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# SANDY HIGH SCHOOL ACADEMIC PROGRAM GUIDE POLICIES AND PROCEDURES 2011 – 2012

This guide is designed to provide students and parents with information about our programs, course offerings, graduation requirements, and policies and procedures. Please study the Academic Program Guide carefully keeping in mind your future educational and career goals. The forecasting process runs January through April and students will select courses for the fall and spring semesters. Student requests during this time determine the Master Course Schedule for the 2011 – 2012 school year. Teachers will be hired and textbooks and supplies will be purchased based on this forecasting process. It is very important that all students, with parent involvement, complete the forecasting process in a serious manner as schedule changes are extremely limited after the Master Schedule is complete. We will only make changes due to errors in placement or data entry.

Freshmen and sophomores should be enrolled in at least seven classes. Juniors and seniors may take fewer classes with approval. The Oregon State Athletic Association (OSAA) and Sandy High School policy require athletes and activity participants to be enrolled and passing at least five classes, both during the season and the semester before.

Students who plan to attend a four-year college or university directly after graduation must select appropriate courses beginning the freshman year in order to meet college entrance requirements.

Please contact our Counseling Department at 503-668-8011, ext. 217 with any questions. Credit for satisfactory completion of a course is applied to the subject area in which the course is located unless otherwise noted. A semester course earns 0.5 credits and a full-year course earns 1.0 credits.

Equal opportunity is provided to all students in all courses. It is the policy of the Oregon Trail School Board that there will be no discrimination or harassment on the grounds of race, color, sex (gender), marital status, sexual orientation, religion, national origin, age or disability in any educational programs, activities or employment. Discrimination is prohibited by federal law such as the Title IX and the Civil Rights Act of 1964.

# GRADUATION REQUIREMENTS

A Sandy High School diploma is issued to all students who complete a minimum of 24 credits as described below:

Subject Area	Class of 2012	Class of 2013	Class of 2014 & 2015
Language Arts	4 English 1 - 9 <sup>th</sup> Composition -10 <sup>th</sup> American Literature – 11 <sup>th</sup> English Elective –12 <sup>th</sup>	4 English 1 - 9 <sup>th</sup> Composition -10 <sup>th</sup> American Literature – 11 <sup>th</sup> English Elective – 12 <sup>th</sup>	4 English 1 - 9 <sup>th</sup> Composition -10 <sup>th</sup> American Literature – 11 <sup>th</sup> English Elective – 12 <sup>th</sup>
Math Algebra 1 and above	3	3	3
Science	3 Physical Science 9 <sup>th</sup> Biology – 10 <sup>th</sup> Science Elective–11 <sup>th</sup> or 12 <sup>th</sup>	3 Physical Science 9 <sup>th</sup> Biology – 10 <sup>th</sup> Science Elective -11 <sup>th</sup> or 12 <sup>th</sup>	3 Physical Science 9 <sup>th</sup> Biology – 10 <sup>th</sup> Science Elective -11 <sup>th</sup> or 12 <sup>th</sup>
Social Studies	3.5 Geography – 9 <sup>th</sup> World History – 10 <sup>th</sup> American History/ History Elective – 11 <sup>th</sup> Civics/Econ – 12 <sup>th</sup>	3.5 Geography – 9 <sup>th</sup> World History – 10 <sup>th</sup> American History/ History Elective –11 <sup>th</sup> Civics/Econ – 12 <sup>th</sup>	3.5 Geography – 9 <sup>th</sup> World History – 10 <sup>th</sup> American History/ History Elective –11 <sup>th</sup> Civics/Econ – 12 <sup>th</sup>
Fine Arts, World Language, Technical Education	3	3	3
Career Education Senior Project .5 Personal Finance .5	1	1	1
Electives	4	4	4
Health	1	1	1
Physical Education	1	1	1
Freshman Foundations	.5	.5	.5
Total Required Credits	24	24	24
Show Proficiency on Essential Skills	Benchmark on Reading Assessment and/or score 4 or above (6-point scale) on 2 work samples	Benchmark on Reading and Writing Assessments and/or score 4 or above (6- point scale) on 2-3 work samples	Benchmark on Reading, Writing, and Math Assessments and/or score 4 or above (6-point scale) on 2-3 work samples

# CAREER EDUCATION GRADUATION REQUIREMENTS

The required **Career-Related Learning Standards (CRLS)** are met when students complete a series of career activities throughout four years of high school. These primarily occur in Social Studies Foundations, Biology, Personal Finance, and through their Senior Project. The six standards are:

- Personal Management
- Problem Solving
- Communication
- Teamwork
- Employment Foundations
- Career Development

The required **Career-Related Learning Experiences (CRLEs)** are an extension of the CRLS the students work on in Foundations, Biology, Personal Finance, and other classes. The students will apply the CRLS skills in three relevant and rigorous CRLEs. The CRLEs are:

## **Juniors (Personal Finance):**

### **Successful completion of a Job Shadow Experience**

- Interest Profiler – Using CIS, student is matched to an occupation
- In-depth career exploration – Job shadow experience (8 hours)
- Essay – Student writes about experience, specifies if their Senior Project will be done in same occupation field
- Thank you – Student sends a thank you letter to person shadowed

### **Successful completion of Mock Job Interview**

## **Seniors: Successful completion and presentation of Senior Project (see below)**

### **Senior Project**

All students are required to successfully complete a Senior Project in the career area of their Job Shadow. Seniors will complete this project by meeting a series of deadlines throughout their senior year. They will work independently with guidance from their Senior Project Advisor. The student will earn .5 credit upon completion. The project consists of five components:

- Project – Must involve one of the following: Design a product, service, or system; Improve a product, service, or system; Plan or organize an event or activity; Learn, present, and demonstrate knowledge of an advanced skill
- Job Shadow (completed Junior year in Personal Finance) and Interview Experience
- Project Portfolio – Includes completed forms as outlined in the Senior Project Packet
- Oral Presentation – Deliver 8-10 minute presentation with a 5-minute question and answer time

Students will meet a series of deadlines that culminate in an oral presentation about their Senior Project. The deadlines are a way of tracking progress to ensure students do not fall behind. The deadlines are:

- Late September – Initial interview with Senior Project Advisor and Resume
- Late November – Project Proposal and interview planning
- Late January – Interview completion
- Early April – Final deadline; all required documents

This project serves as an opportunity to demonstrate knowledge and understanding of the Career-Related Learning Standards. The Senior Project is a culminating project that will count as the Senior Career-Related Learning Experience (see above) – applying and extending their knowledge in new and complex situations related to the student’s personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts. Final Oral Presentations are scheduled days prior to graduation and must be completed in order to walk at graduation.

For more information on the Senior Project, please go to the Sandy High School website: [www.oregontrailschools.com](http://www.oregontrailschools.com) Click on Academics, and then Senior Project

### **Freshmen (Foundations) and Sophomores (Biology):**

All Freshman and Sophomores will complete Career Education activities in Career Information Systems (CIS). This will occur during the time students are forecasting for the upcoming year. Students will learn about their career interests and aptitudes and how to create their high school program so that they are prepared to meet their post high school goals.

### **BEST Tips for Succeeding in High School:**

- 1) **Attend every class, every day!** The correlation between attending class every day and getting good grades is extremely high! Makes sense, doesn’t it?
- 2) **Pay attention in Class!** This may seem obvious, but if you pay close attention in class, you are on your way to understanding the subject matter and getting the best grades you can.
- 3) **Ask questions of the teacher if you don’t understand!** Teachers are there to help ~ they are happy to do so, especially if you’ve been paying attention and show that you are there to learn.
- 4) **Keep your Planner up to date!** Write down assignments and their due dates for each class in your planner. Check off assignments in your planner as you complete them for a sense of accomplishment.
- 5) **Do homework every night and turn it in on time!** Having a quiet place to study and doing your homework each night will go a long way toward understanding the material. Don’t forget to turn in your homework on time to avoid penalty points.
- 6) **Study for tests!** Plan ahead for tests and take time to study. Study groups can be helpful IF everyone is there to study!
- 7) **If you are struggling in a class, consider a tutor!** One of the smartest things you can do if you are struggling in one of your classes is to get help – either from your teacher (you can ask your teacher when you can meet for extra help) or from a tutor (SHS has a tutor list on its website).
- 8) **Celebrate your successes!** Be proud of your accomplishments and celebrate your successes with the people you care about. They will be happy for you and doing your best is its own reward – the feeling of satisfaction in a job well done is priceless...

# COUNSELING CENTER

## Comprehensive Guidance and Counseling Program

### **Mission Statement**

The mission of the Oregon Trail School District's Comprehensive Guidance and Counseling Program (CGCP) is to support each and every student to develop competence in the domains of academics, career exploration, personal/social growth and community involvement in order to be responsible, self-directed and contributing members of society. The CGCP program is an integral component of the district's overall educational program, with developmentally appropriate services systematically delivered by the K-12 educational community.

### **Personal and Social Development**

Students learn to:

- Understand self as an individual and as a member of local and global communities
- Interact with others in ways that respect individual and group differences
- Apply personal safety skills

### **Academic Development**

Students learn to:

- Apply skills needed for educational achievement
- Apply skills of transitioning between educational level
- Develop and monitor personal educational plans

### **Career Development**

Students learn to:

- Know where and how to obtain information about the world of work
- Apply employment readiness skills and the skills for on-the-job success
- Apply career exploration and planning skills in the achievement of life career goals

### **Community Involvement**

- Know where and how to apply personal skills in making contributions to the community
- Apply communication, teamwork and problem-solving skills as a contributing member of the community
- Create a sense of connectedness in a community through ongoing community service projects and activities
- Understand ethical and responsible behavior as a community member and contributor

## **SHS Counseling Services**

### **Guidance Curriculum**

- The Counselors speak to students in their classrooms and individually to facilitate student acquisition of skill in the areas of academics, career awareness, personal/social development and community involvement.

### **Responsive Services**

- Individual Counseling
- Counseling Groups
- Parent, Teacher, Student Collaboration
- Crisis Counseling
- Referral Services

### **Individual Student Planning**

- Individual appraisal of abilities, interests, skills and achievement.
- A Four-Year Educational Plan and Profile is established for each student in grades 9-12
- Transition planning High school to post High school plans (i.e. college planning, career planning, trades, etc)
- Student Study Teams: Counselors, parents, and staff meet to promote student success

### **System Support Services**

- Consultation with Parents, Teachers, Administrators
- Program Coordination
- Professional Development
- Community Outreach

### **Student Advocacy**

- Work for the personal success and self advocacy of every student
- Identify and minimize barriers to learning
- Promote equity

### **Confidentiality in Counseling**

Counselors will keep information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

## **COLLEGE AND CAREER CENTER**

The College and Career Center offers a range of services to students and parents. The Counseling Department works closely with the College and Career Center to provide the following services:

- Advising and Assisting on Senior Projects
- Promoting Post-High School Opportunities
- Information and assistance with applications for colleges, technical schools, military, internships, and employment
- Scholarships and Financial Aid Information and Assistance

Information about the College and Career Center and Senior Project is posted on our website: [www.oregontrailsschools.com](http://www.oregontrailsschools.com). (at top click on schools – then go to Sandy High School, Academics.) Parents and students are encouraged to contact the Coordinator at 503-668-8011 ext. 256. The Center is open during school hours and located beside the main office.

A College Planning Guide is available in the Career Center and on our website. Students can also be matched up with an ASPIRE volunteer to assist them with planning of post high school opportunities.

# COLLEGE ENTRANCE REQUIREMENTS

The table below lists the requirements that students must complete in high school in order to meet the credit requirements for entrance to the **Oregon University System**: Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, University of Oregon, and Western Oregon University. Students who anticipate attending a four-year college or university after high school, whether private or public, must make course selections very carefully beginning with the freshman year. Far too frequently a senior will suddenly realize that he/she has not planned appropriately and enters the senior year not prepared to meet all of the entrance requirements.

## 4-Year College Preparatory Admissions Requirements for OUS Schools

Subject	Units/Credits
Language Arts	4.0
Social Studies World History (year) US History (year) Civics & Economics (semester of each)	3.0
Mathematics (Student must get through minimum of Algebra 2 level math for college)	3.0
Science Physical Science (year) Biology (year) (A third year of science/chemistry is highly recommended for some programs and other colleges)	2.0
World Language (Both years must be the SAME language)	2.0
<b>Total Required Units/Credits</b>	<b>14</b>

**Note: Students must earn a C- or above in these academic credits. U of O requires 16 college preparatory academic credits for automatic admission. This is an additional 2 credits of any combination of Language Arts, Social Studies, Mathematics, Science or Second Language than is required for other colleges.**

## Other College Entrance Information:

	EOU	OIT	OSU	PSU	SOU	UO	WOU
<b>HS GPA</b>	3.0	3.0	3.0	3.0	2.75	3.0	2.75
<b>SAT/ACT</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Additional Review</b>	Below 3.0 portfolio may be required	2.5 to 2.99	Below 3.0 or less than 14 academic credits	Below 3.0 or less than 14 academic credits	Below 2.75	Below 3.4 or less than 16 academic credits	Below 2.75

**Remember that the above information pertains to Oregon's state schools only. Students are encouraged to contact college admissions offices as early as possible to verify academic credit requirements as they can change and they do vary from school to school. Also verify the college entrance exams required for admittance!**

# PSAT, SAT and ACT

The **PSAT**, a practice test for the SAT, is offered only one time each year in mid-October for sophomores and juniors. The PSAT counts for National Merit Scholarship Program **ONLY** during the student's junior year.

The **SAT** and **ACT** are two very different college entrance exams. Both are nationally administered and are used to help colleges evaluate applicants. The SAT is essentially a three-part aptitude test (Reading, Math, Writing) while the ACT is more of an achievement test with four core sections (English, Math, Reading, Science) and an optional Writing section. The tests are offered numerous times throughout the year. At Sandy High, the SAT is offered every January and the ACT every February. The SAT offers two tests: SAT Reasoning and SAT Subject Tests. The ACT offers one test with a "Plus Writing" option. Oregon University System Schools require either the SAT Reasoning or the ACT Plus Writing. It is highly recommended that students take at least one of these tests no later than spring of their junior year. Registration materials are available in the Counseling Center and the College and Career Center. Go to [www.collegeboard.com](http://www.collegeboard.com) or [www.act.org](http://www.act.org) to register. Online registration is recommended. The Sandy High School code is 381055.

## SAT and ACT Resources and Preparation

1. How do you decide which test to take, the SAT or the ACT? There are two questions to consider: *Where* do you want to go to college and *which* test plays to your strengths.
2. Once you decide which college(s) you are interested in applying to, check the websites of those colleges by looking under "Freshman Admissions" – the site will tell you which test the college prefers – many colleges will accept either but don't *assume* – check it out!
3. If you can take either test, then decide which test plays to your strengths by looking over the *SAT vs. ACT Comparison Chart* (see below). The SAT costs \$47.00 for 2010-2011. The ACT costs \$33.00 (no writing) or \$48.00 (with writing).
4. Everything you need to know to practice and prepare for either test is included on the SAT and ACT websites!! The Official Study Guides, Official Practice Tests, Question of the Day, etc...Many free resources are available online. These websites also have college search engines that are amazing and fun to use as well.
5. Other ways to prepare if you need additional structure to prepare include:
  - Head to Barnes & Noble, Borders, or your local independent bookstore to purchase a study guide and practice tests. Also available from Amazon.com *used* ...
  - Take a test prep class – this costs a little or a lot (Saturday Academy \$355.00!)
  - Gather a SAT or ACT study group together – this takes commitment but can be very worthwhile.

## SAT vs. ACT Comparison Chart

	SAT	ACT
Length	3 hours, 45 minutes	3 hours, 25 minutes (includes optional 30-minute Writing Test)
Sections	10 Sections: 3 Critical Reading, 3 Math, 3 Writing (including Essay), 1 Experimental (not scored)	4 Sections (plus optional Writing Test): English, Math, Reading, Science, Writing
Subjects	Critical Reading Math Writing	English Math Reading Science  Writing (optional)
Reading	Reading passages with questions pertaining to comprehension and sentence completion	4 passages, 10 questions per passage
Science	N/A	Science (analysis, knowledge, problem solving)
Math	Arithmetic, geometry, algebra, and algebra II	Arithmetic, algebra, geometry, and trigonometry
Essay	Required	Optional (final section)
Score Composition	$\frac{1}{3}$ Math $\frac{1}{3}$ Reading $\frac{1}{3}$ Writing	$\frac{1}{4}$ English $\frac{1}{4}$ Math $\frac{1}{4}$ Reading $\frac{1}{4}$ Science
Scoring	Aggregate score 600 - 2400 based on total of 3 scores 200- 800 (Reading, Math, Writing)  Score of 0-12 for Essay	Composite score 1-36 based on average of 4 sections (English Math, Reading Science)  Score 0-12 for Optional Essay.
Penalties	Penalties (typically $\frac{1}{4}$ point deducted) for wrong answers	No penalties for incorrect answers
Sending Scores to Colleges	Currently entire score history is sent. Starting with the March 2009 test date, students can select ("opt-in feature") which will allow them to choose specific test date(s) – 3/09 and forward - and all scores from the selected test date(s) will be sent.	Student decides which scores are sent
Additional Information	<a href="http://www.collegeboard.com">www.collegeboard.com</a>	<a href="http://www.actstudent.org">www.actstudent.org</a>

# ALTERNATIVE PROGRAMS

The Alternative Programs available to Sandy students generally are only available to those who have met placement requirements. Due to funding limitations, space is limited in most of these options. More specific information is available from the Sandy counseling staff.

