

North Eugene High School



Academic Planning Guide 2017-18

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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 (Smarter Balanced Assessments), 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 to meet 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 students 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

Subject Area	Credits Required
English/Language Arts	4
Mathematics	3 1 cr. Algebra I, and 2 cr. above Algebra I level ¹
Science 3 credits scientific inquiry (2 cr. with lab experiences) ^{1,2}	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 SKILLS³	
Read & Comprehend a Variety of Text	X
Write Clearly & Accurately	X
Apply Mathematics in a Variety of Settings	X
PERSONALIZED LEARNING⁴	
Education Plan & Profile	X
Career-Related Learning Experiences	X
Career-Related Learning Standards	X
Extended Application	X
<p>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.</p>	

OREGON PUBLIC UNIVERSITY SYSTEM REQUIREMENTS

Oregon Public University Undergraduate Freshman Admission Requirements for 2016-17 (Residents and Nonresidents)							
	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 ¹	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 ²	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

¹ Minimum test scores are not set, but test results may be used during additional campus review processes. OPU 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.

² OSU requires the Insight Resume.

All OPU 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 OPU 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 OPU 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 by using a student's Naviance Family Connection account.

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 credits are 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. **Students must sign up in their current CN class to earn CN credit. Earning CN credit is free.** Many credits may 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	Physics	Culinary Arts	Math
Computer Science	Child Development	Health	Spanish

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 Credit

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

COLLEGE CREDIT at NORTH EUGENE

International Baccalaureate (IB) Programs at North Eugene High School

As an IB World School, North Eugene is proud to offer several options for students in their pursuit of college and career goals.

All students at North Eugene enroll in IB courses during their junior and senior years. Whether or not students choose to take IB tests, every student is held to the same high expectations with appropriate press and support. IB classes are indicated on a student's transcript-- an important consideration when applying for college.

North Eugene students have the opportunity to pursue the **IB Diploma** or the **IB Career-Related Program**. Both programs offer students the opportunity to learn important skills, knowledge and habits with the potential of earning 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."

If students choose the **IB Diploma Program**, ultimately, they will test in six subject areas, complete the IB Theory of Knowledge course, write a 3500-4000- word IB Extended Essay and plan and participate in 150 hours of Creativity, Activity and Service (CAS). This is the most rigorous course of study a student can pursue and the rewards are significant.

Students may also choose the **IB Career-Related Program**. Students must be enrolled in Arts and Communications classes or in Child Development classes and take IB Personal and Professional Skills. Students will choose two areas in which to test, complete a Reflective Project, plan and execute a Service Learning project and submit a Language Development portfolio. This is the newest IB program at North designed to prepare students for a career directly after high school.

Finally, students may choose to **certificate test** in one or more subject areas. If a student is interested in a specific subject area or excels in a particular class, certificate testing is one way to recognize accomplishments. In many classes, students are completing required work for exams, no matter if they choose to test or not.

As a part of an IB program, students also develop specific habits of mind to support growth and development. The IB Learner Profile is a set of characteristics designed for 21st century learning and supports students in becoming responsible members of their community. As IB students, we expect students to strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

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.

Some of the available RTEC courses at the Lane Community College Campus, Online and at selected high schools:	
Apprenticeships	Automotive
Computer Technology	Criminal Justice
Culinary	Drafting
Diesel	Early Childhood Education
Flight Technology	GIS Mapping
Health Professions	Human Services
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 \$8955 at Lane. That's nearly \$6282 less than the University of Oregon and \$4710 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 Catherine Moran, Post Graduation Planning Specialist 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 Career Center

The College 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
National Career Readiness Certificate (NCRC)	Senior Project Mentor Assistance
Naviance Family Connection	

