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

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

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

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

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

**Career-related Learning Experiences:**
Students participate in experiences that connect classroom learning with real life in the workplace, community, and school.

**Extended Application:**
Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-graduation goals. At North, developing and passing a senior project meets this requirement.
# Oregon Diploma Requirements at a Glance

<table>
<thead>
<tr>
<th>CREDITS BY SUBJECT</th>
<th>Class of 2014 &amp; beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>1 cr. Algebra I, and 2 cr. above Algebra I level¹</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>3 credits scientific inquiry (2 cr. with lab experiences)²</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (US History, Economics, Government)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Second Language, Arts, Career &amp; Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL SKILLS³</th>
<th>Class of 2014 &amp; beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read &amp; Comprehend a Variety of Text</td>
<td>X</td>
</tr>
<tr>
<td>Write Clearly &amp; Accurately</td>
<td>X</td>
</tr>
<tr>
<td>Apply Mathematics in a Variety of Settings</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONALIZED LEARNING⁴</th>
<th>Class of 2014 &amp; beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Plan &amp; Profile</td>
<td>X</td>
</tr>
<tr>
<td>Career-Related Learning Experiences</td>
<td>X</td>
</tr>
<tr>
<td>Career-Related Learning Standards</td>
<td>X</td>
</tr>
<tr>
<td>Extended Application</td>
<td>X</td>
</tr>
</tbody>
</table>

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.

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

**SUBJECT REQUIREMENTS**

English  
4 credits

Mathematics  
3 credits (Preparatory Math through Advanced Algebra)

Science  
3 credits

Social Science  
3 credits

Second Language  
2 credits of the same language

*All courses must be completed with a grade of C or higher, (a PASS is considered a C). Other college prep electives are recommended to round out the high school program.*

**Freshman GPA Admissions Requirements for Oregon University System**

<table>
<thead>
<tr>
<th></th>
<th>U of O</th>
<th>OSU</th>
<th>PSU</th>
<th>EOU</th>
<th>OIT</th>
<th>SOU</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School GPA</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>2.75</td>
<td>3.00</td>
<td>2.75</td>
<td>2.75</td>
</tr>
<tr>
<td>Additional Campus</td>
<td>Applications</td>
<td>Below 3.00</td>
<td>Below 3.00</td>
<td>Below 2.75</td>
<td>Below 2.75</td>
<td>Below 2.75</td>
<td>Below 2.75</td>
</tr>
<tr>
<td>Review Required</td>
<td>reviewed through a comprehensive review process.</td>
<td>or fewer than 15 subject units.</td>
<td>or fewer than 15 subject units.</td>
<td>or fewer than 15 subject units.</td>
<td>portfolio may be required.</td>
<td>portfolio may be required.</td>
<td>portfolio may be required.</td>
</tr>
</tbody>
</table>

**Community College Requirements**

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

**Private Colleges and Universities**

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

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

College Now and Career Tech

College Now transcripted at Lane Community College

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

There are two types of College Now credit:

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

### Types of College Now Courses

<table>
<thead>
<tr>
<th>Family and Consumer Studies</th>
<th>Science</th>
<th>Culinary Arts</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Education</td>
<td>Mathematics</td>
<td>Health</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Advanced Placement Courses

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

AP course are rigorous and demanding and offer superior academic preparation for college. Taking AP courses helps students develop many habits necessary for success in college coursework, and they can help students stand out in college admission and scholarship applications. NEHS currently offers six AP courses. Students should talk with the teachers and counselors when deciding to include AP courses in their four-year plan.

### AP Courses

<table>
<thead>
<tr>
<th>English Literature and Composition</th>
<th>English Language &amp; Composition</th>
<th>US History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus A/B</td>
<td>Spanish Language</td>
<td>Biology</td>
</tr>
</tbody>
</table>

Lane Community College—IB and AP Credit

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

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

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

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

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

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

We recommend certificate testing for students who have strengths in specific subject areas. Students may earn one, two, or three HL certificates worth many college credits in literature, history, and/or science. Students may also certificate test in SL subject areas: Math, Spanish, Japanese, Film Studies, Music, or Theatre. We encourage students who don’t want to earn the full diploma to take advantage of this opportunity.
4j Advanced Career-Technical Sponsorship (4j-ACTS)

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

Eligible Students:
. Current resident of the Eugene School District
. Take at least one credit of Career-Technical coursework during high school.
. Complete four years of high school prior to program enrollment.
. Complete all high school graduation requirements.
. 20 years old or younger at the beginning of the first term in 4J-ACTS.

Program Requirements:
. Attend an orientation and the Gateway to College (RTEC 101) course prior to Fall term.
. Complete LCC admissions procedures and meet or exceed placement-testing requirements.
. Enroll in prescribed courses that lead to a degree or certificate in a Career Pathway of the student’s choice.
. Enroll in a minimum of six credits with a maximum of 12 credits sponsored each term.
. Participate in 4J-ACTS required activities like orientation and intersession events.
. Maintain a minimum 2.0 GPA or higher at LCC.
. Students with current IEP or 504 plans must have a letter of recommendation from LCC Disability Resources on file prior to fall term registration.

Referral Process:
. Each student must have the recommendation of a Career-Technical teacher.
. The School to Career Coordinator will rank candidates for available space based on the following criteria:
  . Number of CTE courses passed with a grade C or higher
  . CTE teacher recommendation
  . GPA in CTE courses
  . Overall GPA
  . Student Essay
  . Other considerations as determined by 4J
. 4J will approve final candidates. A list of alternates will be maintained in the even a space opens.

Financial Considerations:
. 4J-ACTS pays tuition, fees, and books for all courses approved by advisors. However, a student can incur expenses not covered by exceeding sponsorship limits or through unapproved purchases.
. Students are NOT ELIGIBLE FOR FEDERAL FINANCIAL AID WHILE IN 4J-ACTS. Other financial resources should be contacted individually regarding eligibility.

