

# Table of Contents

Graduation Requirements.....	3
College Credit at North Eugene.....	6
4JACTS / RTEC.....	8
Career Skills.....	10
Academic Recognition.....	11
Applied & Fine Arts.....	12
• Art / Graphic / Digital.....	13
• Drama .....	15
• Music.....	16
• Industrial Education.....	17
Family & Consumer Sciences.....	19
• Early Childhood Education.....	19
• Culinary .....	20
Health & PE .....	21
Language Arts.....	23
Mathematics.....	25
Other Subjects.....	28
Science.....	30
Social Studies.....	32
World Languages.....	34
Support Services.....	37
• Special Education.....	37
• English Language Development .....	39

Highlander Parents and Students,

Welcome to North Eugene High School. We are committed to providing our students with a rich, challenging, and meaningful educational experience. North Eugene High School offers a unique academic program designed to offer every student the opportunity to excel. We are a caring staff who is committed to helping every student fulfill his/her potential. We know that participation in activities outside of the classroom contributes to student engagement and academic achievement. We measure our success as a school in terms of the achievement of our students. Our collective goal is the success of all students.

We have high expectations for our students:

- . Engage in what is going on.
- . Be willing to take risks.
- . Give all work your best effort.
- . Treat all members of our school community with respect.
- . We hope that all students participate in the activities and programs available to them.
- . We expect that every student graduates from North and is prepared to pursue the next steps beyond high school.

This planning guide is an essential tool in making the important educational decisions that lie ahead. As you look through the guide, you will find information on graduation requirements, college admission standards, and course descriptions. As you prepare to forecast for coursework, it is important to review the minimum graduation requirements for graduation. Please note the addition of Essential Skill proficiency requirements in reading, writing, and mathematics.

Staff members are available to answer any questions you may have. We encourage you to seek the advice of your families, counselors, and teachers as you work through the scheduling process.

The Staff of North Eugene High School



North Eugene's ability to offer the courses listed in this catalog is contingent upon two factors:

- . Courses are offered contingent upon adequate funding. Budget adjustments may lead to a reduction in course offerings.
- . Courses are dependent on enrollment of students. If an insufficient number of students request a course it **may** not be offered.

In addition, some courses may be offered every other year.

# GRADUATION REQUIREMENTS

We believe that every student, with effort and support, has the capacity to meet the proscribed graduation requirements. Students will work with high school staff to create and follow a personalized plan to meet these standards and be prepared to succeed in college and the sophisticated work environment.

## **ESSENTIAL SKILLS:**

Students must demonstrate proficiency in a variety of areas.

- Read and comprehend a variety of text.
- Write clearly and accurately.
- Apply mathematics in a variety of settings.
- Listen actively and speak clearly and coherently.
- Think critically and analytically.
- Use technology to learn, live, and work.
- Demonstrate civic and community engagement.
- Demonstrate global literacy.
- Demonstrate personal management and teamwork.

**What this means to you:** These essential skills are already being taught in our school, but the requirement to demonstrate proficiency in order to graduate is new. Students must meet benchmarks on the state tests (OAKS), or another approved standardized test for each skill, OR demonstrate proficiency through work samples provided by the district. In order to ensure that each student meets these new standards our school works to provide a high quality education and the necessary supports.

## **PERSONALIZED LEARNING:**

Each of the following requirements personalizes the diploma and helps students prepare for their post-graduation goals. Activities and experiences are imbedded in students' courses in grades 9-12 and enable them to plan for these goals.

### **Plan and Profile:**

Students work with school staff to develop a plan about how to use high school to develop their strengths, skills, interests and talents. Courses are selected in alignment with students' interests to guide their learning, document academic achievement, and help them progress toward their personal and professional goals.

### **Career-related Learning Experiences:**

Students participate in experiences that connect classroom learning with real life in the workplace, community and school.

### **Extended Application:**

Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-graduation goals. At North, developing and passing a senior project meets this requirement.

# GRADUATION REQUIREMENTS

## Oregon Diploma Requirements at a Glance

CREDITS BY SUBJECT	Class of 2014 & beyond
English/Language Arts	4
Mathematics	3 1 cr. Algebra I, <sup>1</sup> and 2 cr. above Algebra I level <sup>1</sup>
Science 3 credits scientific inquiry (2 cr. with lab experiences) <sup>1,2</sup>	3
Social Sciences (US History, Economics, Government)	3
Physical Education	1
Health	1
Second Language, Arts, Career & Technical Education	3
Electives	6
Total Credits	24
ESSENTIAL SKILLS <sup>3</sup>	Class of 2014 & beyond
Read & Comprehend a Variety of Text	X
Write Clearly & Accurately	X
Apply Mathematics in a Variety of Settings	X
PERSONALIZED LEARNING <sup>4</sup>	Class of 2014 & beyond
Education Plan & Profile	X
Career-Related Learning Experiences	X
Career-Related Learning Standards	X
Extended Application	X
<small>1 Applied and integrated courses aligned to standards can meet credit requirements.                  2 Lab experiences can take place outside of the school in field-based experiences.                  3 The state is expected to phase in additional Essential Skills requirements after 2013–14.</small>	

**IMPORTANT NOTE:** Students are accountable for the graduation requirements that apply to their class as an entering 9<sup>th</sup>-grader regardless of whether the student graduates early or takes more than four years to graduate.

# OREGON UNIVERSITY SYSTEM REQUIREMENTS

<b>Oregon University System Undergraduate Freshman Admission Requirements for 2015-16 (Residents and Nonresidents)</b>							
	EOU	OIT	OSU	PSU	SOU	UO	WOU
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subject Requirements – 15 Units (4-English, 3-Math, 3-Science, 3-Social Studies, 2-Second Language)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT/ACT Scores <sup>1</sup>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA	2.75	3.00	3.00	3.00	3.00	3.00	2.75
Additional Campus Review Required (evidence of proficiency, if available, will be considered here)	Below 2.75; or fewer than 15 subject units	2.50 to 2.99	Applications are reviewed through a comprehensive review process	Below 3.00; or fewer than 15 subject units	Below 3.00	Applications are reviewed through a comprehensive review process	Below 2.75; or fewer than 15 subject units

<sup>1</sup> Minimum test scores are not set, but test results may be used during additional campus review processes. OUS schools may require a standardized writing exam. Students submitting the SAT exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination.

<sup>2</sup> OSU requires the Insight Resume.

All OUS institutions require two years of the same high school-level second language with a grade of C- or better, or acceptable performance on proficiency-assessment options. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe. American Sign Language meets the second language requirement.

All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict success in college. Academic performance is not the sole criterion for admission to an OUS university. A university may evaluate applicants' behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions. Meeting minimum qualifications for admission does not guarantee admission.

### **Community College Requirements**

Oregon community colleges have an open-door admission policy. Students can complete a certificate program, a 2-year associate degree program, or transfer to a 4-year college/university. Placement testing at community colleges is required before any courses can be scheduled. Students are not required to take the SAT or ACT for community college admission.

### **Private Colleges and Universities**

Students may want to consider private colleges and universities. These institutions have their own entrance requirements. Consult your counselor and research the requirements online at individual school sites.

# COLLEGE CREDIT at NORTH EUGENE

There are several ways for North Eugene students to earn college credits while still in high school. These opportunities for advanced education provide high school students with the preparation and rigor of college-level courses, career and vocational training, and possible college credit or waivers of college courses.

## College Now and Career Tech

College Now transcribed at Lane Community College

College Now (CN) is an LCC program through which students can earn transferable college credit while in high school. Students who successfully complete instruction in approved CN courses will earn college credit in addition to the credit they earn toward graduation. **Earning CN credit is free.** Many credits transfer to other colleges and strengthen student applications for college admissions and scholarships.

There are two types of College Now credit:

- *Career technical courses* They eliminate duplication of learning and shorten the time students would actually be enrolled in LCC programs. They provide guidance for students interested in professional technical areas.
- *Lower-division academic transfer courses* - most of these credits transfer to other colleges and universities.

Types of College Now Courses			
Digital Media	Science	Culinary Arts	Japanese
Industrial Education	Child Development	Health	Spanish

## Advanced Placement Courses

Advanced Placement Courses (AP) are college-level courses that are taught at the high school. Students in these courses are prepared for a comprehensive exam in May. Colleges and universities each have their own policies regarding the granting of college credit or waiver of college courses based on the exam score.

<b>AP Courses</b>	Calculus AB
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## University of Oregon Duck Link Program

The University of Oregon provides a special academic opportunity for high school students. The prebaccalaureate (prebac) program allows talented and motivated high school students to enroll in regular University of Oregon classes, with no course credit limit.

Duck Link, a special program within the prebaccalaureate status allows selected high school students living in Lane County, Oregon, to enroll in up to eight credits per quarter at a reduced fee rate. To participate in Duck Link in any subject area, a student must have exhausted all high school course work available to them in that subject area. Please see your counselor for more information.

## Lane Community College—IB and AP Credit

Students must submit paperwork demonstrating completion of IB or AP courses to LCC's Enrollment Services Department. The IB and AP paperwork is processed like a transcript from another college. Students will not see the IB and AP designations on their LCC transcript but IB/AP work is considered, and where possible is applied to the degree the student seeks.

# COLLEGE CREDIT at NORTH EUGENE

## International Baccalaureate (IB) Diploma

In IB, students engage in coursework over the course of the junior and senior years. Throughout the year students complete a variety of work products and assessments that are evaluated by international standards. At the end of the year, students take examinations in some of their courses. The combination of the assessments determines whether a student receives IB credit for the course. Completing all of the requirements of the IB program results in a student's receiving an IB Diploma. Students may also choose to take the assessments in a select number of courses. Successful completion of the assessments will result in students receiving an IB Certificate for that class.

North Eugene High School students have the opportunity to pursue the IB Diploma or IB Certificates. Both the programs offer students the opportunity to earn college credit while in high school. Earning college credit while in high school can save money and provide students with academic freedom while pursuing a college degree. If you are interested in attending a specific college and want to see the credit it awards for IB tests, please go to <http://www.ibo.org>, click on "Information for Students" and then on "University Recognition."

### Full IB Diploma Requirements:

- Complete Theory of Knowledge and required paper and oral presentation.
- Complete 150 hours of activities in the categories of Creativity, Action, and Service (CAS). See your counselor or administrator for more information.
- Complete and submit an Extended Essay senior year.
- Do advanced academic work and testing in six areas of study, three of which must be at the Higher Level (HL), which means two years of instruction completed.
- The six subjects must include:
  - a. History (HL)
  - b. Language A1 - English (HL)
  - c. Science – Biology or Chemistry (HL)
  - d. Mathematics – Test in Pre-Calculus – Standard Level (SL)
  - e. Language B – Spanish 5 or Japanese 5 (SL)
  - f. Film Studies (SL), IB Theatre (SL), IB Music (SL)
- Exams are taken in grades 11 and 12 only.
- Up to two SL exams can be taken in your junior year. We recommend this as it creates less work for you in your senior year. HL exams can only be taken in your senior year.

### IB Certificate Testing:

Some students will choose not to pursue the full IB Diploma, but will want to take a few tests in subjects of their choosing.

Certificate students are not required to turn in their Extended Essays, TOK paper, or CAS hours to the IB Organization for assessment.

We recommend certificate testing for students who have strengths in specific subject areas. Students may earn one, two, or three HL certificates worth many college credits in literature, history, and/or science. Students may also certificate test in SL subject areas: Math, Spanish, Japanese, Film Studies, Music, or Theatre. We encourage students who don't want to earn the full diploma to take advantage of this opportunity.

## **4j Advanced Career-Technical Sponsorship (4j-ACTS)**

### **Purpose:**

To provide students who have taken Career-Technical coursework at the high school level in the Eugene School District 4J ("4J") an opportunity to pursue advanced Career-Technical education in a one-year structured education program at Lane Community College ("LCC") under the sponsorship of 4J.