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
Design Concepts	1 Trimester	.5	AF	9,10,11,12
Ceramics I	1 Trimester	.5	AF	9,10,11,12
Ceramics II	1 Trimester	.5	AF	9,10,11,12
Drawing	1 Trimester	.5	AF	9,10,11,12
Drawing II	1 Trimester	.5	AF	9,10,11,12
Painting	1 Trimester	.5	AF	9,10,11,12
Painting II	1 Trimester	.5	AF	9,10,11,12
IB Visual Art	2 Trimesters	1.0	AF	11,12
Design Fundamentals – CN	1 Trimester	.5	AF	9,10,11,12
Design Fundamentals 2 – CN	1 Trimester	.5	AF	9,10,11,12
Digital Media Design – CN	2 Trimesters	1.0	AF	9,10,11,12
Audio/Visual Production	1 Trimester	.5	AF	9,10,11,12
Yearbook: Beginning	1 Trimester	.5	AF	9,10,11,12
Yearbook: Intermediate	1 Trimester	.5	AF	9,10,11,12
Yearbook: Advanced	1 Trimester	.5	AF	9,10,11,12
Drama–Acting I	1 Trimester	.5	AF	9,10,11,12
Drama–Acting II	1 Trimester	.5	AF	9,10,11,12
Drama – Comedy Improvisation	1 Trimester	.5	AF	9,10,11,12
IB Theatre in the Making	1 Trimester	.5	AF	11,12
IB Theatre in Performance	1 Trimester	.5	AF	11,12
Concert Band	3 Trimesters	1.5	AF	9,10,11,12
Wind Ensemble	3 Trimesters	0.75	AF	9,10,11,12
Wind Ensemble–IB Performance	3 Trimesters	0.75	AF	11,12
Jazz Ensemble	3 Trimesters	0.75	AF	9,10,11,12
Jazz Ensemble–IB Performance	3 Trimesters	0.75	AF	11,12
Concert Choir	3 Trimesters	1.5	AF	9,10,11,12
Varsity Choir	3 Trimesters	0.75	AF	9,10,11,12
Vocal Ensemble Hi-tones	3 Trimesters	0.75		9,10,11,12
Guitar I	1 Trimester	.5	AF	9,10,11,12
Guitar II	1 Trimester	.5	AF	10,11,12
History of Rock & Roll	1 Trimester	.5	AF	9,10,11,12
IB Music–Theory	1 Trimester	.5	AF	11,12
IB Music–History/Appreciation	1 Trimester	.5	AF	11,12
Metalworking I	1 Trimester	.5	AF	10,11,12
Metalworking II	1 Trimester	.5	AF	10,11,12
Metalworking Projects	1 Trimester	.5	AF	10,11,12
Woods Processing I	1 Trimester	.5	AF	9,10,11,12
Woods Processing II	1 Trimester	.5	AF	10,11,12
Woods Projects	1 Trimester	.5	AF	10,11,12

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

APPLIED & FINE ARTS

ART

Design Concepts (AF154G3)

This comprehensive course enables students to explore several art forms including color studies, drawing, painting and 3-D designs. The course covers design concepts and principles, visual language, media and materials. This course is a prerequisite to Drawing, Painting, Ceramics and Design Fundamentals II unless instructor permits otherwise.

Drawing I (AF156G1)

Prerequisite: Design Concepts

Drawing II (AF156G2)

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 understand and interpret the visual world around us through the class projects.

Advanced students, with instructor input, will develop an independent course of study that will include a basis for evaluation and grading.

Painting I (AF157G1)

Prerequisite: Design Concepts

Painting II (AF157G2)

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.

Advanced students, with instructor, will design and develop an independent course of study that will include a basis for evaluation and grading.

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)

Projects will be larger and more intricate, and demonstrate advanced hand building technique and unique ideas. Students may learn to throw potter on the potter's wheel. Students, with input from the instructor, will develop an independent course of study that will include a basis for evaluation and grading. Students will do at least one research project that will be presented to the class.

IB Visual Art (AF173I1, AF173I2)

Pre-requisite: Completion of level II Drawing, Painting or Ceramics, Instructor Approval.

This course is for advanced art students and those who want to take the IB Visual arts exam. This course helps students develop aesthetic, creative faculties and experiences enabling them to delve deeply in to their own work. Students may want to consider starting a college portfolio. Both studio and research work will part of the class. Students will develop their own plan with the instructor. Completion of the second level of an art course instructor approval is required.

Digital Media Design A – CN (AF153X1)

Lab Fee: \$10

Digital Media Tools is a two-trimester introduction to core layout, vector, bitmap, and document-sharing software used in graphic design and multimedia industries. Software: Adobe Photoshop, Illustrator CS6, and introduction to Blender for 3d shaping and animations. Students use editing stations to create artistic and commercial projects using industry standard software and peripherals; each student is assigned a Wacom tablet. 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, exporting appropriate files, and text manipulation. Students receive training on data-driven devices like the vinyl plotter, laser cutter and 3d printer. In addition to text projects, independent projects may include digital color wheels, ribbon stickers, commercial and nonprofit logos, mascots, flowcharts, independent student-choice stickers, and 3-D mesh objects. Students will keep digital design portfolios.

Digital Media Design B– CN (AF153X3)

Prerequisite: Digital Media Design A

Lab Fee: \$10

This course is articulated with Art 216, earning 4 units at LCC.