- **SHS Alternative School:** The Alternative School includes both packet-based and web-based options of earning credit required to graduate. Packet-based students work at their own pace either on campus or independently at home. Web-based students complete credits online via Aventa Learning either on campus or independently at home. An application is required for both programs; students on the waiting list must continue in the regular SHS program until applications are reviewed and admission decisions are made. Note: Packet-based applicants must be juniors or seniors with at least 10 credits already earned, but who are not on track to graduate with their class.
- **Oregon National Guard Youth Challenge Program (OYCP):** A six-month residential program near Bend for at risk youth 16-18 years old. Students can earn a GED or return to their home high school with 8-10 credits depending on circumstances.
- **Adult High School Diploma:** Programs are available through MHCC, Clackamas Community College, and Portland Community College. A student must be 16 years of age and obtain a release from compulsory education form from local high school. Student pays tuition costs.
- **Mt. Hood Community College GED:** Available to students 16 years or older who live in OTSD. Students are withdrawn from SHS classes and take at least 12 hours of GED Prep classes at MHCC before taking the GED tests; cost is covered by SHS and MHCC. Successful completion may qualify a student for a 7-credit scholarship from MHCC. Students wishing to take the GED tests without the prep classes must obtain a release from compulsory education from SHS and the student must pay the test fees.
- **Job Corps:** A training program available to students between 16-22. Most Job Corps sites are residential, but some sites allow for commuting. Students receive pay while enrolled in the program. A GED can be earned while in the program. In some cases, Job Corps will also pay for students to complete community college programs.

## ADDITIONAL CREDIT OPTIONS

Option	Location	Required/ Elective	Make-up 1 <sup>st</sup> Time	Procedure
MHCC Evening & Summer High School	MHCC	R/E	M	Register with & pay MHCC
SHS Winter and Summer Credit Recovery	SHS	R	M	SHS application; pay SHS Cashier
PSU, BYU & other Correspondence Courses	Home	R/E	M/1 <sup>st</sup>	Register through and pay accredited institutions (ie: PSU or BYU)
College Classes	MHCC Other	R/E R/E	M/1 <sup>st</sup>	Register through and pay accredited institutions (ie.: MHCC or CCC)
Work Experience	Varies	E	1 <sup>st</sup>	See counselor for forms and info
Outdoor School	Varies	E	1 <sup>st</sup>	See counselor or Mr. Magee for info
Aventa Learning Credit Recovery	SHS	R/E	M/1 <sup>st</sup>	See counselor for info and application
8 <sup>th</sup> Course Credit Recovery	SHS	R	M	See counselor for info and application

- MHCC Evening & Summer High School Credit Recovery Courses**—Students who need to make up failed required courses may repeat the courses through Evening or Summer High School at MHCC. Students earn .5 credit per course. Some courses are also offered in a correspondence format. Credit earned in Evening School must be on file in the SHS Registrar’s office 14 days prior to graduation for student to participate in commencement exercises. Tuition is charged.
- SHS Credit Recovery**—SHS offers Winter and Summer credit recover classes for students who have failed a required class (student must have received at least 40% in the failed course to sign up). Students earn .5 credit per course. Tuition is charged.
- PSU, BYU, and other Correspondence Courses**—Correspondence courses are available for students who need to make up required classes, who want to graduate early, or who want to fit in more elective opportunities at SHS. In all cases the student should work closely with the counselor to be sure he/she takes the correct courses. Most SHS students have used PSU or BYU correspondence classes—see a counselor for more information. Seniors planning to apply correspondence credits toward graduation must complete coursework and take examinations at least three weeks prior to graduation. In order to participate in commencement exercises, transcripts of credits earned through correspondence courses must be on file with the registrar 14 days prior to commencement.
- College Classes for High School Credit**—High school students may attend classes at Mt. Hood or other community colleges and receive dual credit for high school. Approved courses will be counted on the basis of 3 college quarter hours equal to .5 high school credit. The student must pay books, fees, tuition, and transportation costs.
- Work/Volunteer Experience**—Juniors and seniors may earn credit for volunteer or paid work if they follow guidelines and file papers and hours with their counselor. A maximum of 2.0 credits may be earned. For volunteer work 90 hours earns .5 credit; for paid work 180 hours earns .5 credit.
- Outdoor School**—Students who successfully go through training and serve as Outdoor School Counselors for two separate sessions may earn .5 elective credit.
- Aventa Learning** – Aventa (online) Learning courses are available to students both as credit recovery or first-time credit. These courses are online, however students must take them as part of their schedules. Daily attendance is required.
- 8<sup>th</sup> Course** – SHS offers students who have full schedules (7 classes) the ability to recover classes they have previously failed. Courses are packet-style and completed independently. One (1) credit is allowed per year (2) packets.

# College Now Dual Credit Program (MHCC)

If a student enrolls in one of the following SHS courses, they have the opportunity to earn both high school and college credits for the course. The requirements for college credits are as follows:

- Student must get a MHCC registration form from high school teacher.
- Student must complete a MHCC registration and turn in to their teacher.
- Student must earn an “S” or “B” in the course to get college credit.
- Teacher submits grade to MHCC.
- If student drops SHS class, he/she must also drop MHCC class or he/she will be billed.

SHS students participating in College Now will be billed \$35 after registration for their first MHCC class. After that, students will still be required to register to earn credit, but no more tuition fees will be charged.

LDT (Lower Division Transfer) courses transfer to OUS 4-year colleges as well as to some private and some out-of-state colleges. CTE (Career & Technical Education) courses fulfill community college requirements for an Associate of Arts Degree and may not transfer to other colleges. If you have general questions please call 503-491-6422.

### LDT – Lower Division Transfer

**503-491-6980**

WR 121/122	English Composition (College Credit English)	4 cr. Cherie Shields
FR 101/102/103	First Year French I/II/III (French 3)	5 cr. Kari Kaldahl
GER 101/102/103	First Year German I/II/III (German 3)	5 cr. Bill Pence
SPAN 101/102/103	First Year Spanish I/II/III (Spanish 3)	5 cr. Karen VanWye
FR 201	Second Year French I (French 4)	4 cr. Kari Kaldahl
GER 201	Second Year German I (German 4)	4 cr. Bill Pence
SPAN 201	Second Year Spanish I (Spanish 4)	4 cr. Karen VanWye

### CTE -- Career & Technical Education

**503-491-6991**

AM50	Automotive Industry/Light Repair (Intro Auto Tech)	2 cr. Randy Ball
ET 122	Engineering Drawing (Intro to Engineering Design)	4 cr. Bob Tisch
ET 130	Architectural CAD Drawing (Architecture/Civil Engineering)	4 cr. Bob Tisch
IMTL157	Intro to CAD for Machinists (Technical Design)	2 cr. Bob Tisch
ET123	Intro to Engineering Tech (Principles of Engineering)	3 cr. Paul Felstiner
WLD116-22	General Welding 1 (Manufacturing Tech 1 or 2)	1-3 cr. Paul Panula
IMTL157-22	Intro to CAD (Manufacturing Tech 3)	1-4 cr. Paul Panula

### CTE at Linn-Benton Community College \*

ANS 121-	Introductory to Animal Science (College Credit Animal Science)	4 cr. Smith
AG111-	Computers in Agriculture (Ag Leadership)	3 Cr. Trisha Smith
CSS205-	Soils Sustainable Ecosystems (College Credit Horticulture 1)	4 Cr. Trisha Smith
CSS200-	Crops in our Environment ( College Credit Horticulture 2)	4 Cr. Trisha Smith

\*See Mrs. Smith for registration information.

# SANDY HIGH SCHOOL DIPLOMA WITH HONORS

The Diploma with Honors is designed to honor students who have sought academic excellence in a variety of subject areas and challenged themselves in advanced courses throughout their four years at Sandy High School. In order to earn this diploma, students must meet a set of requirements. Students need to stay enrolled in their advanced courses through the eighth semester because their final GPA and class ranking will be determined by their final grade report. These students will wear an honorary sash at graduation. Valedictorian and Salutatorian are students with the first and second highest GPA. Beginning with the class of 2013, Valedictorian and Salutatorian will be selected from the Honors Diploma recipients.

## Requirements:

1. Earn a cumulative GPA of at least 3.50 at the end of their eighth semester.
2. Earn a minimum of 28 credits, at least eight (8) of which must be earned in advanced courses. (see list below).
3. Complete two (2) years of World Language.
4. Meet all Statewide Assessment Benchmarks.
5. Complete all graduation requirements.
6. Show active participation in at least one co-curricular activity (sports, clubs, drama, music, leadership, etc.)

Transfer students and other policy exceptions must be presented to the Honors Review Board prior to January of the senior year.

## ADVANCED COURSES

<p><b>Language Arts</b>            Advanced American Literature            College Credit English            AP Literature            Shakespeare            Junior/Senior English at ACE and CAL</p> <p><b>Math</b>            Pre-Calculus            AP Calculus</p> <p><b>Science</b>            AP Chemistry            Chemistry            Physics            Anatomy/Physiology            AP Environmental Science            Zoology            Botany            Oceanic Science            Examining Health Careers</p> <p><b>World Languages</b>            French 3,4            German 3,4            Spanish 3, 4</p>	<p><b>Industrial Technology</b>            Introduction to Engineering Design            Principles of Engineering            Architecture and Civil Engineering            Digital Electronics            Animal Science- College Credit            Horticulture 1&amp; 2 – College Credit            Greenhouse Management – College Credit</p> <p><b>Visual and Performing Arts</b>            Art Lab            Photo 3            Pionaires            Jazz Ensemble            Wind Ensemble            AP Music Theory            Performers</p> <p><b>Social Studies</b>            AP Human Geography            AP World History            AP U.S. History            Introduction to Mock Trials (Law and Justice)            Mock Trials            AP Economics</p>
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# POLICIES AFFECTING STUDENT PROGRAMS

## Deadlines for Dropping Courses

Students and families must take the forecasting process very seriously because it is difficult to make schedule changes after the master course schedule is built and teachers are hired. Within the first three weeks of a semester, students can add or change a class due to academic misplacement or computer/administrative errors only. Students will transcript an “F” if he/she drops a class after the 6-week progress report. Students may appeal for an exception to these policies to the Curriculum Assistant Principal through their counselor. Reasons for exceptions include extended illness or health issues or extenuating family problems.

## Early Dismissal, Late Arrival, Partial Schedules

Juniors and Seniors who are on track to graduate may get approval from parents and counselors for a reduced schedule. Students must have their own transportation and parent permission to be eligible. Students cannot be on campus when they do not have a class.

## Minimum Number of Courses

Students cannot drop below the following minimum classes required to graduate (24 credits total):

Grades 9 and 10 – 7 classes

Grade 11 – 5 classes if on track to graduate

Grade 12 – 4 classes\* if on track to graduate

\*5 classes (2.5 credits) are required for the OSAA and activity participation each semester.

## Making Honor Roll

Honor roll will be awarded to students who are enrolled in at least six classes and who earn at least a 3.5 GPA during a semester grading period. Students will not be awarded honor roll regardless of the GPA if “Ds” or “Fs” are also earned during that grading period.

## Weighted Grades

In order to provide more incentive for our students to take the most rigorous classes, Sandy High School will be weighting grades beginning with the 2010-2011 school year with the sophomore class (Class of 2013). College admissions and particularly the more selective colleges are seeking students who have taken a rigorous program of study during their high school careers. Some students avoid rigorous classes for fear of negative impact on their GPA. Avoiding challenging courses to “protect” a high GPA could hinder a student’s opportunities in college admissions processes.

All Advanced Placement and College Credit Courses will be weighted by one extra point. Report Cards will not change. Weighted grades will be used behind the scenes for the calculation of GPAs for the student’s transcript. No indication of the weighted grading will appear on the report card. A regular GPA scale gives 4 points for an A, 3 points for a B, 2 points for a C, 1 point for a D.

For example:

Course	Grade	Credits	Total Points
AP US History	B	.5	4
College Credit English	C	.5	3

Beginning with the class of 2013, all Advanced Placement and college credit courses will be weighted. This means that students will earn one point more toward their GPA in these courses.

# BUSINESS & COMPUTER SCIENCE DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Personal Finance	0.5	11	Semester	None	No	No	No
Computer Applications1	0.5	9-12	Semester	Student must have and maintained internet privileges	No	No	No
Computer Applications2	0.5	9-12	Semester	Comp.Apps1 and student must have and maintain internet privileges	No	No	No

## **PERSONAL FINANCE**

Entry Level: 11

Students will learn decision-making skills to deal with personal budgets, banking services, investing and savings, credit management, and car and home ownership. They will also gain insight into career employment, employee benefits and insurance, taxes, and post secondary opportunities. The goal of the course is to provide an understanding of individual financial planning. This is a Sandy High School Graduation requirement.

## **COMPUTER APPLICATIONS 1**

Length: Semester

Prerequisite: Student must have and maintain internet privileges.

Entry Level: 9 - 12

This course introduces students to the Microsoft Office tools – Word, Excel, and PowerPoint – that students will be expected to use in many of their courses. Topics include the basics of Word, formatting a research paper using MLA style, preparing resumes, working with spreadsheets, and creating PowerPoint presentations. Students will also learn how to use Moodle, an on-line course content management system. This course is self-directed and self-paced.

## COMPUTER APPLICATIONS 2

Length:	Semester
Prerequisite:	Computer Apps I Student must have and maintain internet privileges.
Entry Level:	9 - 12

This course covers advanced features of Microsoft Word, Excel, and PowerPoint.

- Word: Advanced formatting, mail merge, newsletters, and collaboration tools.
- Excel: Financial functions, queries, templates, and embedded objects.
- PowerPoint: Enhanced visual effects, embedded multimedia, slide timing, and collaboration tools.

Like Computer Applications I, this course is presented through Moodle and is self-directed and self-paced.

## DIGITAL ELECTRONICS

Length:	Year
Prerequisite:	Geometry with "C" or better
Entry Level:	10-12

This course is the study of electronic circuits that are used to process and control digital signals. We will cover basic electronic theory, combinational and sequential logic, state machines, and microcontrollers. We will construct and test virtual logic circuits using industry standard computer applications. We will also construct and test actual circuits. This course emphasizes teamwork, communication methods, engineering standards, and technical documentation. This course should be taken concurrently with Algebra II or a higher level math class. This is a Project Lead the Way™ foundations course.

# CREATIVE AND PERFORMING ARTS DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Intro to Art	1.0	9-12	Year	No	No	No	Yes
Drawing and Painting	1.0	10-12	Year	Intro to Art	No	No	Yes
Art Lab	1.0	11-12	Year	Drawing & Painting	No	No	Yes
Pottery / Ceramics	0.5	10-12	Semester	Intro to Art	No	No	Yes
Photo 1	0.5	10-12	Semester	Intro to Art (with at least a B grade or better)	No	No	Yes
Photo 2	0.5	10-12	Semester	Photo 1 (with at least a B grade or better)	Yes	No	Yes
Photo 3	0.5	11-12	Semester	Photo 2 (with at least a B grade or better)	Yes	No	Yes
Drama 1	1.0	9-12	Year	No	No	No	No
Drama 2	1.0	10-12	Year	Drama 1	Yes	No	No
Stagecraft	1.0	10-12	Year	Drama 1	Yes	No	No
Performers	1.0	11-12	Year	Drama 2 & Audition	Yes	No	No
Beg. Choir	1.0	9-10	Year	No	No	No	No
Concert Choir	1.0	10-12	Year	Beginning Choir	Yes	No	No
Counterpoints	1.0	9-10	Year	Audition	Yes	No	No
Symphonic	1.0	10-12	Year	Audition	Yes	No	No
Pionaires	1.0	10-12	Year	Audition	Yes	No	No
Stage Band	1.0	9-12	Year	Audition	Yes	No	No
Concert Band	1.0	9-12	Year	No	Yes	No	No
Symphonic	1.0	10-12	Year	Audition	Yes	No	No
Wind Ensemble	1.0	10-12	Year	Audition	Yes	No	No
Jazz Ensemble	1.0	10-12	Year	Audition/Instructor Approval	Yes	No	No
AP Music Theory	1.0	11-12	Year	No	Yes	Passing score on AP Exam	AP exam fee
Music Lab	0.5	9-12	Semester	No	No	No	No

## STAGE BAND

Prerequisite: Audition

Entry Level: 9-12

Stage Band is a flexible ensemble that functions as a jazz combo. The course focus is on improvisation in jazz styles, focusing on be-bop, swing, funk, rock, and other combo styles. All wind instruments are eligible, as well as drum set, mallet percussion, bass, guitar, and piano. Music reading is required. The group performs at several concerts throughout the year, and is frequently called on for public performances

around our community. This course is not intended to replace participation in a concert group, but to develop improvisation skills in jazz in addition to the ensemble skills that are the focus of the other groups.

## **CONCERT BAND**

Entry Level: 9-12

Concert Band is a large ensemble designed for the learner at the 9<sup>th</sup> grade level with middle school experience. During the course, several styles will be explored at an appropriate ability level for 9<sup>th</sup> grade. The focus is on development of instrumental technique as well as musicality, phrasing, intonation, and tone production. The group performs for several concerts during the year.

## **SYMPHONIC BAND**

Prerequisite: Audition

Entry Level: 10-12

Symphonic band is designed to provide students with an opportunity to perform at a more advanced level than concert band. Placement is determined by middle school instructor recommendation or audition. Sight-reading skills should be sufficient to accurately read grade 3 literature on sight. This ensemble performs grade 3 and 4 literature at several concerts and festivals throughout the year. Several musical styles are studied with an emphasis on personal and ensemble skills that allow access to greater levels of musicality. Members of this group will be eligible to perform with the pep band at football games and to participate in solo and ensemble contests.

## **WIND ENSEMBLE**

Prerequisite: Audition and Instructor Approval

Entry Level: 10, 11, 12 or with consent of instructor.