Degree Completion:
. Students may participate in their high school’s graduation ceremony to celebrate the completion of four years of high school with their class. A DIPLOMA WILL NOT BE AWARDED AT THAT TIME.
. Students may opt out of 4J-ACTS at the end of any college term. At that time, the student will be awarded their high school diploma from the sending high school. A student may either elect to have their LCC credits transferred back to their high school transcript or submit to the registrar an LCC transcript for their permanent file.

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

<table>
<thead>
<tr>
<th>Some of the available RTEC courses at the Lane Community College Campus, Online and at selected high schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway to College and Careers</td>
</tr>
<tr>
<td>Survey of Health Professions</td>
</tr>
<tr>
<td>Computer Technology</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Flight Technology</td>
</tr>
<tr>
<td>Human Services</td>
</tr>
<tr>
<td>Welding/Fabrication</td>
</tr>
</tbody>
</table>

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 $5,300 at Lane. That’s nearly $6,300 less than the University of Oregon and $5,900 less than Oregon State University.
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 varieties of work-based learning opportunities for students as they prepare for future careers and education. For information about any of these programs, contact Liz Rommel, School-to-Career Coordinator, at 541-790-4518.

- **Lunch and Learns**: Lunchtime chats with members of the local business community are held periodically in the College and Career Center.
- **Cooperative Work Experience**: Paid work positions within the 4J School District.
- **Students Mentoring Students**: Students earn credit working as teacher assistants at elementary/middle schools.
- **Opportunity Knocks**: Listing of local volunteer and work opportunities for high school students.
- **Work Experience Credit**: High school credit earned through working in the community.

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume writing</td>
<td>Job search</td>
</tr>
<tr>
<td>Internship and Job Shadow referral</td>
<td>LCC placement testing</td>
</tr>
<tr>
<td>LCC, College Now, RTEC, DuckLink courses</td>
<td>Information on the armed services</td>
</tr>
<tr>
<td>College Research and Exploration</td>
<td>Career Exploration and Assessments</td>
</tr>
<tr>
<td>College visitations</td>
<td>Scholarship and financial aid information</td>
</tr>
<tr>
<td>ASPIRE Mentors</td>
<td>FAFSA Completion</td>
</tr>
<tr>
<td>Career Readiness Certificate</td>
<td>Senior Project Mentor Assistance</td>
</tr>
</tbody>
</table>
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 academic 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 on grades, OAKS scores, SAT scores, and a demonstrated spirit of scholarship. If you are interested in finding out more about being a North Scholar, see the Student/Parent Handbook, or speak with a school counselor.

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 Term 3. (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

<table>
<thead>
<tr>
<th>COURSE OPTIONS</th>
<th>LENGTH</th>
<th>CREDIT</th>
<th>AREA</th>
<th>GR. LEVEL</th>
<th>FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics I</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Drawing</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Sculpture</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Painting</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Printmaking/Graphics</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>IB Film Studies</td>
<td>2 Trimesters</td>
<td>1.0</td>
<td>AF</td>
<td>11,12</td>
<td>N</td>
</tr>
<tr>
<td>Design Fundamentals</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Digital Media Tools</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Audio/Visual Production</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Intro to Audio Production</td>
<td>Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Yearbook: Beginning</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Yearbook: Intermediate</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Yearbook: Advanced</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Drama--Acting I</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Drama - Stagecraft</td>
<td>see descript.</td>
<td>.25</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
</tr>
<tr>
<td>Drama--Acting II</td>
<td>1 Trimester</td>
<td>.5</td>
<td>AF</td>
<td>9,10,11,12</td>
<td>N</td>
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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 only be offered every other year.
ART

Ceramics I (#05159)
The focus of this course will be on creating three-dimensional words 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 (05159)
Projects will be larger and more intricate, and demonstrate knowledge in hand building and/or wheel throwing. The basics of glaze formulation, reclaiming clay and kiln loading and firing may be learned. Students will be expected to help beginning students and to complete research and written work about ceramics.

Drawing (#05156)
Drawing is the likeness of an object made on a surface, using mostly lines. In this course, mainly two-dimensional work will be created with a variety of media such as pen-and-ink, pencils, colored pencils, and pastels. Perspective, values, shading, and graphic techniques will be studied to help us understand and interpret the visual world around us through the class projects.

Sculpture (#05158)
Sculpture is three-dimensional forms in relief created by carving, assemblage, or modeling. Students will learn how positive and negative areas interact to create contrasts. Several media such as clay, wood, paper, and paper mache will be used by students in making freestanding sculptures in their own creative style.

Painting (#05157)
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.

Printmaking/Graphics (#05160)
The Printmaking course will introduce students to a variety of printmaking techniques using processes such as relief printing (mono-print and block printing) and intaglio (engraving). Some historical development of printmaking will be included in this course. Graphic Design is the powerful arrangement of image and text to communicate a message. They focus on creating art products such as advertisements, product designs, and logos. In both Printmaking and Graphic Design there will be an emphasis on design elements and principles in the creation of individual projects.

IB Film Studies (#05168)
Students will utilize analysis and research skills, and will employ theory and creative work to examine feature length films, advertising, music videos, television, and animation from all parts of the globe. The class will explore the effects of our increasingly image-dominated global society and the place film and other media have in communicating ideas, attitudes, and cultural beliefs. In addition, we will identify the roles played by social, political, and economic institutions in framing the way films are created, distributed, and viewed. Starting with the familiar, students will work with mainstream Hollywood films before gradually widening their scope of inquiry to include documentary, foreign, avant-garde, and experimental films. Students will be making their own films, so creativity, inventiveness, and imagination are necessary for independent projects and cooperative collaboration.