Software: Adobe Photoshop, InDesign, and Illustrator CS6, Blender, and Meshmixer. In addition to the projects in the text, independent projects may include multi-color stickers, laptop wraps, cd and dvd sleeves, toy and snack packaging, board game designs, jigsaw puzzles, website button sets, and brochures. Students create a miniature storefront with a 3D-printed business sign and matching menu. Each student will design, 3d print and keep at least one object such as a cookie cutter, keychain, or board game piece.

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 as part of a larger group.

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 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 will learn about careers in design. Students will also conceive art installation pieces and 3-D pieces for a larger art project. Projects include multicolor stickers, signs and laser-cut designs.

Design Fundamentals 2 – CN (AF162C2)

This course prepares students for the spring Technical Skills Assessment. Useful course for students interested in 3D fabrication or data-driven devices like a vinyl plotter. Students study art and design vocabulary and complete the text used in Basic Design Fun Part 1, while implementing principles of design with more challenging team and independent design projects. Projects are generally mixed media and range from complete

board games to commercial sign installations using print, vinyl, and/or 3-D printed designs. Best designs will be produced and on sale in the school finance office. Course is assessed with vocabulary quizzes, projects, and the TSA. Students can earn 4 credits through LCC College Now.

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

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 ensure 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 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.

DRAMA

Students interested in pursuing IB Theatre should begin by taking Drama-Acting I & Drama-Acting II in 9th & 10th grade. In 11th & 12th 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.**

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.

Improvisational Comedy Workshop (AF099G1)

Though it seems like comic improvisers create their performances on the spot with little preparation, the best improvised comedy comes from study, planning, and rehearsing many variations. This course provides a solid foundation in the roots of modern sketch improvisation. Learning the work of Viola Spolin, Anne Bogart/Tina Landau (*Viewpoints*), Second City, The Groundlings, and *Whose Line Is It Anyway*, we will focus on shaping characterization and narrative. We will also explore the use of improvisation as a tool for social change. Students will also work with guest artists who improvise as a part of their careers. Our work will culminate in a final performance project. Next stop, *Saturday Night Live*?

IB Theater is a two-trimester course comprised of the following two 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: Theatre in the Making/Teacher Consent

This 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.

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 9th & 10th grade. In 11th & 12th 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. This course focuses on building ensemble skills and exploring fun and exciting band literature in a positive, supportive, and energetic atmosphere. As an active ensemble on campus, the Concert Band performs 3-4 concerts each year as well as festivals and other activities. Football & Basketball Pep Band is required for all Concert Band students and is coordinated as part of the school community and culture. Students in this class are eligible for honor bands, the district solo and ensemble contest/festival, as well as other performance opportunities. Successful participation and performance in Concert Band allows students the chance to gain entry in the North Eugene Wind Ensemble and Jazz 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. Through a more rigorous rehearsal and performance schedule, Wind Ensemble students will experience a fast paced environment that focuses on quality of performance and achieving student success within each piece of music. Wind Ensemble is open to all students with previous band experience but does require director approval. The Wind Ensemble performs for 3-4 concerts each year as well as festivals and other activities. Students in this class are eligible for advanced honor bands, the district solo and ensemble contest/festival, and various community

events. Football and Basketball Pep Band is required for all Wind Ensemble students and is coordinated as part of the school community and culture. Members of the Wind Ensemble may also wish to participate in the Band Council, a governing body that works closely with the director for planning, organizing, and communicating band events.

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. The curriculum is focused primarily on big band swing, but also incorporates funk, latin, rock, ballads, and dixieland jazz. Students in the Jazz Ensemble will also experience opportunities to express themselves as soloists through improvisation. Members are expected to perform and rehearse 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 functions. Jazz Ensemble students must participate in Wind Ensemble or concert band. Past festivals include the Wildish Jazz Festival, the West Salem Jazz Festival, 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)

Concert Choir is a non-auditioned group for students in grades 9-12. This course emphasizes development of vocal skills, sight singing, musicianship, performance and the fun of singing in an ensemble. Concert Choir will sing music from many genres including pop, rock, musical theater, jazz, traditional, classical, and multicultural music. This group will perform in all NEHS choir concerts. Students may repeat this course for credit.

Varsity Choir (AF110G3, AF110G3b, AF110G3c)
This advanced choral group is open by audition to students in grades 9 through 12.

The choir will perform choral music of all styles and periods. Basics in breath support and general tone production will be reviewed, with emphasis placed on refining the vocal sound and professionalism in a choral performance setting. Varsity Choir will participate in all NEHS choir concerts, the District Festival each April, and Metro Choral Festival. This group will participate in the State Choral Championships in May if they qualify. Performance tours to other locales may occur.

