledge 85
Interpreting and Translation 61
Intro to Aerospace 64
Intro to Agriculture 45
Intro to Arts 53
Intro to Bioscience Technologies 57
Intro to Careers 90
Intro to Computer Science 51
Intro to Culinary Arts 55
Intro to Digital Technologies 62
Intro to Engineering Design 62
Intro to Fire \& Emergency Services 60
Intro to Forestry \& Natural Resources 45
Intro to Health Science Professions 56
Intro to Horticulture Technology \& Design 45
Intro to Journalism 53
Intro to Renewable Technologies 46
Intro to Veterinary Science 45
Jazz Ensemble 49
Law \& Order 86
Leadership 61
Liberty Marketing \& Management, Inc. 54
Management/Business Seminar 54
Mandarin 87
Mariachi 49
Marine Science 81
Marketing 54
Marketing Lab 54
Math Support: Algebra 89
Math Support: Geometry 89
Mechanic 1: Aircraft Applied Science 64
Mechanic 2: Materials \& Process 64
Medical Laboratory Technology 57
Metal Processing 64
Music Percussion 49
Mythology \& Folklore 72
National Security 86
Navigating Adulthood 92
Newcomer ELD 67
Peer Tutor 92
People \& Politics 83
Personal Finance 54
Physical Education 76
Physics 79
Pilot 1A: Applied Aerodynamics 64

Pilot 2: Private Pilot Ground 64
Pre-Calculus 75
Principles of Engineering 62
Principles of Public Service 86
Programming 52
Progressing ELD 67
Psychology 84
Research \& Development 52, 63
Restaurant Management 55
Robotics 62
Senior Inquiry 71, 83
Senior Seminar 91
Sociology 85
Spanish 87
Spanish Literacy 87
Sports, Entertainment \& Event Marketing 54
Statistics 75
Strategic Literacy 72
Strength Training \& Conditioning 76
Student Government 61
Studio Production 53
Support for Core Content 89
Support for Organizing \& Studying 89
Sustainable Agriculture 46
Sustainable Design 64
Symphonic Band 49
Team Sports 76
Teaching \& Education 60
Technical Theatre Production 50
Teen Parent Support Seminar 61
Tenor and Bass Chorus 50
Theatre 50
Theatre Foundations 50
Treble Chorus 50
UAS Operations 65
Unified P.E. 77
U.S. History 83

Veterinary Science 45
Video Production 53
Vocal Ensemble 50
Web Design 52
Wind Ensemble 49
Woodwork Technology 64
Work Experience 90
Workplace \& Internship Readiness 91
World Studies 83
Yearbook Staff 53
You \& the Law 84

## D

Diploma Requirements 3
Dual Credit Opportunities 18
Dual Language Program 9

## G

Grades, Weighted 4
Graduation Honors 5

## H

Hillsboro Online Academy 11

## I

International Baccalaureate Programs 16

## N

NCAA Athletic Eligibility 6

## 0

Oak Street Campus 12

## S

Schedule Correction Procedures 7
Senior Project and Portfolio 14

## T

Testing Dates for 2018-19 School Year 6, 7

## U

Understanding a Course Description 2


Century High School
Principal: Julie Kasper


2000 SE Century Blvd. Hillsboro, OR 97123-8390 Phone: 503.844.1800 Fax: 503.844.1825


Crimson Tide
Glencoe High School
Principal: Claudia Ruf


2700 NW Glencoe Road Hillsboro, OR 97124-1518

Phone: 503.844.1900 Fax: 503.844.1949


Oak Street Campus
Principal: Amy Torres
440 SE Oak Street
Hillsboro, OR 97123
Phone: 503.844.1680
Fax: 503.844.1051


Spartans
Hillsboro High School
Principal: Cary Meier


3285 SE Rood Bridge Road Hillsboro, OR 97123-8654 Phone: 503.844.1980 Fax: 503.844.1999


Falcons
Liberty High School
Principal: TBD


7445 NE Wagon Drive Hillsboro, OR 97124 Phone: 503.844.1250
Fax: 503.844.1299


Hillsboro Online Academy
Administrator:
Shannon Freudenthal Grades K-8:
7201 SE Kinnaman St
Hillsboro, OR 97123
Grades 9-12:
440 SE Oak St
Hillsboro, OR 97123
Phone: 503.844.1050
Fax: 503.844.1051

## cognia

HSD is the first $K-12$ school district in Oregon to receive full systems (districtwide) accreditation by Cognia, a non-profit, non-partisan, international organization of education quality assurance professionals.

## HILLSBORO SCHOOL DISTRICT


[^0]:    Talk with your school and careercollege counselors ifyou have any questions about any of the steps in the presing toward yor

[^1]:    MARIACHI
    Grades: 9-12 (CHS, GHS, HHS, LHS, HOA)
    Prerequisite: None $\quad 1.0$ credit Location: HHS, GHS*
    Bus transportation is available to HHS from other high schools for students in grades 10-12.
    Students in this course study music through learning the fundamentals of playing an instrument and singing. Student evaluate, practice, and perform mariachi, a traditional music of Mexico. Emphasis is placed on development of note reading skills, aural skills, rhythmic patterns, intonation and tonalities inherent to the music. Students develop individual instrumental and vocal proficiency in order to contribute to the ensemble.
    *GHS students may sign up for Mariachi to participate in Ballet Folklorico

[^2]:    AP ap physicsc
    (Mechanics, Optional: Electricity \& Magnetism)
    Grades: 11-12 (GHS, LHS)