### **Eligibility Requirements:**

- Meet all high school graduation requirements by June 30<sup>th</sup> of senior year.
- Complete four calendar years of high school prior to program enrollment.
- Successfully complete one or more credits of Career-Technical coursework during high school.
- Maintain minimum high school GPA of 2.0 or higher and average attendance of 80% or better.
- Plan in Oregon CIS or through other recognized tool on file.
- Previous work and/or volunteer experience.
- 20 years old or younger on September 1 of program year.

### **Program Requirements:**

- Attend an orientation/advisory session.
- Complete LCC admissions procedures and meet or exceed placement-testing requirements of 68 in reading.
- Participate in the September Intersession Week/Gateway to College (RTEC 101) course.
- Enroll in prescribed courses that lead to a degree or certificate in the Career Pathway of your choice.
- Enroll in a minimum of six (6) credits with a maximum of 12 credits sponsored each term.
- Maintain a minimum 2.0 GPA or higher at LCC.
- Students with current IEP's or 504 Plans must have a letter of accommodation from LCC Disability Resources on file prior to start of Fall term.

### **Financial Considerations:**

- 4J-ACTS pays tuition, fees and books for courses up to 12 credits and approved by advisors. However, a student may incur expenses not covered through exceeding sponsorship limits or unapproved purchases.
- Students are *not* eligible for federal financial aid while in 4J-ACTS. Other financial resources should be contacted individually regarding eligibility.

### **Degree Completion:**

- Students may participate in their high school's graduation ceremony to celebrate the completion of four years of high school with their class. A diploma will *not* be awarded at that time.
- Students may opt out of 4J-ACTS at the end of any college term. At that time, the student will be awarded their high school diploma from their home high school. A student may either elect to have their LCC credits transferred back to their high school transcript or submit to the registrar an LCC transcript for their permanent file.

### **Timeline:**

Applications are due in January each year.

### **Number of spaces available:**

**24 spaces are available for each 4J high school. PROGRAM IS DEPENDENT UPON FUNDING.**



# TAKE A CAREER PATHWAY COURSE AT RTEC

## REGIONAL TECHNICAL AND EARLY COLLEGE (RTEC)

### WHAT IS RTEC?

Courses are career/technical courses not available at your high school. These courses can help you on your way to a Career Pathway for your future. The RTEC Center is located in building 10 at the main Lane Community College campus.

### WHO IS ELIGIBLE?

High School juniors and seniors currently enrolled in a local high school, who are interested in taking introductory and pre-requisite courses for a jump-start into career technical interest areas. Students must meet certain eligibility requirements through LCC placement testing. Space is limited.

<b>Some of the available RTEC courses at the Lane Community College Campus, Online and at selected high schools:</b>	
Gateway to College and Careers	Intro to Advanced Technology
Survey of Health Professions	Apprenticeships
Computer Technology	Criminal Justice
Early Childhood Education	Intro. to Culinary Arts & Hospitality Management
Flight Technology	Health Professions
Human Services	Trade Skill Fundamentals
Welding/Fabrication	

### COSTS?

Students should talk to their Counselor or College/Career Center staff who can assist in identifying courses and helping students to receive both high school and college credits. Currently students must pay a \$100.00 advising fee when enrolled in an RTEC course.

### HOW DO I APPLY FOR RTEC?

- Talk with your counselor or the School to Career Coordinator about your options and complete a High School Partnership Referral form.
- Make an appointment for placement testing with your College/Career Center staff in Room 209.
- Apply for admission and choose the "College Credit Application" type.
- You will need to meet minimum score requirements. Reading and Writing tests are required, and Math is required if taking a Math course.

Two years' worth of required credits costs approximately \$7416 at Lane. That's nearly \$8,900 less than the University of Oregon and \$6,200 less than Oregon State University.

# DEVELOP CAREER SKILLS AT NORTH EUGENE

## Career Development: Student Run Enterprises

The focus of these programs is to allow students the opportunity to apply learning and experience coursework that relates to work and careers.

### North Eugene Preschool

NEHS students and staff operate an all-day preschool on the school grounds. Students take a series of classes and interact with preschoolers, planning and carrying out activities with children under the supervision of adult staff.

### Northside Catering

Students learn to plan, prepare, and serve food by operating a catering business. Students are trained in food preparation, food safety, and sanitation. Each student passes the Oregon Food Handler's test. Students provide catering services and participate in culinary competitions throughout the year.

## The School to Career Experience

### Work-Based Opportunities

There are a variety of work-based learning opportunities for students as they prepare for future careers and education. For information about any of these programs, contact Liz Rommel, School-to-Career Coordinator, at 541-790-4518.

- **Cooperative Work Study:** Paid work positions within the 4J School District.
- **Students Mentoring Students:** Students earn credit working as teacher assistants at elementary/middle schools.
- **Opportunity Knocks:** Listing of local volunteer and work opportunities for high school students.
- **Work Experience Credit:** High school credit earned through working in the community.

### North Eugene High School College and Career Center

The College and Career Center is designed to offer students support in planning for the future throughout high school. The center provides a wide variety of services for students including:

Resume writing	Job search
Internship and Job Shadow referral	LCC placement testing
LCC, College Now, RTEC, DuckLink courses	Information on the armed services
College Research and Exploration	Career Exploration and Assessments
College visitations	Scholarship and financial aid information
ASPIRE Mentors	FAFSA Completion
Career Readiness Certificate	Senior Project Mentor Assistance

# ACADEMIC RECOGNITION

Students who demonstrate excellence through their high school careers are eligible for a variety of academic awards and special recognition. All students should strive to achieve the academic excellence that these awards celebrate.

## **National Honor Society**

National Honor Society recognizes and encourages academic achievement while developing other characteristics essential to citizens in a democracy. NHS members are selected on the basis of leadership, scholarship, service, and character. Specific requirements include:

- . Successful service in at least three leadership roles at North.
- . Cumulative 3.6 GPA, and have junior standing.
- . Successful completion of rigorous courses.
- . Completion of at least 50 hours of service to others.
- . Demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

## **School Recognitions**

*Register Guard* Students of the Month are selected each month. Honor Roll, Perfect Attendance, and Highlander PRIDE recognitions are some of the distinctions of merit awarded to students.

## **North Scholars**

*North Scholar* is the highest award that a student can earn at North Eugene High School. It is awarded on an annual basis in place of Valedictorian and Salutatorian. The student earning a North Scholar award epitomizes the spirit of scholarship, love of learning, and zeal to go beyond expectations. This spirit of inquiry is demonstrated over a long period of time, manifesting itself even beyond advanced classes. Students may be nominated by a staff member or may nominate themselves.

A staff committee evaluates candidates based specific criteria. If you are interested in finding out more about being a North Scholar speak with a school counselor.

## **North Highlander Service Award**

Students who complete 100 hours of service to others receive the North Highlander Award at graduation (50 out of the 100 must be service outside of NEHS).

## **Eugene District 4J Honors Recognition**

Each year, the Eugene School District honors seniors who demonstrate academic excellence and community service. *Eugene Honor Graduates* are recognized by an honor's seal added to the school diploma, and honors designation on the student's transcript. *Eugene District 4J Honor Graduates*:

1. Earn a cumulative final grade point average of 3.5 or better.
2. Earn a minimum of 25 credit hours on the final transcript.
3. Perform at least 120 hours of volunteer service during grades 9-12. These hours should be logged, validated, and turned in to a counselor no later than the end of Trimester 2. (60 out of 120 of the hours must be service outside of NEHS.)

## **Scholar Athletes**

*Scholar Athletes* are seniors who earn a 3.5 or better grade point average and earned a varsity letter in at least one OSAA-sanctioned sport.

# APPLIED & FINE ARTS

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Ceramics I	1 Trimester	.5	AF	9,10,11,12	N
Ceramics II	1 Trimester	.5	AF	9,10,11,12	N
Drawing	1 Trimester	.5	AF	9,10,11,12	N
Sculpture	1 Trimester	.5	AF	9,10,11,12	N
Painting	1 Trimester	.5	AF	9,10,11,12	N
IB Film Studies	2 Trimesters	1.0	AF	11,12	N
Design Fundamentals – CN	1 Trimester	.5	AF	9,10,11,12	N
Digital Media Design – CN	2 Trimesters	1.0	AF	9,10,11,12	N
Audio/Visual Production	1 Trimester	.5	AF	9,10,11,12	N
Yearbook: Beginning	1 Trimester	.5	AF	9,10,11,12	N
Yearbook: Intermediate	1 Trimester	.5	AF	9,10,11,12	N
Yearbook: Advanced	1 Trimester	.5	AF	9,10,11,12	N
<b>Journalism</b>	1 trimester	.5	<b>LA</b>	10,11,12	N
Musical Theatre	1 Trimester	.5	AF	9,10,11,12	N
Drama–Acting I *	1 Trimester	.5	AF	9,10,11,12	N
Drama–Acting II *	1 Trimester	.5	AF	9,10,11,12	N
IB Theatre in the Making	1 Trimester	.5	AF	11,12	N
IB Theatre in Performance	1 Trimester	.5	AF	11,12	N
IB Theatre in the World	1 Trimester	.5	AF	11,12	N
Concert Band	2 Trimesters	1.0	AF	9,10,11,12	N
Wind Ensemble – CN	2 Trimesters	1.0	AF	9,10,11,12	N
Wind Ensemble–IB Performance CN	2 Trimesters	1.0	AF	11,12	N
Jazz Ensemble	2 Trimesters	1.0	AF	9,10,11,12	N
Jazz Ensemble–IB Performance	2 Trimesters	1.0	AF	11,12	N
Concert Choir	2 Trimesters	1.0	AF	9,10,11,12	N
Guitar I *	1 Trimester	.5	AF	9,10,11,12	N
Guitar II *	1 Trimester	.5	AF	9,10,11,12	N
History of Rock & Roll *	1 Trimester	.5	AF	9,10,11,12	N
IB Music–Theory	1 Trimester	.5	AF	11,12	N
IB Music–History/Appreciation	1 Trimester	.5	AF	11,12	N
Metalworking I	1 Trimester	.5	AF	10,11,12	N
Metalworking II	1 Trimester	.5	AF	10,11,12	N
Metalworking Projects	1 Trimester	.5	AF	10,11,12	N
Woods Processing I–CN	1 Trimester	.5	AF	9,10,11,12	N
Woods Processing II–CN	1 Trimester	.5	AF	10,11,12	N
Woods Projects–CN	1 Trimester	.5	AF	10,11,12	N
Intro. to Project Engineering	1 Trimester	.5	AF	10,11,12	N

\* The drama and music programs are currently going through College Now application process so these classes may soon offer College Now credit.

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In addition, some courses may only be offered every other year.

# APPLIED & FINE ARTS

## ART

### **Ceramics I (AF159G1)**

The focus of this course will be on creating three-dimensional works out of clay. Hand building methods such as pinch pots, coil, slab, and draping will be used in making projects. Students can also learn to make wheel-thrown ceramics. Various methods used to create and finish projects will be explored.

### **Ceramics II (AF159G2)**

### **Ceramics III (AF159G3)**

Projects will be larger and more intricate, and demonstrate knowledge in hand-building and/or wheel throwing. The basics of glaze formulation, reclaiming clay and kiln loading and firing may be learned. Students will be expected to help beginning students and to complete research and written work about ceramics.

### **Drawing I (AF156G1)**

### **Drawing II (AF156G2)**

### **Drawing III (AF156G3)**

Drawing is the likeness of an object made on a surface, using mostly lines. In this course mainly two-dimensional work will be created with a variety of media such as pen-and-ink, pencils, colored pencils, and pastels. Perspective, values, shading, and graphic techniques will be studied to help us understand and interpret the visual world around us through the class projects.

### **Painting I (AF157G1)**

### **Painting II (AF157G2)**

### **Painting III (AF157G3)**

In this course students will learn about color theory through the use and knowledge of the color wheel in the creation of two and three-dimensional works of art. Many media such as tempera paint, inks, and watercolor will be explored using different techniques. Understanding different elements and principles of art such as line, value, space, and movement, will help students to visualize their designs.

