It is the policy of the Oregon Trail School Board that there will be no discrimination or harrassment on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities or employment.

Contacts: Katie Schweitzer, Title II and Title III Coordinator  
Rachael George, IEP and 504 Coordinator
Table of Contents
Graduation Requirements........................................... 3
Student Education Plan.............................................. 4
Career Education Graduation Requirements.................. 5
Academic Policies..................................................... 5
College Information.................................................. 7
Community College Programs................................. 8
PSAT, SAT, ACT...................................................... 9
Additional Credit Options......................................... 11
Alternative Programs............................................... 12
College Now/ Dual Credit......................................... 15
Honors Diploma...................................................... 17
Scholastic Honors Awards......................................... 18
NCAA and NAIA Registration................................... 19

Course Descriptions
  Agriculture Program (CTE).................................... 20
  Art Production Program (CTE)................................. 23
  Automotive Tech Program (CTE).............................. 25
  Business Program (CTE)........................................ 27
  Computer Science (CTE)........................................ 30
  Creative and Performing Arts Department................. 33
  Digital Media Program (CTE)................................ 38
  Engineering Program (CTE).................................. 41
  English Language Learners Department.................... 44
  Health Sciences Program (CTE)............................... 45
  Language Arts Department................................... 48
  Manufacturing Tech Program (CTE)......................... 53
  Math Department................................................. 56
  PE/Health Department......................................... 62
  Personalized Learning/CRLEs................................. 65
  Science Department.............................................. 67
  Social Studies Department................................... 72
  Special Programs Department................................. 76
  Support Programs ............................................... 79
  World Language Department................................ 83
## GRADUATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Graduation Requirements</th>
<th>Admission Requirements for 4-year colleges/universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>English 9, English 10, English 11 and English Elective</td>
<td>C- or above (AP English, CC English, Creative Writing, or Contemporary Lit)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3.0</td>
<td>3.0 (4 recommended)</td>
</tr>
<tr>
<td></td>
<td>Algebra 1 and above</td>
<td>Through Algebra 2 with a C- or above</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3.0</td>
<td>3.0 (4 recommended)</td>
</tr>
<tr>
<td></td>
<td>Physical Science/Physics 1, Biology and Science Elective</td>
<td>C- or above (2.0 lab sciences; Chemistry recommended by many colleges and for many academic programs)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>World History (1.0), US History (1.0) and Civics/Economics (1.0)</td>
<td>C- or above</td>
</tr>
<tr>
<td><strong>Fine Arts, World Language, Technical Education</strong></td>
<td>3.0</td>
<td>2.0 (3-4 recommended)</td>
</tr>
<tr>
<td></td>
<td>Same World Language, consecutive years and with a C- or above</td>
<td>Same World Language, consecutive years and with a C- or above (NOTE: 1 credit of Fine Art is required by most CA &amp; WA State universities)</td>
</tr>
<tr>
<td><strong>Personal Finance</strong></td>
<td>0.5</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Extended Application/Advisory</strong></td>
<td>1.0</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4.5</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>1.0</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1.0</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
<td>24.0</td>
<td>15.0 Academic Credits Reviewed for Admissions Requirements</td>
</tr>
<tr>
<td><strong>Show Proficiency on Essential Skills</strong></td>
<td>Benchmark on Reading, Writing, and Math Assessments and/or score 4 or above (6-point scale) on 2-3 work samples</td>
<td>SAT or ACT exam scores - most are now optional Refer to college/university’s website for more specific admission requirements</td>
</tr>
<tr>
<td></td>
<td>*Additional Career Education requirements, including Individual Education Plan Job Shadow, Resume and Mock Job Interview.</td>
<td>Refer to college/university’s website for more specific admission requirements.</td>
</tr>
</tbody>
</table>
# STUDENT EDUCATION PLAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Student #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Grade 9
1. English 9
2. Algebra 1 or ________________
3. Physics 1
4. Physical Education
5. Elective
6. Elective
7. Elective

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Personal Finance</td>
</tr>
</tbody>
</table>

## Grade 10
1. English 10
2. Geometry or ________________
3. Biology
4. Modern World History
5. Health 1/Elective
6. Elective
7. Elective

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Learning/Advisory</td>
</tr>
<tr>
<td>World Language/Arts/CTE</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Essential Skills - Students must also meet Oregon benchmarks on reading, writing and math assessments and/or score 4 or above (6 point scale) on 2 work samples.

* Extended Application- Resume, Mock Job Interview, Job Shadow, Individual Education Plan

## Grade 11
1. English 11
2. Algebra 2 or ________________
3. Science Elective
4. US History
5. Personal Finance/Health 2
6. Elective
7. Elective

## Post High School Plans

## Grade 12
1. English Elective
2. Civics/Economics
3. Elective
4. Elective
5. Elective
6. Elective
7. Elective

## Career Interests
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 Advisory, Personal Finance and through their Extended Application project. The six standards are Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations and Career Development.

The required Career-Related Learning Experiences (CRLEs) are an extension of the CRLS. The students will apply the CRLS skills in three relevant and rigorous CRLEs. The CRLEs are:

1. Oregon Career Information System (CIS) assessment and reflection activities - Grades 9/10
2. Successful completion of a Job Shadow and Extended Application
   - Career exploration using CIS
   - In-depth career exploration – Job shadow experience (8 hours)
   - Thank you – Student sends a thank you letter to person shadowed
   - Extended Application Summary
3. Successful completion of a Mock Job Interview, including resume.

*Due to COVID, the State may make changes. Students and families will be notified of changes if and when they occur.

ACADEMIC POLICIES

Forecasting Process

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 February 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 2021-2022 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. Please contact our Counseling Department at 503-668-8011, ext. 7125 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 credit and a full-year course earns 1.0 credit.

Minimum Schedule Requirements

Freshmen, sophomores and juniors should be enrolled in seven classes. With approval, seniors may take fewer classes if they are on track to graduate. 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.

Athletic Requirements

The Oregon State Athletic Association (OSAA) and Sandy High School policy requires athletes and activity participants to be enrolled and passing at least five classes, both during the season and the previous semester. In order to be academically eligible, a student must also show satisfactory progress towards graduation requirements by earning a minimum number of credits each year as indicated below:

Prior to year 2:............4.5 credits
Prior to year 3:............10 credits
Prior to year 4-............17 credits
Withdrawing from Classes or Schools
Students who withdraw from school (from all classes) mid-term will leave with a withdrawal grade; however, no midterm grade will be reported on the transcript. Students who withdraw mid-term, either to attend another school or to be homeschooled, risk the forfeiture of athletic eligibility under OSAA rules.

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. Students may request a schedule change during the designated week in August due to academic misplacement or computer/administrative errors only. There will be NO schedule change requests after school begins for either 1st or 2nd semester. Students will transcript a “W” if they withdraw from a course at any time during the semester. Students are not eligible for Val/Sal with a “W” on their transcript. 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 significant extenuating family problems. College-bound students who drop a class second semester of their senior year could jeopardize college admissions and/or scholarships.

Early Release, Late Arrival, Partial Schedules
Seniors who are on track to graduate may get approval from a school counselor for a reduced schedule. All students requesting a release period must complete an application. Students with early release or late arrival must not be on campus during that time. Students are not allowed to have release periods in the middle of their schedule. Students should be mindful of OSAA eligibility requirements if they plan on playing sports during high school, including enrollment in a minimum of 5 classes.

Class Fees
Class fees are charged per semester and are subject to review and change on an annual basis upon school board determination. Please check our website for any updates or changes to the fees listed. There may be additional material requirements for selective courses, such as calculators, safety glasses, etc.

Weighted Grades
In order to provide more incentive for our students to take the most rigorous classes, Sandy High School weights Advanced Placement and college credit classes and calculates a weighted GPA. Although many colleges use unweighted GPAs in their admissions selection process, many colleges, particularly the more selective colleges, seek students who have taken a more rigorous program of study throughout their high school career. Weighted grades can help those students not only with college admissions, but also with college scholarships. Sandy High School will report both the weighted and unweighted GPA on a student’s transcript. Students should not avoid rigorous classes for fear of lowering their GPA. Avoiding challenging courses to “protect” a high GPA could hinder a student’s opportunities in the college admissions process.

All Advanced Placement and college credit courses will be weighted by one extra point, however report cards will not change. While no indication of the weighted grading will appear on the report card, the transcript will report both the weighted and unweighted GPA. A regular GPA scale gives 4 points for an A, 3 points for a B, 2 points for a C, and 1 point for a D. The weighted GPA will score 5 points for an A, 4 points for a B, 3 points for a C and 2 points for a D in an Advanced Placement class or college credit class.
Selecting the Valedictorian and Salutatorian

The valedictorian(s) and salutatorian(s) must be students who are also earning an Honors Diploma. Although SHS will report weighted grades on transcripts for college and scholarship purposes, un-weighted GPAs will be used to determine valedictorian(s) and salutatorian(s). The valedictorian(s) will be the student(s) with the highest GPA in the graduating class. The salutatorian(s) will be the student(s) with the second highest GPA in the class. All grades used to determine valedictorian(s) and salutatorian(s) status must be submitted to the student’s counselor by seniors’ last day. Students with a “W”, “U” or “I” on their transcript will not be considered for Val/Sal.