Design Fundamentals – CN (#05162)
This is a beginning course in two-dimensional design with emphasis on fundamental visual elements, concepts, and theory basic to drawing, painting, graphic design, and other media. Projects include those that will challenge students to express an understanding of design principles in their application to aesthetic choices. Students will learn to critique using industry vocabulary, and use desktop publishing software along with digital cameras to create two-dimensional projects.
Digital Media Design – CN (#11153)
Digital Media Tools is an introduction to core layout, vector, bitmap, and document-sharing software used in graphic design. Software: Adobe Photoshop, inDesign, and Illustrator. Students use editing stations to create artistic and commercial projects using industry standard software. Skills include scanning and uploading digital images, resizing images (DPI), working with Adobe palettes and tools, applying filters and layer effects in Photoshop, the Bezier curve, designing compositions in inDesign, exporting appropriate files, and text manipulation. Projects include magazine layouts, advertisements, posters, logos, website buttons, brochures, and signs. Students will keep digital design portfolios.

Intro to Audio Production (#11099)
This course covers basic theories and practices of audio production for video and multimedia. Coursework includes the use of microphones, field recorders, mixing consoles, and digital audio workstations for a variety of sound collection and processing applications. This course is centered on the use of Digital Audio Workstation software, which is computer based. At a minimum, you should feel comfortable using computers and have a basic grasp of where things are located and how to do basic functions.

Audio/Visual Production (#11051)
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 are usually required to produce their own program or segment.

Yearbook: Beginning – CN (#11101)
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 five 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 – CN (#11101)
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 – CN (#11101)
Prerequisite: Yearbook: Intermediate
Advanced yearbook is for students who successfully completed Beginning and Intermediate Yearbook. Students at this level are generally considered junior and senior editors. They design the theme and cover, delegate photo, copy, and page assignments, and lead the departments. Senior Editors are responsible for the overall content and development of the book. Issue staff assignments and makes sure those assignments are completed on time. They manage and motivate staff members, keeping up the morale. They are responsible for checking each layout for consistency and quality. They are also responsible for backing up computer files each week. Senior editors revise the Tartan Operations Manual. We may have assistant editors as well who are responsible for the senior section and the opening theme section of the annual. 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, compile an “idea file” from magazines throughout the year. Computer strengths are mandatory, as this person trains incoming staff on policies, materials, and software. Layout editors are also responsible for checking each layout for consistency and quality, before passing pages on to senior editors. Junior editors are responsible for baby ads and the index.
DRAMA

Students interested in pursuing IB Theatre should begin by taking Drama-Acting I and 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.

Musical Theatre (#05052)
Musical theatre is one of only two art forms created in the United States, the other being jazz. The course focuses on two main areas of exploration – the craft of performing in musical theatre and the history and evolution of the form. We will study landmark productions that provided turning points in musicals and the artists who created them. We will analyze comparative performances in order to develop the skills of interpretation of characters, scenes, and songs. Projects include rehearsing and performing a scene containing a song and a culminating mini-musical created by the class. The concept of the song-as-a-scene, that lyrics and music are powerful acting tools, is a central element of our class.

Drama - Acting I (#05055)
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, integrity, and imagination, and to strengthen your instinctive imagination.

Drama – Stagecraft (#05056)
Stagecraft is an exciting opportunity for students interested in the production side of theatre to learn about sound, sound reinforcement, lights, lighting, set design, and being a member of stage crew. This course meets outside the school day and centers on the theatre productions. Interested students should contact Mr. Gorelick.

Drama - Acting II (#05053)
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 main focus of the class. Students use more complex acting exercises to help bring dramatic characters to life. Monologue work is another feature of the class, empowering students to analyze and interpret solo dialogue in preparation for auditions.

IB Theatre in the Making #05051)
Introduction to Theatre/IB Theatre in the Making focuses on the evolution of theatre from its beginnings as religious ritual through contemporary theatre practices around the world. For those students interested in theatre yet who prefer not to perform, this is an ideal match. 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 - (#05055)
Prerequisite: Drama-Acting II/Teacher Consent
Our course is an academic exploration of the myriad approaches to the craft of acting from recorded history to the present. Special emphasis is placed on the concepts and techniques taught by 20th-21st century teachers around the world to include Stella Adler, Sanford Meisner, Lee Strasberg, Uta Hagen, Tadashi Suzuki, Jerzy Grotowski, and Anne Bogart.

IB Theatre in the World (#05059)
This IB course follows world theatre's roots and its periods of flourishing and waning as a reflection of society. Students explore theatre as a healer and an agent for social change as opposed to its commercial representation. Theatre traditions from diverse cultural and historical contexts are the canvas for this class.
MUSIC

Students interested in pursuing IB Music should begin by taking at least two performing music classes such as Choir, Guitar I & II, or Concert Band, in 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 games may make alternate arrangements with instructor approval.

Concert Band (#05102)
Prerequisite: Teacher Consent
Concert Band is an opportunity to continue the band experience during the high school years. The class is open to any student at North Eugene who has had previous band experience, at either middle or high school level. The course introduces students to more traditional wind literature. Because there is no audition required to play in concert band, a wide range of skill levels exists. In concert band, working cooperatively toward group goals is stressed. Great effort is taken in choosing music that will afford group success, as well as offer new challenges for each individual. The Concert Band performs for 2-4 concerts each year as well as other performances that are scheduled. These concerts depend on full school schedules and the abilities of the group and include music festivals throughout the state.

Wind Ensemble (#05106)
Wind Ensemble – IB Performance
Prerequisite: Teacher Consent/Audition
The North Eugene Wind Ensemble represents North’s finest instrumentalists. By providing a varied and challenging repertoire as the foundation of the curriculum, students will continue to develop and refine their skills as musicians while given the opportunity to appreciate a variety of styles. Through rehearsal and performance, students will develop the skills necessary to perform music accurately, improve their individual skills, and improve the ability to work together toward a common goal - quality performance. Wind Ensemble is open to all students with previous band experience and who are able to complete a successful audition process. The Wind Ensemble performs for 2-4 concerts each year as well as other performances that are scheduled. Students in this class are eligible for honor bands and the district solo and ensemble contest/festival. These concerts depend on full school schedules and the abilities of the group and include music festivals throughout the state.