Vocal Ensemble - Hi-Tones (AF121G1, AF121G2, AF121G3)**This advanced choral group is open by audition to students in grades 9 through 12.**

This choir is a select vocal ensemble performing pop and contemporary music. The choir will perform extensively throughout the year in the Eugene/Springfield area as well as in all NEHS choir concerts. A great deal of emphasis will be placed on professionalism and teamwork. Auditions for the group are held in the spring. All Hi-Tones are required to dual enroll in Varsity Choir as they will perform with that group at concerts. Class may be repeated for credit.

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. 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 II (B- or higher) & Instructor approval

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. Students will be expected to complete required class work and pass welding and machining competency tests.

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 II (B- or higher) & Instructor approval

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.

FAMILY & CONSUMER SCIENCES

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

Fabric Art (19256X1)

\$10 fee for lab supplies

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. May only be offered every other year.

Independent Living (19257X1)

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)

This course will help prepare students for the important first steps of the journey in parenting.. 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. Course curriculum includes Basic Beginnings by North Dakota State University. 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.

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.

This Introductory Culinary Arts Pathway course designed to provide students with knowledge and skills related to restaurant and hospitality industry. Topics include sanitation and food safety procedures, basic cooking methods and food preparation, and developing a strong work ethic in a teamwork environment. Students who complete this course with a B or above may continue with NEHS's Culinary Program.

Food Service: Culinary 2 (AF053X1)

Prerequisite: RFB: Culinary 1

\$25 Lab Fee

Students with begin working as a student chef and caterer in our student-run enterprise, Northside Catering. Topics covered are small and large - scale meal preparations, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, sanitation, management, and the careers available in the food service industry.

Restaurant Management & Operations - CN: Culinary 3 (AF055X6, AF055X7)

Prerequisite: B or higher in Food Service (Culinary 2) \$30 Lab Fee

Restaurant Management and Operations will provide students with knowledge and skills related to commercial and institutional food service establishments, with an emphasis on the management of Northside Catering. Course topics include guest service and relationships, planning, resource management, and other topics related to managing and operating restaurants.

Culinary Arts Specialty: Culinary 4 (AF056X2)

Prerequisite: B or higher in RMO (Culinary 3)

\$20 Lab Fee

Culinary Art Specialty provides instruction in a particular type of cooking or culinary style. Examples of such specialty fields include baking, creating and decorating wedding cakes, Middle Eastern cuisine, and so on. Seasonal foods and student input determine the culinary art studied.

Restaurant, Food, and Beverage Services CTE: Culinary 5 (AF097X1)

Prereq: Culinary 4 or teacher approval

Conducted with instructors as mentors, students will explore topics of interest within the restaurant, food, and beverage services industry. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

HEALTH & PHYSICAL EDUCATION (PE)

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

PHYSICAL EDUCATION

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.

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.

Advanced General PE (PE001G1)

The focus of this class will be of a competitive nature for those students who want a more intense physical education experience in a general PE setting. 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.

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 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.

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. 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 will exhibit consistent attendance, appropriate training intensity of each workout, proactive communication with the instructor, punctuality, and an overall positive attitude toward self and others during all workouts.

HEALTH

Teen Health (HE051G2)

This Health Education class will explore the holistic view of health, showing students how to assess the decisions they make as a teen that will affect their lifetime health. Teen decisions about alcohol, tobacco, sex, risky driving, sun exposure, food choices, and drugs will be covered. Students will gain a better understanding of self-image, anger and 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 from adolescents, through young adulthood, middle age, and later life. Topics include stress, nutrition, 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 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.

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.

LANGUAGE ARTS

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

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

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 10th grade, we continue to build the skills developed in the 9th grade Global Literature course and begin to lay the foundation for International Baccalaureate Language and Literature in the 11th 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)

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 12th 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 12th grade students who have not met their Essential Skills requirement for Reading. The course will focus on reading strategies and completing work samples.

Creative Writing (LA104G1)

This course intends to meet writers where they are and improve their skills across the board. Students will analyze author's techniques through studying and emulating mentor texts, as well as through their own study of style through reading choice novels. Students will be expected to produce several polished creative works, each of which consist of multiple drafts, revisions and teacher conferences. Writers can be expected to produce personal narratives, short stories, poetry, and creative non-fiction.

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.