Equal Education Opportunity

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 12802.20.

Students or parents/guardians who have a complaint alleging discrimination should first contact the staff member who is immediately involved for an informal conference. If the problem is not resolved, the school principal or the District’s equal educational opportunity officer should be contacted. Contacts: Kim Ball (Principal) and Katie Schweitzer (Title II, Title III, and Title IX Coordinator) and Rachel George (504 Coordinator).

COLLEGE INFORMATION

Students must meet the 15 subject credit requirements (listed on page 2) for entrance to Oregon’s public universities.

Other College Entrance Information:

<table>
<thead>
<tr>
<th></th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS GPA</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.3 average</td>
<td>3.58 average</td>
<td>3.0</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>SAT Code</td>
<td>4587</td>
<td>4586</td>
<td>4610</td>
<td></td>
<td>4846</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Code</td>
<td>3484</td>
<td>3482</td>
<td>3492</td>
<td></td>
<td>3498</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Campus Review</td>
<td>Below 2.75 portfolio may be required</td>
<td>2.5 to 2.99 with adequate SAT and/or ACT scores</td>
<td>Below 3.0 or fewer than 15 subject units</td>
<td>Below 3.0 or fewer than 15 academic credits</td>
<td>Below 3.3 average</td>
<td>Applications are reviewed through a comprehensive review process</td>
<td>Below 2.75 or fewer than 15 academic credits</td>
</tr>
<tr>
<td>App. Fee</td>
<td>$50</td>
<td>$50</td>
<td>$65</td>
<td>$50</td>
<td>$60</td>
<td>$65</td>
<td>$60</td>
</tr>
</tbody>
</table>

*See your school’s website for specific subject requirements.

Remember that these requirements are for the seven Oregon public universities listed below, although most 4-year colleges have similar requirements. Students should check college websites early to learn about specific admission requirements since they can vary from school to school.
Oregon University System
Eastern Oregon University
LaGrande: 1-800-452-8639
www.eou.edu

Southern Oregon University
Ashland: 541-552-7672
http://www2.sou.edu/

Oregon Institute of Technology
Klamath Falls: 1-800-422-2017
www.oit.edu

University of Oregon
Eugene: 541-346-1000
www.uoregon.edu

Oregon State University
Corvallis: 541-737-1000
www.oregonstate.edu

Western Oregon University
Monmouth: 503-838-8000
www.wou.edu

Portland State University
Portland: 1-800-547-8887
www.pdx.edu

Oregon Institute of Technology
LaGrande: 1-800-452-8639

http://www2.sou.edu/

Oregon State University
Corvallis: 541-737-1000

www.oregonstate.edu

Western Oregon University
Monmouth: 503-838-8000

www.wou.edu

Portland State University
Portland: 1-800-547-8887

www.pdx.edu

Oregon Community Colleges and Vocational Schools
Community colleges are two-year institutions that provide both career oriented training as well as transfer credit toward a four-year university degree. Since tuition is about half to one-third less than that of four-year state universities, students often start with their first year or two at a community college. If courses are chosen carefully, all credits earned should transfer to a four-year college. Many community colleges and four-year universities have formed partnerships to ease this transition.

Community colleges accept all students. You do not need to have followed a college preparatory curriculum or have a certain GPA to be accepted. Community colleges generally do not require SAT or ACT scores, however they often require that a student take a placement test before registering for classes in order to determine appropriate class placement. Remedial classes for students who are not ready for college work are also available.

Community colleges and vocational schools prepare students to work in the professional world by offering career oriented training after only one or two years of college. Students completing one-year programs receive Certificates and students completing two-year programs earn Associate Degrees. These programs are often custom designed by the colleges to meet local business and industry standards and to reflect local community needs. Projected job growth and starting salaries in many of these areas are impressively high. Some of the fastest growing fields requiring only one to two years of training include: Accounting, Architectural Drafting, Business Management, Engineering and Electronics Technology, Early Childhood Education, Finance and Banking, Hotel/Restaurant Management, Health Services, Law Enforcement and Corrections, Marketing and Management, Nursing, Para-educators and Instructional Assistants, Social Work, Travel and Tourism

Blue Mountain Community College (Pendleton)
www.bluecc.edu

Central Oregon Community College (Bend)
www.cocc.edu

Chemeketa Community College (Salem)
www.chemeketa.edu

Clackamas Community College (Clackamas)
www.clackamas.edu

Clatsop Community College (Astoria)
www.clatsopcc.edu

Klamath Community College (Klamath Falls)
www.klamathcc.edu
Pre-College and College Entrance Exams

PSAT/NMSQT ~ SAT ~ ACT

The PSAT/NMSQT, a practice test for the SAT, or Scholastic Aptitude Test, is offered only one time each year in mid-October for sophomores and juniors. The PSAT counts for National Merit Scholarship Program ONLY when taken during the student’s junior year.

The SAT and ACT are both college entrance exams. Both are nationally administered and are sometimes used to help colleges evaluate applicants. The College Board has redesigned the SAT and its assessments for 2016 and beyond. For detailed information, see https://collegereadiness.collegeboard.org Information on the ACT may be found at https://www.act.org. See a comparison of the two tests on the following page.

Students should check the Admissions requirements for any colleges or Universities that they are considering to decide if it would be in their best interest to take these exams. Do NOT assume that you NEED to take the SAT or ACT exam for college admissions. All of the state schools in Oregon as well as most other college or university programs around the nation are NO LONGER requiring any standardized test scores for college admissions for the class of 2021 (and for many schools they have eliminated standardized testing requirements permanently). Community colleges (including MHCC) have never required SAT or ACT scores, but usually give their own exams if needed for determining academic placement. Before registering for tests students should research the Admissions pages of school websites for any college programs they are considering – because they likely no longer need to take a standardized test. Should a student determine they need an SAT or ACT exam for college admission, it is highly recommended that students take at least one of these tests no later than the spring of their junior year. Registration materials are available in the Counseling Center and the College and Career Center. Go to www.collegeboard.com or 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 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 next page). The SAT costs $52.00, with essay $68.00 for the 2020-2021 school year. The ACT costs $55.00 (no writing) or 70.00 (with writing). Fee waivers are available to qualified students at the counseling center.

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 informative and fun to use as well. Just Google SAT or ACT for a wealth of information and preparation tools. For example: When Score Reports are returned to PSAT test takers, they can share their scores with the Khan Academy for personalized, world-class SAT practice. https://www.khanacademy.org/

At this time, Sandy High School offers the PSAT, the SAT (redesigned), AP tests, and the ACT test each year. Please call 503-668-8011 x 7130 for additional information.

### Comparing the Redesigned SAT and the ACT

The new SAT will require similar skills and test similar content to that of the ACT and current SAT. Many of the changes to the new SAT format will make it look a lot like the ACT, but the SAT will retain its focus as an aptitude test. Among the biggest changes to the SAT are a sharper focus on critical-thinking, an emphasis on real-world problems, a new scoring system, and an overhaul of the essay section. Overall, the redesigned SAT will place a bigger emphasis on problem-solving and understanding context. Comparatively, the ACT will remain more of an achievement test, requiring a broad knowledge of many concepts, as well as considerable speed and endurance.