Jazz Ensemble (#05105)
Jazz Ensemble – IB Performance
Prerequisite: Teacher Consent/Audition
The Jazz Ensemble at North Eugene represents those who display a high level of interest and aptitude for all types jazz. Members are expected to perform at a level above the average, and set standards for which other musicians strive. The North Eugene Jazz Ensemble takes pride in its quality of performance and participates in many concerts, festivals, community activities, and civic function. Most Jazz Ensemble students also participate in Wind Ensemble or Concert Band. Students in this class are eligible for honor bands and the district solo and ensemble contest/festival. Past festivals include the Reno Jazz Festival, Heritage Festival in Anaheim, CA, Willamette University Jazz Festival, Portland State University Jazz Festival, Pleasant Hill Jazz Festival, and the Lane Community College Jazz Festival.

Concert Choir (#05110)
Choir is open to any student who wants to learn how to or improve their singing voice. It is an opportunity for students to improve their voices by singing in a group, learning a variety of choral literature and styles for men and women’s voices, learning to read music, and learning to sing parts. Because there is no audition required to sing in choir, a wide range of skill levels exists. Great effort is taken in choosing music, which will afford group success, as well as offer new challenges for each individual. Students in this class are eligible for honor bands and the district solo and ensemble contest/festival. There is also a need for 2 accomplished piano students to accompany the choir.
**Guitar I (#05108)**  
Students in this class learn the basics of playing the guitar. This will include learning to read melodies on the guitar by learning to read music. Students learn to play chords and study how to organize them into their own songs. There will be 3 basic song writing assignments and 1 prepared presentation assigned. The class will examine famous guitar players and their playing.

**Guitar II (#05108)**  
**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 (#05115)**  
This class will explore Rock and Roll Music, and how it developed. We will investigate what influenced Rock and Roll throughout history, and what has continued to make it popular. There are many listening assignments that will 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 (#05115)**  
**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 class 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 (#05115)**  
**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.

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**INDUSTRIAL EDUCATION**

**Metalworking I (#13202)**  
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 (#13202)**  
**Prerequisite:** Metalworking I  
This course will allow students to learn advanced metalwork processes used by industry. Curriculum will cover advanced machining and machine set-ups, advanced welding and fabrication.

**Metalworking Projects (#13202)**  
**Prerequisite:** Metalworking I  
This course will allow students to combine their skills of welding, print reading, machining fabricating, and other disciplines toward the design and production of specialized products.

**Woods Processing I – CN (#13053)**  
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 (#13053)
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 (#13053)
Prerequisite: Woods Processing I
This course will allow students to combine their skills in print reading, machine set-up and operation, joinery and assembly toward the design and production of advanced projects. Emphasis will be on design and process techniques. Students will work on assigned projects as well as personal elective projects.

Intro to Product Engineering (#13103)
This course explores the engineering and technology professions through involvement in projects such as building structures and bridges, and focuses on learning what “all types” of engineers, builders, and technicians do. Students use geometry and other mathematical topics in exploring engineering design. In addition, through individual and team hands-on projects, students learn problem solving methods, tools, and the ethics used in the engineering fields. Some manual, as well as CAD drawing will be used in product development.
Fabric Art (#22205)
This course will provide the opportunity to learn fabric art and crafts that can become lifelong hobbies and may even provide financial reward. Students may learn knitting, crocheting, counted cross-stitch, or other forms of needlework. Textile art projects could include tie-dye, quilting, beading, and crafts with fabrics. Projects would be developed based on student interest, teacher expertise, and community volunteers or university art students. Use of a sewing machine and following a sewing pattern are included. Some materials will be supplied through student fees and some will be purchased by students.

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

Independent Living (#22206)
Learn skills to achieve personal goals and to manage your life successfully 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 (#19051)
Are you interested in children? Do you wonder about how they learn and develop? This course introduces 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 (#19153)
Prerequisite: 12 weeks of 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 (#19098)  
Prerequisite: 12 weeks 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 (#19052)  
Most high school students will one day become parents. This course will help prepare them for the important first steps of the journey. Students will learn about prenatal development, pregnancy, birth, and the physical, emotional, and cognitive development of children in their first year of life. One requirement of the class is a two-day experience parenting a RealBaby simulated baby. Students will learn how to care for an infant and what to expect in their first years of parenthood.

CULINARY ARTS

Restaurant, Food and Beverages (#16052)  
Restaurant, Food, and Beverage Services courses provide students with knowledge and skills related to commercial and institutional food service establishments. Course topics range widely, but usually include sanitation and safety procedures, nutrition and dietary guidelines, food preparation, quantity food production, and meal planning and presentation. Restaurant, Food, and Beverage Service courses may include both “back-of-the-house” and “front-of-the-house” experiences, and therefore may also cover reservation systems, customer service, and restaurant/business management.

Restaurant Management & Operations – CN (#16055)  
Prerequisite: Must have earned a B or higher in Restaurant, Food and Beverages  
Restaurant Management and Operations courses provide students with knowledge and skills related to commercial and institutional food service establishments, with an emphasis on management. Students will be required to work in NEHS student-run enterprise, Northside Catering. Course topics therefore include guest service and relationships, planning, resource management, and other topics related to managing and operating restaurants. This class may be repeated for credit.

Culinary Arts Specialty (#16056)  
Prerequisite: Must have earned a B or higher in Restaurant, Food and Beverages  
Culinary Art Specialty courses provide instruction in a particular type of cooking or culinary style. Examples of such specialty fields include baking, seasonal cooking, Middle Eastern cuisine, and so on. Students will be required to work in NEHS student-run enterprise, Northside Catering. These courses emphasize skills specific to the type of culinary art being studied. This class may be repeated for credit.
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.

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PHYSICAL EDUCATION

General PE (#08001)
This class will give the student an opportunity to work on individual skills as well as team activities. A variety of activities will be 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.