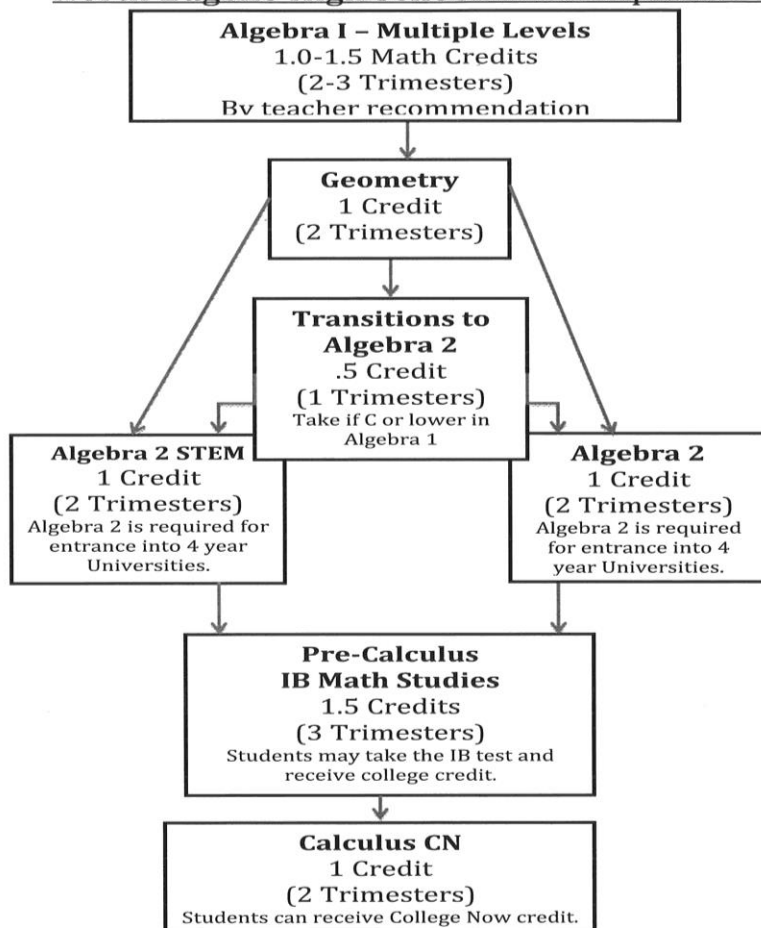
Note: the Language Arts credit granted in Read Right is not recognized for college admission requirements.

MATHEMATICS

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL
Algebra I (inc. Intensified, Accelerated)	2-3 Trimesters	1.0-1.5	MA / OS	9,10
Algebra 1 Support*	1-3 Trimesters		OS	9,10
Geometry	2 Trimesters	1.0	MA	9,10,11,12
Transition Algebra	1 Trimester	0.5	MA	10,11,12
Algebra II	2 Trimesters	1.0	MA	9,10,11,12
Algebra II - STEM	2 Trimesters	1.0	MA	10,11,12
Financial Algebra	1 Trimester	0.5	MA	10,11,12
Probability & Statistics	1 Trimester	0.5	MA	10,11,12
IB Pre-Calculus	3 Trimesters	1.5	MA	10,11,12
Calculus - CN	2 Trimesters	1.0	MA	10,11,12
Math Peer Tutor*	1 Trimester	0.5	OS	10,11,12
Math Essential Skills	1 Trimester	0.5	MA	11, 12

***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



Electives:

Probability and Statistics
.5 Credit
(1 Trimesters)
May take this course after Algebra I.

Financial Algebra
.5 Credit
(1 Trimesters)
May take this course after Algebra I.

Support Classes
.5 OS credit
(1-3 trimesters)

Math Essential Skills
.5 Credit
(1 trimester)
For 11-12th graders who have not passed the SB test.

Peer Math Tutor
.5 credit
(1 trimester)
Teacher recommendation required.

MATHEMATICS

Algebra I (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.

Accelerated Algebra (MA052E1, MA052E2)

This course is the same as Algebra I, however it is taught over the course of two trimesters instead of three. By teacher recommendation only.

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.

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; and simple quadratics.

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 I 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.

Financial Algebra (MA155G1)

Prerequisite: Algebra I and Geometry

Financial Algebra will teach and have students apply algebra concepts to a variety of business and financial situations. Students will build a strong foundation in logical thinking and problem solving that will enable them to make informed decisions regarding matters of money and finance in their daily lives. Topics studied include income, insurance, banking, taxation, stocks and bonds, finance, measures of center and spread, graphical representations of data, amortization, supply and demand, loans, compound interest and continuous interest, credit card debt, car ownership and budgets.

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: Algebra II

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.

Calculus CN (MA121C2 & MA121C3)

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). 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.