<table>
<thead>
<tr>
<th>New SAT (Spring 2016)</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format &amp; Length</strong></td>
<td></td>
</tr>
<tr>
<td>5 long sections (comprising 3 “tests” and an optional essay)</td>
<td>5 long sections (comprising 4 “tests” and an optional essay):</td>
</tr>
<tr>
<td>-Writing &amp; Language: Reading; 2 Math; Essay</td>
<td>-English; Mathematics; Reading; Science; Writing (optional essay)</td>
</tr>
<tr>
<td>-Total testing time: 3 hours or 3 hours and 50 minutes with the optional Essay</td>
<td>-Total testing time: 3 hours, 25 minutes (with essay)</td>
</tr>
<tr>
<td><strong>Scoring</strong></td>
<td></td>
</tr>
<tr>
<td>Combined score: 400-1600</td>
<td>Composite score: 1-36 (average of 4 tests)</td>
</tr>
<tr>
<td>-Evidence-Based Reading and Writing: 200-800; Math: 200-800</td>
<td>-English: 1-36; Math: 1-36; Reading: 1-36; Science 1-36</td>
</tr>
<tr>
<td>-Optional Essay score reported separately</td>
<td>-Writing score not factored into Composite score</td>
</tr>
<tr>
<td>-“Cross-Test Scores”: report performance on Science and History/Social Studies across the entire test</td>
<td>-Combined English/Writing score provided separately: 1-36</td>
</tr>
<tr>
<td>-No deduction for incorrect answers</td>
<td>-No deduction for incorrect answers</td>
</tr>
<tr>
<td><strong>Writing/English</strong></td>
<td></td>
</tr>
<tr>
<td>Revise and edit a piece of writing for, logical structure and effective rhetoric: standard English grammar and usage, punctuation, logical structure, effective rhetoric and includes information graphics</td>
<td>Revise and edit a piece of writing for, logical structure, and effective rhetoric: standard English grammar and usage, punctuation, logical structure, effective rhetoric and commonly confused words</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-Algebra through basic Trigonometry</td>
<td>Pre-Algebra through basic Trigonometry</td>
</tr>
<tr>
<td>-strong emphasis on Algebra</td>
<td>-math tested in straightforward manner</td>
</tr>
<tr>
<td>-Calculator prohibited on one section</td>
<td>-extensive range of concepts tested</td>
</tr>
</tbody>
</table>
ADDITIONAL CREDIT OPTIONS

<table>
<thead>
<tr>
<th>Option</th>
<th>Required/ Elective</th>
<th>Credit Recovery/ Initial Credit</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended Learning Alternative Program</td>
<td>R/E</td>
<td>CR/Initial</td>
<td>See counselor for forms and information</td>
</tr>
<tr>
<td>SHS Credit Recovery</td>
<td>R</td>
<td>CR</td>
<td>SHS application; pay SHS cashier</td>
</tr>
<tr>
<td>MHCC Credit Recovery</td>
<td>R</td>
<td>CR</td>
<td>See counselor for forms and information, pay MHCC.</td>
</tr>
<tr>
<td>BYU Independent Study</td>
<td>R/E</td>
<td>Initial/CR</td>
<td>Register with and pay BYU Independent Study</td>
</tr>
<tr>
<td>College Coursework</td>
<td>R/E</td>
<td>Initial</td>
<td>Register with accredited institutions</td>
</tr>
<tr>
<td>Volunteer/Work Experience</td>
<td>E</td>
<td>Initial</td>
<td>See counselor for forms and information</td>
</tr>
<tr>
<td>Outdoor School</td>
<td>E</td>
<td>Initial</td>
<td>See counselor and Mr. Magee for information</td>
</tr>
</tbody>
</table>

**Blended Learning Alternative Program**—The Blended Learning Alternative Program (BLAP) utilizes an approach to learning that combines face-to-face and online learning experiences. Students are required to attend school for approximately 4 hours a day, M-F, and are expected to complete online coursework outside of those hours. This option provides flexibility to meet the needs of students who are not thriving in a traditional learning environment. The program is intentionally designed as a small program where school staff are able to give students more individual attention and provide extra academic and social-emotional support. There are both AM and PM options. There is 24/7 access to web courses anywhere students have an internet connection. Please see your SHS counselor for more information.
**SHS Credit Recovery**—SHS offers Summer credit recovery for students who have failed a required course. Students earn .5 credit per course. Students can take up to two courses. Tuition is charged. Students will transcript a letter grade at the end of the session. Courses can’t be rolled over into the next semester/school year.

**MHCC (High School) Credit Recovery Only**—Students who need to make up failed required courses may repeat those courses through evening or summer high school sessions at MHCC. These courses can NOT be taken for initial credit and must be taken for credit recovery only. Students earn .5 credit per course. Some courses are also offered in a correspondence format. Credit earned at MHCC must be on file in the SHS Registrar’s office 14 days prior to graduation for students to participate in commencement exercises. Tuition is charged.

**BYU Independent Study**—BYU (High School) courses are available to students who need to make up required coursework, want to graduate early, or want to fit in more elective opportunities at SHS. Unlike MHCC and SHS credit recovery these courses can be taken for original credit. In all cases the student should work closely with the counselor to be sure he/she takes the correct courses. Seniors planning to apply BYU 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 Coursework**—High school students may attend college level classes at Mt. Hood Community College or other community colleges and receive dual credit at Sandy High School. Approved courses will be counted on the basis of 3 or more college quarter credits equal to .5 high school credit. The student must pay for 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. For both types of experiences, 120 documented hours earns .5 credit. For students earning a standard diploma, a maximum of 2.0 elective credits may be earned. Students working toward modified diploma will work with their IEP team to determine the maximum number of work/volunteer experience credits. Credit will be transcripted at the end of the semester in which it is earned, and will not appear on a student’s schedule.

**Outdoor School**—Students who successfully go through training and serve as Outdoor School Counselors for two separate sessions may earn .5 elective credit. Students will need to be approved by counselor and administrator to be eligible.

**ALTERNATIVE PROGRAMS**

The following alternative programs are only available to SHS students 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 High School counseling staff.

**Oregon Youth Challenge Program (OYCP):** A (voluntary) five-month residential program in Bend, OR 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 locally 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 their 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 career training program available to students ages 16-22. Most Job Corps sites are residential, but some sites allow for commuting. Students receive pay while enrolled in the program. Students must work towards either a GED or high school diploma while in the program if they do not already have one or the other. In some cases, Job Corps will also pay for students to complete community college programs.

**Middle College Program:** Middle College is a partnership with Mt. Hood Community College and the Oregon Trail School District for students who would like to begin their college career while also completing their high school diploma. Applications are accepted once per year, usually in April. This is a full-time option for juniors or seniors only, and students may take up to 2 classes on the main high school campus in addition to their MHCC courses. More information about the Middle College program can be found on MHCC’s website at: https://www.mhcc.edu/MiddleCollege

**Center for Advanced Learning:** The Center for Advanced Learning offers a two-year program for high school students. At CAL, nearly one college year of transferable credits can be obtained while completing requirements for the Oregon High School diploma from their home high school. CAL applications are provided upon touring the school. CAL is located in Gresham: 1484 NW Civic Drive, Gresham, OR 97030. SHS students wishing to participate in CAL must submit a SHS application (see below) prior to applying to CAL, provide their own transportation to participate, and cover all expenses related to participation in the program.
Applications must be submitted in writing to the SHS Curriculum Vice Principal by the first day of second semester in the school year prior to your requested attendance at CAL.

Only programs substantially different from what is offered at SHS will be considered. Subsequent application to the Center of Advanced Learning is also required and solely the applicant’s responsibility.

Approved students are responsible for their own transportation to and from CAL. CAL is a half day program and may or may not coincide with course offerings and schedules with Sandy High School. Any course/lab fees, etc. associated with CAL are the student’s responsibility.

Students must apply as sophomores who are hoping to attend CAL their junior and senior year. Sandy High School will approve up to 5 students annually to attend CAL. You will be notified of your SHS CAL application status by Spring Break. Your approval at SHS does not guarantee your approval by CAL.

You should complete forecasting at SHS as usual, in case your application is not approved. Students who are not on track to graduate in 4 years are ineligible to apply for CAL.

Students are not to be on campus at Sandy High School at any time during the school day unless they are enrolled in a class that period.

Name____________________________               Grade__________________

In 300-500 words, why is attending CAL important for your future goals. Staple your essay to this document and turn in to the Curriculum Vice Principal.

Student’s signature ________________________________

Parent signature ________________________________

Date Received/Signature by SHS Staff ________________________________
College Now
MHCC Dual Credit Program

College Now is a program where students can earn college credit at their local high school. Students take college level coursework from MHCC approved Sandy High School instructors. All College Now students receive credit from both MHCC and their high school at no cost to the student.

- Students must submit a MHCC registration form to the high school teacher, and must register for the appropriate class using their MHCC student ID number through the MHCC website.
- Students must earn a “C” or better in LDT courses and a “B” or better in CTE courses in order to earn the college credit. Students registered through MHCC for any class will transcript grade earned regardless of earning credit. All grades are permanently added to college transcripts and impact a student’s college GPA and academic standing.
- SHS teacher submits grade to MHCC.
- If a student drops the SHS class, he/she must also drop MHCC class by the MHCC deadline, or the class will transcript as Failing.
- SHS students participating in College Now will not be charged for their MHCC class.
- Accommodations/Modifications for students on IEPs or 504s in Dual Credit Courses: Students with disabilities will have access to all accommodations/modifications for the high school credit portion of dual credit courses. Students may have access to those accommodations for the college credit portion of the course as long as they don’t compromise the learning expectations or measured outcomes of the course (i.e. notes on tests may not be allowed if the learning expectation is memorization of facts). Modifications are not allowed in college credit courses. In order to determine appropriate college-level accommodations, the district may ask for a release of information to share the student’s IEP or 504 plan with the community college. Students and parents are encouraged to participate in this exchange with the college’s disability services department to understand what supports can be provided at the college level.

LDT (Lower Division Transfer) courses transfer to Oregon public 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 or Science Degree and may not transfer to other colleges. Some elective college credit courses may only be accepted by the sponsoring college. If you have general questions please call the MHCC College Now program at 503-491-6422 or consult with your SHS school counselor.