### **IB Film Studies (AF168I1 & AF168I2)**

#### **Prerequisite: Audio/Visual Production**

Students will utilize analysis and research skills and employ theory and creative work to examine feature length films, advertising, music videos, television, and animation from all parts of the globe. The class will explore the effects of our increasingly image-dominated global society and the place film and other media have in communicating ideas, attitudes, and cultural beliefs. In addition, we will identify the roles played by social, political, and economic institutions in framing the way films are created, distributed, and viewed. Starting with the familiar, students will work with mainstream Hollywood films before gradually widening their scope of inquiry to include documentary, foreign, avant-garde, and experimental films. Students will be making their own films, so creativity, inventiveness, and imagination are necessary for independent projects and cooperative collaboration.

### **Design Fundamentals – CN (AF162C1)**

This is a beginning course in two-dimensional and three-dimensional design with emphasis on fundamental visual elements, concepts, and theory basic to drawing, painting, graphic design, and other media. Projects include those that will challenge students to express an understanding of design principles in their application to aesthetic choices. Students will learn to critique using industry vocabulary, and use desktop publishing software along with digital cameras to create two-dimensional projects. Students will also conceive art installation pieces and 3-D pieces for a larger art project.

### **Audio/Visual Production (AF051X2)**

This course provides students with the knowledge and skills necessary for television, video, film, and/or radio production. Writing scripts, camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within production courses. Students learn Final Cut Express, Garage Band and Live Type. Students are usually required to produce their own program or segment.

### **Digital Media Design – CN (AF153X1 & AF153X3)**

Digital Media Tools is an introduction to core layout, vector, bitmap, and document-sharing software used in graphic design. Software: Adobe Photoshop, inDesign, Blender, and Illustrator CS6. Students use editing stations to create artistic and commercial projects using industry standard software. Skills include scanning and uploading digital images, resizing images (DPI), working with Adobe palettes and tools, applying filters and layer effects in Photoshop, the Bezier curve, designing compositions in inDesign, exporting appropriate files, and text manipulation. Projects include magazine layouts, advertisements, posters, logos, website buttons, brochures, and signs. Students will design 3-D objects that will be built with a 3-d printer. Students will keep digital design portfolios.

### **Yearbook: Beginning (AF101X3)**

#### **Prerequisite: Design Fundamentals, Digital Media Design, or teacher approval**

Students design and create the school annual, *The Tartan*. Class members interview students and staff, take photos with the school's nine Canon Digital Rebel cameras, write captions and create pages using desktop publishing software (Adobe inDesign and Photoshop) working from a designated theme. Students also secure advertising contracts with local businesses by pursuing ad leads.

### **Yearbook: Intermediate (AF101X4)**

#### **Prerequisite: Yearbook: Beginning**

Students design and create the school annual, *The Tartan*. Intermediate students take on leadership roles and duties, like section editors, and advance to senior editor positions on staff, responsible for planning, pagination and indexing, assigning pages, editing proofs, and preparing submissions to the yearbook publisher.

### **Yearbook: Advanced (AF101X5)**

#### **Prerequisite: Yearbook: Intermediate**

Advanced yearbook is for students who successfully completed Beginning and Intermediate Yearbook. Students at this level are generally considered junior and senior editors. They design the theme and cover, delegate photo, copy and page assignments, and lead the departments. **Senior Editors** are responsible for the overall content and development of the book. They issue staff assignments and makes sure those assignments are completed on time. They manage and motivate staff members, keeping up the morale. **They are responsible for checking each layout for consistency and quality.** They are also responsible for backing up computer files each week. Senior editors revise the Tartan Operations Manual. **Layout Editors (junior editors)** assist senior editors and staff in developing the layout style of spreads, help the editors complete the overall book plan, incorporating the theme into each section, and compile an "idea file" from magazines throughout the year. Computer strengths are mandatory. Junior editors are responsible for baby ads and the index. Taking photos at school events is required.

**Journalism (LA101X1)** Students are guided by class leaders, and will write for the school newspaper blog. Students learn the basics of journalism, including libel and ethics, interviewing and reporting, First Amendment interpretation, advertising sales, and the history of mass media communication. Student editors determine the website content and style, and arrange assignments for the reporters. Students can write news, features, reviews, sports or opinion, but are challenged to take assignments from different categories. **Earns Language Arts credit.**

## DRAMA

Students interested in pursuing IB Theatre should begin by taking Drama-Acting I and Drama-Acting II in 9<sup>th</sup> & 10<sup>th</sup> grade. In 11<sup>th</sup> & 12<sup>th</sup> grade, the courses with the IB titles will prepare students for the IB Theatre test. Theatre courses are available to all students provided they have met the prerequisites.

### **Musical Theatre (AF052X1)**

Musical theatre is one of only two art forms created in the United States, the other being jazz. The course focuses on two main areas of exploration – the craft of performing in musical theatre and the history and evolution of the form. We will study landmark productions that provided turning points in musicals and the artists who created them. We will analyze comparative performances in order to develop the skills of interpretation of characters, scenes, and songs. Projects include rehearsing and performing a scene containing a song and a culminating mini-musical created by the class. The concept of the song-as-a-scene, that lyrics and music are powerful acting tools, is a central element of our class.

### **Drama - Acting I (AF055G2)**

This course is a foundation for an organic approach to the craft of acting. We will challenge our assumptions about acting and about ourselves in our search for a working, living, and breathing definition of the truth in our process. How may we best represent the truth in our exercises, games, rehearsals and performances? Through class discussions, theatre exercises, improvisation, scene study, film clips, attending productions, and the creation of a culminating performance project, we will embrace the world of great performances and how to begin to achieve them. This course will prepare you to act in our North Eugene Theatre's productions, to work on a team with respect, and integrity, and to strengthen your instinctive imagination.

### **Drama - Acting II (AF053G1)**

#### **Prerequisite: Drama-Acting I/Teacher Consent**

Following the work in Acting I, this course deepens an organic approach to acting using each student's unique background, characteristics, and personality to create honest behavior in response to imaginary circumstances on stage. Preparation for and presentation of more sophisticated scenes from modern plays are a focus of the class. Students use complex acting exercises to help bring dramatic characters to life. Monologue work is another feature of the class, empowering

students to analyze and interpret solo dialogue in preparation for auditions.

### **IB Theater is a year-long course comprised of the following three courses:**

#### **IB Theatre in the Making (AF05111)**

IB Theatre in the Making focuses on the collaborative world that defines the processes to create theatrical production. Each position is carefully studied from the contributions of the playwright to the director, actor, designers, and marketing staff. Units of study include the functions that theatre fulfills in a culture, the process that takes plays from page to the stage, significant theatre artists, and the evolution of theatre architecture.

#### **IB Theatre in Performance - (AF055I1)**

##### **Prerequisite: Drama-Acting II/Teacher Consent**

Our course is an academic exploration of the myriad approaches to the craft of acting from recorded history to the present. Special emphasis is placed on the concepts and techniques taught by 20th-21st century teachers around the world to include Stella Adler, Sanford Meisner, Lee Strasberg, Uta Hagen, Tadashi Suzuki, Jerzy Grotowski, and Anne Bogart.

#### **IB Theatre in the World (AF059I1)**

This IB course follows world theatre's roots and its periods of flourishing and waning as a reflection of society. Students explore theatre as a healer and an agent for social change as opposed to its commercial representation. Theatre traditions from diverse cultural and historical contexts are the canvas for this class.

## MUSIC

Students interested in pursuing IB Music should begin by taking at least two performing music classes such as Choir, Guitar I & II, or Concert Band, in 9<sup>th</sup> & 10<sup>th</sup> grade. In 11<sup>th</sup> & 12<sup>th</sup> grade the courses with the IB titles will prepare students for the IB Music test. IB Music courses are available to all students, provided they have met the prerequisites.

**NOTE: Football and basketball Pep Band is required for all members of Concert Band, Wind Ensemble, and Jazz Ensemble. Students with significant school activities that conflict with football & basketball games may make alternate arrangements with instructor approval.**

### **Concert Band (AF102G2, AF102G3, AF102G4 )**

#### **Prerequisite: Teacher Consent**

Concert Band is an opportunity to continue the band experience during the high school years. The class is open to any student at North Eugene who has had previous band experience, at either middle or high school level. The course introduces students to more traditional wind literature. Because there is no audition required to play in concert band, a wide range of skill levels exists. In concert band, working cooperatively toward group goals is stressed. Great effort is taken in choosing music that will afford group success, as well as offer new challenges for each individual. The Concert Band performs for 2-4 concerts each year as well as other performances that are scheduled. These concerts depend on full school schedules and the abilities of the group. Football & Basketball Pep Band is required for all Concert Band students. Students in this class are eligible for honor bands and the district solo and ensemble contest/festival. It is our hope that every student will find success in concert band and choose to continue into Wind Ensemble.

### **Wind Ensemble-CN(AF106G1, AF106G3, AF106G4)**

#### **IB Wind Ensemble - CN (AF115I3, AF115I5, AF115I6)**

#### **Prerequisite: Teacher Consent/Audition**

The North Eugene Wind Ensemble represents North's finest instrumentalists. By providing a varied and challenging repertoire as the foundation of the curriculum, students will continue to develop and refine their skills as musicians while given the opportunity to appreciate a variety of styles. Through rehearsal and performance, students will develop the skills necessary to perform music accurately, improve their individual skills, and improve the ability to work together towards a common goal; quality performance. Wind Ensemble is open to all students with previous band experience and who are able to complete a successful audition process. The Wind Ensemble performs for 2-4 concerts each year as well as other performances that are

scheduled. Students in this class are eligible for honor bands and the district solo and ensemble contest/festival. These concerts depend on full school schedules and the abilities of the group and include music festivals throughout the state.

### **Jazz Ensemble (AF105G1, AF105G3, AF105G7)**

#### **IB Jazz Ensemble (AF115I4, AF115I7, AF115I8)**

#### **Prerequisite: Teacher Consent/Audition**

The Jazz Ensemble at North Eugene represents those who display a high level of interest and aptitude for all types of jazz. Members are expected to perform at a level above the average, and set standards for which other musicians strive. The North Eugene Jazz Ensemble takes pride in its quality of performance and participates in many concerts, festivals, community activities, and civic function. Most Jazz Ensemble students also participate in Wind Ensemble or Concert Band. Students in this class are eligible for honor bands and the district solo and ensemble contest/festival. Past festivals include the Reno Jazz Festival, Heritage Festival in Anaheim, CA, Willamette University Jazz Festival, Portland State University Jazz Festival, Pleasant Hill Jazz Festival, and the Lane Community College Jazz Festival.

### **Concert Choir (AF110G5, AF110G6, AF110G7)**

Choir is open to any student who wants to learn how to or improve their singing voice. It is an opportunity for students to improve their voices by: singing in a group, learning a variety of choral literature and styles for men and women's voices, learning to read music, and learning to sing parts. Because there is no audition required to sing in choir, a wide range of skill levels exists. Great effort is taken in choosing music, which will afford group success, as well as offer new challenges for each individual. Students in this class are eligible for honor choir and the district solo and ensemble contest/festival. **There is also a need for 2 accomplished piano students to accompany the choir.**



**Guitar I (AF108G1)**

Students in this class learn the basics of playing the guitar. This will include learning to read melodies on the guitar by learning to read music. Students learn to play chords and study how to organize them into their own songs. There will be 3 basic song writing assignments and 1 prepared presentation assigned. The class will examine famous guitar players and their playing.

**Guitar II (AF108G2)****Prerequisite: Guitar I or Teacher Consent**

Students in this class should have completed Guitar 1 or receive instructor approval before enrolling. This is an advanced look at more guitar methods. Students learn the advanced techniques of playing the guitar. This includes learning to play guitar solos and basic improvisation. The class will examine famous guitar players and their playing.