This is the most advanced instrumental ensemble at SHS. Members must pass a rigorous audition to be a part of this group. The group has many performances per year, including several contests in Oregon, and sometimes California. Students in the Wind Ensemble also perform as part of chamber ensembles and as soloists. The focus is on broadening their musical vocabulary through performing a wide variety of styles, and playing some of the greatest compositions in wind band literature. The group also plays at football and basketball games as the Pio Pep Band. Students must maintain OSAA athletic/activities eligibility to participate. \*This course can be applied to the Honors Diploma.

## **JAZZ ENSEMBLE**

Prerequisite: Audition

Entry Level: Audition/Instructor Approval

Jazz ensemble is a performance group consisting of five saxophones, five trumpets, five trombones, and a rhythm section (guitar, bass, drum set, piano, and auxiliary percussion). The group performs a large quantity of literature at a high degree of difficulty. Several performances per year are required, including big band dances, competitions, festivals, and concerts. The focus of the course is performance, with an emphasis on jazz technique, ensemble skills, and studies of style. It is strongly suggested that stage band is taken at the same time to develop improvisation skills. \*This course can be applied to the Honors Diploma.

## **MUSIC LAB**

Entry Level: 9-12  
Offered: 2010-11

Music lab is a music-based humanities course. The course curriculum includes a study of world history with a focus on music, and its relationships to art, architecture, literature, and social structures. Rudimentary music theory is included, culminating in a composition project. Students will experience a wide variety of music from early Greek to contemporary techno, and will learn perspectives of history that differ from the traditional content.

## **AP MUSIC THEORY**

Prerequisite: Fundamental music reading skills, performance experience preferred  
Entry level: 11-12  
Offered: 2011-12 and alternating years 13-14, 15-16

The purpose of this course is to prepare students to succeed on the AP Music Theory Exam. Good scores on this test can result in course grants at most colleges. The course follows the typical curriculum of a first-year college music theory course, as directed and approved by the College Board. The focus will be on the development of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and some history and style. Students will study melodic dictation, harmonic dictation, sight-singing, and keyboard skills. This is a fast-paced course, with a considerable workload. Students must have a fundamental knowledge of reading music notation (not TAB) to be successful. \*This course can be applied to the Honors Diploma.

## **DRAMA I**

Entry Level: 9

This course is an introduction in theater. A major objective will be to help the student gain confidence and an appreciation of theater as a creative art. Time will be spent helping the student to understand the functioning theater, and developing self as a tool for acting. Topics will also include the history of theater and the basic technical aspects of theater.

## **DRAMA II**

Prerequisite: Drama I or Teacher Consent  
Entry Level: 10

This course is an in-depth acting workshop including play cuttings, stage movement, dramatic action, and film criticism. A major objective will be to improve student's acting skills. The Acting Competition is encouraged but not mandatory.

## **STAGECRAFT**

Prerequisite: Drama I and/or Instructor Approval  
Entry Level: 10

This course is designed to provide an opportunity for students to develop their skills in technical theater. Instruction will include the areas of light design, set design, set construction, scene painting and theater maintenance.

## **PERFORMERS**

Prerequisite: Drama II and Auditions  
Entry Level: 11 or Instructor Approval

This is a master course in acting. Students may enhance their acting techniques through performances, and expand their knowledge of the Fine Arts. Participation in contests is mandatory. Students will assist in the preparation and performance of full-length plays. \*This course can be applied to the Honors Diploma.

## **BEGINNING CHOIR**

Entry Level: 9

This course is designed as a concentration of music reading, sight reading, and some music history. The course does call for some evening concerts that are part of the final grade. The course is open to all students without audition.

## **CONCERT CHOIR**

Prerequisite: Audition  
Entry Level: 10

This course is based on audition by the director and each student needs permission before scheduling this class. The course is designed to provide additional performing and music instruction beyond the 9th grade level. Although minimal, some out-of-class and evening time is needed.

## **COUNTERPOINTS**

Prerequisite: Audition  
Entry Level: 9

This course is based on audition by the director and each student needs permission before scheduling this class. This course offers the student a study of swing and vocal jazz music. It is open to students who would like to extend their musical concepts, in addition to the large choir. This course is designed for the advanced student who is willing to work cooperatively with others, while maintaining individual excellence. The purchase of a performance costume is traditional.

## **SYMPHONIC CHOIR**

Prerequisite: Audition  
Entry Level: 10

This course is based on audition by the director and each student needs permission before scheduling this class. Students should be musically advanced beyond the 9th grade level, and willing to work for the total course objectives. Symphonic Choir does demand out-of-class time during the year for concerts, touring, or musical presentations.

## **PIONAIRES**

Prerequisite: Audition  
Entry Level: 10-12

This course is by audition only and concentrates on swing, jazz and blues music. This course demands extensive outside and evening work for performers. This course is designed for the student to extend his/her experiences, in addition to the large choirs. The purchase of a performance costume is traditional. \*This course can be applied to the Honors Diploma.

## **INTRODUCTION TO ART**

Entry Level: 9

This course is designed to familiarize the student with the elements and principles of design. Evaluation standards will be explained to students and provided to them as a scoring guide based on originality, composition, presentation, technical quality, and time management. Students' works will be evaluated based on the creativity of the work, while staying within the evaluation parameters provided. The goals and standards will be met by explaining the elements and principles of design in lecture format, supplemented with slides and examples of artwork. Lab fees will be charged.

## **DRAWING AND PAINTING**

Prerequisite: Introduction to Art

Entry Level: 10

This course is an exploration of two-dimensional techniques, focusing on drawing & painting media. The course focuses on the introduction to observational, expressive, and formal modes of drawing and introduction to the principles and practice of painting. Evaluation standards will be explained to students and provided to them as a scoring guide based on originality, composition, presentation, technical quality, and time management. The goals and standards will be met by explaining the elements and principles of design in lecture format, supplemented with slides and examples of artwork. Lab fees will be charged.

## **ART LAB**

Prerequisite: Drawing and Painting

Entry Level: 11-12

The course is designed for students who are in their third or fourth year of art. This course is especially directed toward those preparing an art portfolio for college entrance. It is advanced study in areas of individual interest with increased emphasis on analysis of structural, formal, and aesthetic relationships in the expression of space and form. The course is designed to allow the experienced art student to investigate specific areas of art in depth. Students who take this course must be self-motivated and self-directed as well as cooperative and responsible. The goals and standards will be met by explaining the advanced elements and principles of design in lecture format, supplemented with slides and examples of artwork. The assessment of work will be completed through critical analysis of work through individual and group critiques. Evaluation standards will be explained to students and provided to them as a scoring guide based on originality, composition, presentation, technical quality, and time management. This course may be repeated. Lab fees will be charged. \*This course can be applied to the Honors Diploma.

## **POTTERY / CERAMICS**

Prerequisite: Introduction to Art  
Entry Level: 10

Pottery/Ceramics is a multi-level class. First semester students are given an introduction to ceramic techniques and materials. A variety of creative assignments cover different hand-building techniques designed to improve basic skills and knowledge of clay, surface design, construction, glazes and underglazes. Second semester students may choose either hand building, throwing or splitting time between hand-building assignments and beginning throwing on the potter's wheel. Third year students build on all their skills while learning more advanced techniques. This class may be repeated. Lab fee required.

## **PHOTOGRAPHY 1**

Prerequisite: Intro to Art (with at least a "B" grade or better)  
Entry Level: 10

This course is designed to train students in basic photography, the processing of black and white 35mm film and darkroom printing. With the construction of a pinhole camera, students practice how light, by way of the "pinhole effect", creates images on light-sensitive material. Students will also use 35mm SLR Cameras for "Depth of Field" and "Motion" assignments. This will introduce students to photographic possibilities with aperture and shutter speed settings in conjunction with a light meter, tripod and cable release. The "Elements of Art" and the "Principles of Design" are emphasized in creative composition. School cameras are limited and will be shared depending on class size. Lab fee required.

## **PHOTOGRAPHY 2**

Prerequisite: Photography 1 (with at least a "B" grade or better)  
Entry Level: 10

This course is designed to train students in basic Digital SLR Photography, the use of Photo Editing Software (Adobe Photoshop) and professional grade printing. While the class will cover shooting techniques, basic lighting, camera functions and camera care as well as downloading and managing files, the main focus is creativity. The majority of the work for this class will require students to take their photos outside of class time, while during class, students will learn new shooting techniques, basic studio lighting and processing and managing images. Cameras and camera equipment are limited and will be shared depending on class size. Lab fee required.

## **PHOTOGRAPHY 3**

Prerequisite: Photography 2 (with at least a "B" grade or better)  
Entry Level: 11

This course is geared toward the serious photography student. Students at this level need to have their own camera that is geared toward their photographic goals. Students will turn in photographs on a weekly basis along with a "Photo Plan" and a "Photography Self Evaluation". Student will also create a professional looking portfolio with which they can use to enter photographic competitions, apply for scholarships and/or look for an internship or job. This course is a chance for students to explore their own interests in photography as well as further develop their skills and understanding of photography. This class may be repeated. Lab fee required. \*This course can be applied to the Honors Diploma.

# ENGLISH LANGUAGE LEARNERS DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
ELD 1-2	1.0	9-12	YEAR	No	No	No	No
ELD 2-3	1.0	9-12	YEAR	No	No	No	No
ELD 3-4	1.0	9-12	YEAR	No	No	No	No
Sheltered World History	1.0	9-12	YEAR	No	No	No	No
Sheltered Physical Science	1.0	9-12	YEAR	No	No	No	No
Sheltered Biology	1.0	9-12	YEAR	No	No	No	No
Sheltered Composition/Literature	1.0	9-12	YEAR	No	No	No	No

*ELD classes: English Language Development classes are provided at SHS as prescribed by Oregon State Education Standards for students with a Primary Home Language Other Than English. ESL instruction is provided by a highly qualified endorsed teacher. ELD instruction focuses on English language functions (effective communication) and grammatical forms (clear, developing sentence structure and vocabulary) which follows a scope and sequence. ELD lessons are a minimum of 120 minutes a week of small group work and language learning technology, with content class support and language enrichment for the remainder of the time. During ELD, the ELL students are grouped according to language proficiency level as determined by annual standardized language testing until the student receives a score of “5” Advanced English Language.*

### **ELD 3-4**

#### **ELD 1-2**

Focuses on basic vocabulary to communicate well with the language of daily life, following directions, and survival tasks at home, in the community and at school. Lessons are designed to motivate students to talk.

Focuses on discussing main ideas and concepts and writing expanded responses. Students will demonstrate more sophisticated language through brainstorming, summarizing, asking questions, soliciting opinions, and explanations, with an introduction to figurative language. Students will continue to develop oral and written academic language skills.

#### **ELD 2-3**

Focuses on expanded vocabulary and using routine expressions independently. Responses may be oral and in writing as phrases and simple sentences. Lessons will build on students’ prior knowledge and incorporate more reading and writing.

### **SHELTERED WORLD HISTORY, BIOLOGY, PHYSICAL SCIENCE & COMPOSITION/LITERATURE**

These courses use a similar curriculum as the same courses in Social Studies, Science, and Language Arts Departments. They are specifically designed for English Language Learners by SIOP trained and experienced highly qualified teachers.

# INDUSTRIAL TECHNOLOGY DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Companion Animal Science	0.5	9-12	Semester	No	No	No	No
Veterinary Science	0.5	9-12	Semester	No	No	No	No
College Credit Animal Science	0.5	9-12	Semester	Comp. ANS/Vet Science or Equine Science	Yes	Yes-4	Yes-for college credit
Ag Leadership	1.0	9-12	Year	FFA Membership	Yes	Yes-3	Yes-for college credit
Intro to Horticulture	0.5	9-12	Semester	No	Yes	Yes-4	Yes- for college credit
Greenhouse Management	0.5	9-12	Semester	No	Yes	Yes-4	Yes- for college credit
Equine Science	0.5	9-12	Semester	No	No	No	No
Beginning Automotive Technology	1.0	10-12	Year	Industrial Tech	No	No	Yes
Advanced Automotive Technology	2.0	11-12	Year-Double Period	Beg Auto Tech pass with C	No	Yes	Yes
Manufacturing Tech 1	0.5	10-12	Semester	No	No	No	Yes
Manufacturing Tech 2	0.5	10-12	Semester	Mfg Tech 1	No	No	Yes
Manufacturing Tech 3	1.0	11-12	Year	Mfg Tech 2	No	No	Yes
Manufacturing Tech 4	2.0	12	Year-Double Period	Manufacturing Tech 3	No	Yes	Yes
Intro to Engineering Design	1.0	9-12	Year	No	No	Yes	Yes
Architecture / Civil Engineering	1.0	10-12	Year	No	No	Yes	Yes
Robotics	0.5	9-12	Sem 1	None	No	No	No
3-D Animation	0.5	9-12	Sem 2	None	No	No	No
Technical Design	1.0	10-12	Year	None	No	No	Yes

## COMPANION ANIMAL SCIENCE

Entry Level: 9-12

General Animal Knowledge related to pets will be discussed throughout the semester. Dogs, Cats, Rabbits, Guinea Pigs, Hamsters, Reptiles, Fish, and Birds will be discussed in length.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Identify Breeds of Companion Animals</li> <li>○ Use Vocabulary</li> <li>○ Comprehend Uses</li> <li>○ Practice Industry Standards</li> <li>○ Understand Basic Pet Diseases</li> </ul>	<ul style="list-style-type: none"> <li>○ Reports</li> <li>○ Lecture</li> <li>○ Research Papers- 2</li> <li>○ Quizzes</li> <li>○ Field Trips</li> <li>○ Daily Work</li> </ul>

## VETERINARY SCIENCE

Entry Level: 9-12

The anatomy of different animal species will be discussed. Projects surrounding the process of entering college in the animal sciences, applying for vet school, and owning different species of animals. Students will learn how to prevent, recognize, and treat different ailments and diseases. This class qualifies for elective science credit.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Demonstrate an understanding of the animal body.</li> <li>○ Investigate Animal Behavior</li> <li>○ Examine Animal Intelligence</li> <li>○ Learn Skeletal System of Different Species</li> <li>○ Evaluate Animal Respiratory</li> <li>○ Study Animal Reproduction</li> <li>○ Practice Dissection and Necropsy Skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Laboratory</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Papers- 2</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> <li>○ Daily Work</li> </ul>

## COLLEGE CREDIT ANIMAL SCIENCE

Prerequisite: Comp. ANS/Vet Science or Equine Science

Entry Level: 9-12

The study of beef and dairy cattle, sheep, goats, and swine and their industries will be covered. This class qualifies for elective science credit and qualifies for the advanced SHS diploma.

4 Credits to Linn-Benton Community College will be awarded to students completing this class with a B or better and paying the required LBCC fee.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Beef and Dairy Cattle</li> <li>○ Sheep and Goats</li> <li>○ Swine</li> <li>○ Horses</li> <li>○ Identify Breeds of Livestock</li> <li>○ Use Vocabulary</li> <li>○ Comprehend Uses</li> <li>○ Practice Industry Standards</li> <li>○ Understand Basic Livestock Diseases</li> <li>○ Evaluate different species of livestock.</li> </ul>	<ul style="list-style-type: none"> <li>○ Laboratory</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Papers- 2</li> <li>○ Field Trips</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> <li>○ Daily Work</li> </ul>

## AG LEADERSHIP

Prerequisite: FFA Membership  
Entry Level: 9-12

This class is designed for students who are active members of the Sandy FFA. The basis of this class are surrounding FFA Career Development Events.

3 Credits to Linn-Benton Community College will be awarded to those students completing this class with a B or better and pay the required LBCC fee.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Practice Leadership</li> <li>○ Prepare for Public Speaking</li> <li>○ Demonstrate Soil Judging Techniques</li> <li>○ Apply Agricultural Sales Techniques</li> <li>○ Develop Marketing Plans</li> <li>○ Practice Parliamentary Procedures Skills</li> <li>○ Study Agricultural Issues</li> <li>○ Practice Journalism Skills</li> <li>○ Students will study the following areas, Food Science, Dairy Foods, and Meats.</li> <li>○ Evaluate different Livestock Species and Horses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lecture</li> <li>○ Teaching Others</li> <li>○ Reports and Presentations will be developed.</li> <li>○ Public Presentations</li> <li>○ Research Papers- 2</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> <li>○ Field Trips</li> <li>○ Daily Work</li> </ul>

## INTRO TO HORTICULTURE

Entry Level: 9-12

This is an introductory course in ornamental horticulture and greenhouse management. Students will learn fundamental skills relating to plant propagation, plant nutrition, floral arrangements and greenhouse and nursery production. This class is dedicated to the preparation of students who would like to pursue gardening or nursery production as a hobby or career. The understanding of soil, plant growth, and production horticulture will be studied. Basic principles of forestry will also be a part of this horticulture course. This class qualifies for elective science credit.

4 Credits to Linn-Benton Community College will be awarded to those students completing this class with a B or better and pay the required LBCC fee.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Understand the Basics of Soil Science</li> <li>○ Recognize the types of Soil</li> <li>○ Comprehend Erosion</li> <li>○ Determine Soil Particle Make-Up</li> <li>○ Comprehend Land Use Laws</li> <li>○ Study Water Quality</li> <li>○ Be familiar with Soil Nutrients</li> <li>○ Basic Greenhouse Management</li> <li>○ Greenhouse Media</li> <li>○ Produce Quality Plants</li> <li>○ Prepare and plant seeds and seedlings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lecture</li> <li>○ Laboratory</li> <li>○ Hands On</li> <li>○ Reports</li> <li>○ Tests-3</li> <li>○ Quizzes</li> <li>○ Daily Work</li> </ul>

## GREENHOUSE MANAGEMENT

Entry Level: 9-12

Greenhouse management is a hands on class where students will be involved in growing, managing, marketing, and selling of greenhouse crops such as common houseplants, annuals, perennials, and vegetable plants. Students will learn fundamental skills relating to occupations such as greenhouse operators, garden store managers and plant propagators. This class qualifies for elective science credit.