<table>
<thead>
<tr>
<th>LDT – Lower Division Transfer MHCC</th>
<th>503-491-6980</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121/122</td>
<td>English Composition (College Credit English)</td>
</tr>
<tr>
<td>SPAN 103</td>
<td>First Year Spanish 3 (Spanish 4)</td>
</tr>
<tr>
<td>MTH 095</td>
<td>Intermediate Algebra w/Trig (Advanced Algebra 2)</td>
</tr>
<tr>
<td>MTH 111/112</td>
<td>Pre-Calculus 1/2 (College Credit Pre-Calculus)</td>
</tr>
<tr>
<td>MTH 243/244</td>
<td>Statistics 1/2 (College Credit Statistics)</td>
</tr>
<tr>
<td>MTH 251/252</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>EC 115</td>
<td>Economics</td>
</tr>
<tr>
<td>EC 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>HST 110/111/112</td>
<td>College Credit Modern World History</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>HST 201/202/203</td>
<td>AP US History</td>
</tr>
<tr>
<td>BI 100</td>
<td>Survey of Body Systems (Anatomy &amp; Physiology)</td>
</tr>
</tbody>
</table>

**CTE - Career & Technical Education MHCC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMF 101/110</td>
<td>Automotive Theory/Internal Combustion Eng. Theory (Auto 4)</td>
<td>5</td>
</tr>
<tr>
<td>AMF 116</td>
<td>Fundamental Brakes and Suspension Theory (Auto 4)</td>
<td>2</td>
</tr>
<tr>
<td>BA 101</td>
<td>Intro to Business</td>
<td>4</td>
</tr>
<tr>
<td>BA 211</td>
<td>Principles of Accounting (Accounting)</td>
<td>4</td>
</tr>
<tr>
<td>HD 130</td>
<td>Intro to Today’s Careers: Health (CC Health Career Exploration)</td>
<td>4</td>
</tr>
<tr>
<td>AH 110</td>
<td>Medical Language for the Health Care Setting (Medical Terminology)</td>
<td>2</td>
</tr>
</tbody>
</table>

**CTE Clackamas Community College Advanced College Credit ($10 per credit)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFG 200/111</td>
<td>Intro to CNC/Machine Tool Fundamentals 1 (Manufacturing Tech 4)</td>
<td>4</td>
</tr>
</tbody>
</table>

**CTE at Linn-Benton Community College**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 143</td>
<td>Horse Management (Horses and Horsemanship)</td>
<td>2</td>
</tr>
<tr>
<td>ANS 121</td>
<td>Introduction to Animal Science (CC Vet Science)</td>
<td>4</td>
</tr>
</tbody>
</table>

**LDT at Oregon Institute of Technology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIT ENGR101</td>
<td>Introduction to Engineering 1 (Intro to Engineering)</td>
<td>2</td>
</tr>
<tr>
<td>OIT ENGR102</td>
<td>Introduction to Engineering 2  (Principles of Engineering)</td>
<td>2</td>
</tr>
</tbody>
</table>
The Honors Diploma 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. Valedictorians and Salutatorians will be selected from the Honors Diploma recipients.

Requirements:
1. Earn a cumulative Weighted 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 Honors Diploma courses (below).* Class of 2022 standard = minimum of 28 credits and six (6) of which are Honors courses
3. Complete two (2) years of World Language.
4. Complete all graduation requirements.
5. Show active participation in at least one co-curricular activity (sports, clubs, drama, music, etc.)

Transfer students and other policy exceptions must be presented to the Honors Review Board prior to January of the senior year. Independent Study courses will not count toward Honors Credit. Any course that earns dual credit may be considered for Honors Diploma

** Indicates course must be taken in Junior or Senior year to be considered for the Honors Diploma

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Visual and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced English 11</td>
<td>Art Lab **</td>
</tr>
<tr>
<td>CC English</td>
<td>Pionaires **</td>
</tr>
<tr>
<td>AP Literature</td>
<td>Symphonic Choir **</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>Jazz Ensemble **</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Wind Ensemble **</td>
</tr>
<tr>
<td></td>
<td>AP Music Theory **</td>
</tr>
<tr>
<td></td>
<td>Performers **</td>
</tr>
<tr>
<td></td>
<td>** Special Programs</td>
</tr>
<tr>
<td></td>
<td>Advanced Media Assistant **</td>
</tr>
<tr>
<td></td>
<td>** Career Technical Education</td>
</tr>
<tr>
<td></td>
<td>CC Anatomy/Physiology</td>
</tr>
<tr>
<td></td>
<td>CC Health Career Exploration</td>
</tr>
<tr>
<td></td>
<td>CC Medical Terminology</td>
</tr>
<tr>
<td></td>
<td>CC Introduction to Engineering Design</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Advanced Engineering Design</td>
</tr>
<tr>
<td>AP World History</td>
<td>CC Principles of Engineering</td>
</tr>
<tr>
<td>AP U.S. History</td>
<td>Architecture and Civil Engineering</td>
</tr>
<tr>
<td>CC Economics</td>
<td>Digital Electronics</td>
</tr>
<tr>
<td>CC Microeconomics</td>
<td>Robotics Engineering</td>
</tr>
<tr>
<td>Science</td>
<td>CC Vet Science</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>CC Horses &amp; Horsemanship</td>
</tr>
<tr>
<td>Physics II</td>
<td>CC Manufacturing Technology 4</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Computer Integrated Manufacturing</td>
</tr>
<tr>
<td>Zoology</td>
<td>CC Automotive Technology 4</td>
</tr>
<tr>
<td>Botany</td>
<td>CC Intro to Business</td>
</tr>
<tr>
<td>Oceania Science</td>
<td>CC Accounting</td>
</tr>
<tr>
<td>World Languages</td>
<td>CC Programming Languages: Python</td>
</tr>
<tr>
<td>Spanish 3</td>
<td>CC Game Design Theory</td>
</tr>
<tr>
<td>CC Spanish 4</td>
<td></td>
</tr>
<tr>
<td>American Sign Lang 3/4</td>
<td></td>
</tr>
</tbody>
</table>

* Any course that earns dual credit may be considered for Honors Diploma.
SCHOLASTIC HONOR AWARDS

Scholastic Honor Awards will consist of a certificate, letter, and emblem. The criteria for Scholastic Honor Awards are based on unweighted cumulative grade point averages (GPA’s).

Scholastic Honor Award Certificates are awarded each spring to students with the following unweighted cumulative GPAs. All grades that appear on a student’s high school transcript (including high school courses taken in middle school) affect the cumulative GPA.

- Freshmen: 4.0 GPA after 1 Semester
- Sophomores: 3.5 GPA or above after 3 semesters
- Juniors: 3.5 GPA or above after 5 semesters
- Seniors: 3.5 GPA or above after 7 semesters

Scholastic Honor Academic Letters will be awarded to the following:

- Freshmen: 4.0 GPA with at least 3.5 graded credits
- Sophomores: 4.0 cumulative GPA with at least 10 graded credits
- Juniors: 3.8 cumulative GPA with at least 16.5 graded credits
- Seniors: 3.6 cumulative GPA with at least 23 graded credits

Students will receive only one letter, whether for academics or athletics. Emblems will be awarded for each additional year the lettering requirements are met. Students will receive these awards at a spring recognition assembly.
NCAA and NAIA ELIGIBILITY REQUIREMENTS

NCAA
College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. The NCAA recommends that student-athletes register within the NCAA Eligibility Center at the beginning of their junior year of high school. Register at www.eligibilitycenter.org.

It is essential that college-bound student athletes forecast for courses at Sandy High School that have been approved/cleared by the NCAA. Students interested in playing a sport at the NCAA Division I or Division II level should check the list of NCAA approved courses beginning their Freshman year. Below is the up to date list of NCAA Courses that are/have been offered at Sandy High School:

<table>
<thead>
<tr>
<th>English:</th>
<th></th>
<th>Spanish 1, 2, 3</th>
<th>College Credit Spanish 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>Advanced English 9</td>
<td>College Credit Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td>Advanced English 10</td>
<td>College Credit Calculus</td>
<td></td>
</tr>
<tr>
<td>English 11</td>
<td>Advanced English 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP English Literature &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>Beginning Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Credit English</td>
<td>Contemporary Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Speech 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1 &amp; 2</td>
<td>Advanced Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Advanced Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern World History</td>
<td>AP World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP US History</td>
<td>US History 1900-1949</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History 1950-Present</td>
<td>AP US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Modern Psychology</td>
<td>Psychology Mind Brain &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology Mind Brain &amp;</td>
<td>Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law &amp; Justice Civil Law</td>
<td>Law &amp; Justice Criminal Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural/Physical Science:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 1</td>
<td>Advanced Physics 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>AP Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>AP Environmental Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Natural History of Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceanic Science</td>
<td>Principles of Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Courses:</td>
<td>American Sign Language 1, 2, 3, 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NAIA
The NAIA requires all student-athletes who have never played a championship sport in the NAIA to have their eligibility determined before they can play. Register at www.playNAIA.org.
AGRICULTURE PROGRAM
Career & Technical Education (CTE)
Career Pathways

Does a career in Agriculture interest you?
Modern agriculture extends well beyond the traditional food & plant production and raising livestock.