**History of Rock and Roll - CN (AF116G1)**

This class will explore Rock and Roll Music and how it developed. We will investigate what influenced Rock and Roll through history and what made it popular. The influence of Jazz music on Rock and Roll will be studied. There are many listening assignments to help students understand how Rock and Roll evolved through time. Students are required to present their favorite music as part of this class.

**IB Music Theory (AF115I1)****Prerequisite: Enrollment in a performing group.**

This IB Music Theory course prepares students to take the International Baccalaureate Music exam at the Subsidiary level. This will also help students who want to learn more about theory and applications to their instrument or voice. IB Music Theory courses develop students' knowledge and understanding of music through exposure to music theory; formulation of an historic and global awareness of musical forms and styles. Students must be enrolled in a performing ensemble (Concert Band, Wind Ensemble, Choir, and Jazz) to be part of this class.

**IB Music History/Appreciation (AF115I2)****Prerequisite: Enrollment in a performing group.**

This IB Music History/Appreciation course prepares students to take the International Baccalaureate Music exam at the Subsidiary level. This class will look at all types of music from the present back to the beginning of music. IB Music Theory courses develop students' knowledge and understanding of music through exposure to music theory; formulation of an historic and global awareness of musical forms and styles. Students must be enrolled in a performing ensemble (Concert Band, Wind Ensemble, Choir, and Jazz) to be part of this class.

## INDUSTRIAL EDUCATION

**Metalworking I (AF202X2)**

This is a lab course for beginning students to learn about modern metal working while applying practical thinking and problem solving skills. Areas of study will include welding, fabrication, machine tools operation, sheet metal construction, and casting. A variety of projects will be constructed.

**Metalworking II (AF202X3)****Prerequisite: Metalworking I**

This course will allow students to learn advanced metal work processes used by industry. Curriculum will cover advanced machining and machine set-ups, advanced welding and fabrication.

**Metalworking Projects (AF202X4)****Prerequisite: Metalworking I**

This course will allow students to combine their skills of welding, print reading, machining fabricating, and other disciplines toward the design and production of specialized products.

**Woods Processing I – CN (AF053X2)**

This course is designed for those students with little or no woodworking experience. Students receive instruction and develop skills to safely use hand and power tools and to perform basic woodworking processes. Students will construct a variety of useful projects.

**Woods Processing II - CN (AF053X3)****Prerequisite: Woods Processing I /Teacher Approval**

This is an advanced-level class for experienced machine woodworking students. Students have the option of working on assigned custom projects, as well as personal elective projects.

**Woods Processing Projects – CN (AF053X4)****Prerequisite: Woods Processing I**

This course will allow students to combine their skills in print reading, machine set-up and operation, joinery and assembly toward the design and production of advanced projects. Emphasis will be on design and process techniques. Students will work on assigned projects as well as personal elective projects.

**Intro to Product Engineering (AF103X1)**

This course explores the engineering and technology professions through involvement in projects such as building structures and bridges and focuses on learning what “all types” of engineers, builders, and technicians do. Students use geometry and other mathematical topics in exploring engineering design. Also, through individual and team hands-on projects, students learn problem solving methods, tools, and the ethics used in the engineering fields. Some manual, as well as CAD drawing will be used in product development.

# FAMILY & CONSUMER SCIENCES

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Fabric Art	1 Trimester	.5	OS	9,10,11,12	Y
Independent Living	1 Trimester	.5	OS	9,10,11,12	N
Child Development I-CN	1 Trimester	.5	HE	9,10,11,12	N
Child Development II-CN	1 Trimester	.5	HE	9,10,11,12	N
Child Development III-CN	1 Trimester	.5	HE	10,11,12	N
Child Development Aide-CN	1-3 trimesters	.5	OS	10, 11, 12	N
Infant Development	1 Trimester	.5	HE	10,11,12	N
Restaurant, Food, & Beverages	1 Trimester	.5	AF	9,10,11,12	Y
Restaurant Management & Operations-CN	2 Trimesters	1.0	AF	10,11,12	Y
Culinary Art Specialty	1 Trimester	.5	AF	10,11,12	Y

### **Fabric Art (22205X1)**

This course will provide the opportunity to learn fabric art and crafts that can become lifelong hobbies and may even provide financial reward. Students may learn knitting, crocheting, counted cross-stitch, or other forms of needlework. Textile art projects could include tie-dye, quilting, beading, and crafts with fabrics. Projects would be developed based on student interest, teacher expertise, and community volunteers or university art students. Use of a sewing machine and following a sewing pattern are included. Some materials will be supplied through student fees and some will be purchased by students.

**\*NOTE: This class may be taken multiple times for credit.**

### **Independent Living (22206X1)**

Learn skills to achieve personal goals and to successfully manage your life after graduation. Participate in finding, furnishing, cleaning, and repairing a place to live, meal planning, and caring for and repairing clothes. Learn to manage your money, to shop carefully and to solve problems to help you in adult living. Field trips and activities in the community are a part of the experience in this class. This is a project-oriented class for hands-on learning.

## **EARLY CHILDHOOD EDUCATION**

### **Child Development I – CN (HE051X6)**

Are you interested in children? Do you want to work at the pre-school at North? Do you wonder about how they learn and develop? This course provides an introduction to child development, including the study of developmental theories, guidance strategies and practicum. This course is a survey of developmental processes that influence growth of the physical, intellectual and socio-emotional aspects of early childhood. Child Development I students will be expanding their skills in the North Eugene High School Preschool lab as well as studying children in the classroom. Students often take this course because they are interested in a career involving children but this course is also full of students who want to become informed parents in their future.

### **Child Development II - CN (HE153X1)**

#### **Prerequisite: Child Development I**

This course gives students the opportunity to gain on-the-job experiences in careers that involve working with children. This is an advanced level course that includes the practical application of theories of development through practicum experience in the North Eugene High School Preschool. The students will develop lesson plans and implement self-created activities in the preschool lab. High school students who have worked in the preschool lab in Child Development I and want to gain further teaching and guidance skills are encouraged to take this class.

### **Child Development III – CN (HE198X3)**

**Prerequisite: Child Development II & Instructor Approval**

Students will have the opportunity to gain on-the-job experience in a variety of ways in this course. This is an advanced level course that allows students the opportunity to gain experience as a teacher both on and off campus. Students will work in the North Eugene High School Preschool, local elementary schools, or with a community agency. Students will learn information about careers with children, including professional practices and standards.

### **Infant Development (HE051X7)**

Most high school students will one day become parents. This course will help prepare them for the important first steps of the journey. Students will learn about prenatal development, pregnancy, birth and the physical, emotional and cognitive development of children in their first year of life. One requirement of the class is a two-day experience parenting a RealBaby simulated baby. Students will learn how to care for an infant and what to expect in their first years of parenthood.

### **Child Development Aide – CN (AF051X4)**

**College Now Credit available**

**Prerequisites: Child Development One & Instructor Approval Required**

This class is for students who are interested in hands on work in the North Eugene High School Preschool. Preschool Aids will be responsible for helping with set up and clean up of daily activities and snack, as well as daily one on one, and group interactions with preschoolers. Previous knowledge of the systems and schedules of the NEHS Preschool is a requirement. (Course may be taken more than once)

## **CULINARY ARTS**

### **Restaurant, Food and Beverage: Culinary 1 (AF052X5)**

\$20 Lab Fee

**This is a prerequisite class required to continue in the NEHS Culinary Program.**

Restaurant, Food and Beverage is a **12-week course** designed to provide students with basic knowledge and skills related to commercial and institutional food service establishments. Topics include: food safety, sanitation and handling procedures, nutrition and dietary guidelines, consistent food preparation, production and presentation, and current social justice issues regarding American food and industry systems. Students will develop important employment skills and develop a strong work ethic by participating in our student-run enterprise: Northside Catering. Students who complete this course with a B or above may enroll in advanced culinary courses and continue with NEHS's Culinary Program.

### **Restaurant Management & Operations - CN: Culinary 2 (AF055X6)**

**24-week College Now Course**

**Prerequisite: Students must have earned a B or higher in RFB (Culinary 1) \$30 Lab Fee**

The Restaurant Management and Operations course provides students with knowledge and skills related to commercial/institutional food service establishments, with an emphasis on management. Students will be required to work in NEHS's student-enterprise: Northside Catering. Course topics include: guest relations, planning and resource management, and business math. This class may be repeated for credit needed for graduation.

### **Culinary Arts Specialty: Culinary 3 (AF056X2)**

**Prerequisite: Students must have earned a B or higher in RFB (Culinary 1) \$20 Lab Fee**

The Culinary Arts Specialty is a **12-week course** that focuses instruction in specific methods of cooking, cuisines and/or foods determined by seasonal availability and student interest. Course topics will vary each trimester. Some examples of topics that may be covered include: Cakes and cake decorating, soup & sauces, Japanese cuisine, and molecular gastronomy. Students will be required to work in NEHS's student-run enterprise, Northside Catering. This class may be repeated for credit needed for graduation.

# HEALTH & PHYSICAL EDUCATION (PE)

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
General PE	1 Trimester	.5	PE	9,10,11,12	Y
Yoga, Pilates, Lifetime Fitness	1 Trimester	.5	PE	9,10,11,12	Y
Intro:Xfit, Gymn, Weights	1 Trimester	.5	PE	9,10,11,12	Y
Strength/Conditioning	1 Trimester	.5	PE	9,10,11,12	Y
Teen Health	1 Trimester	.5	HE	9,10,11	N
Food & Fitness	1 Trimester	.5	HE	9,10,11,12	N
Human Anatomy & Physiology – CN	2 Trimesters	1.0	HE	10,11,12	N
Health Occupations – CN	1 Trimester	.5	HE	10,11,12	N
Healthy Lifestyles	1 Trimester	.5	HE	10,11,12	N
Human Sexuality	1 Trimester	.5	HE	10,11,12	N

Physical education is a vital component for the development of a student's physical, mental, and social well-being. It is our mission to provide an equal opportunity to our students through planned activities, for physical development in the areas of strength, flexibility, cardiovascular, and coordination. Our diverse program will allow students the opportunity to develop individual skills and introduce new, enjoyable experiences for lifelong physical fitness, leisure, and physical well-being. We will provide information on the components of physical fitness.

## PHYSICAL EDUCATION

### General PE (PE001G2)

This class will give the student an opportunity to work on individual skills as well as team activities. A variety of activities is offered each twelve weeks. Fitness development is also an important component of this class. These activities will provide the opportunity for students to meet state and national Physical Education standards.

### Strength/Conditioning (PE009G1)

#### Prerequisite: Consent of instructor

This class is open to the student body but generally, a majority of in/out of season athletes' makes up the core of students. The 12-week session is broken up into four-week tiers and the student will experience varying levels of difficulty throughout. The general approach is to teach the student and athlete the fundamentals and skills of the Hang Clean and Front Squat. It will be the most skillful and complex exercises we do. In addition, we will incorporate auxiliary lifts/exercises to build speed skills, speed foundation, fitness, strength and power. As a byproduct of this course the student and athlete will exhibit consistent attendance, appropriate

training intensity of each workout, pro-active communication with the instructor, punctuality, and an overall positive attitude toward self and others during all workouts.

### Yoga, Pilates & Lifetime Fitness (PE016X3)

This class is designed for individuals interested in improving their fitness. The class will incorporate many fitness activities, with the purpose of instilling in the student the desire to pursue lifelong fitness. Students will progress at their own pace. These activities will provide the opportunity for students to meet state and national Physical Education standards.

### Intro to Crossfit, Gymnastics and Olympic Weightlifting (PE001G6)

An Advanced Physical Education course that will introduce Olympic Weightlifting movements, the basic foundations of gymnastics, as well as an introduction to CrossFit workouts. Goal setting, nutrition for athletes, and A.C.L. prevention exercises will also be incorporated into this course,

## HEALTH

### **Teen Health (HE051G2)**

This Health Education class will explore the holistic view of health, showing students how to assess their own level of wellness. They will demonstrate through various fitness activities their understanding or proper fitness programs. Alcohol, tobacco and drugs will be covered as well as HIV and other sexually transmitted diseases. Students will gain a better understanding of self-image, domestic violence, teen dating issues and bullying. Students will learn decision-making skills needed to live a healthy life.