OTHER SUBJECTS (OS)

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL
Computer Science – CN	2 Trimesters	1.0	OS	10,11,12
Game Development – CN	1 Trimester	0.5	OS	10,11,12
Mobile App Development – CN	1 Trimester	0.5	OS	10,11,12
Teacher Aide*	1 Trimester	0.5	OS	9, 10,11,12
Office Aide*	1 Trimester	0.5	OS	9, 10,11,12
Library Aide*	1 Trimester	0.5	OS	9, 10,11,12
Work Study – 4j*	1 Trimester	0.5	OS	9, 10,11,12
Work Experience – Non-4j*	1 Trimester	0.5	OS	9, 10,11,12
IB Personal & Professional Skills I	1 Trimester	0.5	OS	11
IB Personal & Professional Skills II	1 Trimester	0.5	OS	12
AVID*	3 Trimesters	1.5	OS	9,10,11,12

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

COMPUTER SCIENCE

Intro to Computer Science-CN

This course explores the discipline and professions of computer science. It provides an overview of:

- computer hardware architecture.
- the study of algorithms.
- software design and development.
- data representation and organization.
- ethics and the history of computing and society.

The student is exposed to both low-level and high-level programming languages.

Game Development-CN

This course is an introduction to programming through the field of game development. It includes:

- a survey of computer game categories and platforms.

- an overview of the game design and development process.
- an introduction to tools used for graphics development and game development.

Students in this course will create several elementary computer games, culminating in a final project.

Mobile App Development-CN

This course is an introduction to programming through the field of app development. It includes:

- basic concepts of programming.
- object-oriented program architecture.
- online integration of apps.
- maintaining persistent data

Students in this course will create several elementary Android apps in a drag-and-drop programming language, culminating in an independent final project

ASSISTANT / AIDE CLASSES

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**

SPECIAL PROGRAM COURSES

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.

IB Personal and Professional Skills 11 – (22106G3)

IB Personal and Professional Skills 12 - (22106G4)

You are embarking on an exciting journey in your choice to pursue the IBCP at North Eugene High School! **Any student is welcome in IB Personal and Professional Skills (IB PPS) whether or not you decide to pursue the IBCP.** It is a course designed to prepare you for life after high school. An exciting exploration of a variety of knowledge, concepts, skills and attributes awaits you in the course and supports your candidacy for the IBCP. With you as the learner at the center, the class helps develop thinking skills, intercultural understanding, communication skills and personal development through the themes of communities, technology, environment and workplace.

IB PPS is one part of a required core for the IBCP which also includes Service Learning, Language Development and the Reflective Project. It is a two-year course—one trimester in junior year and one in senior year. Every student, regardless of IBCP status will develop the skills needed to operate successfully in our local, national and global communities within a chosen career.

SCIENCE

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL
Physical Science: Energy & Matter	2 Trimesters	1.0	SC	9
Biology: Cellular & Ecological	2 Trimesters	1.0	SC	10
Earth & Space Science	1 Trimester	0.5	SC	10
Botany-Horticulture	2 Trimesters	1.0	SC	11, 12
Genetics & Microbiology	2 Trimesters	1.0	SC	11, 12
Biology: Advanced Studies	1 Trimester	0.5	SC	11, 12
IB Biology	3 Trimesters	1.5	SC	12
Physics	2 Trimesters	1.0	SC	11, 12
Physics – College Now	2 Trimesters	1.0	SC	11, 12
Chemistry	2 Trimesters	1.0	SC	11, 12
Chemistry: Advanced Studies	1 Trimester	.5	SC	11, 12
IB Chemistry	3 Trimesters	1.5	SC	12

NEHS Science Course Options for 2017-2018

Please refer to the NEHS Curriculum Guide for detailed descriptions of each class.

General Information & Advice:

* Incoming 9th, 10th & 11th graders: Look ahead at what you want to take your senior year so you take the correct courses your 9th - 11th grade years, especially if you plan to take IB Biology or IB Chemistry.

* Please enlist the advice of one or more of the science teachers to help you choose the right set of science classes for your needs and interests.

* There is a Human Anatomy & Physiology- CN class offered at NEHS. You earn health credit for this class. It is a great class to take if you are interested in pursuing a career in health occupations.

* All science classes are two trimesters long unless otherwise noted.