Some of the career opportunities and estimated annual salaries*:
Veterinary Assistant: $30,864
Veterinarian: $83,000
Animal Geneticist: $80,000
Biosecurity Scientist: $55,000
Animal Nutritionist: $65,000
Arborist: $35,000
Landscape Designer: $42,500
Food Science Technician: $40,000
Horticulturist, Greenhouse Manager, or similar: $49,000
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Agriculture classes:

<table>
<thead>
<tr>
<th>CTE - Agriculture</th>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vet Science- Small Animal</td>
<td>0.5</td>
<td>9</td>
<td>Semester-1</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Vet Sci- Tech Prep</td>
<td>0.5</td>
<td>9</td>
<td>Semester-2</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Vet Science</td>
<td>0.5</td>
<td>9</td>
<td>Semester-2</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Equine Science</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Horses and Horsemanship</td>
<td>0.5</td>
<td>9</td>
<td>Semester-1</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Food and You</td>
<td>0.5</td>
<td>9</td>
<td>Semester-1</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Greenhouse Management</td>
<td>0.5</td>
<td>9</td>
<td>Semester-2</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Ag Leadership</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>FFA Membership and teacher approval</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Natural Resource Management 1</td>
<td>0.5</td>
<td>9</td>
<td>Sem 1</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Natural Resource Management 2</td>
<td>0.5</td>
<td>9</td>
<td>Sem 2</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

20
VET SCIENCE- SMALL ANIMAL
Entry Level: 9
Length: Semester 1
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.

VETERINARY TECH PREP
Entry Level: 9
Length: Semester 2
Veterinary Science covers the behavior, intelligence, anatomy, diseases, and parasites. This class qualifies for elective science credit.

CC VET SCIENCE
Entry Level: 9
Length: Semester 2
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 Honors diploma. 4 credits to Linn-Benton Community College will be awarded to students completing this class and meeting the LBCC requirements. *This course can be applied to the Honors Diploma.

EQUINE SCIENCE
Entry Level: 9
Length: Semester 1, 2021-2022 and alternating years
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. Basic diseases, behavior, and nutrition will be covered.

CC HORSES AND HORSEMANSHIP
Entry Level: 9
Length: Semester, 2022-2023 and alternating years
Horses and all things related to them will be discussed in this semester course. The form and function of the animal, performance evaluations, and industry standards will be covered. Equine careers will be explored in detail. Elective science credit. 2 credits to Linn Benton Community College will be available to students. *This course can be applied to the Honors Diploma.

FOOD AND YOU
Entry Level: 9
Length: Semester 1
Students will be introduced to common foods and their production process. Study of food insecurity in the United States and other countries, food processing and diet misconceptions. Topics to be covered will be dairy products, meat, poultry & eggs, grains, organic, natural, free range, genetic modification and food marketing. This class qualifies for elective science credit

GREENHOUSE MANAGEMENT (GARDENING)
Entry Level: 9
Length: Semester 2
This is a hands-on class where students will be involved in growing, managing, marketing, and selling of greenhouse crops such as common house-plants, annuals, perennials, and vegetable plants. Students will
learn fundamental skills relating to occupations such as greenhouse operators, garden store managers and plant propagators. The outdoor portion will depend on the weather in the spring. This class qualifies for elective science credit.

AG LEADERSHIP
Entry Level: 9
Length: Year
Prerequisite: FFA Membership
This class is designed for students who are active members of the Sandy FFA. The basis of this class is surrounding FFA Career Development Events.

NATURAL RESOURCE MANAGEMENT 1 and 2
Entry Level: 9
Length: Semester or Year
In this two-semester course students will learn the importance of balancing economic, recreational, and environmental values of Oregon’s natural resources. First semester curriculum focuses on fisheries and wildlife values, including areas of wildlife ecology and habitats; Oregon’s wildlife; population estimation; endangered, threatened and sensitive species management; wildlife monitoring and assessment techniques, and fisheries biology and management. The second semester will focus on forestry management, including tree biology, identification, and measurement techniques; forest mapping; watershed management; forest products; forest harvest practices; forest health and wildfire management. Final project: creating a forest management plan.
Are you drawn to a career in Art Production?
Creative Artists pursue their passion in a variety of media and career fields.

Some of the career opportunities and estimated annual salaries*:
Graphic Designer: $53,500
Fine Artists (Painters, Sculptors, Illustrators) $57,410
Multimedia Artist: $72,000
Jewelry Designer: $57,500
Fashion Designer: $76,500
Industrial Designer: $70,900
Art Director: $101,200
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Art Production classes:

<table>
<thead>
<tr>
<th>CTE - Art Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Graphic Design 1</td>
</tr>
<tr>
<td>Graphic Design 2</td>
</tr>
<tr>
<td>Studio Art Production 1</td>
</tr>
<tr>
<td>Studio Art Production 2</td>
</tr>
<tr>
<td>Studio Art Production Lab</td>
</tr>
</tbody>
</table>

GRAPHIC DESIGN 1
Entry Level: 9
Length: Year
Students will be learning how to use Adobe Photoshop and Illustrator to create a variety of digital artworks. Projects may include logo designs, posters, photo compilations, and/or label and product designs. Motivated students may be able to enter this course at the semester with counselor approval. With teacher approval, motivated students with schedule conflicts may enter this year-long class at the semester.
GRAPHIC DESIGN 2
Entry Level: 9
Length: Year
Prerequisite: Graphic Design 1
Students will continue to build on their Graphic Design knowledge and skills by developing a broader understanding of text and layout design. During this class, students will work to create an artistically appealing and cohesive website. This course can be repeated for credit.

STUDIO ART PRODUCTION 1
Entry Level: 9
Length: Year
Come explore a variety of different Art Forms! In this Introductory class you will get to play around with several 2D and 3D art styles like ceramics, screen printing and jewelry making. Eventually, the goal of these courses is to gain experience in creating art pieces that can be reproduced and sold. Motivated students may be able to enter this course at the semester with counselor approval. Motivated students with schedule conflicts may enter this year-long class at the semester.

STUDIO ART PRODUCTION 2
Entry Level: 10
Length: Year
Prerequisite: Intro to Studio Art Production or Ceramics
Studio Art Production 2 will be a continuation from the introduction class. Students will have the opportunity to explore more challenging art techniques in a variety of mediums. They will have more time to dive deep into each type of artwork. In addition to exploring the making process, students will also work on the creative process by developing concepts and ideas to make their artwork unique and sellable. This class will give students the skills they need to become working artists.

STUDIO ART PRODUCTION LAB
Entry Level: 11
Length: Year
Prerequisite: Studio Art Production 2
This course is an independent study for students who have experience in Studio Art Production 1 and 2, as well as Graphic Design 1 or Introduction to Digital Arts. In Studio Art Production Lab, students will be working to develop their own business and line of hand made art products. Students will plan and develop a line of product, create several pieces to fit their designs, and then work to create an online platform to promote and sell their creations.
Are you interested in a career related to Automotive Technology?
Modern Auto Tech uses advanced diagnostic tools and systems along with wrenches and sockets.

Some of the career opportunities and estimated annual salaries*:
Retail Automotive Parts Specialist: $29,000
Car Sales: $42,150
Automotive Master Technician: $46,000
Automotive Body Repair: $38,750
Tire Repair: $29,200
Diesel Engine Specialist: $53,000
Industrial Machinery Mechanic: $58,000
Aircraft Mechanic: $62,000
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Automotive Tech classes:

<table>
<thead>
<tr>
<th>CTE - Automotive</th>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Automotive Technology 1</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Automotive Technology 2</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Auto Tech 1</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Automotive Technology 3</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Auto Tech 2</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>CC Automotive Technology 4</td>
<td>1.0</td>
<td>12</td>
<td>Year</td>
<td>Auto Tech 3</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

AUTOMOTIVE TECHNOLOGY 1
Entry Level: 9
Length: Year
This is an introductory course that will address these skills:

- Basic shop safety
- Tool recognition and use
- Four stroke engine components
- Four stroke engine process
- Disassembly and reassembly of a single cylinder engine
- Basic measuring of engine parts
- Identifying engine parts of a single cylinder engine
- Beginning Auto Skills: tire work, oil changes, etc.
AUTOMOTIVE TECHNOLOGY 2
Entry Level: 10
Length: Year
Prerequisite: Automotive Technology
The continued study of automotive skills aligned with ASE task areas relevant to the automotive repair industries will be covered.