Yoga, Pilates & Lifetime Fitness (#08016)
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.

Strength/Conditioning (#08009)
Prerequisite: Consent of instructor
This class is open to the student body but generally, a majority of in/out of season athletes makes up the core of students. The 12-week session is broken up into four-week tiers and the student will experience varying levels of difficulty throughout. The general approach is to teach the student and athlete the fundamentals and skills of the Hang Clean and Front Squat. It will be the most skillful and complex exercises we do. In addition, we will incorporate auxiliary lifts/exercises to build speed skills, speed foundation, fitness, strength, and power. As a byproduct of this course, the student and athlete will exhibit consistent attendance, appropriate training intensity of each workout, pro-active communication with the instructor, punctuality, and an overall positive attitude toward self and others during all workouts.
HEALTH

Teen Health (#08051)
The Health Education class will explore the holistic view of health, showing students how to assess their own level of wellness. They will also demonstrate through various fitness activities their understanding or proper fitness programs. Alcohol, tobacco, and drugs will also be covered as well as AIDS and other sexually transmitted diseases. Students will gain a better understanding of domestic violence, teen dating issues, and bullying. Students will learn decision-making skills needed to live a healthy lifestyle.

Food and Fitness (#08052)
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 (#08057)
Healthy Lifestyles focuses on wellness for life. Students explore health topics of concern to both adolescents and adults. Topics include stress, nutrition, self-esteem, drugs, smoking, sexual health, and relationships. Students work in groups and individually to learn decision-making skills that will help them manage their own health, now and in the future.

Human Anatomy & Physiology (#14999)
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 (#14001)
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 workplace behavior and discuss issues related to health & wellness.

Human Sexuality (#08099)
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.
Global Literature (#01051)
9th grade language arts curriculum complements our integrated “World Geography” course. For every geographic region that students study, they also explore the literature of that region. Students’ practice for IB assessments begins now with their writing literary analyses in MLA form with integrated, cited quotations as textual evidence. Students discover the craft of creative writing by writing their own short stories and poetry. They practice using technology and their oral presentation skills by researching subjects related to the literature and then giving PowerPoint presentations. Impromptu writings acquaint them with the pressure of writing with time limits, as they will need this skill during IB exams. Students complete a formal research essay in MLA form. Grammar and mechanics study is integrated with writing instruction for essays and creative pieces.

Eurasian Literature (#01051)
In 10th grade, we continue laying the groundwork for IB-level study. During this year, our literature course is integrated with “World History.” This year, we continue practicing the IB types of speaking and writing assessments listed above in the description of our 9th grade curriculum. We also provide many opportunities for students to show what they know artistically as they respond to the literature this year. Class time is for group activities as we find profound meanings in the literature. Our study will also include film analysis to prepare students for the elective IB Film Studies in the 11th grade.

IB Language A: Literature (HL) I (#01007)
Having explored many regions of the world in 9th and 10th grades, students come ‘home’ to American literature in grade 11. Their experience exploring other cultures provides valuable perspective for taking a fresh look at their own. This course is framed by the question “What is an American?” Throughout their literature studies this year, students find the answer more complex than they imagined. Our IB two-year course of study begins with the region of the Americas and is organized loosely chronologically and thematically to facilitate integration with IB History of the Americas. Our study includes familiarizing students with periods of culture and literature: Classicism, Romanticism, Transcendentalism, Naturalism, and Realism. Assessments and activities are designed as practices for IB assessments to be completed in the 12th grade. They include formal MLA literary analyses on topics of the student’s choosing; poetry writing; journal responses; formal and impromptu commentaries, including comparative studies; in-class essays; small and large group discussions; group oral presentations; artistic interpretations and responses; reading comprehension quizzes; detailed study of passages and poems; and role-plays.
IB Language A: Literature (HL) II (#01007)
We continue our IB course of study in the 12th grade by focusing on literary works of the 20th century, which we integrate with IB History of the Americas (12) and IB Theory of Knowledge. Our curriculum this year is designed to boost students' intellectual, emotional, and academic maturity as they prepare for the rigors of college. The overall theme of the course addresses the place of the individual in society, including the tension between desires for freedom and demands for conformity. Class time includes Socratic group discussions to encourage philosophical thought and analysis based on textual evidence. In addition, students discover elements of literary art through close reading and analysis of poetry and prose passages. We will continue our exploration of genre by studying Modernism and magic realism. The sequence of our studies reflects a thematic trend with consideration for providing success in completing IB assessments throughout the year. Sound and Sense provides a wide poetry selection for study throughout the year and is an excellent guide to analyzing and commenting on poems and prose passages. Other works we will read include Woman at Point Zero; A Doll's House, The Metamorphosis, The Handmaid's Tale; Chronicle of a Death Foretold; Othello; and Sula.

AP Literature and Composition (#01006)
Through the analysis of fictional genres such as novels, screenplays, short stories, and poetry, students in this college level class will discover the process by which screenwriters and directors make choices in order to create narrative films. This class will examine the question, how does the screenwriter adapt ideas and language into motion pictures? Such creative choices include the visual details of the film: lighting; costuming; placement of actors; camera angles; and editing, among the many other elements to be considered. Our course consists of daily reading and writing activities as well as the viewing of related films with the objective of successfully meeting the challenges of the AP literature and composition exam and college/career readiness.

AP English Language and Composition (#01005)
AP Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Reading, writing, speaking, and listening make students aware of a writer's themes, audience expectations, subjects, and conventions of genre. Students will practice writing effectively and confidently across the curriculum, and in their professional and personal lives. Readings include works of fiction and non-fiction.

Read Right (#01068)
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.