Required Lower Division Class Offerings

9th Grade: Physical Science – Matter & Physical Science – Energy

10th Grade: ¹Biology – Cellular, ¹Biology – Ecological & ¹Earth and Space Science

Upper Division Class Offerings

11 th or 12 th Grade	12 th Grade
^{2T} Biology Advanced Studies	^{5L} IB Biology
^{2H} Botany-Horticulture	^{7L} IB Chemistry
³ Chemistry	
^{6T} Chemistry Advanced Studies	
² Genetics & Microbiology	
³ Physics	
⁴ Physics- CN	

Superscript Key of Pre-requisites & Other Notes:

¹ = Physical Science – Matter & Physical Science – Energy

² = Biology – Cellular & Biology – Ecological

³ = Physical Science – Matter, Physical Science – Energy & Algebra

⁴ = Physical Science – Matter, Physical Science – Energy & passed Advanced Algebra with a "C" or better

⁵ = Biology – Cellular, Biology – Ecological & Biology Advanced Studies

⁶ = Chemistry

⁷ = Chemistry, Chemistry Advanced Studies & Advanced Algebra

^T = This class is one trimester long.

^L = This class is three trimesters long.

^H = This class usually occurs first and third trimesters.

Physical Science - Matter (SC159G5)

This course teaches the fundamentals of high school chemistry concepts using methods that increase students' familiarity with science and engineering practices. Major topics include atomic structure & properties, the periodic table, molecules & molecular properties, chemical reactions, and fission & fusion. Laboratory skills, scientific inquiry, experimental design, and methods for analysis are developed through hands-on laboratory experiences. Along with "Physical Science – Energy," this course prepares 9th grade students with the skills and knowledge for success in all their subsequent high school science classes.

Physical Science - Energy (SC159G4)

This course teaches the fundamentals of high school physics concepts using methods that increase students' familiarity with science and engineering practices. Major topics include forces & motion, Newton's Laws, energy types, conservation of energy, and transfer of energy. Laboratory skills, scientific inquiry, experimental design, and methods for analysis are developed through hands-on laboratory experiences. Along with "Physical Science – Matter," this course prepares 9th grade students with the skills and knowledge for success in all their subsequent high school science classes.

Earth and Space Science (SC008G1)

Students will delve into topics central to the Earth and its place in the universe. They will study the dynamic interaction of systems including the hydrosphere, geosphere and atmosphere, in addition to investigating how human impact the Earth's natural systems. Students will learn about Earth's cycling of matter and energy, while also reaching out to explore our solar system and the universe of stars. In alignment with the Next Generation Science Standards, students will engage in science and engineering practices that will develop their skills of scientific inquiry, experimental design, and analysis.

This is a 10th grade course. Exceptions to this require counselor approval.

Biology - Cellular (SC051G4)

Prerequisite: High School Physical Science

While invisible to the naked eye, the microscopic world of living things includes the building blocks upon which all life as we know it depends. In this half of the two-term biology course, students will investigate topics that include: biochemistry, cells,

microbes, and genetics. Students will also further develop their use of science and engineering practices through a variety of scientific inquiry experiences including labs, investigations, and problem solving simulations.

This is a sophomore level course. Freshmen must meet specific criteria to enroll in biology.

Biology - Ecological (SC051G9)

Prerequisite: High School Physical Science

All forms of visible life depend on each other and on the environment in which they live. In this half of the two-term biology course, students will investigate topics that include: the diversity of living things, populations, the environments of earth, and evolution. Students will also further develop their use of science and engineering practices through a variety of scientific inquiry experiences including labs, investigations, and problem solving simulations.

This is a sophomore level course. Freshmen must meet specific criteria to enroll in biology.

Botany-Horticulture (SC058G3, SC058G4)

Prerequisite: Biology - Cellular & Biology - Ecological

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, garden, and project investigations.

Genetics & Microbiology (SC063G1, SC063G2)

Prerequisite: Biology - Cellular & Biology - Ecological

This class explores the discipline of classical and molecular genetics in a topical manner, including cell reproduction, cancer, ancestry and inheritance, dogma of molecular biology, gene expression, 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.**

Biology: Advanced Studies (SC052G1)**Prerequisite: Biology - Cellular & Biology - Ecological**

This is a single trimester, junior-level prerequisite for IB Biology, the first in the series of four trimesters, with the remaining three trimesters being taken the senior year. Special attention is given to the preparation of students for the IB Biology exams and lab assessments. Combined with the full year IB Biology sequence, this course stresses synthesizing facts into major biological concepts and themes. The entire four trimester course covers four general areas: molecules and cells (including biochemistry and energy transformations), genetics and evolution, organisms and populations, and human body systems. This class is also open as a stand-alone class to students who have had biology and who wish to continue their study in this subject. Preference is given to juniors intending to enroll in the IB Biology course as seniors.