AUTOMOTIVE TECHNOLOGY 3
Entry Level: 11
Length: Year
Prerequisite: Automotive Technology 2
The continued study of automotive skills aligned with ASE task areas relevant to the automotive repair industries will be covered. Each student will be expected to complete 8 hours of an instructor approved job shadow at a local automotive related business.

CC AUTOMOTIVE TECHNOLOGY 4
Entry Level: 12
Length: Year
Prerequisite: Automotive Technology 3
The continued study of automotive skills aligned with ASE task areas relevant to the automotive repair industries will be covered. Each student will be expected to complete 8 hours of an instructor approved job shadow at a local automotive related business. 7 credits to Mt. Hood Community College will be awarded to students completing this class with a “B” or better and instructor approval. *This course can be applied to the Honors Diploma.
BUSINESS PROGRAM
Career & Technical Education (CTE)
Career Pathways

Are you motivated by a career in Business & Marketing?
If you’re a creative, persuasive, problem solver - this might be the right path for you.

Some of the career opportunities and estimated annual salaries*:
Accounting Assistant: $38,000
Office Clerk: $35,900
Small Business Owner: $47,000
Advertising and Promotions: $55,000
Human Resource Specialist: $64,800
Hospitality Management: $109,000
Accountant: $76,700
Business Manager: $86,000
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Business & Marketing classes:

<table>
<thead>
<tr>
<th>CTE - Business</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Introduction to Business</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>None</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Business Management</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CC Accounting</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>None</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sports and Entertainment Marketing</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Computer Applications 1</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>Student must maintain internet privileges</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Computer Applications 2</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>Comp Apps 1, student must maintain internet privileges</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Business Projects</td>
<td>0.5</td>
<td>11</td>
<td>Semester or Year</td>
<td>Intro to Business and Bus. Mgmt. or Princ of Marketing</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

CC INTRODUCTION TO BUSINESS
Entry Level: 9
Length: Semester
This is an introductory course designed to acquaint students with the various segments of business. Emphasis is placed on business ownership and organization, marketing, human resource management, operations management, business ethics, accounting and financial management and the importance of technology in business. The purpose of the course is to show students the interrelationship between
business disciplines and to prepare students for further business study. May be taken for college credit through MHCC. *This course can be applied to the Honors Diploma.

**BUSINESS MANAGEMENT**

**Entry Level:** 9  
**Length:** Semester  
This is an introductory course designed to provide students with the skills to perform planning, staffing, financing and controlling functions within a business. In addition the class will involve a study of creating and managing and accounting for a business as well as exploring the impact of a global economy.

**CC ACCOUNTING**

**Entry Level:** 9  
**Length:** Year  
This is an introductory accounting course designed for students who may be interested in pursuing a degree in accounting and/or business. This course emphasizes external financial reporting for business enterprises with a primary focus on small business accounting. Information gathering, recording and financial statement preparation are covered with an emphasis on understanding, interpreting and applying accounting information. May be taken for college credit through MHCC. *This course can be applied to the Honors Diploma.*

**PRINCIPLES OF MARKETING**

**Entry Level:** 9  
**Length:** Semester  
Marketing involves the business of promoting and selling products or services. This course introduces students to traditional and Internet marketing principles and policies. Major topics are marketing concepts relating to price policies and controls; trade channels and merchandising; branding, advertising, market research; promotion; and the integration of marketing with other activities of the business enterprise.

**SPORTS AND ENTERTAINMENT MARKETING**

**Entry Level:** 9  
**Length:** Semester  
Sports and Entertainment Marketing is an introduction to the intersection of sports, entertainment, and management, including product development, pricing licensing, and sponsorship. Students will apply principles in branding, licensing, concessions, merchandising, promotions, safety/security, laws, ethics, and human relations. Students that have already taken the Principles of Marketing course will be given preference as seating will be limited.

**COMPUTER APPLICATIONS 1**

**Entry Level:** 9  
**Length:** Semester  
**Prerequisite:** Student must have and maintain internet privileges.  
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, working with spreadsheets, and creating PowerPoint presentations. Students will use Google Classroom to manage and turn in assignments. This course is self-directed and self-paced.
COMPUTER APPLICATIONS 2
Entry Level: 9
Length: Semester
Prerequisite: Computer Apps 1, Student must have and maintain internet privileges
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, collaboration tools.
Like Computer Applications I, this course is presented through Google and is self-directed and self-paced.

ADVANCED BUSINESS PROJECTS
Grades: 11-12
Course Length: Semester or Year
Prerequisites: Intro to Business and Business Management or Principles Marketing
Course is open to juniors and seniors who have a business or marketing idea they would like to develop and possibly implement with a business, work individually or in teams applying business practices, policies and procedures, writing professional business reports, and developing business presentations using DECA project guidelines. Students may participate in DECA regional and statewide competitions (Virtual Business Challenge, Idea Challenge, School Based Enterprise, etc.). This course can be repeated for credit. *This course can be applied to the Honors Diploma.
COMPUTER SCIENCE PROGRAM
Career & Technical Education (CTE)
Career Pathways

Would you like to write code, create computer games, find tech solutions?
Embrace your inner techie with a career in Computer Science!

Some of the career opportunities and estimated annual salaries*:
Computer Programmer: $85,000
Web Developer: $72,600
Cyber Security Analyst: $96,000
Computer User Support Specialist: $53,100
Video Game Developer: $76,500
Software Developer: $104,300
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Computer Science classes:

<table>
<thead>
<tr>
<th>CTE - Computer Science</th>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC Programming Languages: Python</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>None</td>
<td>TBA</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Fundamentals of Cybersecurity</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Programming Languages: Python</td>
<td>TBA</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Game Design Theory</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Programming Languages: Python</td>
<td>TBA</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Game Production Lab</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Game Design Theory</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Advanced Programming Languages: Independent</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Programming Languages: Python</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

CC PROGRAMMING LANGUAGES: PYTHON
Entry Level: 9
Length: Semester
This is the prerequisite course for the Computer Sciences department. The Python programming language was developed to provide a way to develop code that's easy to create and understand. While Python contains the same basic structures as other languages, it also offers unique functionality that makes your life as a programmer easier.
This course will show you how to create basic programming structures including decisions and loops. Then you'll move on to more advanced topics such as object-oriented programming with classes and exceptions. In addition, you'll explore unique Python data structures such as tuples and dictionaries.
Whether you're interested in writing simple scripts, full programs, this course will give you the tools you need to use Python with skill and confidence. *This course can be applied to the Honors Diploma.

ADVANCED PROGRAMMING LANGUAGES: INDEPENDENT
Entry Level: 10 or teacher approval
Length: Semester
Prerequisite: Programming Languages: Python
This course is a limited offering for those interested in further programming language development. Students will study languages such as C#, C+, Python and others using self-graded online courses. Optionally, students can study Python in an applied setting with a focus on producing functional, practical programs for data science, web-scraping, finance, automation, and AI. Limited enrollment, instructor approval required.

CC FUNDAMENTALS OF CYBERSECURITY
Entry Level: 9
Length: Semester
Prerequisite: Programming Languages-Python
In this class, students receive instruction and lab assignments focused on introductory concepts in cybersecurity. These concepts include cybersecurity theory and basic techniques for optimizing security on personal computers and small networks. This is college level/professional level work. This course may be offered every other year. **Not offered for the 2021-2022 school year.

Outcomes:
1. Differentiate the various types of security from a computer systems perspective (e.g. CyberSecurity, email security, physical security)
2. Describe various basic security practices (e.g. strong passwords, firewalls, account controls, file privacy)
3. Create a user account on a computer using basic security techniques
4. Describe and demonstrate appropriate file backup techniques
5. Describe basic computer log entries and identify potential security issues
6. Differentiate between various security threats and computer attacks
7. Identify several techniques appropriate to provide basic protection of a small computer and/or small network
8. Describe basic incident response techniques
9. Identify potential threats to wireless networks
10. Create a risk analysis for a network in a small business or clinic

CC GAME DESIGN THEORY
Entry Level: 9
Length: Semester
Prerequisite: Programming Languages: Python
Students design and describe various techniques for developing immersive game levels and how to use a variety of tools to make an engaging and successful game. Emphasis will be placed on design and analysis, as well as implementing strategy, "Boss" conflicts and player goals. Students are introduced to designing terrain and structures within existing game engine limitations.

This course introduces students to video game concepts and design. Students build fundamental game scenarios using game software to create simple interactive applications. Students are exposed to basic techniques (Events) for character (Object) control. *This course can be applied to the Honors Diploma.
Students will:
1. Describe the concept of Object Oriented Programming within the concept of simple game design.
2. Design logical structures using algorithms.
3. Incorporate Boolean Logic.
4. Incorporate Conditional Logic.
5. Incorporate Recursive Algorithms (such as: Looping Structures).
6. Demonstrate how external actions can influence the actions of an object.
7. Be able to create variables and scripts in C#.