Comp-Writing Essential Skills (#01103)
This course is designed for 12th grade students who have not met their benchmark in OAKS 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 (#01053)
This course is designed for 12th grade students who have not met their benchmark in OAKS for Reading. The course will focus on reading strategies and completing work samples.
**MATHEMATICS**

<table>
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<tr>
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*NOTE: Offers 1.0 Math (MA) credit and 0.5 Other Subjects (OS) credit. Students must stay in the course for all three trimesters to receive the full course curriculum.
MATHEMATICS

Algebra 1 (#02052)
Algebra Foundations (#02052)
Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. The study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.
Algebra Foundations is the same course content of Algebra I spread over three trimesters. Students may receive 1.0 credit in Math and 0.5 credits in Other Subjects

Geometry (#02072)
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 (#02055)
Prerequisite: Algebra I and Geometry
Transition Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transition Algebra courses include a review of such topics as properties and operations of real numbers, evaluation of rational algebraic expressions, solutions and graphs of first degree equations and inequalities, translation of word problems into equations, operations with and factoring of polynomials, simple quadratics, properties of plane and solid figures, rules of congruence and similarity, coordinate geometry including lines, segments, and circles in the coordinate plane, and angle measurement in triangles including trigonometric ratios.

Algebra II (#02072)
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.

Probability and Statistics (#02201)
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 Math Studies – Pre-Calculus (#02131)
Prerequisite: Advanced Algebra
IB Mathematical Studies courses prepare students to take the International Baccalaureate Mathematical Studies SL exam. Course topics include linear, quadratic, and exponential functions, solutions, and graphs; skills in computation, estimation, and development of algorithms; data analysis, including collection, calculation, and presentation of statistics; set operations and logic; sequences and series; limits and continuity; derivatives; and geometry and trigonometry. Graphing calculators are essential for this course.
Pre-Calculus - CN (Math 111/112) (#02110)
Prerequisite: Advanced Algebra
Pre-calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for Calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions and their relations, inverses and graphs; trigonometric identities and equations, solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; and sequences and series. Graphing calculators are essential for this course. Students passing all four terms of this class will receive LCC credit for MA 111, 112.

AP Calculus (AP/CN) (#02124)
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 antiderivatives and the definite integral). It is based upon the Advanced Placement course outline and is a college-level course. Students enrolled in this course have the opportunity to take the AP Calculus AB exam. Computers and graphing calculators are essential tools for this course.

Math Peer Tutor/Mentor (#22101)
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.

Math Support (#22003)
Students in this class will advance their skills in problem solving and their understanding of arithmetic, algebra, and geometry through pre-teaching, direct and small group instruction. This class will use a variety of approaches to help students make connections with math concepts. In addition to the time allotted to math instruction and support, students will learn organizational techniques and will receive individual help when needed on homework.

Math Essential Skills (#22001)
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.
Teacher Aide (#22051)
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.

Office Aide (#22051)
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 (#22051)
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 (#22151)
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 (#22151)
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.
AVID (22005)
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, and you are focused, dedicated, and motivated, talk to your counselor or principal.

MEChA Leadership (22101)
Movimiento Estudiantil Chicano de Aztlán (MEChA) is a student organization that promotes higher education, cultura, and historia. MEChA was founded on the principles of self-determination for the liberation of our people. We believe that political involvement and education is the avenue for change in our society. In MEChA Leadership, we will participate in MEChA regional meetings, weekly student leadership meetings, monthly meetings with community leaders and an annual MEChA conference. Students will also mentor and tutor elementary students and coordinate social and educational events for our students and families. This course is not a part of the regular school day.

Leadership (22101)
Evolve your leadership! Students matter at North Eugene and student leadership is a vital resource at our school. Do you want to affect change at North Eugene? Be a partner in creating a positive school climate? Be a positive leader and role model for all students? Make a difference in the lives of your peers? Through this leadership opportunity, you will become a substantial presence on our campus, participate in service learning work, as well as reflect, consider and understand the impact of your role as a peer leader. This course is not a part of the regular school day.
Integrated Science (#03201)
Integrated Science is a lab-based science course that introduces students to fundamental concepts in physics, chemistry, earth, and space science. The scientific method is incorporated throughout, with an emphasis on inquiry.

Biology (#03051)
Prerequisite: Integrated Science
This is a lab-based Biology course with an emphasis on scientific inquiry. It is designed to provide information regarding the fundamental concepts of life and life processes. Topics include structure and function of cells, genetics, evolution, ecology, and populations.

Botany-Horticulture (#03058)
Prerequisite: Biology
Botany is the study of plants. In this course, students study the characteristics and evolution of plants, development of soil, composting, greenhouses, gardens, and successful plant propagation. Students develop an awareness of health and nutrition, genetically modified foods, and nursery production. Students also have the opportunity to work in teams on laboratory and project investigations.

Genetics & Microbiology (#03059 &03060)
Prerequisite: Biology
This class explores the discipline of classical and molecular genetics in a topical manner, including cell reproduction, cancer, metabolism, ancestry and inheritance, gene expression, population genetics, biotechnology and bioethics. A basic knowledge of microorganisms and applications of microorganisms’ usefulness to humans and the world are investigated. Current microbiological and genetic analysis techniques and technologies are discussed and used when possible. This class will provide extensive teamwork opportunities via lab investigations and team projects.

Biology: Advanced Studies (#03052)
Prerequisite: Biology
This is the junior-level prerequisite for IB/AP Biology. Special attention is given to the preparation of students for the AP and IB Biology exams. The course stresses basic facts and their synthesis into major biological concepts and themes. The course covers three general areas: molecules and cells (including biological chemistry and energy transformation), genetics and evolution, and organisms and populations. Preference will be given to juniors intending to enroll in the IB Chemistry course.

AP Biology (#03056)/IB Biology (#03057)
Prerequisite: Biology & Biology: Advanced Studies or Teacher Approval
This is a full-year course designed to parallel college-level introductory biology courses. Special attention is given to the preparation of students for the AP and IB Biology exams. The course stresses basic facts and their synthesis into major biological concepts and themes. The course covers three general areas: molecules and cells (including biological chemistry and energy transformation), genetics and evolution, and organisms and populations and populations.
Physics (#03151)
Prerequisite: Integrated Science & Algebra
This course investigates forces, motion, energy, gravitation, sound, and the laws that govern the physical world around us. This course is highly laboratory oriented includes computer-based investigations. Many opportunities will be afforded to further develop manipulative and investigative skills.