**4 Credits** to Linn-Benton Community College will be awarded to those students completing this class with a B or better and pay the required LBCC fee.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Understand the Basics of Crop Production</li> <li>○ Identify common plants and weeds.</li> <li>○ Practice Management of Floral Crops</li> <li>○ Have a knowledge of Indoor and Outdoor Crop Growing Techniques</li> <li>○ Identify Plant Anatomy and Physiology</li> <li>○ Perform Management of Food Crops</li> </ul>	<ul style="list-style-type: none"> <li>○ Managing Greenhouse</li> <li>○ Lecture</li> <li>○ Labs</li> <li>○ Hands-On</li> <li>○ Reports</li> <li>○ Tests-3</li> <li>○ Quizzes</li> <li>○ Daily work</li> </ul>

## EQUINE SCIENCE

Entry Level: 9-12

The study of horses will be focused upon in this semester long class. Students will learn about the history of the species, creation of the breeds, styles of riding, and uses of horses. Along with training techniques and the treatment of injuries and diseases which may occur. Elective science credit

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Identify Breeds of Horses</li> <li>○ Correctly Use Equine Vocabulary</li> <li>○ Recognize Disease</li> <li>○ Treat Injuries</li> <li>○ Appreciate different riding styles</li> <li>○ Be acquainted with training techniques.</li> </ul>	<ul style="list-style-type: none"> <li>○ Laboratory</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Papers- 2</li> <li>○ Field Trips</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> <li>○ Daily Work</li> </ul>

## BEGINNING AUTOMOTIVE TECHNOLOGY

Prerequisite: Industrial Tech  
Entry Level: 10-12

The study of basic automotive skills aligned with ASE task areas relevant to the automotive repair industries will be covered.

2 Credits to Mt. Hood Community College will be awarded to students completing this class with a B or better.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Safety</li> <li>○ Tools and equipment</li> <li>○ Fasteners</li> <li>○ Intro To Automotives</li> <li>○ Engine Principles</li> <li>○ Engine Bottom End Construction</li> <li>○ Engine Top End Construction</li> <li>○ Engine Cooling System</li> <li>○ Engine Lubrication System</li> <li>○ Basic Electrical</li> <li>○ Ignition and Starting Systems</li> <li>○ Charging System</li> <li>○ Combustible Fuels</li> <li>○ Fuel delivery System</li> <li>○ Engine Performance</li> <li>○ Tires</li> <li>○ Shop Management</li> <li>○ Service Records</li> <li>○ Locating service Information</li> </ul>	<ul style="list-style-type: none"> <li>○ Reports</li> <li>○ Lecture</li> <li>○ Research Papers</li> <li>○ Tests</li> <li>○ Quizzes</li> <li>○ Laboratory</li> </ul>

## COLLEGE CREDIT ADVANCED AUTOMOTIVE TECHNOLOGY

Prerequisite: Beginning Automotive Technology, passing with a C or better.  
Entry Level: 11-12

The continued study of automotive skills aligned with ASE task areas relevant to the automotive repair industries will be covered.

6 Credits to Mt. Hood Community College will be awarded to students completing this class with a B or better.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Safety</li> <li>○ Tools and Equipment</li> <li>○ Drive Train</li> <li>○ Clutch removal and installation</li> <li>○ Automatic Transmission and Transaxle</li> <li>○ Manual Transmission and Transaxle</li> <li>○ Four wheel Drive</li> <li>○ Transfer cases</li> <li>○ Drivelines and Universal Joints</li> <li>○ Axles</li> <li>○ Brake systems, resurfacing, replacing</li> <li>○ Suspension and Steering</li> <li>○ Engine Tuning</li> <li>○ Advanced Electrical systems</li> <li>○ Exhaust systems</li> <li>○ Vehicle accessories</li> <li>○ Automotive Careers</li> <li>○ Career Employment Skills</li> <li>○ Customer Relations</li> </ul>	<ul style="list-style-type: none"> <li>○ Laboratory</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Papers</li> <li>○ Tests</li> <li>○ Quizzes</li> </ul>

**INTRODUCTION TO  
ENGINEERING DESIGN  
(PTLW)**

Entry Level: 9-12

Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or have you wondered how someone designed that new MP3 player or sleek new phone? Then this course may be for you. The major focus of the course is learning how to take an idea from the design process to what will eventually be manufactured. As you learn about the various aspects of engineering and engineering design, such as how engineers communicate through drawings, you will apply what you learn through various activities, projects, and problem-based learning.

Students who complete this class with a B or better will earn 3 credits from Mt. Hood Community College.

Objectives	Techniques
<ul style="list-style-type: none"> <li>• Role of an Engineer</li> <li>• Design Process</li> <li>• Sketching and Drawing</li> <li>• Measurement and Statistics</li> <li>• Dimensioning &amp; Tolerances</li> <li>• Design and Modeling Skills</li> <li>• Visual, Structural &amp; Functional Analysis</li> <li>• Product Improvement</li> <li>• Design Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teams</li> <li>• Hands-on Projects</li> <li>• Field Trips</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

**ROBOTICS**

Entry Level: 9-12

This course gives technology-minded students an opportunity to build and program robots while learning about physics, engineering, technology and math. Students gain experience with Inventor software by first creating 3-D models of their robots before construction. This course is only offered first semester.

Objectives	Techniques
<p><b>Robotics</b></p> <ul style="list-style-type: none"> <li>• Microcontroller &amp; Transmitter</li> <li>• Speed, Power &amp; Torque</li> <li>• Gears, Chains &amp; Sprockets</li> <li>• Friction &amp; Traction</li> <li>• Drivetrain Design</li> <li>• Linkages</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teams</li> <li>• Hands-on Projects</li> <li>• Self-directed Activities</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

### 3D ANIMATION

Entry Level: 9-12

This course will focus on 3-D Animation, which will provide a fundamental understanding of AutoDesk’s 3ds Max software. Hands-on exercises throughout the course will teach techniques that can be applied in mainstream drafting industries. This course is only offered second semester.

Objectives	Techniques
<p><b>3D Animation</b></p> <ul style="list-style-type: none"> <li>• 3ds Max Basic Functions</li> <li>• Create &amp; Manipulate Data</li> <li>• Animate Objects in a Scene</li> <li>• Render Still Pictures &amp; Animations</li> <li>• Embellish Scenes With the Use of Materials &amp; Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teams</li> <li>• Hands-on Projects</li> <li>• Self-directed Activities</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

### ARCHITECTURE AND CIVIL ENGINEERING (PLTW)

Entry Level: 10-12

This course provides an overview of the fields of Architecture and Civil Engineering, while emphasizing the interrelationship and dependence of both fields upon each other. Students use state of the art Revit software to solve real world problems and communicate solutions for hands-on projects and activities.

Students who complete this class with a B or better will earn 3 credits from Mt. Hood Community College.

Objectives	Techniques
<ul style="list-style-type: none"> <li>• Architecture and Civil Engineering Overview</li> <li>• Project Design</li> <li>• Site Information</li> <li>• Site Plan and Layout</li> <li>• Utilities</li> <li>• Landscaping</li> <li>• Architectural Styles</li> <li>• Floor Plans</li> <li>• Energy Systems</li> <li>• Elevations</li> <li>• Sections and Details</li> <li>• Schedules</li> <li>• Roof Systems</li> <li>• Structural Engineering</li> <li>• Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teams</li> <li>• Hands-on Projects</li> <li>• Field Trips</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

## TECHNICAL DESIGN

Entry Level: 10-12

This class focuses on drawing skills and information that are vital to a successful career in drafting. Coverage spans from basic to advanced skills. Students will use Official Autodesk Training Guides to help them prepare for the certification test in AutoCAD, Inventor or Revit. Students interested in a college degree or employment directly out of high school can benefit from this course.

Students who complete this class with a B or better will earn 3 credits from Mt. Hood Community College

Objectives	Techniques
<ul style="list-style-type: none"> <li>• Sketching Techniques</li> <li>• Detailed Shape Design</li> <li>• Assembly Design</li> <li>• Placing, Creating &amp; Constraining Components</li> <li>• View Creation</li> <li>• Dimensions, Annotations &amp; Tables</li> <li>• Annotating Assembly Drawings</li> <li>• Drawing Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed Guides</li> <li>• Hands-on Projects</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

## MANUFACTURING TECHNOLOGY 1

Entry Level: 10-12

Manufacturing Tech 1 is the entry-level and pre-requisite class in the Manufacturing course of study. Students will complete projects and participate in classroom learning that will open the world of metalworking and manufacturing.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Shop Safety</li> <li>○ Print Reading and Drawing</li> <li>○ Measuring Systems</li> <li>○ Vocabulary</li> <li>○ Layout</li> <li>○ Sheet Metal Projects</li> <li>○ Shielded Metal Arc Welding</li> <li>○ Oxy-Fuel Welding &amp; Cutting</li> <li>○ Flux Core</li> <li>○ Arc Welding</li> <li>○ Bench Work</li> </ul>	<ul style="list-style-type: none"> <li>○ Safety Tests – written</li> <li>○ Safety Tests - performance</li> <li>○ Hands on Shop Projects</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Paper</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> </ul>

**MANUFACTURING TECHNOLOGY 2**

Prerequisite: Mfg Technology 1  
Entry Level: 10-12

Manufacturing Tech 2 builds on previous knowledge and skills. Projects and Theory will increase a students understanding of manufacturing equipment and processes.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Shop Safety</li> <li>○ Vocabulary</li> <li>○ Gas Metal Arc Welding</li> <li>○ Flux Core Arc Welding</li> <li>○ Welding Prints and Drawings</li> <li>○ Lathe</li> <li>○ Milling Machine</li> <li>○ Metalurgy</li> </ul>	<ul style="list-style-type: none"> <li>○ Safety Tests – written</li> <li>○ Safety Tests - performance</li> <li>○ Hands-on Shop Projects</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Paper</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> </ul>

**MANUFACTURING TECHNOLOGY 3**

Prerequisite: Mfg Technology 2  
Entry Level: 11-12

Manufacturing Tech 3 will focus on the integration of computer technology and the manufacturing industry. Many Computer Integrated Manufacturing processes and principals will be covered.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Shop Safety</li> <li>○ 3D Solid Modeling</li> <li>○ CAM Software</li> <li>○ Machine Code (G&amp;M)</li> <li>○ CNC Milling Machine</li> <li>○ Machining Cells</li> <li>○ Robotic Mfg Processes</li> <li>○ Workplace Skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Safety Tests – written</li> <li>○ Safety Tests - performance</li> <li>○ Hands-on Shop Projects</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Paper</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> </ul>

**MANUFACTURING TECHNOLOGY 4**

Prerequisite: Mfg Technology 3  
Entry Level: 12

Manufacturing Tech 4 can be a double period class based on participation. Manufacturing 4 is designed for students who have completed all prior manufacturing courses.

4 credits to Mt Hood Community College will be awarded to those who complete MFG4 with a B or Better. \*This course can be applied to the Honors Diploma.

Objectives	Techniques
<ul style="list-style-type: none"> <li>○ Shop Safety</li> <li>○ Gas Tungsten Arc Welding</li> <li>○ Fabrication Principals</li> <li>○ CNC Processes</li> <li>○ 3D Solid Modeling</li> </ul>	<ul style="list-style-type: none"> <li>○ Safety Tests – written</li> <li>○ Safety Tests - performance</li> <li>○ Hands-on Shop Projects</li> <li>○ Lecture</li> <li>○ Reports</li> <li>○ Research Paper</li> <li>○ Tests- Maximum 5</li> <li>○ Quizzes</li> </ul>

# PROJECT LEAD THE WAY ~ ENGINEERING

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Introduction to Engineering Design	1.0	9-12	Year	None	No	Yes	No
Principles of Engineering	1.0	10-12	Year	Instructor Approval	Yes	Yes	No
*Digital Electronics	1.0	10-12	Year	None	No	No	No
Architecture/ Civil Engineering	1.0	10-12	Year	None	No	Yes	No
Computer Integrated Manufacturing	1.0	11-12	Year	Manufacturing Tech 2	No	Yes	Yes

## INTRODUCTION TO ENGINEERING DESIGN (PTLW)

Entry Level: 9-12

Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or have you wondered how someone designed that new MP3 player or sleek new phone? Then this course may be for you. The major focus of the course is learning how to take an idea from the design process to what will eventually be manufactured. As you learn about the various aspects of engineering and engineering design, such as how engineers communicate through drawings, you will apply what you learn through various activities, projects, and problem-based learning.

Students who complete this class with a B or better will earn 3 credits from Mt. Hood Community College.

Objectives	Techniques
<ul style="list-style-type: none"> <li>• Role of an Engineer</li> <li>• Design Process</li> <li>• Sketching and Drawing</li> <li>• Measurement and Statistics</li> <li>• Dimensioning &amp; Tolerances</li> <li>• Design and Modeling Skills</li> <li>• Visual, Structural &amp; Functional Analysis</li> <li>• Product Improvement</li> <li>• Design Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teams</li> <li>• Hands-on Projects</li> <li>• Field Trips</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

**ARCHITECTURE AND CIVIL  
ENGINEERING (PLTW)**

Entry Level: 10-12

This course provides an overview of the fields of Architecture and Civil Engineering, while emphasizing the interrelationship and dependence of both fields upon each other. Students use state of the art Revit software to solve real world problems and communicate solutions for hands-on projects and activities.

Students who complete this class with a B or better will earn 3 credits from Mt. Hood Community College.

Objectives	Techniques
<ul style="list-style-type: none"> <li>• Architecture and Civil Engineering Overview</li> <li>• Project Design</li> <li>• Site Information</li> <li>• Site Plan and Layout</li> <li>• Utilities</li> <li>• Landscaping</li> <li>• Architectural Styles</li> <li>• Floor Plans</li> <li>• Energy Systems</li> <li>• Elevations</li> <li>• Sections and Details</li> <li>• Schedules</li> <li>• Roof Systems</li> <li>• Structural Engineering</li> <li>• Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teams</li> <li>• Hands-on Projects</li> <li>• Field Trips</li> <li>• Computer Modeling</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

**PRINCIPLES OF ENGINEERING™  
(PLTW)**

Prerequisite: Instructor Approval

Entry Level: 10-12

This hands-on problem-based course is designed to help students understand the field of engineering and engineering technology. Students will learn how engineers and technicians use math, science, and technology in an engineering problem solving process. Units of study include engineering communication, documentation, and design as well as mechanics, energy, fluids, electricity, and materials. The course also includes concerns about social and political consequences of technology change.

**DIGITAL ELECTRONICS**

Length: Year

Prerequisite: Geometry with “C” or better

Entry Level: 10-12

This course is the study of electronic circuits that are used to process and control digital signals. We will cover basic electronic theory, combinational and sequential logic, state machines, and microcontrollers. We will construct and test virtual logic circuits using industry standard computer applications. We will also construct and test actual circuits. This course emphasizes teamwork, communication methods, engineering standards, and technical documentation. This course should be taken concurrently with Algebra II or a higher level math class. This is a Project Lead the Way™ foundations course.

## **COMPUTER INTEGRATED MANUFACTURING**

Prerequisite: Manufacturing Tech 2

Entry Level: 11-12

This course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. Students will gain an understanding of how things are made, what processes go into creating products, and how an assembly line works. Students will learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation.

# LANGUAGE ARTS DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Accelerated English 1	1.0 Lang. Arts and 1.0 Elec.	9	Year (Double Period)	Placement	No	No	No
English 1	1.0	9	Year	No	No	No	No
Advanced English 1	1.0	9	Year	Application	No	No	No
Composition	1.0	10	Year	No	No	No	No
Advanced Composition	1.0	10	Year	Adv.Eng. 1 with a B or better	No	No	No
American Literature	1.0	11	Year	No	No	No	No
Advanced Am. Lit.	1.0	11	Year	Adv. Comp with a B or better	No	No	No
English Workshop	1.0	11-12	Year	Placement	No	No	No
Contemporary Literature	1.0	11-12	Semester/Year	No	No	No	No
Creative Writing	1.0	11-12	Semester / Year	No	No	No	No
College Credit Eng	1.0	12	Year	American Lit	Yes	Yes	Yes
AP English Literature & Composition	1.0	12	Year	Adv. Am Lit with a B or better	Yes	With passing score on AP Exam	AP exam fee
Speech 1	0.5	9-12	Semester	No	No	No	No
Speech 2	0.5	9-12	Semester	Speech 1	No	No	No
Journalism / Desktop Publishing	1.0	9-12	Year	No	No	No	No
Newspaper Production	1.0	10-12	Year	Instructor Approval	Yes	No	No
Yearbook	1.0	10-12	Year	Application	Yes	No	No
Shakespeare	0.5 or 1.0	11-12	Semester or Year	Instructor Approval	Yes	No	No

## ACCELERATED ENGLISH 1 (Double Period)

Prerequisite: Placement (Required for students who have not met 8<sup>th</sup> grade benchmarks)

Entry level: 9

This double period class is designed to accelerate the progress of students who have scored below benchmark on the state assessment tests. Students will have the opportunity to earn their required English credit plus one elective credit. Students will be given additional

support and practice to improve reading and writing fluency, comprehension, and test taking skills. In this non-traditional class students will have more opportunities to work at their own pace and improve their skill levels.

## **ENGLISH I**

Prerequisite: Placement  
Entry Level: 9

In this ninth grade English class, emphasis is placed on reading, writing, speaking, listening, and reasoning skills. Students will be prepared for the language arts program available during the tenth, eleventh and twelfth grades. This course will also give students opportunities to produce work samples in writing, speaking and reading. Students in this class will be teamed with a Focus/Geography class.

## **ADVANCED ENGLISH I**

Prerequisite: Application or  
Administrative Approval  
Entry Level: 9

In this rigorous ninth grade class, emphasis is placed on reading, writing, speaking, listening, and critical thinking skills. Material will be covered in a fast-paced and in-depth manner. This class should prepare students to be successful in future advanced SHS language arts courses. Special emphasis will be placed on meeting and exceeding state standards. Students must maintain a semester "A" or "B" grade to remain in the course.