GAME PRODUCTION LAB
Entry Level: 10
Length: Semester, repeatable for credit
Prerequisite: Game Design Theory

Students will create games using concurrent areas of study including Programming, Game Design, Art and Assets, Theme and Story, Management and UI. Students will have access to high-performance computers including VR capability. They will design games using engines like Unity and Unreal, and enter their result in a statewide contest in the Spring (while such events are offered). This is a group work class, where a team is developed based on their strengths. Instructor approval is required, enrollment is limited.
CREATIVE AND PERFORMING ARTS DEPARTMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Art</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>None</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Drawing and Painting</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Intro to Art</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Art Lab</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Drawing &amp; Painting</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Drama 1</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Drama 2</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Drama 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Drama 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Performers</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Drama 2 &amp; Audition</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Theatrical Production</td>
<td>.5 or</td>
<td>9</td>
<td>Sem or Year</td>
<td>Drama 1 or Stagecraft recommended</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Concert Choir</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Counterpoints</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>Audition</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Symphonic Choir</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Audition</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pionaires</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Audition</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Guitar</td>
<td>1.0</td>
<td>9</td>
<td>Sem</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Symphonic Band</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>Prior Band Experience</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Audition</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Audition</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>Fluent Music Reading</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

INTRODUCTION TO ART
Entry Level: 9
Length: Year
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
Entry Level: 10
Length: Year
Prerequisite: Introduction to Art
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
Entry Level: 11
Length: Year
Prerequisite: Drawing and Painting
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.

DRAMA I
Entry Level: 9
Length: Year
This class will introduce the student to the basics of theatrical performance through exercises and assignments that focus on self-discovery, building community, and storytelling. We will explore expression through body and voice to develop an effective method of communicating stories to the audience. Over the course of the class students will work on improvisation, character development, scene analysis, and theatre history. Attendance at the school plays is a class requirement.

DRAMA II
Entry Level: 10
Length: Year
Prerequisite: Drama I
This class will continue to develop the student’s abilities as theatre artists through the exercises and assignments that will build upon concepts introduced in Acting I. Class work will include non-verbal communication, scene analysis, and voice and movement training. Particular focus will be given to observation and character creation. The class will also explore theatre in its many forms: musical theatre, dance, opera and film. This class will run concurrently with the Performers class, taking place during the same period. The curricula will be separate, but some assignments will combine the two groups. Attendance at the school plays is a class requirement.

STAGECRAFT
Entry Level: 10
Length: Year
Prerequisite: Drama I (requirement may be waived with teacher’s permission)
This course is designed to provide an opportunity for students to develop their skills in technical theater. The class will include units on lights and lighting design, set design, set construction, scenic painting, costume design and construction, make-up, and theater safety and maintenance. Students will create their
own, in-class, projects as well as working on the technical aspects of the plays produced by the Drama Department. This class is physically demanding and follows stringent safety rules. There is also a fair amount of math involved, so familiarity with fractions and geometry is strongly recommended. This class follows STEM using computer science and sound. Attendance at the school plays is a class requirement.

THEATRICAL PRODUCTION
Entry Level: 9
Length: Semester and Year
Prerequisite: Drama 1 and Stagecraft recommended, but not required
This class will focus on taking in-class productions through every stage in the production process, from pre-production research, through casting, staging, and rehearsing, as well as all areas of design, building, and implementation. They will culminate in live performances that we perform at other schools and in the community. The students in this class will essentially be a theater company and will rely heavily on teamwork and cooperation. There will be opportunities for performance, technical work and design on the shows. This class may be taken as a semester class or a full year class. Attendance at all class related performances, both during school and outside of school hours is mandatory.

PERFORMERS
Entry Level: 11
Length: Year
Prerequisite: Drama II
This class will be a rigorous exploration of the styles and methods of acting, both classical and contemporary. It is the most advanced class in the drama curriculum and will require a significant amount of work outside of class. Students will develop their acting technique through performances and expand their knowledge of theatre history and the business of theatre. This class will run concurrently with the Drama 2 class, taking place during the same period. The curriculums will be separate, but some assignments will combine the two groups. Attendance at the school plays is a class requirement. *This course can be applied to the Honors Diploma.

CONCERT CHOIR
Entry Level: 9
Length: Year
This mixed-voice choir is designed to provide students with an introductory education of music reading and performance, sight reading, music history and a further understanding of the human voice. This course does call for some evening concerts that are part of the final grade. This course is open to all students without audition.

COUNTERPOINTS
Entry Level: 9
Length: Year
Prerequisite: Audition
This intermediate level course is based on an audition by the director and each student needs permission before scheduling this class. This course offers the student an introductory study of swing and vocal jazz music” with “smaller ensemble focuses on jazz and acapella music. It is open to students who would like to further their prior musical experience. This course is designed for the advanced student who is willing to work cooperatively with others, while maintaining individual excellence.
SYMPHONIC CHOIR
Entry Level: 10
Length: Year
Prerequisite: Audition
Symphonic Choir is the largest choir at SHS and serves as our competitive varsity vocal ensemble. This course is based on an audition by the director and each student needs permission before scheduling this class. Students should be highly 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 multiple performances. Students must maintain OSAA athletic/activities eligibility to participate. *This course can be applied to the Honors Diploma.

PIONAIRES
Entry Level: 10
Length: Year
Prerequisite: Audition
This advanced level course is by audition only and concentrates on the performance and history of 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 outfit is traditional. *This course can be applied to the Honors Diploma.

GUITAR
Entry Level: 9
Length: Sem
This class offers a comprehensive experience in playing the guitar. It is open to all students regardless of previous musical/guitar experience. Topics that will be covered include strumming technique, chord shapes, rhythm, tuning, solo lines, ensemble playing, reading sheet music and guitar tabs, as well as history, composition and songwriting. This group may occasionally play in concerts or small performances for the Sandy community.

SYMPHONIC BAND
Entry Level: 9
Length: Year
Prerequisite: Prior Band Experience
Symphonic Band will help you continue on your musical journey through performances of a wide variety of musical styles. You will have access to expanded instrument choices and fun, challenging pieces. We emphasize growth of personal skills and musicality to prepare you for Wind Ensemble, Jazz Band and your post-school musical life.

WIND ENSEMBLE
Entry Level: 10
Length: Year
Prerequisite: Audition
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 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
Entry Level: 10
Length: Year
Prerequisite: Audition
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 competitions, festivals, and concerts. The focus of the course is performance, with an emphasis on jazz technique, improvisation, ensemble skills and studies of style. *This course can be applied to the Honors Diploma.

AP Music Theory
Length: Year
Prerequisite: None
This course aims to prepare students for success on the AP Music Theory Exam. Topics covered are sight-singing, dictation, harmonic dictation, notation, chord theory, analysis, and composition. This course is rarely offered, so this year is your chance! Though not a college credit course, this class covers all of the concepts in the first two years of college music theory, so if you are planning on pursuing music after high school, you will be well prepared.* This course can be applied to the Honors Diploma.
DIGITAL MEDIA PROGRAM
Career & Technical Education (CTE)
Career Pathways

Do you have a vision for media?
You might be interested in one of these careers in Digital Media

Some of the career opportunities and estimated annual salaries*:
Broadcasting Technician: $49,300
Photographer: $43,700
Video Production Assistant: $41,500
Television and Video Camera Operator: $63,200
Sound Engineering Technician: $65,200
Film and Video Editor: $83,200
Animator: $72,200

*based on 2017 estimates from the Bureau of Labor and Statistics

<table>
<thead>
<tr>
<th>CTE - Digital Media</th>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Digital Media 1</td>
<td>1</td>
<td>9</td>
<td>Year</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Digital Media 2</td>
<td>1</td>
<td>10</td>
<td>Year</td>
<td>Digital Media 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Digital Media 3</td>
<td>1</td>
<td>11</td>
<td>Year</td>
<td>Digital Media 2</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Digital Imaging</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Digital Imaging Projects</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Digital Imaging</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Ind. Study TV and Sports Broadcasting</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Instructor approval required (Independent Study)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Ind. Study Media Projects</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>Instructor approval required (Independent Study)</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

DIGITAL MEDIA 1
Entry Level: 9
Length: Year
This is the prerequisite course for the digital media department, and introduces visual storytelling as it applies to video production, photography, and basic graphic design. Students gain foundational skills with Adobe Creative Cloud, specifically Photoshop (photography/graphic design), and Premiere Pro (video production). Students will also be introduced to multi-camera live production. Students will develop computer skills and learn to identify, organize, share, and view digital files on local, networked and cloud-based storage.
DIGITAL MEDIA 2
Entry Level: 10
Length: Year
Prerequisite: Digital Media 1
This course works through fundamental theories and techniques employed in digital filmmaking with an emphasis on camera, audio and lighting equipment. Students will develop and produce short projects such as podcasts, short films, public service announcements, documentary shorts and news packages, and promotional material that demonstrate a technical and theoretical understanding of the various elements of filmmaking. Students will produce live-to-tape broadcasts and assemble television programs to be broadcast to the school and community. Focus is on the production process, including proposing, scripting, planning, lighting, shooting, editing, and delivering projects.