IB Biology (SC05714, SC05715, SC05716)**Prerequisite: Biology - Cellular, Biology - Ecological & 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 four general areas: molecules and cells (including biochemistry and energy transformations), genetics and evolution, organisms and populations, and human body systems. **This course may be offered every other year based on enrollment.**

Physics (SC151G5, SC151G6)**Prerequisite: Physical Science - Matter, Physical Science - Energy & 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: Physical Science - Matter, Physical Science - Energy & 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: Physical Science - Matter, Physical Science - Energy & 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.

Chemistry: Advanced Studies (SC03012)**Prerequisite: Chemistry A & Completion or concurrent enrollment in Chemistry B**

This is a junior-level prerequisite for those students interested in taking IB Chemistry as seniors. It is also open to students who have had chemistry and who wish to continue their study in this subject. The course will emphasize organic chemistry, which is the study of the compounds of carbon. Topics will include naming and writing formulas for organic compounds, the structures and properties of organic compounds, and reactions involving organic compounds. Preference will be given to juniors intending to enroll in the IB Chemistry course.

IB Chemistry (SC107C2, SC107C3, SC107C4)**Prerequisites: Chemistry & Advanced Algebra with a C or better**

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 Assessments for High Level Chemistry. **This course may be offered every other year based on enrollment.**

SOCIAL STUDIES

COURSE OPTIONS	LENGTH	CREDIT	AREA	GR. LEVEL
Global Geography*	3 Trimesters	1.5	SS	9
Global Studies*	2 Trimesters	1.0	SS	10
IB History of the Americas I (HL)*	2 Trimesters	1.0	SS	11
IB 20 th Century History (HL)	2 Trimesters	1.0	SS	12
IB Theory of Knowledge I	1 Trimester	0.5	SS	11
IB Theory of Knowledge II	1 Trimester	0.5	SS	12
IB Economics	2 Trimesters	1.0	SS	11,12
Psychology	1 Trimester	0.5	SS	11,12
Law Studies	1 Trimester	0.5	SS	11,12
Courageous Conversations	1 Trimester	0.5	SS	10,11,12

*These courses are required at each grade level.

Global Geography (SS001G4, SS001G5, SS105G2)

Span Imm: Global Geography

Jpn Imm: Global Geography

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, industrialization and globalization. The course is integrated with Global Literature and it prepares students for the 10th grade curriculum.

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 11th grade International Baccalaureate work.

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

This is the first year of a two-year IB course of study and a precursor to studying IB 20th Century History in the 12th 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 20th Century History(HL) (SS168I1, SS168I2)

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 and the move to global war. Students will also explore the lasting effects of the Cold War. 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 (SS304I2)

ToK 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 (SS304I1)

This course is a continuation of IB Theory of Knowledge 11. ToK 12 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 (SS254G2)**The Brain & Disorders**

Psychology 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, states of consciousness, motivation, emotions, personality, intelligence, abnormal behavior and disorders. This class is appropriate for 11th and 12th grade students.

IB Economics (SS206I1, SS206I2)**Prerequisite = Algebra I**

IB Economics will provide students with an understanding of the ways in which we answer the Fundamental Problem of Economics: how we organize our limited resources to best satisfy unlimited wants. Students will be introduced to the study of economic theories, ideas, and events through the lenses of microeconomics, macroeconomics, international economics, and development economics. We will consider the behaviors of individuals, businesses, and nations from a global perspective and in addition to completing IB Internal Assessments, students will be prepared to excel on the IB External Assessment.

Law Studies (SS162G1)

Law Studies 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.

Courageous Conversations (SS107G5)

Courageous Conversations 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 10th – 12th grade students.

WORLD LANGUAGES

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

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 9th 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 3rd trimester allowing for a student to take a language all three trimesters.

American Sign Language 1 (WL852G2, WL852G3)

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 (WL853G2, WL853G3)

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 (WL854G2, WL854G3)

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 (WL855G1, WL855G2)

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.

Japanese 1 (WL452G3, WL452G4)

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) (WL453G2, FL453G3)**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) (WL454G4, WL454G5)**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) (WL455G1, WL455G2)**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) (WL456C3, WL456C4) / IB Language B: Japanese (WL463I2, WL463I3)**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 (WL052G3, WL052G4)

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 (WL053G3, WL053G4)**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 (2nd trimester of course) with 80% or higher will result in College Now credit for Spanish 101 at LCC.

Spanish 3 – CN (WL054C2, WL054C3)**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 (WL055C2, WL055C3)**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 (WL062I4, WL062I5, WL062I6)

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/Immersion (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.

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)

9th 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 (OS008G0, OS008G1, OS008G2)

- . 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 (OS008G3, OS008G4, OS008G5)

- . 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 (OS008G6, OS008G7, OS008G8)

- . 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 (OS008G9, OS008GD0, OS008GD1)

- . 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.