## **COMPOSITION**

Prerequisite: English 1  
Entry Level: 10

In this required tenth grade class, emphasis is placed on developing and demonstrating critical thought through all modes of writing: expository, narrative, persuasive and imaginative. The use of proper conventions and vocabulary development is stressed throughout the course. Students will learn and practice formal research techniques and will work to refine oral speaking skills. Reading comprehension skills will be developed as students read a variety of literary works. Continued opportunities for work sample production are available in the areas of writing, speaking and reading. Statewide assessments in writing and reading will take place in the class.

## **ADVANCED COMPOSITION**

Prerequisite: Advanced Freshman English with a minimum grade of B or Administrative Approval

Entry Level: 10

This is an advanced level, college-preparatory course that fulfills the sophomore composition requirement. Placement is based on successful completion of Advanced Freshman English or instructor recommendation. Students will work on developing writing skills in a variety of modes of writing. Particular focus will be given to research writing and documentation. Students will work on vocabulary development in preparation for the PSAT and SAT. Students will have multiple opportunities to complete Statewide Assessment requirements in reading, writing, and speaking. Students must maintain an "A" or a "B" to remain in the course. Summer reading will be required.

## **AMERICAN LITERATURE**

Prerequisite: Composition  
Entry Level: 11

This is a required Junior level course. Students will study the various periods of American Literature beginning with Native American and moving through contemporary authors. They will also examine some of the themes that run through American Literature. This course emphasizes language structure, reading improvement, writing skills, vocabulary, and literary devices and techniques. American novels, short stories, drama and poetry are the primary vehicles used to increase proficiency in these areas.

## **ADVANCED AMERICAN LITERATURE**

Prerequisite: Advanced Composition with a minimum grade of B or Administrative Approval

Entry Level: 11

Students will study the various periods of American Literature beginning with Native American and moving through contemporary authors. Emphasis will be placed on analyzing and interpreting, writing literary papers, and relating literature to history and current social issues. This course counts as the third year required English credit, and prepares students for the rigors of AP English. Students must maintain a semester "A" or "B" grade to remain in the course. Summer reading will be required. \*This course can be applied to the Honors Diploma.

## **CONTEMPORARY LITERATURE**

Prerequisite: Composition  
Entry Level: 11

This class covers a broad range of styles and genres with an emphasis on works published within the last fifty years. Students will learn to critically examine literature and demonstrate their analysis both orally and in writing. Students taking this class should expect and be prepared for a significant amount of reading. This class fulfills and elective English credit.

## **CREATIVE WRITING**

Prerequisites: Composition

Entry Level: 11 or teacher approval

This is a focused junior and senior elective English course designed to enhance students' writing skills in multiple genres of short fiction, various forms of poetry, and critical essays. This class focuses more on product than process so students entering this class should already have significant writing skills. Particular emphasis will be placed on complex sentence structure, symbolism, and developing themes in writing.

## **COLLEGE CREDIT ENGLISH**

Prerequisite: American Cultures  
American Literature  
and/or Approval

Entry Level: 12

Credit for this course is elective English credit at Sandy High and carries dual credit at Mount Hood Community College. Successful completion and tuition payment will result in a student being awarded 9 hours of transferable college credit. Focus will be on writing essays and research papers. Students must maintain a semester grade of "A", "B", or "C" to remain in the course. Students must take and pass the Mt. Hood Community College placement test during the first week of class. During the 3<sup>rd</sup> trimester, students will write a 15 page research essay and give a 50 minute presentation. \*This course can be applied to the Honors Diploma.

## **ADVANCED PLACEMENT ENGLISH: Literature & Composition**

Prerequisite: Advanced American Literature with a minimum grade of "B".

Entry Level: 12

The focus of this course is literature. It is designed for college-bound seniors who desire to complete university level work prior to high school graduation. Students will have the opportunity to take Advanced Placement Examinations administered by the College Board. Sufficiently high scores on these examinations may enable the student to earn college credit. Credit for this course is elective English credit at Sandy High. Students must maintain a semester "A" or "B" average to remain in this course. Prior summer reading will be required. \*This course can be applied to the Honors Diploma.

## **SPEECH I**

Entry Level: 9-12

This course counts as elective English credit. It is designed for the student who is interested in the process of communication, developing confidence for speaking to an audience, and how to write a functional and effective speech. The student will acquire delivery skills and will incorporate them in various speaking situations. Work sample opportunities will also be a part of this class in the following areas: an argument-persuasive speech, an expository-informative speech, and a limited preparation speech.

## **SPEECH II**

Prerequisite: Speech I  
Entry Level: 9-12

This course counts as elective English credit. It is designed for the student who is interested in designing speeches for a variety of real world situations. The student will work to refine delivery skills and will incorporate them in various speaking situations. Work samples can be used to fulfill state requirements. Specific areas of study include: process/demonstration speeches, sales pitch speeches, and planning a presentation to teach a specific idea.

## **JOURNALISM & DESKTOP PUBLISHING**

Entry Level: 9

Journalism & Desktop Publishing counts for elective English credit. Journalistic skills from news gathering and writing to editing and revising for publication will be emphasized in semester I along with an overview of journalistic law and ethics. Desktop publishing skills will be cultivated and applied in semester II as students produce several publications from newsletters to newspapers. Students who want to participate in Newspaper and Yearbook classes should take this course as a prerequisite.

## **NEWSPAPER PRODUCTION**

Prerequisite: Instructor Approval  
Entry Level: 10

Newspaper Production counts as elective English credit. Advanced Journalism skills from electronic desktop publishing to newspaper production will be applied in this course as students direct and produce the school newspaper, Mountain Echoes. Students must adhere to staff Code of Conduct in order to continue in the course second semester.

## **YEARBOOK**

Prerequisite: Application and  
Instructor Approval  
Entry Level: 10

The yearbook staff is an independent business. Staff members earn the money to keep the business healthy by designing, promoting, producing, selling, and distributing the school yearbook. The yearbook advisor trains students in advertising, sales, desktop publishing, photography, layout, and copy writing. Students independently create 4-6 double-page spreads during the year, one per deadline, and sell advertising. Students who miss a first semester layout or advertising deadline may not register for this course in the second semester. If you want to learn the skills that will increase your opportunities for employment in the publishing world, while creating a photo essay of the significant dates and events of the year, see the yearbook advisor for an interview.

## **SHAKESPEARE**

Prerequisite: Composition

Entry Level: 11 or instructor approval

This Junior/Senior elective will introduce the students to 4 to 6 Shakespeare plays and a selection of his poems. Students will study the plays in their historical context and apply reading, writing and thinking skills to analyze them as works of literature. Students will learn biographical details about Shakespeare's life and delve into some of the evidence surrounding the authorship question. \*This course can be applied to the Honors Diploma.

## **ENGLISH WORKSHOP**

Prerequisite: Placement

Entry Level: 11-12

This class will focus on a variety of writing and reading strategies to help students refine skills. Students will work on tracking the evolution of ideas in essay drafts and choosing the best from among them, and linking essay paragraphs to thesis/main idea including the use of transitional phrases or cues. They will also work on creating unified and coherent paragraphs, using summary, paraphrase, and quoting as part of a writing assignment, and developing the ability to integrate and connect an author's ideas with the student's own ideas.

Students will also use informal writing to explore the ideas of other author's work. Use prewriting tools such as brainstorming and free writing to develop topics and purpose. Develop paragraphs and short essays through a flexible writing process that proceeds from discovering ideas through drafting, peer review, revising, editing and proofreading. Work effectively and collaboratively with other writers to evaluate and revise essays, sharing work

in process and providing constructive feedback to others according to established guidelines. Begin to appraise their own writing skills and writing process, identifying strengths and addressing weaknesses including revising essay drafts to emphasize thesis/main idea and foreground the relevance of evidence, improve essays through revision incorporating instructor feedback, and discover available writing assistance/resources

Students will also develop research and documentation skills by objectively summarizing source material, weaving a relevant quotation from source material into an essay, and practicing crediting source material using MLA style. They will work on maintaining academic honesty by acknowledging all sources in written work.

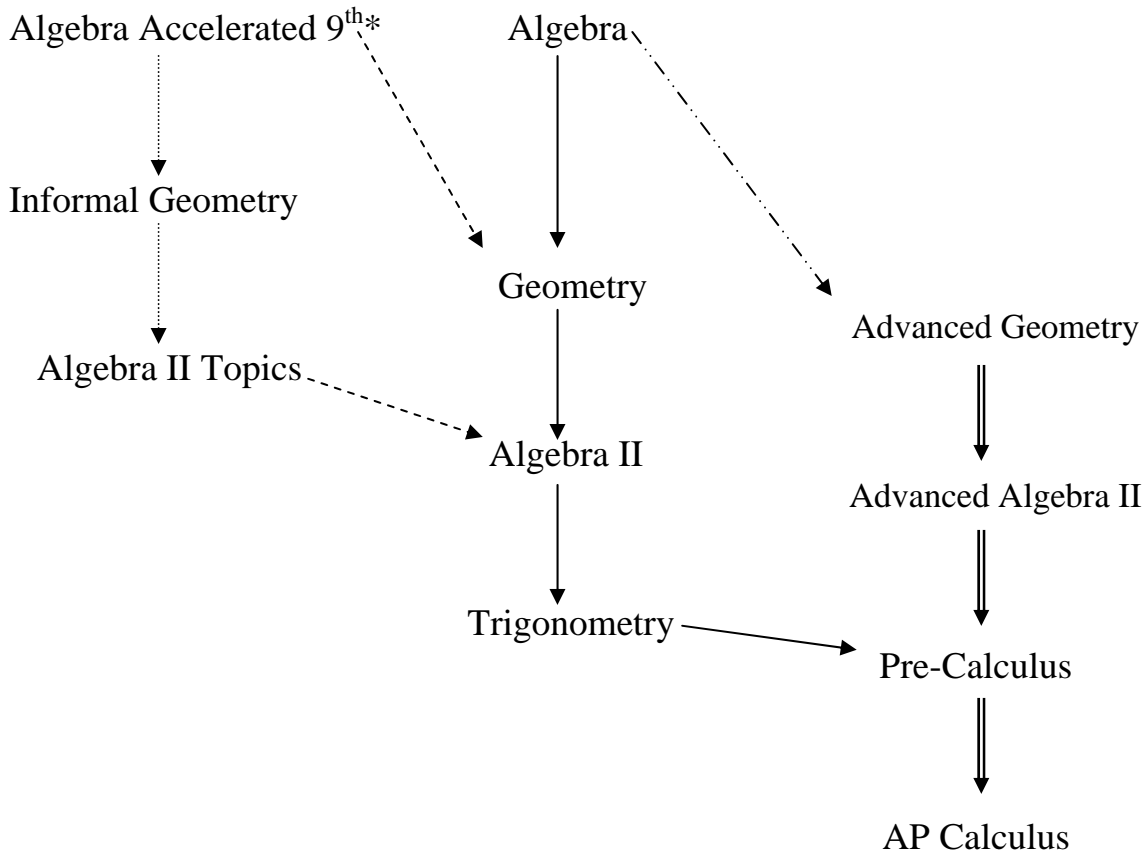
Students will also work on refining reading skills using a variety of student owned strategies. Readings will focus on short, non-fiction and fiction pieces.

# MATH DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Algebra Accelerated	1.0 Math & 1.0 Elective	9	Year (Double Period)	None	No	No	No
Algebra Accelerated (Credit Recovery)	1.0	10	Year	None	No	No	No
Algebra	1.0	9	Year	None	No	No	No
Informal Geometry	1.0	10	Year	Algebra Accelerated with a D or better	No	No	No
Geometry	1.0	9-10	Year	Algebra with a C or better, or Algebra Accelerated with C or better and teacher recommendation	Yes if from Algebra Accelerated	No	No
Algebra II Topics	1.0	11	Year	Informal Geometry with a D or better	No	No	No
Algebra II	1.0	10-12	Year	Geometry with C or better or Algebra II Topics with C or better and teacher recommendation	Yes if from Algebra II Topics	No	No
Trigonometry	1.0	11-12	Year	Algebra II with a C or better	No	No	No
Advanced Geometry	1.0	9-10	Year	Algebra with an A and teacher recommendation	Yes if from Algebra	No	No
Advanced Algebra II	1.0	10-11	Year	Advanced Geometry with a B or better	No	No	No
Pre-Calculus	1.0	11-12	Year	Advanced Algebra II with a B or better	No	No	No
AP Calculus	1.0	12	Year	Pre-Calculus with a B or better	No	With passing score on AP Calculus Exam	AP exam fee
*Digital Electronics	1.0	10-12	Year	Geometry with a C or better	Yes or prerequisite		No

- Scientific calculators are required for all students in Algebra Accelerated, Informal Geometry, Algebra II Topics, Algebra, and Geometry.
- Graphing calculators are required for all students in Algebra II, Trigonometry, Advanced Geometry, Advanced Algebra II, Pre-Calculus, and AP Calculus.
- The SHS Math department recommends the TI-83 plus or TI-84. The teachers are familiar with and will do demonstrations with the TI-83/84 plus. Students may not be allowed to use calculators using the computer algebraic system (CAS) on some class work or tests.
- Students in the advanced sequence must earn a minimum of a “B” to stay in the sequence.
- Students must earn a grade of 60% on their homework to pass.

# SHS Math Sequence of Classes



.....▶ With a “D” or better.

-----▶ With a “C” or better and teacher recommendation.

————▶ With a “C” or better.

-.-.-.-▶ With an “A” and teacher recommendation.

=====> With a “B” or better.

\* **Algebra Accelerated 9<sup>th</sup>** meets every day for two periods.

## **ALGEBRA ACCELERATED (Double Period)**

Entry Level: 9

This course is designed for students who need additional time to understand algebra concepts. Students will meet with their teacher for two periods every day. Topics covered in this class are similar to topics covered in algebra class, but the pace of the class is slower to meet the needs of the students.

Topics include number sense, solving equations, graphing, exponents, polynomials, inequalities, factoring, and functions including linear, quadratic, and exponential. Students will be expected to investigate, practice, and demonstrate proficiency both verbally and in written form on a daily basis. A scientific calculator is required.

## **ALGEBRA ACCELERATED (Credit Recovery)**

Entry Level: 10

This course is designed for students who did not pass Algebra Accelerated 9 or Algebra I. Topics covered in this class are similar to topics covered in algebra class, but the pace of the class is slower to meet the needs of the students. Topics include number sense, solving equations, graphing, exponents, polynomials, inequalities, factoring, and functions including linear, quadratic, and exponential. Students will be expected to investigate, practice, and demonstrate proficiency both verbally and in written form on a daily basis. A scientific calculator is required.

## **ALGEBRA**

Entry Level: 9

This is a beginning course in algebra that includes the topics of number sense, solving equations, graphing, exponents, polynomials, inequalities, factoring, and functions including linear, quadratic, and exponential. Students should expect daily work to be assigned along with periodic projects and tests. A scientific calculator is required.

## **INFORMAL GEOMETRY**

Entry Level: 10

This course is designed for the student who needs geometry taught at a slower pace and through a more investigative approach. It incorporates both plane and solid geometry while focusing on parallelism, congruent figures, similar figures, triangles, quadrilaterals, circles, constructions, polyhedrons, area, and volume. Algebra skills are reviewed and correlated to geometry problems. Inductive and deductive reasoning are used throughout the course along with hands-on activities. Logic reasoning is a part of this course, but is not a major focus. A scientific calculator is required.

## **GEOMETRY**

Entry Level: 9-10

Geometry is the study of visual patterns. Included among the topics in geometry are logic, polygons, congruency, similarity, proofs, polyhedrons, area, and volume. The student will be expected to use the knowledge gained in Algebra to solve geometric problems. This course is more rigorous than Informal Geometry in workload, pace, conceptual understanding, and especially in the subject matter of proof. A scientific calculator is required.

## **ALGEBRA II TOPICS**

Entry Level: 11

This course follows Informal Geometry in the math sequence. It is designed for students who need to fulfill the three years of math requirement for graduation from high school. It is taught at a slower pace, and will include more applications and hands-on activities than Algebra II. It does not meet the requirements to attend a four-year university. Topics will include equations, inequalities, linear programming, graphing, systems, probability, statistics, finance, and problem solving. A scientific calculator is required.

## **ALGEBRA II**

Entry Level: 10-12

This course follows geometry in the math sequence. It is a second-year algebra course that integrates geometry with advanced algebra concepts. Topics include systems of linear equations and inequalities, matrix operations, quadratic functions, polynomials, exponential and logarithmic functions, rational functions, and conic sections. Most four-year universities require students to have completed Algebra II in high school so this class is taught as a college prep class. A graphing calculator (TI-83/84) is required.

## **ADVANCED GEOMETRY**

Entry Level: 9-10

This honors course is designed for self-motivated students who have completed an algebra course and who welcome advanced problems and extended activities. Topics include logic, proof, similarity, congruency, polygons, polyhedrons, area, volume, and probability. Students are expected to explore the finer details of the mathematical concepts being taught and apply their knowledge to solve advanced problems. Students must maintain an "A" or "B" grade to remain in the course sequence. A graphing calculator (TI-83/84) is required.

## **ADVANCED ALGEBRA II**

Entry Level: 10-11

This honors course continues the rigor and pace set in the previous class of Pre-AP Geometry. Topics include quadratic, exponential, logarithmic, and rational functions. A significant portion of the course will focus on trigonometric functions and their applications. Advanced problems and extended applications are to be expected. Students must maintain an "A" or "B" grade to remain in the course sequence. A graphing calculator (TI-83/84) is required.