Physics - CN (#03151)
Prerequisite: Integrated Science & passed Advanced Algebra with a “C” or better
Students earning a “C” or better in this course will receive five college credits for PH201 through Lane Community College NOW. Both fundamental science concepts, and concepts that are more complex 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 (#03101)
Prerequisite: Integrated Science & Algebra
Chemistry involves the study of matter and the atomic and molecular changes it undergoes. Topics may include the formation of elements, atomic structure, nuclear chemistry, electrochemistry, chemical formula and name writing, writing and balancing equations, identifying types of reactions, moles, molarities, acids and bases, stoichiometry, and gas laws. This class is highly laboratory oriented and students conduct investigations that reinforce the basic principles of Chemistry.

Chemistry 150 – CN (#03102)
Prerequisite: Integrated Science & Current enrollment in Advanced Algebra or higher math class
Students earning a “C” or better in this course will receive three college credits for CH150 through Lane Community College NOW. Advanced Studies Chemistry is a fast-paced course that covers content similar to 03101 Chemistry, as well as additional topics. Students in this course use a college textbook, and conduct laboratory investigations and write laboratory reports that meet college standards. This course is highly recommended for students considering AP/IB Chemistry or for any student with a strong interest in Chemistry.

Intro to Organic Chemistry (#03108)
Prerequisite: Chemistry or Chemistry 150
Organic chemistry is the study of the compounds of carbon – which are the central substances of all living things. Anything that comes from a once living material is carbon-based including fossil fuels, wood, food, cotton, wool, and paper. Medicines, plastics, synthetic materials like nylon and Gore-Tex, and pesticides are only a few of the thousands of organic substances that better our lives. DNA, proteins, carbohydrates are organic molecules that make human life possible. In this course, students learn about the structures and properties of organic molecules and how to draw and name them. Additionally, simple organic reactions are studied. The study of organic chemistry involves very little math, but does require students to engage higher level and abstract thinking, and laboratory skills. This course is STRONGLY recommended for students planning to take IB chemistry (it is part of the IB chemistry curriculum) and recommended for students with a strong interest in Chemistry. Preference will be given to juniors intending to enroll in the IB Chemistry course.

AP Chemistry (#03106) / IB Chemistry (#03107)
Prerequisite: Chemistry or Advanced Studies Chemistry or Teacher Approval & Advanced Algebra
IB Chemistry - Strongly Recommended: Intro to Organic Chemistry
Chemistry is an elegant science that can help us understand the world around us. The emphasis of this course is the topics covered during a first year university Chemistry and a first year Chemistry lab course. The requirements to succeed in this class demand a genuine understanding of algebra. Students must consistently use strong organizational, study, and self-management skills. This course will require developing and demonstrating high-level problem solving abilities. The goal of the course is for students to understand basic chemistry to the extent that they are able to pass the AP Chemistry exam in May. Students earning “C” grades or better can earn 15 credits of 200 level (Major's level) college chemistry through Lane Community College NOW. This credit is directly transferable to many universities.
**SOCIAL STUDIES**

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*These courses may be offered on an alternating day schedule over two periods and/or four trimesters for 1.0 credit.

**Global Geography (#04001)**
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, Latin America, Africa, The Middle East, India and Japan. The course is integrated with Global Literature and it prepares students for the 10th grade curriculum.

**Global History (#04051)**
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) (#04054)**
Fulfills US History Requirement
This is the first year of a two-year IB course of study and a precursor to studying IB 20th Century History in the 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. Further, students will develop an appreciation and understanding of history as a discipline.

**AP United States History (#04104)**
The course is aligned to the Advanced Placement curriculum and is designed to parallel college-level US History courses. AP US History provides students with the analytical skills and factual knowledge necessary to address critical problems in US History. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship.

**IB History of the Americas II (HL) (#04054)**
Fulfills 0.5 Economics & 0.5 Government Requirements
Prerequisite: IB History of the Americas I or Teacher Approval
This course is devoted to the study of twentieth century history. Students will analyze the rise and rule of single-party states as well as the lasting global effects of the Cold War and Communism in crisis. Students will learn critical investigation skills including historical documentation and detecting bias. Students will apply these skills to their own individual study on a subject of interest in greater detail and depth.

**IB Theory of Knowledge (#04304)**
This course asks students to step back from the continual process of acquiring new knowledge to consider knowledge itself. Students and instructors work cooperatively to explore assumptions of various subjects of study in an attempt to come to a richer and more comprehensive understanding of the ways of knowing. Through the examination of timeless human themes and current issues, students build skills of critical analysis, discussion, and creative synthesis. The Theory of Knowledge is a capstone of the IB curriculum.
**US Government (#04151)**  
This course includes an overview of the structure and functions of the U.S. government and political institutions. Additionally, students will examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups and the importance of civic participation in the democratic process.

**Critical Studies (#04107)**  
This course will examine the history, politics, economics, society, and/or culture of one or more of the racial/ethnic groups in the United States. The course will include supplemental materials from the curriculum “Facing History and Ourselves.”
Note: The Japanese program is currently going through College Now application process so Japanese classes may soon offer College Now credit.

Japanese I (#06421)
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 1-2
Prerequisite: 9th graders taking this course must have an A or B in 8th grade Math and English.
This is a 3-trimester course offered for those students who want to be able to reach the IB Japanese 5 level by their Senior year. The first 2 trimesters are Japanese 1, and the 3rd trimester is the first part of Japanese 2. The following year, students can finish the 2nd half of Japanese 2, and take Japanese 3. For course description, refer to Japanese 1 & 2 in this curriculum guide.