### **Food and Fitness (HE052G1)**

Do your food choices balance your physical activity level? Are you interested in effective ways to exercise? Would you like to prepare tasty nutritious foods? What nutrients are necessary for good health and fitness? This class will be a combination foods class and physical education class that teaches students how to balance caloric intake, nutrition, weight, and food choices. The course uses the latest technology to analyze the nutrients in the foods you eat, the calories you burn, and your body fat. This course is team-taught by the PE and FACS departments.

### **Healthy Lifestyles (HE057G1)**

Healthy Lifestyles focuses on wellness for life. Students explore health topics of concern to both adolescents and adults. Topics include stress, nutrition, self-esteem, drugs, smoking, sexual health, and relationships. Students work in groups and individually to learn decision-making skills that will help them manage their own health, now and in the future.

### **Human Anatomy & Physiology - CN (HE999X2 & HE999X3)**

#### **Prerequisite: Biology**

Human Anatomy and Physiology is a 24 week Health course. The course content will focus on the structures and functions of the human body using a system by system approach. The effects of the environment and personal lifestyle will also be emphasized. Students will develop manipulative laboratory skills by examining biological specimens and conducting experiments. In addition, students will identify personal lifestyle patterns that affect their bodies, as well as explore medical career possibilities.

### **Health Occupations - CN (HE001X2)**

This course offers students an opportunity to explore various health career fields and the preparation needed as well as medical terminology, infection control, health care facilities and skills necessary for entry level positions. Students will explore the health care delivery systems, identify and practice appropriate work place behavior and discuss issues related to health & wellness.

### **Human Sexuality (HE099G1)**

This course focuses on content students want and need to know and gives them a solid framework for the kind of decision-making skills needed for dealing with sexual matters. Students will learn from classroom resources, community resources, group projects, and a variety of activities. Topics include: the importance of families, male-female expectations, effective communication, relationship rights and responsibilities, preventing sexually transmitted infections, and preventing teenage pregnancy. Am I in love? Should we break up? Can I have a successful marriage? The course deals with the themes of teen relationships.

# LANGUAGE ARTS

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Global Literature	3 Trimesters	1.5	LA	9	N
Eurasian Literature	2 Trimesters	1.0	LA	10	N
IB Language A: Lang/Lit 1	3 Trimesters	1.5	LA	11	N
IB Language A: Lang/Lit 2	3 Trimesters	1.5	LA	12	N
Spanish Literature for Spanish Spkrs	2 Trimesters	1.0	LA	10,11,12	N
Read Right	1 Trimester	.5	LA	9,10,11,12	N
Comp-Writing Essential Skills	1 Trimester	.5	LA	12	N
Literature – Essential Skills	1 Trimester	.5	LA	12	N
Journalism	1 Trimester	.5	LA	10,11,12	N

**Ninth Grade: Global Literature (Required)  
(LA051G1, LA051G3, LA051G4)**

This language arts course integrates literature from various regions around the world including novels, plays, poetry, and short stories, with a variety of non-fiction texts. The foundation of this course is based on the belief that strong communication skills – reading, writing, speaking, and listening – are essential for addressing universal issues in the global setting. Woven into these units will be the study of writing, vocabulary, grammar, and public speaking skills.

**Tenth Grade: Eurasian Literature (Required)  
(LA051G2, LA051G5)**

In 10<sup>th</sup> grade, we continue to build the skills developed in the 9<sup>th</sup> grade Global Literature course and begin to lay the foundation for International Baccalaureate Language and Literature in the 11<sup>th</sup> grade. The course will examine literature from a variety of backgrounds and traditions and will include a study of novels, short stories, plays, poetry and non-fiction. Students will have the opportunity to hone their writing, speaking and reading skills with specific techniques and strategies. In addition, students will also have opportunities to creatively and artistically express their knowledge and understanding of the works studied.

**Eleventh Grade: IB Lang A - Language and Literature 1 (Required): (LA007I5, LA007I6, LA007I7)**

IB Language and Literature is a two-year course of study, which aims to develop in students the skill of textual analysis and an appreciation for the ways in which language is used in literary and non-literary texts. Students will actively engage with language and its role in media and mass communication through examinations of the ways in which we utilize and access language in the 21st century. The course provides a study of the formal elements of literature, yet an underlying tenet of the course is that a study of these formal elements is only one among several ways of establishing an understanding. The course will include study and discussion of novels, plays, short stories, poetry, news articles, films, essays, advertisements, political cartoons, music, and more. In accordance with the nature of the IB and its commitment to intercultural understanding, selections will be drawn from American Literature and literature of other nations written in English. All students enrolled in this course will be exposed to and participate in IB internal assessments which will prepare them to pursue an IB certificate in English during 12th grade, if they so choose.

## LANGUAGE ARTS (Continued)

### **Twelfth Grade: IB Lang A - Language and Literature 2 (Required) (LA007ID1, LA007ID2, LA007ID3)**

Students continue their IB course of study in the 12th grade with the second year of Language and Literature. Building on topics studied and skills developed in the 11th grade, students will continue to explore language as a vehicle for information, persuasion, and entertainment. The second year of the course, however, places a greater focus on cultural contexts. Students will be challenged to examine literary and non-literary texts from their own perspective, but also to consider the cultural contexts from which texts are produced, and how the perspectives of diverse readers affect varying interpretations. The course will include the study of novels, poetry, drama, films, personal narratives, visual art, and essays. In accordance with the nature of the IB and its commitment to intercultural understanding, selections will be drawn from American Literature, literature of other nations written in English, and works in translation. Students who so choose will participate in IB external assessments leading to an IB certificate in English.

### **Spanish Literature for Native Speakers (LA053G7, LA053G8)**

The goal of the class is develop and increase the fluency of the Spanish language for students with reading writing and discussion. The students will improve their bilingual abilities by reading certain selections of literature from Latin America. We will use aspects of literature: character development, figurative speech, perception and experience to promote and appreciate various Spanish-speaking cultures. The students will explore themes of social justice, love and family with novels and diverse readings to examine perspectives and stereotypes. **Being a native speaker is not a requirement of this course, students who have completed Spanish IV A may also enroll.**

\*This course gives LA credit but is conducted only in Spanish.

### **Comp-Writing Essential Skills (LA103G1)**

This course is designed for 12<sup>th</sup> grade students who have not met their Essential Skills requirement for writing. The course will focus on the four main traits in writing and students will complete work samples during the course.

### **Literature - Essential Skills (LA053G3)**

This course is designed for 12<sup>th</sup> grade students who have not met their Essential Skills requirement for Reading. The course will focus on reading strategies and completing work samples.

**Journalism (LA101X1)** Students, guided by class leaders, will write for the school newspaper blog. Students learn the basics of journalism, including libel and ethics, interviewing and reporting, First Amendment interpretation, advertising sales, and the history of mass media communication. Student editors determine the website content and style, and arrange assignments for the reporters. Students can write news, features, reviews, sports or opinion, but are challenged to take assignments from different categories.

### **Read Right (LA068F1)**

The Read Right tutoring program helps students to read more fluently and with greater comprehension. This proven protocol is backed by extensive brain research and can provide tutoring from elementary to college level text. Students are assessed and then work at their skill level with trained tutors. The daily schedule includes small group tutoring, individual coaching, critical thinking activities, independent reading and literacy practice with reading and writing assignments from other classes. Through skill building in this course, students become better equipped to read and comprehend other class assignments, gain confidence to participate more in class activities and improve test-taking skills. Excellent reading is a foundational skill needed for college and career readiness.

**Note: the Language Arts credit granted in Read Right is not recognized for college admission requirements.**

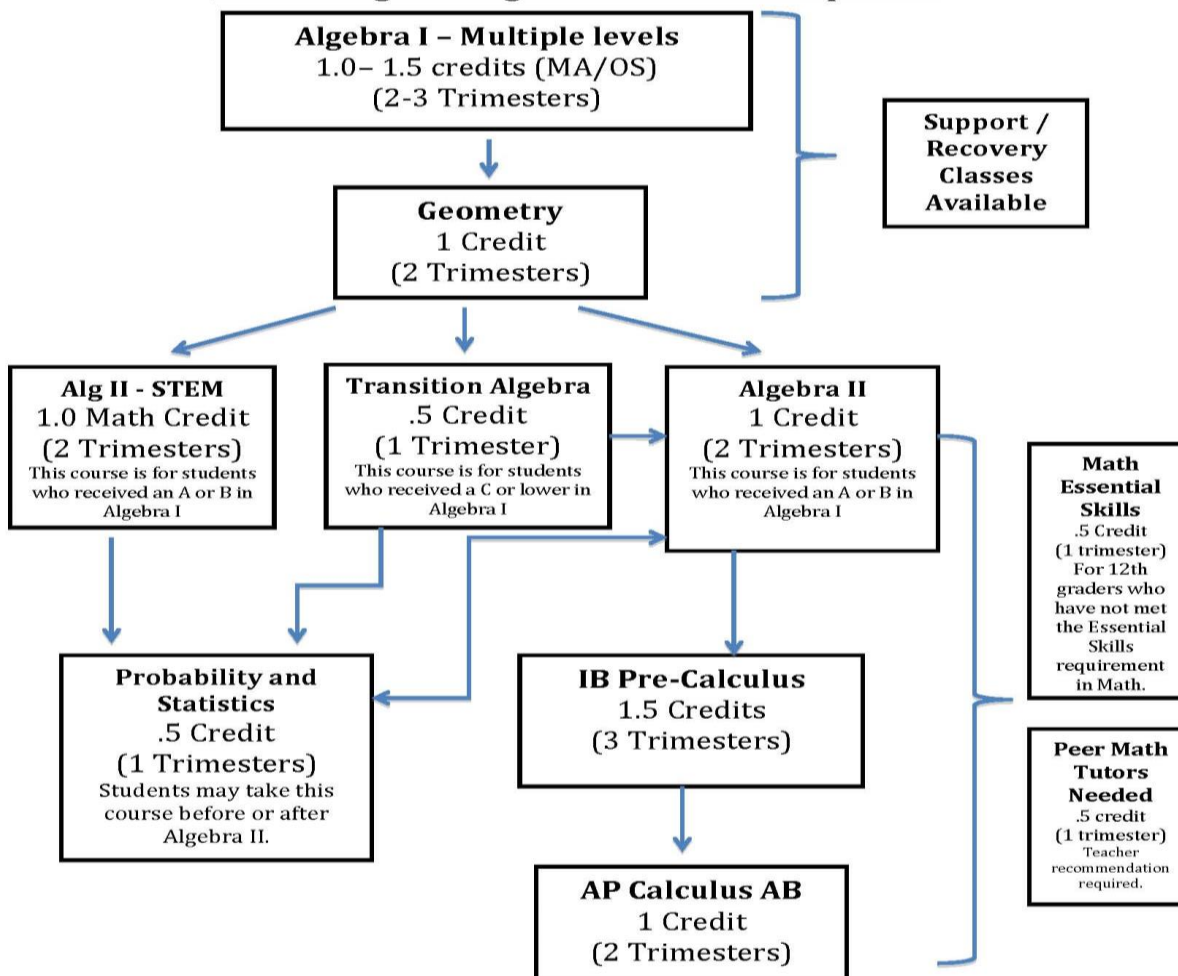


# MATHEMATICS

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Algebra I	2-3 Trimesters	1.0-1.5	MA / OS	9, 10	N
Geometry	2 Trimesters	1.0	MA	9, 10,11,12	N
Transition Algebra	1 Trimester	0.5	MA	9, 10,11,12	N
Algebra II	2 Trimesters	1.0	MA	9, 10,11,12	N
Algebra II - STEM	2 Trimesters	1.0	MA	10,11,12	N
Probability & Statistics	1 Trimester	0.5	MA	10,11,12	N
IB Pre-Calculus	3 Trimesters	1.5	MA	10,11,12	N
AP Calculus – AB	2 Trimesters	1.0	MA	10,11,12	N
Math Peer Tutor*	1 Trimester	0.5	OS	10,11,12	N
Math Essential Skills	1 Trimester	0.5	MA	11, 12	N
Algebra Proficiency Lab*	1 Trimester	0.5	OS	9,10,11,12	N
Geometry Proficiency Lab*	1 Trimester	0.5	OS	10,11,12	N
Algebra 1 Support*	1-3 Trimesters		OS	9,10	N

**\*NOTE:** These courses are by teacher recommendation only and cannot be selected during forecasting. Course descriptions provided are for information purposes only.