## TRIGONOMETRY

Entry Level: 11-12

This course expands the student's knowledge of advanced algebra and gives the student a thorough education of trigonometric functions and identities. Students will be required to problem solve at a high level, incorporate proof into their work, and apply their knowledge. Independent studying and reading of the text is expected during this course. Students can expect homework on a daily basis. A graphing calculator (TI-83/84) is required.

## PRE-CALCULUS

Entry Level: 11-12

This is a preparatory course for Calculus. Included in the course will be the study of sequences, probability, statistics, functions, logarithms, radians, and various other high-level math topics. This course is designed for the student who plans college studies in math or the sciences. It is a fast-paced course taught at a college prep level. Students must maintain an "A" or "B" grade to remain in the sequence. Graphing calculator (TI-83/84) required. \*This course can be applied to the Honors Diploma.

## A.P. CALCULUS

Entry Level: 12

This course is designed to prepare the student to take the advanced placement calculus exam in the spring. A passing score on the exam will result in the student earning college credit. Topics include, derivative, limits, Taylor polynomials, integral, motions, rates of change, area, and volume. Students will be expected to spend a significant amount of time outside of class reading, studying, and problem solving. Graphing calculator (TI-83/84) required. \*This course can be applied to the Honors Diploma.

## DIGITAL ELECTRONICS

Length:	Year
Prerequisite:	Geometry with "C" or better
Entry Level:	10-12

This course is the study of electronic circuits that are used to process and control digital signals. We will cover basic electronic theory, combinational and sequential logic, state machines, and microcontrollers. We will construct and test virtual logic circuits using industry standard computer applications. We will also construct and test actual circuits. This course emphasizes teamwork, communication methods, engineering standards, and technical documentation. This course should be taken concurrently with Algebra II or a higher level math class. This is a Project Lead the Way™ foundations course.

## PE/HEALTH DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
P.E. 1	0.5	9-11	Semester	No	No	No	No
Team Sports	0.5	10-12	Semester	No	No	No	No
Weight Training and Conditioning	0.5	9-12	Semester	P.E. 1	Yes	No	No
Advanced Weight Training and Conditioning	0.5	9-12	Semester	Instructor Approval and Weight Training	Yes	No	No
Body and "Sole"	0.5	9-12	Semester	P.E. 1	No	No	No
Basketball	0.5	9-12	Semester	P.E. 1	No	No	No
Health 1	0.5	9	Semester	No	No	No	No
Health 2	0.5	11-12	Semester	Health 1	No	No	No
Examining Health Careers	1.0	11-12	Year	Health 1 and Biology with C or better	No	No	No
Anatomy & Physiology	1.0	11-12	Year	Biology with B or better & Health 1	No	No	Yes

### PHYSICAL EDUCATION 1

Prerequisite: None  
Entry Level: 9-11

Students will participate in a variety of individual and team activities that promote an understanding of the state standards: Expressive and Efficient Moving, Fitness for Lifetime, and Self Management and Social Behavior. They will analyze their current fitness status, learn strategies to improve areas of weakness, and assess goals through fitness testing. This class is a prerequisite to elective courses in Physical Education.

### TEAM SPORTS

Prerequisite: None  
Entry Level: 10-12

This class will focus on six sports that involve the use of a ball or disc in play of the game: football, soccer, softball, ultimate Frisbee, basketball and volleyball. This class is recommended for students looking to improve in the team aspects of these sports. The class will teach proper technique, rules, and strategies for both individual skills and team play. The class will also focus on the continuation of the fitness skills and concepts introduced in Physical Education 1 classes.

## **WEIGHT TRAINING AND CONDITIONING**

Prerequisite: P.E. 1 and Instructor  
Approval prior to course  
registration

Entry Level: 9-12

Students will learn the proper use of weight lifting and conditioning strategies as a means of increasing muscular strength, muscular endurance, speed, agility, power, flexibility and balance. Pre-tests and post-tests will serve as a means of charting each student's performance.

Students will have the choice of two programs:

- The Strength Training Program-  
Designed to improve athletic performance.
- The Personal Designed Program-  
Designed to improve overall health and fitness.

## **ADVANCED WEIGHT TRAINING / CONDITIONING**

Prerequisite: Instructor approval and  
weight training

Entry Level: 9-12

Advanced Weight Training and Conditioning is designed for the serious student/athlete who would like to increase his/her explosive power and speed. Advanced and intensive daily plyometrics and sprint training will be supplemented with weight training and biomechanical awareness drills. Advanced Weight Training/Conditioning is for the **SERIOUS** student/athlete.

## **BODY AND "SOLE"**

Prerequisite: P.E. 1

Entry Level: 9-12

This is a total body fitness course incorporating aerobics, step aerobics, yoga, pilates and cardio conditioning. All activities are set to music and designed to tone, firm, stretch and strengthen each muscle group. Nutrition and lifestyle habits and how they relate to fitness are also highlighted.

## **BASKETBALL**

Prerequisite: P.E. 1

Entry Level: 9-12

This course will include skill-related drills, games, and tournaments. Training exercises will be in tune with the strengths needed to play basketball. This class is open to anyone who enjoys basketball and who wants to develop their playing ability.

## **HEALTH 1**

Prerequisite: None

Entry Level: 9

Intended to educate and empower students to make responsible choices regarding their health. Students increase their understanding of positive health habits and behaviors that contribute to personal wellness and health interpersonal relationships. Classrooms will discuss nutrition and fitness, public health issues, abuse, mental disorders, HIV/AIDS, stress management, and prevention of alcohol, tobacco, and drug dependency.

## **HEALTH 2**

Prerequisite: Health 1

Entry Level: 11-12

A continuation of wellness and critical thinking. An emphasis on healthy lifetime behaviors and contemporary health issues will relate to their lives as they plan for a future career and family.

## **EXAMINING HEALTH CAREERS**

Prerequisite: C or better in Health 1 and Biology

Entry level: 11-12

Designed for students interested in health care occupations with basic entry level knowledge and skills. The program covers basic anatomy, health care delivery systems, legal and ethical issues, medical vocabulary, professional standards, and safety. According to US government statistics, health care is the second largest industry in the United States. This industry employs over seven million workers in over two hundred different health careers. Students will complete 3 job shadow experiences. Punctual and consistent attendance is required as a workplace skill and may affect grades and recommendation. \*This course can be applied to the Honors Diploma.

## **ANATOMY AND PHYSIOLOGY**

Prerequisite: A/B grade in Biology, Health 1

Entry Level: 11-12

Anatomy and Physiology is for students who are interested in the Human body and or a goal of pursuing a medical profession. Accurate information about the structure and function of the human body will be learned and applied in both classroom and lab settings. This course is challenging and demands strong work ethic and study skills. Use of class time is essential to the flexibility of course.

## SCIENCE DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Physical Science	1.0	9-12	Year	No	No	No	No
Advanced Physical Science	1.0	9-12	Year	Application	No	No	No
Biology	1.0	10-12	Year	Phys. Science or Adv. Phys. Science	No	No	No
Advanced Biology	1.0	10-12	Year	Advanced Physical Science with a grade of "B" or better or Administrative Approval	Yes	No	No
Zoology	0.5	11-12	First Sem.	Biology with a "C" or better or administrative approval	No	No	Yes
Botany	0.5	11-12	Second Sem.	Biology with a "C" or better or Admin. Approval	No	No	Yes
Natural History of Oregon	0.5	9-12	First Semester	No	No	No	No
Parks and Wildlife Management	0.5	9-12	Second Semester	No	Yes	No	No
AP Environmental Science	1.0	11-12	Year	Phys. Sci. and Biology Algebra Recommended	No	With passing score on AP Exam	AP exam fee
Chemistry	1.0	10-12	Year	Currently enrolled in Alg.II	No	No	Yes
AP Chemistry	1.0	12	Year	Chemistry	No	Yes	Yes and AP exam fee
Physics	1.0	11-12	Year	Alg. II	No	No	Yes
Oceanic Science	1.0	11-12	Year	Phys. Sci. and Bio.	No	No	No
Anatomy and Physiology	1.0	11-12	Year	"B" or better in Biology	No	No	Yes
Principals of Engineering	1.0	10-12	Year	Instructor Approval	Yes	Yes	No

## PHYSICAL SCIENCE

Entry Level: 9

Physical science encompasses a wide variety of scientific disciplines, including physics, chemistry, geology, and space science. By the end of the first semester students will be able to: (1) Describe fundamental forces and the motions resulting from them; and (2) Explain and analyze the interaction of energy and matter. Second semester general content areas include chemistry, geology, and space science. By the end of the second semester students will be able to (1) Understand structure and properties of matter; (2) Describe and analyze chemical and physical changes; (3) Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth; and (4) Explain relationships among the Earth, sun, moon, and the solar system. Teaching methodologies will include lecture, laboratory activities, interactive games, and research projects. Students will keep a laboratory notebook or binder and complete at least one homework assignment per week. Reading assignments from the physical science textbook will be used to support learning objectives.

## ADVANCED PHYSICAL SCIENCE

Prerequisite: Teacher recommendation and an application process.

Entry Level: 9

This course is an activity-oriented physical science course. Advanced Intro to Physical Science reviews the scientific method, various branches of physical science, the metric system, and lab safety. The study of chemistry and physics is introduced with such topics as the structure and interactions of matter, motion, forces, and energy. Topics will be covered in greater depth and detail. There will be a high level of expectation from all students. A semester grade of "A" or "B" is necessary to remain in the course. Opportunities to produce CIM certification work samples will be available in this class.

## **BIOLOGY**

Prerequisite: Intro to Physical Science  
Entry Level: 10

This course will focus on the living world around us. The learning objectives of biology include:

- To develop and understanding and appreciation for the science of life
- To develop laboratory skills through use of standard laboratory equipment
- To apply biological concepts to the world around
- To develop effective study skills

Students will investigate the characteristics and interactions of organisms representing the six Kingdoms of living things. Major emphasis is placed on ecology, use of the compound light microscope, cell biology, genetics, evolution and natural selection, and classification. Primary methods of instruction will include lecture and assignments, both in-class and as homework. Several laboratory investigations will be conducted in addition to occasional research projects. Students will also have opportunities to complete scientific inquiry work samples.

## **ADVANCED BIOLOGY**

Prerequisite: Advanced Physical Science grade of B or higher or Teacher/Administrative Approval

Entry Level: 10

Advanced Biology is a course designed to provide the following objectives: To develop an understanding and appreciation for the science of life

- To develop laboratory skills through use of standard laboratory equipment
- To apply biological concepts to the world around
- To develop effective study skills

Major emphasis is placed on ecology, cell biology, modern genetics and biotechnology, evolution and natural selection, classification, zoology, and botany. Primary methods of instruction will include lecture and assignments, both in-class and as homework. Several laboratory investigations will be conducted in addition to occasional research projects. Students will also have opportunities to complete scientific inquiry work samples. This is an accelerated course that investigates the topics listed above in great detail. This course should be taken by students who are seriously interested science and who understand that they will be expected to work independently outside of class. A semester grade of "A" or "B" is necessary to remain in the course.

## AP ENVIRONMENTAL SCIENCE

Prerequisite: Physical Science,  
Biology, Algebra  
(recommended)

Entry Level: 11-12

AP Environmental Science (APES) is a rigorous course designed for highly motivated students that may have a desire to complete college level courses before finishing high school. The course will focus on the following themes:

- Science is a process.
- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems.
- Environmental problems have a cultural and social context.
- Human survival depends on developing practices that will achieve sustainable systems.

Students may qualify for advanced placement examinations. Sufficiently high scores on these examinations may enable the student to earn college credit, but each college and university has individual policies towards AP courses. Sandy High School credit for this course is an elective science. APES students should be prepared for lectures, labs, and simulations in class and a fair amount of work outside of class. Reading assignments will include magazine and newspaper articles, excerpts from books, and professional journal articles. APES students will also be doing field research and activities and a year long service learning project and communicating with professionals and other APES students throughout the year. \*This course can be applied to the Honors Diploma.

## ZOOLOGY

Prerequisite: Biology with a “C” or better or administrative approval

Entry Level: 11-12

In this course students will investigate the Kingdom Animalia. Major topics include animal classification, arthropods, invertebrates, fish, amphibians, reptiles, birds and mammals with a concentration on classification, anatomical form and function, and ecology. This is a college preparatory course designed for students interested in pursuing undergraduate degrees related to biology, anatomy, ecology, or zoology. Most students will find the requirements of this course challenging but rewarding. An emphasis is placed on both demonstrated knowledge of lecture and reading material as well as laboratory and special projects. Numerous animal dissection labs are required. A field trip to the Oregon Coast Aquarium is offered in this class. A lab fee is required for this class. \*This course can be applied to the Honors Diploma.

## **BOTANY**

Prerequisite: Biology with a “C” or better or administrative approval

Entry Level: 11-12

Botany is the biology of plants. This is an introductory course designed to give students a broad understanding of the many disciplines in the science of Botany including – plant morphology, anatomy, physiology, evolution, genetics, taxonomy, and ecology of plants. Much of the daily work involves individual and group activities and laboratory investigations. The major, individual project is a plant collection emphasizing the gathering, classification and presentation of local flowering plants. This class also participates in the 3-day, Sagebrush Expedition to central Oregon in May. A lab fee is required. \*This course can be applied to the Honors Diploma.

## **CHEMISTRY**

Prerequisite: Concurrent with Alg II

Entry Level: 10-12

The objective of chemistry is to show students the importance of chemistry in other science fields, as well as their daily lives. This course provides students with the necessary background in modern chemistry for further science classes, including advanced chemistry courses. Furthermore, the concept that chemistry is a vital, continually developing science is explored through literature studies, laboratory projects, and group work. There will be homework at least three times a week, on average, and working during class time is required for your success. Lab fees will be charged. \*This course can be applied to the Honors Diploma.

## **ADVANCED PLACEMENT CHEMISTRY**

Prerequisite: Chemistry

Entry Level: 11-12

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register in courses in other fields where chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. AP Chemistry meets the objectives of a good general chemistry course. Students in such a course attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Recommended as a second year course. Lab fees will be charged. \*This course can be applied to the Honors Diploma.

## **PHYSICS**

Prerequisite: Algebra II

Entry Level: 11

This mathematically-based activity-oriented curriculum focuses on the study of the laws of physics with an emphasis on classical mechanics including kinematics, dynamics, work and energy. Second semester will include waves, electricity, and magnetism. Computers will be used extensively in the lab for data acquisition and pre-calc as well as preparing lab reports. Successful completion of first semester is required to enroll in second semester. A lab fee is required for this class. \*This course can be applied to the Honors Diploma.

## **NATURAL HISTORY OF OREGON**

Entry Level: 9-12

In this semester-long, project-based learning class, students will explore the diverse geology, climate, flora and fauna of Oregon. Students who successfully complete this course will be able to identify native wild plants and wildlife, describe the diverse geobiological provinces of Oregon and demonstrate skills such as taxidermy and natural resources field census techniques. Students will have the opportunity to participate in various field trips.

## **PARKS AND WILDLIFE MANAGEMENT**

Prerequisite: Instructor Approval

Entry Level: 9-12

In this class, “project-based learning” is emphasized. Students will explore the principles and current management practices relating to the fish, wildlife and parks. A major, end of the year project will be the maintenance and development of the high school’s O’Harrow Natural Area, a 20-acre wildlife preserve with 2 miles of trails. This class will involve some manual labor in an outdoor setting.

## **ANATOMY/PHYSIOLOGY**

Prerequisite: A-B Grade in Biology

Entry Level: 11, 12

Human Anatomy and Physiology is designed for students who are interested in pursuing careers in allied health fields. Accurate information about the structure and function of the human body will be learned and applied in both classroom and lab settings. Lab fees will be charged. \*This course can be applied to the Honors Diploma.

## **OCEANIC SCIENCE**

Prerequisite: Physical Science and Biology with a “C” or better or administrative approval.

Entry Level: 11

Oceanic Science is a year-long course designed to enable students to acquire knowledge and skill from several areas of biology, chemistry, physics and geology through the study of oceans. From tidal waves to tidal pools, volcanic vents to seasonal seas, Oceanic Science will give students the opportunity to learn about and appreciate the complexities of ocean ecosystems and the nature of the organisms that reside within. This is a lab course with required project-based learning and maintenance of a journal that will contain the bulk of daily work and constitute the majority of an individual's grade. \*This course can be applied to the Honors Diploma.

## **PRINCIPLES OF ENGINEERING™**

Prerequisite: Instructor approval

Entry Level: 10-12

This hands-on problem-based course is designed to help students understand the field of engineering and engineering technology. Students will learn how engineers and technicians use math, science, and technology in an engineering problem solving process. Units of study include engineering communication, documentation, and design as well as mechanics, energy, fluids, electricity, and materials. The course also includes concerns about social and political consequences of technology change.

# SOCIAL STUDIES DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Civics	0.5	12	Semester	No	No	No	No
Civics Online	0.5	12	Semester	Mod Am Hst (B or better); pass or read/write exams; computer access	No	No	No
Economics	0.5	12	Semester	No	No	No	No
Mock Trials	0.5	10-12	Semester 1	L&J I (C or better)	Y (and Prereq)	No	No
Intro to Mock Trials	0.5	9-12	Semester 2	No	No	No	No
Mod. World Hst	1.0	10	Year	No	No	No	No
Mod. World Hst Online	0.5	10	Semester	Geo (B or better); pass or read/write exams; computer access	No	No	No
AP World Hst	1.0	10	Year	Adv. Foc/Geo (C or better)	Yes (or Prereq)	With passing score on AP Exam	AP exam fee
Psych I	0.5	11-12	Semester	No	No	No	No
Psych II	0.5	11-12	Semester	Psy I (C or better)	Yes (or Prereq)	No	No
Foundations	0.5	9	Semester	No	No	No	No
Advanced Foundations	0.5	9	Semester	Application	Application (or Yes)	No	No
AP Human Geography	1	9	Year	No	No	No	AP exam fee
Geography	0.5	9	Semester	No	No	No	No
Advanced Geography	0.5	9	Semester	Application	Application (or Yes)	No	No
AP US History	1.0	11-12	Year	Adv. Global (C or better)	Yes (or Prereq)	With passing score on AP Exam	AP exam fee
Modern American History	0.5	11	Semester	No	No	No	No
Modern American History Online	0.5	11-12	Semester	Mod W Hst (B or better); pass or read/write exams; computer access	No	No	No
Hst Civ Rts	0.5	11-12	Semester	No	No	No	No
Hst Amer West	0.5	11-12	Semester	No	No	No	No
A.P. Economics	1.0	11-12	Year	No	No	Yes	No

## **GEOGRAPHY**

Entry Level: 9

This course is designed to help students gain an understanding of the natural forces changing our planet as well as the peoples and nations of the world. Topics of emphasis will include topography, geography skills, hydrologic issues, volcanism, and problems of global importance. Students will learn to recognize the continents and nations, and the problems facing them. Students will have opportunities to produce CIM certification work samples in this class.