Japanese II (YG) (#06422)
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 III (YG) (#06243)
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 3-4
Prerequisite: Spanish 2 (C or better)
This is a 3-trimester course offered for those students who want to be able to reach the IB Japanese 5 level by their Senior year. The first 2 trimesters are Japanese 3, and the 3rd trimester is the first part of Japanese 4. Students will be given a packet of work to do over the summer so they will be ready to take IB Japanese 5 the following year. For course description, refer to Japanese 3 & 4 in this curriculum guide.
Japanese IV (YG) (#06424)
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 V (YG) (#0625) / IB Language B: Japanese
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 I (#06101)
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 1-2
Prerequisite: 9th graders taking this course must have an A or B in 8th grade Math and English.
This is a 3-trimester course offered for those students who want to be able to reach the IB Spanish 5 level by their Senior year. The first 2 trimesters are Spanish 3, and the 3rd trimester is the first part of Spanish 4. Students will be given a packet of work to do over the summer so they will be ready to take IB Spanish 5 the following year. For course description, refer to Spanish 3 & 4 in this curriculum guide.

Spanish II (#06102)
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.

Spanish III – CN (#06103)
Prerequisite: Spanish II (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 103.

Spanish IV – CN (#06104)
Prerequisite: Spanish III (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 201.

Spanish V - IB/CN (#06105)
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 202 & 203.

American Sign Language I (#06801)
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 II (#06802)
Prerequisite: American Sign Language I
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 III (#06803)
Prerequisite: American Sign Language II
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 use only ASL as well. Most colleges and universities accept ASL proficiency for their second language admission requirement.
SUPPORT SERVICES

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<tr>
<th>COURSE OPTIONS</th>
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*These courses are paired together for a total of 1.5 credits over 3 trimesters.

SPECIAL EDUCATION

As North transitions to its new structures for the 2013-2014 year, the Special Education Program will also be making important shifts. The changes we have made as a department reflect the values and changes made by the NEHS staff as a whole. Our main goal was to improve the quality and level of supports for Special Education eligible students.

Our first shift involves case management. As North transitions from a small school-like structure to a system of 9-12 student cohorts, the special education team will need to adjust the way case managers are assigned to students. Moving forward, each special education teacher will be assigned one of the three cohorts of students that will make up the student body and case manage all the special education students within this cohort. This means your students case manager will not change and will develop a wealth of knowledge around your child with his/hers needs.

The second shift we will make next year involves the structure of our classes. With the changes in North’s program, we are developing content-based support classes for Language Arts, Math, and Transitions. We believe this will increase the effectiveness of our instruction in that it will be focused on the specific needs students within a core content area. The classes will remain a mix of all students, special education eligible and others, based on individual needs. Having a full period that focuses on a specific subject will allow teachers to work on essential skills and addresses questions students may have from the General Education classroom. Pre-teaching content, developing context and other background information will be worked into these cases and will prepare students for the instruction they will receive in core classes.

Our third and final shift involves the role special education staff will play in planning and execution of the general education curriculum. Accessibility to instruction, through differentiation, is a skills area where our special education teachers have under-utilized expertise. Each special education teacher will work with a grade/content team during planning times to coach how to differentiate their instruction in order to reach a wider variety of learners. This will be a truly innovative model with the district and as we as a staff are very excited to get started.
Academic Strategies - Language Arts (#22003)
Academic Strategies - Language Arts is a paired course for the Language Arts/Social Studies courses. The instruction will provide a supported and scaffolded structure to lessons and assignments in the paired general education course. In addition, students will receive instruction in key skills or strategies including pre-reading strategies, comprehension strategies, pre-writing strategies, writing structure, editing and revising strategies. Instruction will be developed through consultation with general education teachers/content and will support Individualized Education Programs, while helping students achieve academic success and meet state standards.

Transitions (#22003)
Transitions provides instruction in necessary post-high school skills for students in 11th and 12th grade on an Individualized Education Plan (IEP). Topics covered include job searches, financial aid for college, college applications, career selection, and independent living.

MAPS (#22207)
This self-management course introduces students to varying skills and strategies that are helpful and key to their social success at high school and in the workplace. This course emphasizes goal setting, behavior management, the anger cycle, identifying and using alternative coping strategies, making positive choices, career planning, and self-advocacy. A work component has been added to the course, during which students volunteer 1 period per week to provide some community service.

Math Support (#22003)
Students in this class will advance their skills in problem solving and their understanding of arithmetic, algebra, and geometry through pre-teaching, and direct and small group instruction. This class will use a variety of approaches to help students make connections with math concepts. In addition to the time allotted to math instruction and support, students will learn organizational techniques and will receive guided instruction on homework when needed.

Read Right (#01068)
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 recommendation of the ELD Instructor.

**English Language Development I-Beginning (#01008)**
- 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 (#01008)**
- Reading comprehension
- Sentence and paragraph writing
- Vocabulary and concepts related to academic subjects such as literature, science, and social studies
- Projects, which include reading, researching, report writing, and speech presentations.
This course is paired with Fundamentals of Language Arts II for a total for 1.5 credits.

**English Language Development III-Intermediate (#01008)**
- Intermediate reading comprehension
- Intermediate sentence and paragraph writing and editing
- Intermediate vocabulary and concepts related to academic subjects
- Intermediate reading, research writing, and speech projects

**English Language Development IV-Advanced (#01008)**
This course is designed for high functioning ELD students at level 3 or above. The focus of this class is to build student’s skills in reading and writing English and to expand their vocabulary. Students will work on increasing their reading fluency and comprehension skills while reading several novels during the course.

**Fundamentals of Language Arts I & II (#01009)**
This course provides instruction in basic language skills, integrating reading and writing, speaking and listening, while placing great emphasis on the progress of individual students. Course content depends upon students’ abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension skills. This course is paired with ELD 1 and ELD 2 for a total for 1.5 credits.