## North Eugene High School Math Sequence



## MATHEMATICS

### **Algebra 1 (MA052G2, MA052G3, MA052G4)**

Algebra I courses are primarily focused on the study of the linear, exponential and quadratic functions. Particular emphasis is placed on creating and analyzing the representations (equations, tables, graphs and situations) of these functions and translating between representations. Additionally, students will solve algebraic equations including systems of equations and quadratic equations; analyze arithmetic and geometric sequences and modeling two-variable data.

### **Geometry (MA072G2, MA072G3)**

#### **Prerequisite: Algebra I or Teacher Approval**

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

### **Transition Algebra (MA055G2)**

#### **Prerequisite: Algebra I and Geometry**

Transition Algebra courses review and extend algebra and geometry concepts. Transition Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios.

### **Algebra II (MA056G3, MA056G4)**

#### **Prerequisite: Geometry or Teacher Approval**

Algebra II course topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

### **Algebra II – STEM (MA056G7, MA056G8)**

#### **Prerequisite: Algebra and Geometry**

This course will include Algebra II topics that are used in real-world applications. Students will be required to complete projects to demonstrate an understanding of specific learning targets associated with Algebra II. Projects may include written reports, presentations, and/or traditional tests to assess students' understanding of these learning targets. Students will learn how to use spreadsheet software as well as a variety of measuring tools.

### **Probability and Statistics (MA201G1)**

#### **Prerequisite: Geometry or Teacher Approval**

Probability and Statistics course introduces the study of likely events and the analysis, interpretation, and presentation of quantitative data. Topics will include basic probability and statistics, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Computers and graphing calculators will be used.

### **IB Pre-Calculus (MA131I4, MA131I5, MA131I8)**

#### **Prerequisite: Advanced Algebra**

IB Mathematical Studies courses prepare students to take the International Baccalaureate Mathematical Studies SL exam. Course topics include linear, quadratic, and exponential functions, solutions, and graphs; skills in computation, estimation, and development of algorithms; data analysis, including collection, calculation, and presentation of statistics; set operations and logic; sequences and series; limits and continuity; derivatives; and geometry and trigonometry. Graphing calculators are essential for this course.

**AP Calculus (MA124A2 & MA124A3)****Prerequisite: Pre-calculus or Teacher Approval**

This course includes topics in differential and integral calculus including topics from algebra and trigonometry. This course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including anti-derivatives and the definite integral). It is based upon the Advanced Placement course outline and is a college-level course. Students enrolled in this course have the opportunity to take the AP Calculus AB exam. Computers and graphing calculators are essential tools for this course

**Math Essential Skills (MA055G3)**

Math Essential Skills courses help prepare students for the Math OAKS test required for graduation. These courses assist students in developing and/or expanding their vocabulary, test-taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem-solving and test-taking strategies.

**Math Peer Tutor (22054G1)****Prerequisite: Enrollment in or Completion of Advanced Algebra and Dept. approval.**

Each student enrolled will tutor students needing additional assistance with math. Each tutor will be under the direct supervision of a math teacher and will be required to complete an initial training program. Requirements include one assigned period of peer tutoring each day in the Math Center. The responsibilities of the peer tutors include assisting students with homework, make-up work, computer related activities, and math standards.

**Algebra Proficiency Lab (MA999G3)**

This course is designed to recover credit from a failed or incomplete Algebra course. Students will return to learning targets from their Algebra course in which they are not yet proficient to explore, practice and reassess in those areas. This course offers OS credit.

**Geometry Proficiency Lab (MA999G4)**

This course is designed to recover credit from a failed or incomplete Geometry course. Students will return to learning targets from their Geometry course in which they are not yet proficient to explore, practice and reassess in those areas. This course offers OS credit.

**Algebra 1 Support (22005F5)**

This course is designed to be taken while enrolled in Algebra 1. Learning targets from Algebra 1 will be "pre-taught" in this support class so that students have an opportunity to preview material. Additionally, foundational learning targets previously covered in Algebra 1 will be reviewed to allow students an additional opportunity to explore, learn and reassess in foundational learning targets.

## OTHER SUBJECTS (OS)

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Teacher Aide*	1 Trimester	0.5	OS	9, 10,11,12	N
Office Aide*	1 Trimester	0.5	OS	9, 10,11,12	N
Library Aide*	1 Trimester	0.5	OS	9, 10,11,12	N
Work Study – 4j*	1 Trimester	0.5	OS	9, 10,11,12	N
Work Experience – Non-4j*	1 Trimester	0.5	OS	9, 10,11,12	N
IB Approaches to Learning I	1 Trimester	0.5	SS	11	N
AVID*	3 Trimesters	1.5	OS	9,10,11,12	N
MEChA Leadership	See descript.	.5	OS	9,10,11,12	N
Leadership	See descript.	variable	OS	9,10,11,12	N

\* These courses require teacher/administrator approval and cannot be selected during forecasting. Course descriptions provided are for information purposes only.

### Teacher Aide (22051G4)

#### Prerequisite: Teacher Approval

Students may earn elective credit as a teacher assistant. Teacher assistant positions are available in selected instructional departments. Students planning to be teacher assistants must receive departmental approval and meet certain prerequisites. A good attendance record is required. A student can take no more than one TA course during any given trimester.

### Office Aide (22051G1)

#### Prerequisite: Secretary Approval

Main Office student assistant duties consist of answering a multi-line telephone, and taking messages for administrators, teachers, and staff. Other tasks include delivering messages to classrooms, filing, and assisting other departments when necessary.

### Library Aide (22051G2)

#### Prerequisite: Librarian Approval; Strong Basic Academic Skills

Students who are library assistants learn practical library skills through on-the-job training in the school library. Providing quality services to students and staff, developing career skills such as responsibility and teamwork, and performing a variety of clerical tasks such as shelving books and keeping the facility in order are just a few of the jobs a library assistant will perform. In addition, students will become familiar with the computerized resources in the library so they can peer-tutor patrons needing help as well as being able to troubleshoot basic computer issues. Students need to be able to work independently and have a self-motivated work style.

### Work Study – 4j (22151G4)

#### Prerequisite: School-to-Career Coordinator Approval

This course is a self-study program that provides paid work experience. The work opportunities are with various schools and departments within the 4j School District. The student will be required to work the specified hours and complete the assigned tasks on a daily basis as outlined in a yearly learning objectives contract. Students will receive a job evaluation every trimester from their supervisor. The hiring process will require and include a resume and interview prior to placement.

### Work Experience – Non-4j (22151G3)

#### Prerequisites:

- Student must be enrolled in a minimum of two academic courses at NEHS.
- School-to-Career Coordinator Approval.
- Currently employed and working a minimum of 15 hours per week, or 135 hours within a trimester.

This course has been designed to give high school students a chance to earn elective credit for work in the local community. The curriculum is a self-study course with trimester assignments relating to the student's career interests and workplace readiness skills. In addition to the trimester assignments, the student must provide the original or a photocopy of each paycheck stub documenting hours worked and have their employer complete an evaluation every trimester. **Maximum of 2.0 credits can be applied to graduation requirements.**

**IB Approaches to Learning 11 – (22106G3)**

The IB Approaches to Learning (ATL) course challenges IB Career-Related Program (IBCP) students in the areas of thinking, intercultural understanding, communication, and personal development. The focus of the ATL course is studying what we know in a specified career and technical field of knowledge and how we know it. Students make connections between their classroom and non-classroom knowledge and experience, and they examine the ethics, value judgments, and belief systems of the various disciplines.

**AVID 9 (22003G1, 22003G6, 22003G7)****AVID 10 (22003G2, 22003GD1, 22003GD2)****AVID 11 (22003G3, 22003GD3, 22003GD4)****AVID 12 (22003G4, 22003GD5, 22003GD6)**

Get ready for life beyond high school! AVID, Advancement Via Individual Determination, will get you there.

AVID is designed to accelerate your learning, develop reading, writing and critical thinking skills for higher-level inquiry, and provides support so you can meet the expectations of rigorous IB and AP courses. In addition, you'll get to know a group of like-minded and dedicated students who share the same vision as you: graduating from high school with honors, prepared to go on to college. Your AVID family will support you in all you hope to achieve in high school and beyond. The AVID elective is available by invitation only. If you think you might be a good AVID candidate, are focused, dedicated and motivated, talk to your counselor or principal.

**MEChA Leadership (22101G5)**

Movimiento Estudiantil Chicano de Aztlán (MEChA) is a student organization that promotes higher education, cultura, and historia. MEChA was founded on the principles of self-determination for the liberation of our people. We believe that political involvement and education is the avenue for change in our society. In MEChA Leadership we will participate in MEChA regional meetings, weekly student leadership meetings, monthly meetings with community leaders and an annual MEChA conference. Students will also mentor and tutor elementary students and coordinate social and educational events for our students and families. This course is not a part of the regular school day.

**Leadership (22101G3)**

Evolve your leadership! Students matter at North Eugene and student leadership is a vital resource at our school. Do you want to affect change at North Eugene? Be a partner in creating a positive school climate? Be a positive leader and role model for all students? Make a difference in the lives of your peers? Through this leadership opportunity, you will become a substantial presence on our campus, participate in service learning work, as well as reflect, consider and understand the impact of your role as a peer leader. This course is not a part of the regular school day.

# SCIENCE

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Integrated Science	2 Trimesters	1.0	SC	9	Y
Biology	2 Trimesters	1.0	SC	10	Y
Botany-Horticulture	2 Trimesters	1.0	SC	11, 12	Y
Genetics & Microbiology	2 Trimesters	1.0	SC	11, 12	Y
Biology: Advanced Studies	1 Trimester	0.5	SC	11, 12	Y
IB Biology	3 Trimesters	1.5	SC	12	Y
Physics	2 Trimesters	1.0	SC	11, 12	Y
Physics – College Now	2 Trimesters	1.0	SC	11, 12	Y
Chemistry	2 Trimesters	1.0	SC	11, 12	Y
IB Chemistry	3 Trimesters	1.5	SC	12	Y

### *Lower Division Class Offerings*

**9th Grade:** Integrated Science

**10th Grade:** <sup>1</sup>Biology

### *Upper Division Class Offerings*

11th or 12th Grade	12th Grade
<sup>2T</sup> Biology Advanced Studies	<sup>5L</sup> IB Biology
<sup>2H</sup> Botany-Horticulture	<sup>6L</sup> IB Chemistry
<sup>3</sup> Chemistry	
<sup>2</sup> Genetics & Microbiology	
<sup>3</sup> Physics	
<sup>4</sup> Physics- CN	

### **Key of Pre-requisites & Other Notes:**

<sup>1</sup> = Integrated Science

<sup>2</sup> = Biology

<sup>3</sup> = Integrated Science & Algebra

<sup>4</sup> = Integrated Science & passed

Algebra II with a "C" or better

<sup>5</sup> = Biology & Biology Advanced

Studies

<sup>6</sup> = Chemistry & Advanced Algebra

<sup>T</sup> = This class is one trimester long.

<sup>L</sup> = This class is three trimesters long.

<sup>H</sup> = This class usually occurs first and third trimesters.

### **Integrated Science (SC201G5, SC201G6)**

Integrated Science is a lab-based science course that introduces students to fundamental concepts in physics, chemistry, earth and space science.

The scientific method is incorporated throughout, with an emphasis on inquiry.