## **ADVANCED GEOGRAPHY**

Prerequisite: Application or Pre-AP  
SS Foundations

Entry Level: 9

Students will encounter the natural systems and human patterns and processes that have shaped our understanding, use and alteration of Earth's surface over space and time. Students will examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is designed for college-bound students. This course is designed to prepare students for AP (college level) courses in high school.

## **FOUNDATIONS**

Entry Level: 9

This activity-oriented course is intended to provide all freshmen with a positive transition experience from middle school to high school. Students will begin to develop social sciences skills and concepts they need to succeed in high school social sciences courses and beyond. Skill building will emphasize reading and writing; critical thinking; and effective communication. Additional content areas will also include academic planning, career exploration and school and workplace readiness.

## **ADVANCED FOUNDATIONS**

Prerequisite: Application

Entry Level: 9

In addition to providing a positive transition experience from middle school to high school, students will begin to develop the specific social sciences skills, habits of mind and concepts they need to succeed at advanced social sciences levels in high school and in college. The curriculum and instruction throughout the course will emphasize reading and writing for content mastery; source analysis; research and reflection and will consistently challenge students to expand their social sciences knowledge and skills to engage in higher levels of learning. Additional content areas will also include academic planning, career exploration and school and workplace readiness. This course is designed to prepare students for AP (college level) courses in high school.

## **AP HUMAN GEOGRAPHY**

Entry Level: 9

Advanced Placement Human Geography is a rigorous course that covers the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. It aims to introduce students to the basic concepts of human geography and provide a geographic framework for the analysis of current world problems through the use of case studies. The course develops the students' ability to ask geographic questions; acquire, organize and analyze geographic information; and answer geographic questions. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Students can take an Advanced Placement exam in May if they achieve a high score may be able to receive college/university credit in geography. \*This course can be applied to the Honors Diploma.

## **MODERN WORLD HISTORY**

Prerequisite: Geography  
Entry Level: 10

This technology-infused, project-based course is designed to build on the knowledge gained in Geography and assist students in understanding the history of the twentieth century from a global perspective. Students will study the developed and developing countries of the world, and the history of their interaction, from Industrialization through current times. Students will learn about the governmental and economic systems of the 20th century. For the purposes of the Oregon Statewide Assessment Program, this class specifically addresses common curriculum standards for History, Civics and Government, Economics Social Sciences Analysis and Information Literacy.

## **MODERN WORLD HISTORY ONLINE**

Prerequisite: Geography with a B or better, passing score on the most recent State reading and writing tests, access to a computer with high speed internet, intermediate computer skills.

Entry Level: 10

This project-based course is designed to build on the knowledge gained in Geography and assist students in understanding the history of the twentieth century from a global perspective. Students will study the developed and developing countries of the world, and the history of their interaction from time of the Industrial revolution to current events. Students will also learn about the governmental and economic systems of the 20<sup>th</sup> century. For the purposed of the Oregon Statewide Assessment Program, this class specifically addresses common curriculum standards for History, Civics, Government & Economics, Social Studies Analysis and Information Literacy.

About this online class:

- This course is fully online, there is no in-class meeting.
- This is not a self-paced class; there will be assignments and projects with specific due dates as well as weekly online interaction with the instructor (who is a teacher at Sandy High School) and online classmates.
- Students should expect to spend between 6 to 9 hours working on this course.
- Project-based classes use tasks based on questions or problems that involve the students' problem solving, decision-making, investigative skills and reflection. These projects are used to assess student's knowledge of the subject matter.

## **ADVANCED PLACEMENT WORLD HISTORY**

Prerequisite: Advanced Focus/Geography (C or better) **or** Teacher Approval

Entry Level: 10 (open to 11, 12 for elective credit with instructor approval)

The goal of this course is to prepare students for the Advanced Placement Exam. The pace and content are challenging and are designed primarily for those who are ready to challenge themselves. Students will encounter college-level materials and methods that emphasize reading and writing; document analysis; research; and extended application. \*This course can be applied to the Honors Diploma.

For further information, please see the College Board's AP website at [http://www.collegeboard.com/student/testing/ap/sub\\_worldhist.html?worldhist](http://www.collegeboard.com/student/testing/ap/sub_worldhist.html?worldhist).

## **PSYCHOLOGY I**

Entry Level: 11

This course is designed to introduce students to several prevalent theories of psychology today. Subject areas such as personality, motivation, learning, perception and memory will be covered. This course would be especially helpful for students planning on a four-year course of study in any discipline following high school.

## PSYCHOLOGY II

Prerequisite: *Psychology I* (C or better) *or* instructor approval.

Entry Level: 11

This course will focus on developmental psychology. Major theories studied will be those of Piaget, Kohlberg, Erikson and Bandura. Students anticipating working toward a degree in Psychology, Sociology, Education, Personnel Administration or some related discipline would benefit from this course. Students will also be exposed to careers related to this course of study.

## CIVICS

Prerequisite: U.S. History

Entry Level: 12 (11 with counselor/instructor approval)

Civics is designed to teach students the importance of their participation in the democratic process. The material covered during the semester will help students understand and therefore, become responsibly involved with government at the local, state and federal levels. This course is required for graduation.

## CIVICS ONLINE

Prerequisites: U.S. History with a B or better, passing score on the most recent State reading and writing tests, access to a computer with high speed internet, intermediate computer skills.

Entry Level: 12

Civics online is a project-based course designed to teach students the democratic process and to help them understand the importance of their participation in it. The material covered during the semester will help students understand the roles of the different levels of government (local, state and federal) and the role of the media in our country. For the purposes of the Oregon Statewide Assessment Program, this class specifically addresses common curriculum standards for Civics, Government and Economics, Social Studies Analysis and Information Literacy.

About this online class:

- This course is full online, there is no in-class meeting.

- This is not a self-paced class; there will be assignments and project with specific due dates as well as weekly online interaction with the instructor (who is a teacher at Sandy High School) and online classmates.

- Students should expect to spend between 6 to 9 hours working on this course.

- Project-based classes use tasks based on questions or problems that involve the students' problem solving, decision-making, investigative skills and reflection. These projects are used to assess student's knowledge of the subject matter.

## ECONOMICS

Prerequisite: Personal Finance,  
U.S. History  
Entry Level: 12

The purpose of this course is to understand the political and economic choices that must be made by people, their governments and society in a world of scarce resources. The role of business and government in the United States will be closely examined. Computers will be used to process information and present ideas. Current issues will be discussed as they occur. This course is required for graduation.

## MOCK TRIALS

Prerequisites: *Law and Justice I* (C or better) and instructor approval.

The course will build on the knowledge and experience gained in Intro to Mock Trial and will delve further into the American legal system and focus specifically on Trial Law. The role of the attorney within that system will be highlighted. The course provides for the intellectual skills and practical experience needed to make the required participation on the Sandy High School Mock Trial Team successful for the student. \*This course can be applied to the Honors Diploma.

Requirements: Some (likely all) Saturdays in February will be necessary for trial preparation, fundraising in order to fund the Mock Trial program and participation in both the Metro Mock (formerly Mini-Mock, non-competitive prep for Regional) and the Regional Mock Trial. All subsequent competitions will be required as the team continues to qualify (State, Nationals).

**NOTE: Regional, State and National competitions all take place after the**

**semester that the Mock Trial class finishes, See Below.**

1<sup>st</sup> Semester: Beginning September-End January.

Metro Mock: Mid-November (Only competitions that falls within 1<sup>st</sup> Semester)

Regional: End February

State: Mid-March

Nationals: End April

Though this is a class, it is also a competitive extra-curricular activity at Sandy High School. There will be an expectation that participants can practice outside of normal school hours. You can and will earn a varsity letter in Mock Trials if you become a part of this program.

## INTRO TO MOCK TRIALS

Prerequisites: None

Entry Level: 9-12

The purpose of this course is to provide insight into the law and the institutions surrounding the law. It is intended to encourage students to critically examine the role that the law and authority plays in our society; to improve their understanding of the fundamental principles and values underlying our constitution, laws, and legal system. The means used to gain this understanding will include discussion, research, writing, simulations, mock trials, field trips, film and documentary analysis, interviews and other activities. The student will explore the American Legal system in both academic and real life settings. Finally, the student will become an attorney or witness in a simulated criminal trial. The combined academic and real life focus provides the opportunity for a realistic understanding and preparation of the skills necessary for success as an attorney in the legal system.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

Prerequisite: Advanced Social Studies Foundations and/or AP World History  
**strongly recommended**  
Entry Level: 11-12

The goal of APUSH is to prepare students for the Advanced Placement Exam. The pace and content are challenging and are designed primarily for college-bound students.

Students will encounter college-level materials and methods that emphasize extensive reading and writing; document analysis; critical thinking; research; collaboration and extended application. \*This course can be applied to the Honors Diploma.

For further information, please see the College Board's AP website at [http://www.collegeboard.com/student/testing/ap/sub\\_ushist.html?ushist](http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist).

## **MODERN AMERICAN HISTORY**

Entry Level: 11

Using thematic, topical and chronological methods, students will learn about the comprehensive development of the United States from 1900 to the present day. The primary emphasis will be on discovering, understanding, critiquing and appreciating the essential people, ideas and events that have shaped the unique character of Americans today.

*Students will have the option of choosing one of the following three American history classes to complete their Junior requirement. Additionally, both Juniors and Seniors may enroll in these courses for elective credit, as space allows.*

## **MODERN AMERICAN HISTORY ONLINE**

Prerequisite: Modern World History with a B or better, passing score on the most recent State reading and writing tests, access to a computer with high speed internet, intermediate computer skills.

Entry Level: 11

In this project based course students will learn about the comprehensive development of the United States from 1900 to the present day. The primary emphasis will be on discovering, understanding, critiquing and appreciating the essential people, ideas and events that have shaped the unique character of Americans today.

About this online class:

- This course is fully online, there is no in-class meeting.
- This is not a self-paced class; there will be assignments and projects with specific due dates as well as weekly online interaction with the instructor (who is a teacher at Sandy High School) and online classmates.
- Students should expect to spend between 6 to 9 hours working on this course.
- Project-based classes use tasks based on questions or problems that involve the students' problem solving, decision-making, investigative skills and reflection. These projects are used to assess student's knowledge of the subject matter.

## **HISTORY OF AMERICAN CIVIL RIGHTS**

Entry Level: 11-12

The history of African Americans is only the most obvious element of this persistent theme in US history. This course focuses on *all* the threats to American civil liberties, starting with the Salem witch trials, including Red Scares I and II in the 20<sup>th</sup> century, and finishing with the ongoing challenges which we are facing since the 9/11 attacks. We will look at these and other threats to civil liberties—from obvious and unexpected sources. Relevant portions of the Constitution will provide the framework of the class and a lens. The class will emphasize discussion, research, writing, simulations, film and documentary analysis, interviews and other activities.

## **HISTORY OF THE AMERICAN WEST**

Entry Level: 11-12

Students will learn about early settlers' conceptions of "Western Frontier" and early interactions with Native Americans; Lewis & Clark Expedition; Manifest Destiny; Native American Cultures & Removal Policy; Gold Rushes; Westward Expansion (transportation and communication); Mexican-American relations; and Pacific Northwest History. Classroom activities will include discussion, research, writing, simulations, film and documentary analysis, interviews and others, as appropriate.

## **A.P. ECONOMICS**

Entry Level: 11-12

A.P. Economics is a rigorous, yet rewarding examination of the fundamental principles which govern economic activities at both the level of the individual and firm, and also that of the aggregate economy. In addition to preparing a student for the A.P. exam in both micro and macro economics, a major emphasis of this course will be on the development of critical thinking skills and the application of economic principles and methodologies in problem solving. Consequently, the course will incorporate a wide variety of activities including formal instruction in writing; debates; presentations; research projects; and problem solving competitions in addition to traditional lectures, exams and homework problems. The pace and content are challenging and designed for college-bound students. \*This course can be applied to the Honors Diploma.

For further information, please see the College Board's AP website at [http://www.collegeboard.com/student/testing/ap/sub\\_maceco.html?macro](http://www.collegeboard.com/student/testing/ap/sub_maceco.html?macro)

## SPECIAL PROGRAMS

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Work Experience / Volunteer Experience	180 hrs = 0.5	11-12	Semester	No	No	No	No
Alternative School: Packets	0.5 per course packet	11-12 with min of 10 credits earned	Semester	Application Process	Yes	No	No
Alternative School: Web Classes	0.5 per class	9-12	Semester	Application Process	Yes	No	No
Office Assistant / Library Lab	0.5 per semester	10-12	Semester	No	No	No	No
Teacher's Assistant	0.5 per semester	11-12	Semester	No	No	No	No
Leadership	1.0	9	Year	Elected Student Leader and instructor approval through application	Yes	No	No
Learning Center Peer Tutor	0.5	10-12	Semester	No	Yes	No	No

### **WORK EXPERIENCE / VOLUNTEER EXPERIENCE**

Prerequisite: Counselor Approval  
Entry Level: 11

Students may earn two such credits per year and a total of two may be used toward graduation. 180 hours is equal to ½ credit. 360 hours is equal to one credit. 180 hours of volunteer work is equal to one credit.

### **OFFICE ASSISTANT / LIBRARY LAB**

Prerequisite: Approved application  
Entry Level: 10 or Administrative Approval

Pass/Fail grade

Students must have a good academic, attendance and discipline record. Applications are available in the Counseling Center.

## **ALTERNATIVE SCHOOL: PACKETS**

Length: Completion of 24 credits toward a high school diploma  
Prerequisite: Application and Approval  
Entry Level: 11-12 with a minimum of 10 credits earned

This course is a learning center that will offer students who are at risk for graduation a program to complete needed credits to satisfy graduation requirements in a structured environment. The student will complete the necessary courses in a timely manner and attend school on a regular basis. The normal school day will be altered and each student will sign a written agreement abiding by the required conditions set forth by the administration. Students will be offered instruction in most subject matter offered at Sandy High School. Each course will be adapted to the individual student's needs and learning style.

## **ALTERNATIVE SCHOOL: WEB CLASS**

Length: Semester  
Prerequisite: Application  
Entry Level: 9-12

**Aventa Learning** – Aventa (online) Learning courses are available to students both as credit recovery or first-time credit. These courses are online, however students must take them as part of their schedules. Daily attendance is required.

## **OPTIONS**

Prerequisite: Counselor/ Administrator Approval  
Entry Level: 9-12

Options is a program for students who need to drop 1-3 classes because of academic difficulties. Counselors and teachers will determine which classes will be dropped or continued. The Alternative School Teacher will serve as the clearinghouse for all Options students. The goal of Options is to have the student experience some academic success and then return as a full time student the following semester. Classes will be graded Pass or No Pass.

## **TEACHER'S ASSISTANT**

Prerequisite: Approved application  
Entry Level: 11 or Administrative Approval  
Pass/Fail grade

Students must have a good attendance, academic and discipline records, and have completed the class or its equivalent to be eligible to serve as a T.A. Applications are available in the Counseling Center. T.A's will not be assigned during the teacher's preparation period or lunch. A student can only earn two elective credits toward graduation.

## **LEADERSHIP**

Prerequisite: Elected Student Leader (ASB Officer, Student Council Member, SHS Club Officer) and instructor approval through application  
Entry Level: 9

Leadership is a co-curricular class that is designed to prepare students for leadership roles in their community and for leadership courses that are becoming increasingly common in undergraduate programs (business, social work etc). Content includes sociological studies, management processes and different styles / theories of leadership. Student are given opportunities to apply what they have learned by working in a variety of leadership and management roles while serving the High School and its surrounding community.

A substantial amount of before and after school time is required for this course. This course counts as an elective credit

## **PEER TUTOR**

Prerequisite: None  
Entry Level: 10-12

Peer tutors will assist students in the Learning Center under the supervision of a teacher. Students interested in being peer tutors should be reliable and enjoy working with other students.

# SUPPORT PROGRAMS

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
Study Skills	0.5 Pass/Fail	9-12	Semester or Year	IEP	Yes	No	No
Transition Study Skills	0.5	11-12	Semester	IEP	Yes	No	No
LRC Math	0.5	9-10	Semester or Year	IEP	Yes	No	No
LRC English	0.5	9-12	Semester or Year	IEP	Yes	No	No
LRC Pre Algebra 1	0.5	9-10	Semester or Year	IEP	Yes	No	No
LRC Personal Finance	0.5	11-12	Semester	IEP	Yes	No	No
Adapted PE	0.5	9-12	Semester or Year	IEP	Yes	No	No
LRC Social Studies	0.5	9-12	Semester or Year	IEP	Yes	No	No
LRC Health	0.5	9-12	Semester	IEP	Yes	No	No
LRC Science	0.5	9-10	Year	IEP	Yes	No	No

## STUDY SKILLS

Prerequisite: Individualized Education Program

Entry Level: 9

The Learning Center is a structured learning area where identified students with specific learning disabilities will receive study skills instruction and help with main stream classes. This course is designed to reinforce study skills strategies necessary for success in main stream classes.