### **Biology (SC051G5, SC051G6)**

#### **Prerequisite: Integrated Science**

This is a lab-based general biology course. It is designed to provide information regarding the fundamental concepts of life and life processes. Topics include structure and function of cells, genetics, evolution, ecology, populations, and scientific inquiry.

### **Botany-Horticulture (SC058G3, SC058G4)**

#### **Prerequisite: Biology**

Botany is the study of plants. In this course, students study the characteristics and evolution of plants, development of soil, composting, greenhouses, gardens, and successful plant propagation. Students develop an awareness of health and nutrition, genetically modified foods, and nursery production. Students also have the opportunity to work in teams on laboratory, field, and project investigations.

**Biology: Advanced Studies (SC052G1)****Prerequisite: Biology**

This is the junior-level prerequisite for IB Biology. The one trimester course includes an in-depth focus on organisms and populations, framed within the larger themes of genetics and evolution. Preference is given to juniors intending to enroll in the IB Biology course as seniors.

**Genetics & Microbiology (SC063G1, SC063G2)****Prerequisite: Biology**

This class explores the discipline of classical and molecular genetics in a topical manner, including cell reproduction, cancer, ancestry and inheritance, gene expression, population genetics, biotechnology and bioethics. A basic knowledge of microorganisms and applications of microorganisms' usefulness to humans and the world are investigated. Current microbiological and genetic analysis techniques and technologies are discussed and used when possible. This class will provide extensive teamwork opportunities via lab investigations and team projects. **This class can be taken as an alternative to Biology: Advanced Studies.**

**IB Biology (SC057I4, SC057I5, SC057I6)****Prerequisite: Biology & Biology: Advanced Studies or Teacher Approval**

This is a full-year course designed to parallel college-level introductory biology courses. Special attention is given to the preparation of students for the IB Biology exams and lab assessments. The course stresses synthesizing facts into major biological concepts and themes. The course covers three general areas: molecules and cells (including biological chemistry and energy transformations), genetics and evolution, and human body systems.

**Physics (SC151G5, SC151G6)****Prerequisite: Integrated Science & Algebra**

This course investigates forces, motion, energy, gravitation, sound and the laws that govern the physical world around us. This course is highly laboratory oriented and includes computer-based investigations. Many opportunities will be afforded to further develop manipulative and investigative skills.

**Physics – College Now (SC151C1, SC151C3)****Prerequisite: Integrated Science & passed Advanced Algebra with a “C” or better**

Students earning a “C” or better in this course will receive five college credits for PH201 through Lane Community College Now. Both fundamental science concepts and more complex concepts will be stressed and lab activities will focus on an inquiry approach. Students will frequently participate in computer-interfaced labs and do graphical analysis on computers. Problem solving using algebra is also an important part of the course. Specific topics will include: motion, forces, circular motion and gravitation, momentum, work, and energy.

**Chemistry (SC101G2, SC101G3)****Prerequisite: Integrated Science & Algebra**

Chemistry involves the study of matter and the changes it undergoes. Topics include chemical and physical properties and changes, atomic structure, the periodic table, chemical formula and name writing, chemical reactions and equations, the mole concept, states of matter, solutions, gases, energy and chemical reactions, rates of chemical reactions, and acids and bases. This class is highly laboratory-oriented. Students conduct investigations that reinforce the basic principles of chemistry.

**IB Chemistry (SC107C2, SC107C3, SC107C4)****Prerequisites: Successful completion of Chemistry & Advanced Algebra**

IB Chemistry is designed to be the equivalent of a college introductory general chemistry class. The course will emphasize chemical calculations and the mathematical formulation of chemical principles. In addition, the course will be highly laboratory oriented. Students will be expected to carry out controlled, documented experiments that are designed to reinforce the basic principles of chemistry. Students will have the opportunity to prepare for the IB Internal and External Assessments for High Level Chemistry.

# SOCIAL STUDIES

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Global Geography*	3 Trimesters	1.5	SS	9	N
Global History*	2 Trimesters	1.0	SS	10	N
IB History of the Americas I (HL)*	2 Trimesters	1.0	SS	11	N
IB History of the Americas II (HL)	2 Trimesters	1.0	SS	12	N
IB Theory of Knowledge I	1 Trimester	0.5	SS	11	N
IB Theory of Knowledge II	1 Trimester	0.5	SS	12	N
Economics	1 Trimester	0.5	SS	11,12	N
Psychology A	1 Trimester	0.5	SS	11,12	N
Psychology B	1 Trimester	0.5	SS	11,12	N
Law Studies	1 Trimester	0.5	SS	11,12	N
Social Justice Studies	1 Trimester	0.5	SS	10,11,12	N

\*These courses are required at each grade level.

### Global Geography (SS001G4, SS001G5)

Global Geography is a year –long investigation of the interactions of the world’s people. Students examine the physical settings, histories and issues facing people from multiple geographic regions. Units include study of the origins of inequality, globalization, Africa, The Middle East, India and Japan. The course is integrated with Global Literature and it prepares students for the 10<sup>th</sup> grade curriculum.

### Global History/Global Studies (SS051G2, SS051G3)

Global History is a year-long overview of human society. Students will investigate political, economic, social, religious, military, scientific and cultural developments. Units will allow students to develop a deep understanding of causes and effects of cultural diffusion, analyze the rise of state systems, international conflicts and issues of the modern era. The course is integrated with Eurasian Literature and prepares students for 11<sup>th</sup> grade International Baccalaureate work.

### IB History of the Americas I (HL) (SS05411, SS05413)

#### Fulfills US History Requirement

This is the first year of a two-year IB course of study and a precursor to studying IB 20th Century History in the 12<sup>th</sup> grade. While the history of the United States will be a major emphasis, the class will also look extensively at Latin America and how relationships have evolved according to the social, political, and economic interests of the eras investigated. Students will also develop an appreciation and understanding of history as a discipline.

### IB History of the Americas II (HL) (SS05412, SS05415)

Fulfills 0.5 Economics & 0.5 Government Requirements

#### Prerequisite: IB History of the Americas I or Teacher Approval

This course is devoted to the study of twentieth century history. Students will analyze the rise and rule of single-party states as well as the lasting global effects of the Cold War and Communism in crisis. Students will learn critical investigation skills including historical documentation and detecting bias. Students will apply these skills to their own individual study on a subject of interest in greater detail and depth.

### IB Theory of Knowledge - 11 (SS30412)

This course asks students to step back from the continual process of acquiring new knowledge to consider knowledge itself. Students and instructors work cooperatively to explore assumptions of various subjects of study in an attempt to come to a richer and more comprehensive understanding of the ways of knowing. Through the examination of timeless human themes and current issues, students build skills of critical analysis, discussion and creative synthesis. The Theory of Knowledge is a capstone of the IB curriculum.



**IB Theory of Knowledge - 12 (SS30411)**

**This course is a continuation of IB Theory of Knowledge 11.** This course asks students to step back from the continual process of acquiring new knowledge to consider knowledge itself. Students and instructors work cooperatively to explore assumptions of various subjects of study in an attempt to come to a richer and more comprehensive understanding of the ways of knowing. Through the examination of timeless human themes and current issues, students build skills of critical analysis, discussion and creative synthesis. The Theory of Knowledge is a capstone of the IB curriculum.

**Psychology A (SS254G2)****The Brain**

This course is a general survey of the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender and sexuality and abnormal behavior. This class is appropriate for 11th and 12th grade students.

**Psychology B (SS254G3)****Disorders**

This course provides a general survey of major fields of study in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as normality, psychological disorders, human development, identity formation, stress, addiction, human relationships, motivation, and violence. This class is appropriate for 11th and 12th grade students. No prerequisites.

**Economics (SS201G1)**

This course will provide students with an understanding of the way in which we organize our limited resources to satisfy unlimited wants. Students will be introduced to the study of economics through the four lenses of microeconomics, macroeconomics, international economics, and development economics. This class will consider economic theories, ideas, and events from a global perspective.

**Law Studies (SS162G1)**

This course focuses on the major components of the criminal justice system, including the nature and definition of criminal behavior, the role and scope and limits of law enforcement. We will explore significant contemporary issues facing the criminal justice system and society as a whole. Students will also learn about the major constitutional protections of due process and will have the opportunity of applying this learning through participation in mock trials.

**Social Justice Studies (SS107G2)**

This Course will focus on issues of social justice and oppression in the United States. As a class, we will address issues of race/ethnicity, gender, and sexual orientation in our school, community, and country. Students will be asked to identify their own biases, and the manner in which issues of social justice affect their own lives. Throughout this course, students will be expected to evaluate various controversial issues and to identify their own personal perspectives on these issues. This class is appropriate for 10<sup>th</sup> – 12<sup>th</sup> grade students.

# WORLD LANGUAGES

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Spanish 1	2 Trimesters	1.0	AF	9,10,11,12	Y
Spanish 2 – CN	2 Trimesters	1.0	AF	9,10,11,12	Y
Spanish 3 – CN	2 Trimesters	1.0	AF	10,11,12	Y
Spanish 4 – CN	2 Trimesters	1.0	AF	10,11,12	Y
IB Language B – Spanish CN	3 Trimesters	1.5	AF	11,12	Y
Spanish Literature for Native Speakers	2 Trimesters	1.0	LA	10,11,12	N
Japanese 1	2 Trimesters	1.0	AF	9,10,11,12	Y
Japanese 2 – CN	2 Trimesters	1.0	AF	9,10,11,12	Y
Japanese 3 – CN	2 Trimesters	1.0	AF	9,10,11,12	Y
Japanese 4 – CN	2 Trimesters	1.0	AF	9,10,11,12	Y
Japanese 5 – CN	2 Trimesters	1.0	AF	10,11,12	Y
IB Language B – Japanese CN	2 Trimesters	1.0	AF	10,11,12	Y
American Sign Language 1	2 Trimesters	1.0	AF	9,10,11,12	Y
American Sign Language 2	2 Trimesters	1.0	AF	9,10,11,12	Y
American Sign Language 3	2 Trimesters	1.0	AF	10,11,12	Y
American Sign Language 4	2 Trimesters	1.0	AF	11,12	Y

**Note:** The Japanese program is currently going through College Now application process so Japanese classes may soon offer College Now credit.

In order to reach IB language levels by senior year and to earn a full I.B. Diploma, students must take Japanese 1 or Spanish 1 as a 9<sup>th</sup> grader. At this time, the IB Organization only recognizes Japanese and Spanish as accredited languages at NEHS.

Students may also be able to take three trimester of a language class if there is enough interest. For example, a student can request 1A, 1B and 2A of a course during forecasting and if there is a sufficient number of requests the 2A can be offered in the 3<sup>rd</sup> trimester allowing for a student to take a language all three trimesters.

### Japanese 1 (FL421G3, FL421G4)

This is an introductory course in Japanese Language and Culture. Students will learn the basic phonetic alphabet, Hiragana, along with basic oral and written communication skills with a strong emphasis on practical application of the language. Students will also spend time learning about Japan and Japanese people.

### Japanese 2 (YG) (FL422C2, FL422C3)

**Prerequisite: Japanese I or Teacher Approval**

Students continue to build basic oral and written communication skills, including the secondary phonetic alphabet, Katakana, and some basic Chinese characters, Kanji. Emphasis is placed on acclimation to a classroom run primarily in Japanese and strong oral communication skills.

### Japanese 3 (YG) (FL423C2, FL423C3)

**Prerequisite: Japanese II or Teacher Approval**

This course is designed to continue building a strong base in vocabulary and advanced grammar. The course is conducted primarily in Japanese. There is a focus on full mastery of basic written skills including fluent reading and writing of Hiragana, Katakana, and the 100 Basic Kanji. A full review and evaluation of basic and intermediate skills will help students prepare for advanced study.

### Japanese 4 (YG) (FL424C2, FL424C3)

**Prerequisite: Japanese III, with a grade of B or better, or Teacher Approval**

This course is conducted in Japanese only. There will be continued progress in building vocabulary, grammar, and Kanji skills with a strong emphasis on teaching students to interact more meaningfully with authentic source material from Japan. Units of study on Japanese History and Culture will be integrated.