## TRANSITION STUDY SKILLS

Prerequisite: Individualized Education Program

Entry Level: 11-12

This course is designed to reinforce study skills strategies necessary for the success in main stream classes. Students will receive assistance on homework and senior project. There will also be a focus on transitional skills for life after high school.

## **LRC ENGLISH**

Prerequisite: IEP requiring specialized instruction in the Language Arts area.

Entry Level: 9

This is a language arts class designed and driven by students' IEP goals. Group and individual instruction is given at students' pace which includes speaking, reading, writing and listening. Credit will be earned toward graduation. Students will be evaluated on an individual basis for admission to mainstream classes. Two levels will be available; 9/10 and 11/12.

## **LRC MATH**

Prerequisite: By Learning Center Staff, Individualized Educational Program, Individual Evaluation

Entry Level: 9-10 only or teacher recommendation

Learning Center Math is for students who do not have the academic skills to succeed in Pre Algebra I. This course will earn graduation credit and it emphasizes basic math skills of addition, subtraction, multiplication, and division along with basic concepts of fractions, decimals and percents.

## **LRC MATH**

Prerequisite: By Learning Center Staff, Individualized Educational Program,

Entry Level: 9-10 or teacher recommendation

This course will earn graduation credit and it emphasizes the application of math computation skills. The course includes the topics of area, volume, one-step algebraic equations, fraction statistics, probability, proportions, and integers. Calculator required.

## **LRC PERSONAL FINANCE**

Prerequisite: Individual Education Plan

Entry Level: 11-12

The purpose of this course is to give students skills to help them become financially successful and independent. Major topics will include the following: banking services, wise use of credit, money management/budgeting, automobile purchase and financing, auto insurance, employment opportunities, job hunting skills, housing alternatives/financing, importance of saving, and investment options. Career education requirements are satisfied in this course by participating in the ASVAB test, Mock Job Interviews and Ethics Workshop. The course is a Sandy High graduation requirement.

## **LRC SOCIAL STUDIES**

Prerequisite: By Learning Center Staff,  
Individualized  
Educational Program,  
Entry Level: 9-12

Concepts from Geography, Global Perspectives and American History are covered by a Learning Specialist and Learning Center Aide.

## **LRC HEALTH**

Prerequisite: Individualized Education  
Program  
Entry Level: 9-12

Intended to educate and empower students to make responsible choices regarding their health. Students increase their understanding of positive health habits and behaviors that contribute to personal wellness and health interpersonal relationships. Classrooms will discuss nutrition and fitness, public health issues, abuse, mental disorders, HIV/AIDS, stress management, and prevention of alcohol, tobacco, and drug dependency.

## **ADAPTED PHYSICAL EDUCATION**

Prerequisite: By Learning Center Staff,  
Individualized  
Educational Program,  
Entry Level: 9-12

This class is designated for students with physical limitations. Each student will participate in activities designed by their Individual Education Plans. Students will learn about and participate in a range of team and individual sports. They will develop their social skills while learning about sportsmanship.

## **LRC PHYSICAL SCIENCE / BIOLOGY**

Prerequisite: By Learning Center Staff,  
Individualized  
Educational Program,  
Entry Level: 9-10

This course alternates year to year from Physical Science to Biology. Learning Specialists cover basic concepts in Science.

## **INTER-AGENCY CENTER**

Prerequisite: Placement through  
Student Study Team  
Entry Level: Program / Instructor  
Approval through SST

A structured behavioral classroom that offers identified students academic, emotional and behavioral support in a structured environment. Each course will be adapted to the individual student's needs and learning style. This program requires direct parent involvement to provide a collaborative consortium of social, emotional and educational services. Specific academic classes vary each semester.

## **STRUCTURED LRC - LIFE SKILLS**

Prerequisite: Placement through  
Student Study Team  
Entry Level: Program/Instructor  
Approval

Life Skills is an integrated curriculum designed for those working on functional academics, daily living skills, social skills and employment / career development training. Students will receive opportunities to develop maximum independence through self-determination instruction, community-based integration and vocational skills development.

## **SPEECH LANGUAGE SMALL GROUP**

Prerequisite: Eligible as Speech Language delayed, and IEP team decision.  
Entry Level: Program/Instructor Approval

Individualized instruction for language-based learning disabled students in basic literacy skills. This includes: speaking, reading, writing, discussion, social skills, and personal goal setting. A special focus on vocabulary and reading skills run through the classes. Additionally, students will be instructed on their IEP modifications, as well as all parts of the IEP, to help develop self-advocacy skills. Approximately 5-7 students per group. Credit given toward language arts.

## **SOCIAL COGNITIVE GROUP**

Specifically designed for high functioning Autism Spectrum students to address social skills as addressed in their IEP.

Placement made by IEP team only.

## **COMMUNITY CONNECTIONS**

Prerequisite: By Learning Center Staff, Individualized Educational Program,  
Entry Level: Age 18-21 or Senior

Community Connections is an individualized community based transition program. Students are encouraged and supported to become independent self-determined adults. Students will work on IEP Transition goals. Many of these goals reflect the Career-related Learning Standards or Oregon State. This class can be repeated to meet IEP goals.

## **TRANSITION CLASSES**

Prerequisite: Student Study Team approval  
Entry Level: 9-12

A structured classroom that offers academic, transition, and study skill support for student's on an IEP. The academic core subjects include: math, science, English, social studies as well as social skills, health, and study skills. Students will also receive instruction on preparing for their life after high school including vocational and life skills.

## WORLD LANGUAGES DEPARTMENT

Name	Credit	Grade	Length	Pre-Requisite	Instructor Approval	College Credit Available	Fee
French 1	1.0	9-12	YEAR	No	No	No	No
French 2	1.0	10-12	YEAR	"C" grade or better in French 1	Yes, if grade lower than "C" in French 1	No	No
French 3	1.0	11-12	YEAR	"C" grade or better in French 2	Yes, if grade lower than "C" in French 2	Yes	One time MHCC \$35 fee for college credit
French 4	1.0	12	YEAR	"C" grade or better in French 3	Yes, if grade lower than "C" in French 3	Yes	One time MHCC \$35 fee for college credit
German 1	1.0	9-12	YEAR	No	No	No	No
German 2	1.0	10-12	YEAR	"C" grade or better in German 1	Yes, if grade lower than "C" in German 1	No	No
German 3	1.0	11-12	YEAR	"C" grade or better in German 2	Yes, if grade lower than "C" in German 2	Yes	One time MHCC \$35 fee for college credit
German 4	1.0	12	YEAR	"C" grade or better in German 3	Yes, if grade lower than "C" in German 3	Yes	One time MHCC \$35 fee for college credit
Spanish 1	1.0	9-12	YEAR	No	No	No	No
Spanish 2	1.0	10-12	YEAR	"C" grade or better in Spanish 1	Yes, if grade lower than "C" in Spanish 1	No	No
Spanish 3	1.0	11	YEAR	"C" grade or better in Spanish 1 and 2 and teacher approval	Yes, if grade lower than "C" in Spanish 2	Yes	One time MHCC \$35 fee for college credit
Spanish 4	1.0	12	YEAR	"C" grade or better in Spanish 3	Yes, if grade lower than "C" in Spanish 3	Yes	One time MHCC \$35 fee for college credit

*In today's global economy, fluency in more than one language is a great advantage. At Sandy High School students can choose from French, German, or Spanish. Each language is available from the first through fourth year levels. Students who take levels three and four have the opportunity to earn up to 19 transferable college credits through a cooperative program with Mt. Hood Community College – this is an opportunity to save a lot of money and get ahead in student academic and career goals. Most four year colleges and universities require at least two years of high school instruction in a foreign language for admission, and prefer three or four years. World Languages courses count toward the three full-year credits required in either world languages, fine arts, or industrial technology to graduate from Sandy High School. Students who are only planning to take one or two years of world language instruction should consider waiting until their sophomore, junior, or senior year to make it more likely that they will retain what they learn beyond high school.*

## **FRENCH 1**

Entry level: 9-12

Students who complete French 1 will be able to:

- Carry on simple conversations in French on topics such as making introductions, discussing hobbies, family, ordering in restaurants, shopping, making plans, and extending invitations.
- Read, simple stories and documents.
- Write compositions and letters of up to one page.
- Identify important differences between French and American cultures through maintaining a culture log.

Class activities include partner and group speaking practice, poems, songs, as well as an emphasis on the major areas where French is spoken in the world. French art, history, film, and cuisine are also a part of the curriculum, with opportunities for additional learning provided by joining French Club.

## **FRENCH 2**

Prerequisite: Grade of C or better in French 1 or teacher approval

Entry Level: 10-12

Students who complete French 2 will be able to:

- Expand their conversational skills to include the past tense and near future, as well as continuing to review basic skills.
- Read stories and poems and simple readings about French history and culture.
- Write paragraphs and compositions as well as completing several projects and presentations.
- Continue to explore cultural differences and broaden their cultural perspective through maintaining a culture log.

Class activities include partner and group speaking practice, poems, songs, as well as learning about former French colonies and how they relate to current world events. French art, history, film, and cuisine are emphasized along with French Caribbean influence. French Club activities can also reinforce these themes.

### FRENCH 3

Prerequisite: Grade of C or better in French 2 or teacher approval

Entry level: 11-12

Students who complete French 3 will be able to:

- Converse in all of the basic verb tenses, express their thoughts and opinions, and continue to broaden their vocabulary.
- Read short books, novels and poems
- Write compositions and complete projects in French.
- Continue to explore cultural differences with an emphasis on French-speaking Africa.

Class activities include partner and group speaking practice, poems and songs. Students continue to build their travel skills and learn about opportunities for study abroad. Students taking this class also may obtain **10** hours of transferable college credit through Mt. Hood Community College.

\*This course can be applied to the Honors Diploma.

### FRENCH 4

Prerequisite: Grade of C or better in French 3 or teacher approval

Entry level: 12

Students who complete French 4 will be able to:

- Identify all French verb tenses and complete an overview of French Grammar.
- Complete an outline of French history and literature.
- Write compositions, letters, and journal entries.
- Broaden their francophone cultural knowledge through presentations and projects.

Class activities include partner and group speaking practice, journal entries, poems, and activities involving popular French music and film. Students taking this class also may obtain **9** additional hours of transferable college credit through Mt. Hood Community College. Students who complete all four years of French are often able to continue in college French, putting them within a few classes of obtaining a minor in French. \*This course can be applied to the Honors Diploma.

## GERMAN 1

Entry level: 9-12

Class activities include partner and group speaking practice, songs, poems, and learning about the countries where German is spoken. We also do creative projects and games to practice vocabulary. German Club provides additional activities for fun and cultural enrichment.

Students who complete German 1 will be able to:

- Carry on simple conversations in German on topics such as making introductions, hobbies, family, ordering in restaurants, shopping, making plans, and extending invitations.
- Read simple stories and other texts.
- Compare the cultures of German-speaking countries and people with those of the United States to identify similarities and differences.
- Tell about the countries where German is spoken.
- Write simple letters and compositions in German.

## GERMAN 2

Prerequisite: Grade of C or better in German 1 or teacher approval

Entry Level: 10-12

Class activities include partner and group speaking practice, reading and writing a variety of texts, songs, games, creating dialogues and doing fun projects. We learn about major cities in German-speaking countries and German culture. German Club provides additional activities for fun and cultural enrichment. Students also interact with German students at our partner school in Verl, Germany and have the chance to participate in our exchange travel program.

Students who complete German 2 will be able to:

- Expand their conversational skills to include the past tense, and continue to improve and expand language skills.
- Read and discuss stories, poems, and simple readings about German culture.
- Identify cultural similarities and differences between the United States and countries where German is spoken.
- Tell about the major cities and countries where German is spoken.
- Write paragraphs and compositions about topics such as what they did over vacation, their daily routine, hobbies, activities, likes and dislikes.
- Write letters to pen pals from our partner school in Verl, Germany and enjoy opportunities to host visiting students and travel to Germany.

### GERMAN 3

Prerequisite: Grade of C or better in German 2 or teacher approval

Entry level: 11+12

German 3 is a comprehensive advanced level course that may be taken for **10** transferable college credits with Mt. Hood Community College. Class activities include partner and group speaking practice, projects, role plays, reading, and learning new vocabulary related to various thematic units. Students continue to develop travel skills, learn about opportunities for study abroad, and participate in the exchange with our partner school in Verl, Germany. German club provides additional activities for fun and cultural enrichment. \*This course can be applied to the Honors Diploma.

Students who complete German 3 will be able to:

- Converse in a variety of situations about the present, past and future; express their thoughts and opinions, and continue to broaden their vocabulary in German.
- Read and discuss poems, stories, and short stories in German.
- Compare and contrast the cultures of the United States and countries where German is spoken.
- Write compositions and complete projects in German.

### GERMAN 4

Prerequisite: Grade of C or better in German 3 or teacher approval

Entry level: 12

German 4 is a comprehensive advanced level class that may be taken for **9** additional college credits with Mt. Hood Community College.

Activities include speaking practice, communication to improve fluency, projects, role plays, enjoying popular German music and film, reading, and learning new vocabulary related to various thematic units. Students continue to develop travel skills, learn about opportunities for study abroad, and participate in the exchange with our partner school in Verl, Germany. Additional fun activities are available with German Club. Students who complete all four years of German are often able to continue German at an advanced level in college and obtain a minor or major in German. \*This course can be applied to the Honors Diploma.

Students who complete German 4 will be able to:

- Converse in a variety of situations in the past, present, and future; express their thoughts and opinions, and continue to broaden their vocabulary and fluency in German.
- Read and discuss poems, stories, and short stories in German.
- Broaden knowledge of German-speaking cultures through presentations and projects.
- Write compositions, letters, and journal entries in German.
- Discuss German history and literature at a basic level.

## **SPANISH 1**

Entry Level: 9-12

Spanish 1 is designed for students with no previous knowledge of Spanish. Students will learn basic grammar in an oral/aural context in each class. Students of Spanish 1 will expect to develop the four facets of language in the areas of speaking, listening, basic reading and writing as well as an appreciation of target-language cultures.

- Carry on simple conversations in Spanish. Involving the introduction of people, likes/dislikes, hobbies, family and personal descriptions, school life and commenting on food.
- Read and discuss simple stories, poems, and other authentic text in Spanish.
- Compare the cultures of Spanish-speaking countries and people with those of the United States to identify similarities and differences.
- Tell about the countries and geographical regions where Spanish is spoken.

## **SPANISH 2**

Prerequisite: Grade of C in Spanish 1 or teacher approval

Entry Level: 10-12

Spanish 2 is designed to build upon students' language abilities developed in Spanish 1. Students will explore more advanced grammar, idiomatic expressions, speak/read/write in the past, present, and future in Spanish as well as develop academic and survival language that will prepare them for the future in the job market as well as travel.

- Carry on simple to intermediate level conversations in Spanish.
- Read and discuss stories, poems, dialogues and other texts in Spanish.
- Identify cultural similarities and differences between the United States and countries or regions where Spanish is spoken.
- Tell about the major cities and countries where Spanish is spoken.
- Write in the present and past tense about topics such as what they did over vacation, their daily routines, hobbies, activities, as well as likes and dislikes.

### SPANISH 3

Prerequisite: Grades of C or better in Spanish 1 and 2 and teacher approval

Entry level: 11

Spanish 3 is a course in which students will move beyond the initial survival language into talking about more complex, abstract topics. At the end of this course, students will be able to express themselves in the past, present, future, and hypothetical situations using complex grammar structures and specialized vocabulary. This class is designed for students who wish to achieve fluency by means of grammar-based activities, structured communication practice, open-ended expression, listening activities, role plays, and memorization of vocabulary related to various thematic units. Focus will be on communication in all of its forms; reading, writing, listening, with the main emphasis being on speaking. Students will have the opportunity to earn **10** credits from MHCC through their College Now program. \*This course can be applied to the Honors Diploma. Students who complete Spanish 3 will be able to:

- Carry on simple discussions and conversations in Spanish about a variety of everyday topics.
- Read and discuss simple narratives in all verb tenses; past, present, future, hypothetical.
- Write in Spanish about basic topics related to chapter themes using a variety of tenses and grammar structures.
- Participate in role-plays with classmates reflecting a variety of real-life scenarios.
- Identify differences among cultures of Spanish-speaking countries and people, comparing them to those of the United States.
- Discuss countries and geographical regions where Spanish is spoken.

### SPANISH 4

Prerequisite: Grade of C or better in Spanish 3 or teacher approval

Entry level: 12

Spanish 4 is designed for students who wish to achieve fluency and improve their vocabulary beyond everyday survival language through the study of current events and present day issues. Students will continue to use the advanced grammar concepts learned in Spanish 3, gaining a better understanding and use of these concepts through both guided and open-ended practice. Students will have the opportunity to earn **9** college credits from MHCC through their College Now program for completing this course with a grade of C or better. Students who complete all four years of Spanish with a B or better are usually able to begin in the third year of college Spanish, putting them within close range of a Spanish minor. \*This course can be applied to the Honors Diploma.

Students who complete Spanish 4 will be able to:

- Carry on complex discussions and conversations in Spanish about a variety of topics.
- Read and discuss complex narratives in all verb tenses; past, present, future, hypothetical.
- Write in Spanish about any topic using a variety of tenses and grammar structures.
- More easily comprehend spoken Spanish from authentic sources/native speakers.
- Identify differences among cultures of Spanish-speaking countries and people, comparing them to those of the United States.
- Be familiar with current events and issues affecting the United States and Spanish-speaking world.
- Discuss countries and geographical regions where Spanish is spoken.