**Japanese 5 (YG) (FL425C3, FL425C4) /  
IB Language B: Japanese (FL431I2, FL431I3)  
Prerequisite: Japanese IV, with a grade of B or  
better, or Teacher Approval**

This course is for advanced study in Japanese with emphasis placed on using authentic Japanese materials to study a wide range of topics in Japanese. Students will continue to build skills including vocabulary, grammar, and Kanji as they work with a variety of Japanese source materials. Students will develop stronger reading comprehension skills and composition skills.

**Spanish 1 (FL101G3, FL101G4)**

This course offers basic Spanish grammar, stressing comprehension, conversation, reading, and writing. Emphasis is placed on cultural aspects of the many Spanish-speaking countries. There will be homework nightly.

**Spanish 2 – CN (FL102G3, FL102G4)**

**Prerequisite: Spanish 1 (C or better) or Teacher Approval**

This course reviews and advances the Spanish 1 program. Intensive oral and written exercises are designed to help the student acquire a more accurate use of Spanish. It is recommended that Spanish 2 be taken the term immediately following Spanish 1. There will be homework nightly. Completion of Spanish 2B (2<sup>nd</sup> trimester of course) with 80% or higher will result in College Now credit for Spanish 101 at LCC.

**Spanish 3 – CN (FL103C2, FL103C3)**

**Prerequisite: Spanish 2(C or better) or Teacher Approval**

This course consists of continued progress in building vocabulary in advanced grammar aspects and in improving skills of listening, speaking, reading, and composition. Completion of this class with 85% or higher will result in College Now credit for Spanish 102.

**Spanish 4 – CN (FL104C2, FL104C3)**

**Prerequisite: Spanish 3 (B or better) or Teacher Approval**

This course is conducted mainly in Spanish and continues progress in building vocabulary, learning advanced grammar aspects using the skills of listening, speaking, reading, and composition. Students will begin to do IB activities in this course. It is recommended that Spanish 4 be taken the term immediately following Spanish 3. Completion of this class with 85% or higher will result in College Now credit for Spanish 103.

**IB Language B - Spanish CN (FL115I4, FL115I5, FL115I6)**

**Prerequisite: Spanish IV (B average) or Teacher Approval**

This is a college-level course for Spanish students geared toward preparation for the AP and IB exams and stresses continued work in advanced Spanish grammar, conversation, and literature. The course runs all year, every day. Students will be expected to speak only Spanish in the class. Completion of this class with 85% or higher will result in College Now credit for Spanish 201, 202 & 203.

**Spanish Literature for Native Speakers (LA053G7, LA053G8)**

The goal of the class is develop and increase the fluency of the Spanish language for students with reading writing and discussion. The students will improve their bilingual abilities by reading certain selections of literature from Latin America. We will use aspects of literature: character development, figurative speech, perception and experience to promote and appreciate various Spanish-speaking cultures. The students will explore themes of social justice, love and family with novels and diverse readings to examine perspectives and stereotypes. **Being a native speaker is not a requirement of this course, students who have completed Spanish 4A may also enroll.**

\*This course gives LA credit but is conducted only in Spanish.

**American Sign Language 1 (FL801G2, FL801G3)**

This course is designed to introduce students to conversational American Sign Language (ASL) skills and the culture/issues of Deaf Americans. Students will begin to learn the grammatical structure of ASL and fingerspelling. Students will practice a “voice off” policy for specific time periods during class. Most colleges and universities accept ASL proficiency for their second language admission requirement.

**American Sign Language 2 (FL802G2, FL802G3)**

**Prerequisite: American Sign Language 1**

This course consists of continued progress in conversational ASL skills and students will be further exposed to the culture/issues of Deaf Americans. Building on receptive skills developed in ASL I, the emphasis will be on understanding as well as producing longer ASL narratives and stories. Approximately 50% of the class is taught strictly in ASL, and the students are expected to observe the “voice off” policy. Most colleges and universities accept ASL proficiency for their second language admission requirement.

**American Sign Language 3 (FL803G2, FL803G3)**

**Prerequisite: American Sign Language 2**

This course builds upon the skills developed in ASL II and will be further exposed to the culture/issues of Deaf Americans. Additionally, students will be delving into ASL literature, linguistic aspects of the language, and further strengthen public speaking skills, thereby demonstrating their advanced competency in ASL. The class will be conducted in ASL, and students are expected to only use ASL as well. Most colleges and universities accept ASL proficiency for their second language admission requirement.

**American Sign Language 4 (FL804G1, FL804G2)**

**Prerequisite: American Sign Language 3**

This course builds upon the skills developed in ASL III and will be further exposed to the culture/issues of Deaf Americans. Additionally, students will be delving into ASL history, linguistic aspects of the language, and further strengthen public speaking skills, thereby demonstrating their advanced competency in ASL. The class will be conducted in ASL, and students are expected to use only ASL as well. Most colleges and universities accept ASL proficiency for their second language admission requirement.

## SUPPORT SERVICES

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL	FEE
Language Arts Support 1	1 Trimester	0.5	OS	10	N
Language Arts Support 2	1 Trimester	0.5	OS	11,12	N
Read Right	1 Trimester	0.5	LA	9,10,11,12	N
ELD I*	3 Trimesters	1.5	LA	9,10,11,12	N
ELD II*	3 Trimesters	1.5	LA	9,10,11,12	N
ELD III*	3 Trimesters	1.5	LA	9,10,11,12	N
ELD IV*	3 Trimesters	1.5	LA	9,10,11,12	N
Fundamentals of Language Arts I*	3 Trimesters	1.5	LA	9,10,11,12	N
Fundamentals of Language Arts II*	3 Trimesters	1.5	LA	9,10,11,12	N

\*These courses are paired together for a total of 1.5 credits over 3 trimesters.

**NOTE: These courses are by teacher recommendation only and cannot be selected during forecasting. Course descriptions provided are for information purposes only.**

## SPECIAL EDUCATION

Each student with an Individualized Education Program (IEP) is assigned a case manager in accordance with his or her grade level. This means that each year, the student's case manager will change. This structure is to better facilitate communication and familiarity between the members of the IEP team, and to provide the most support across content areas.

In accordance with their IEP, students may or may not be assigned to a support class. In order to develop and administer specially designed instruction, students will enroll in a subject specific support class (i.e. LA Support addresses reading and writing skills.) These support classes will provide individualized instruction, support for the general education curriculum/assignments, and remediated instruction on specified learning targets. Targeted instruction will include pre-reading strategies, differentiated content, access to literature/concepts in multiple ways, scaffolded writing assignments and specific study strategies.

Special Education Teachers work closely with English and Social Studies teams to develop, design, and scaffold content for students with IEPs. This enables each support class to target specific skills that are needed to demonstrate proficiency within the core classes.

In addition to the above support classes, students with IEPs will also receive the listed accommodations within their regular education courses. For more information on this topic speak with your current case manager.

## SPECIAL EDUCATION (Continued)

### **9<sup>th</sup> Grade Study Skills Support**

This class will have two purposes. The first is to help students develop the skills necessary to be successful in their content classes. Study skill instruction will cover such topics as note taking, organization, assignment tracking, and other effective academic strategies. The second purpose is to provide time for students to use to complete work for their content classes, with an emphasis on work completion for the language arts and social studies classes.

### **Language Arts Support 1 (22005G8)**

Language Arts Support is a paired course for the Eurasian Literature and Global Studies courses. The instruction will provide a supported and scaffolded structure to lessons and assignments in the regular education courses. In addition, students will receive instruction in key skills or strategies including: pre-reading strategies, comprehension strategies, pre-writing strategies, writing structure, and editing and revision strategies. Instruction will be developed through consultation with general education teachers and content will support Individualized Education Programs while helping students achieve academic success and meet state requirements.

### **LA Support 2 (22005G9)**

Language Arts Support is a paired course for the IB Language and Literature course. The instruction will provide a supported and scaffolded structure to lessons and assignments in the regular education courses. In addition, students will receive instruction in key skills or strategies including: pre-reading strategies, comprehension strategies, pre-writing strategies, writing structure, and editing and revision strategies. Instruction will be developed through consultation with general education teachers and content will support Individualized Education Programs while helping students achieve academic success and meet state requirements.

As part of the 11/12-support class, students will also receive weekly Transitions support and instruction in the following areas to prepare them for their post-secondary education and plans. Topics will include: Employment searches, Resumes, Interviewing skills, Community Colleges, FAFSA, Enrollment Processes, Visitation to college campus, Independent Living Skills, Budgeting, Renting Apartments, etc.

### **Read Right (LA068F1)**

The Read Right tutoring program helps students to read more fluently and with greater comprehension. This proven protocol is backed by extensive brain research and can provide tutoring from elementary to college level text. Students are assessed and then work at their skill level with trained tutors. The daily schedule includes small group tutoring, individual coaching, critical thinking activities, independent reading, and literacy practice with reading and writing assignments from other classes. Through skill building in this course, students become better equipped to read and comprehend other class assignments, gain confidence to participate more in class activities and improve test-taking skills. Excellent reading is a foundational skill necessary for college and career readiness.

**NOTE: The Language Arts credit granted for Read Right is not recognized for college admission requirements.**

## ENGLISH LANGUAGE DEVELOPMENT (ELD)

The goal of ELD is to acquire the reading, writing, speaking, and listening skills necessary to perform successfully in mainstream classes. The focus for beginning students is on learning basic vocabulary and grammatical structure. For intermediate and advanced students, the emphasis is on reading comprehension and writing. Placement in the following classes is determined by the student's score on the IPT (Idea Proficiency Test) and or a recommendation of the ELD Instructor.

### English Language Development I-Beginning (LA008G1)

- Basic vocabulary development
- Basic grammatical structure development
- Development of basic reading, writing, speaking, and listening skills

This course is paired with Fundamentals of Language Arts I for a total for 1.5 credits.

### English Language Development II-High Beginner (LA008G2)

- Beginning - intermediate vocabulary development
- Beginning - intermediate grammatical structure development
- Continued development of beginning - intermediate reading, writing, speaking, and listening skills.
- Beginning - intermediate reading comprehension and summarizing
- Beginning - intermediate sentence and paragraph writing and editing
- Oral presentations, skits, essays and thematic projects

This course is paired with Fundamentals of Language Arts I for a total for 1.5 credits.

### English Language Development III-Intermediate (LA008G3)

- Intermediate vocabulary development
- Intermediate grammatical structure development
- Continued development of intermediate reading, writing, speaking, and listening skills.
- Intermediate reading comprehension and summarizing
- Intermediate sentence and paragraph writing and editing
- Oral presentations, skits, essays and thematic projects

This course is paired with Fundamentals of Language Arts II for a total of 1.5 credits

### English Language Development IV-Advanced (LA008G4)

- Early advanced vocabulary development
- Early advanced grammatical structure development
- Continued development of early advanced reading, writing, speaking, and listening skills.
- Early advanced reading comprehension and summarizing
- Early advanced sentence and paragraph writing and editing
- Continued advancement with oral presentations, skits, essays and thematic projects

This course is paired with Fundamentals of Language Arts II for a total of 1.5 credits

### Fundamentals of Language Arts I (LA009F2)

This course provides beginning – intermediate level instruction in basic language skills around literature analysis. The class will integrate reading and writing, speaking and listening, while placing great emphasis on the progress of individual students. Course content may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension skills through the use of novels, plays and or poetry. This course is paired with ELD 1 and ELD 2 for a total for 1.5 credits.

### Fundamentals of Language Arts II (LA009F1)

This course provides intermediate to early-advanced level instruction in English language skills around literature analysis. The class will integrate reading and writing, speaking and listening, while placing great emphasis on the progress of individual students. Course content may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension skills through the use of novels, plays and or poetry. This course is paired with ELD 3 and ELD 4 for a total for 1.5 credits.