DIGITAL MEDIA 3
Entry Level: 11
Length: Year
Prerequisite: Digital Media 2
This class develops a more advanced understanding of visual storytelling through the video production process. Emphasis is on story development - production plans, treatments, storyboards, and screenplay. Lab work includes advanced camera techniques, lighting and sound acquisition, as well as an introduction to advanced studio production practices and motion graphics. A series of production tasks brings hands-on learning as cinematographer, grip, gaffer, sound recordist and director. Can be repeated for credit.

DIGITAL IMAGING
Entry Level: 10
Length: Semester
This project-based course will introduce students to digital imaging career skills, including event/sports photography, photojournalism, product photography, and portraiture. The students in this class will offer Digital Imaging services to SHS departments including senior photos, event and sports coverage, photography for social media, and support for other digital media projects. Students will make use of desktop and mobile image manipulation and distribution software such as Adobe Lightroom and Photoshop. This course also introduces catalog management skills, including organization and backup of digital assets using Adobe Lightroom to understand workflow and meet deadlines.

DIGITAL IMAGING PROJECTS
Entry Level: 10
Length: Semester, repeatable for credit
Prerequisite: Digital Imaging, instructor approval required
In this independent project-based course, students will continue building photography skills in a variety of projects, including fine art applications.
INDEPENDENT STUDY: TV AND SPORTS BROADCASTING
Entry Level: 10
Length: Semester
Prerequisite: Instructor approval required, Digital Media 1 recommended
TV and Sports Broadcasting is an independent study course that supports Sandy High School athletic programs and Pioneer Digital Media broadcasting. Students explore their choice of TV news production, on-air commentary and play calling, live sports TV and radio production, sports journalism, and more. Students should expect to occasionally spend time outside of the school day completing broadcast projects.

INDEPENDENT STUDY MEDIA PROJECTS
Entry Level: 11
Length: Semester
Prerequisite: Instructor approval required
In this independent study project-based course, students will continue developing their digital media skills in a variety of self-directed media projects.
Calling all builders, scientists, and mathematicians!
Engineering contains a large number of job opportunities and specialties.

Some of the career opportunities and estimated annual salaries*:
Architect: $71,300
Mechanical Engineer: $87,000
Industrial Engineer: $103,000
Mechanical Drafter: $60,800
Electrical Engineer: $85,000
Robotics Engineer: $91,850
Environmental Engineering Technician: $63,200
Civil Engineering Technician: $63,000
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Engineering classes:

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Robotics</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Manufacturing Engineering</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>CC Intro to Engineering Design</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>Algebra 1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CC Principles of Engineering</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Geometry</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Architecture/Civil Engineering</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Geometry</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Robotics Engineering</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Principles of Engineering or Python or teacher approval</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Engineering Design</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Intro to Engineering</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Digital Electronics</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Principles of Engineering</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

INTRODUCTION TO ROBOTICS
Entry level: 9
Length: Semester
The objective of this course is to introduce students to basic engineering principles, documentation, teamwork, data collection and analysis, basic programming, and problem solving strategies through the use of the VEX IQ robotics platform.
MANUFACTURING ENGINEERING
Entry Level: 9 only
Length: Semester
This is an exciting introductory course offered to freshmen to introduce them to the world of engineering and manufacturing. Students will integrate CAD (computer-aided drafting) and manufacturing skills by alternating class time from both areas. Students will learn to read technical drawings, create 3D models from them, and produce their own technical drawings. When students have completed their drawings, they will use them as they produce parts and products in the manufacturing lab. Manufacturing skills include the following: shop safety, hand tool use, vertical milling machine, drill press, CNC operation, sheet metal fabrication, and forging. This class will expose students to basic skills from both disciplines and be invaluable to high tech/high wage careers.

CC INTRO TO ENGINEERING DESIGN (PLTW)
Entry Level: 9
Length: Year
Prerequisite: Algebra 1
This course focuses on the engineering design process and engineering documentation. Students will learn how to describe objects using sketches, mathematics, and 3D computer models. Students will become proficient at using Microsoft Excel for data analysis and Autodesk Inventor for computer-aided design. College credit is available through MHCC (4 credits) or Oregon Institute of Technology (2 credits) for students who demonstrate proficiency. *This course can be applied to the Honors Diploma.

CC PRINCIPLES OF ENGINEERING™ (PLTW)
Entry Level: 10
Length: Year
Prerequisite: Geometry. Intro to Engineering is recommended but not required.
This course focuses on the engineering manufacturing process. Students will learn basic engineering physics, explore material properties, energy sources, and control systems. Most activities will be done in a group setting and require problem solving, documentation, and class presentation. This class qualifies for elective science credit. College credit is available through Oregon Institute of Technology (2 credits) for students who demonstrate proficiency. *This course can be applied to the Honors Diploma.

ARCHITECTURE AND CIVIL ENGINEERING (PLTW)
Entry Level: 10
Length: Year
Prerequisite: Geometry
This course focuses on the design of residential and commercial sites and structures. Students’ designs will be informed by a study of architectural styles, building materials and conventions, costs, and building codes. For their 3D models and architectural plans, students will use Autodesk Revit, an industry-standard software product. They will also be able to create prototypes using laser-cutting technology. *This course can be applied to the Honors Diploma.
ROBOTICS ENGINEERING
Entry Level: 11
Length: Year
Prerequisite:  Principles of Engineering or Python
This course focuses on using the engineering design process and robotic systems to solve problems. Students will work with VEX robotics components and classroom drone kits. They will learn to interface with control systems using RobotC and Python programming languages. They will also learn to collect and analyze data in order to improve robotic functions. *This course can be applied to the Honors Diploma.

ADVANCED ENGINEERING DESIGN
Entry Level: 10
Length: Year
Prerequisite:  Intro to Engineering Design
This class focuses on the engineering design process and product development. Students will learn to use laser-cutting and 3D printing hardware as they produce and test prototypes of their designs. They will also have an opportunity to prepare for and take the Autodesk Certified User’s exam, an industry recognized certificate. *This course can be applied to the Honors Diploma.

DIGITAL ELECTRONICS (PLTW)
Entry Level: 11
Length: Year
Prerequisite: Principles of Engineering
This course focuses on the theory and design of digital circuits. Students will learn to use National Instrument’s Multisim software, an industry-standard product, as they develop, test, and implement their designs using microcontrollers and Arduino modules in order to control hardware systems. *This course can be applied to the Honors Diploma.
English Language Development (ELD) classes are provided as prescribed by Oregon State Education Standards for students with a Primary Home Language Other Than English. 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. 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 1-2
**Prerequisite:** Level determined by annual ELPA testing
**Entry Level:** 9  
**Length:** Year  
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.

### ELD 3-4
**Prerequisite:** Level determined by annual ELPA testing
**Entry Level:** 9  
**Length:** Year  
Focuses on discussing main ideas and concepts and writing of 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit Available</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 1-2</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>Yes, ELPA testing</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>ELD 3-4</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>Yes, ELPA testing</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
HEALTH SCIENCES PROGRAM
Career & Technical Education (CTE)
Career Pathways

Do you like helping people? Would you like to improve the health of others?
Health Sciences encompasses a broad range of occupations and specializations.

Some of the career opportunities and estimated annual salaries:
- Medical Assistant: $38,300
- Registered Nurse: $93,000
- Paramedic: $43,200
- Certified Nursing Assistant: $32,600
- Athletic Trainer: $45,600
- Dental Hygienist: $77,600
- Behavioral Healthcare Specialist: $28,000

*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Health Sciences classes:

<table>
<thead>
<tr>
<th>CTE - Health Sciences</th>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Survey of Health Sciences 1</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>None</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Survey of Health Sciences 2</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>Survey of Health Sciences 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Health Careers Exploration</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Concurrent enrollment in Health 1</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Medical Terminology</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Health Careers Exploration</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Basic Training for Nursing Assisting 1</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>Health Careers Exploration and Medical Terminology</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Basic Training for Nursing Assisting 2</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>Basic Training for Nursing Assisting 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>CC Anatomy &amp; Physiology</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Biology and Health 1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

SURVEY OF HEALTH SCIENCES 1
Entry Level: 9
Length: Semester
This course will provide students with a classroom learning environment to prepare for further educational opportunities and career that is satisfying and rewarding while assisting others in all stages of wellness and disease. “Survey” will open the door for students to experience topics such as Health Care systems, Qualities of a Healthcare worker, Legal Responsibilities, Infection Control, Basic Medical
Vocabulary and Basic Anatomy and Physiology. The content provided is designed to help students self-assess their interest in a career in Healthcare.

This course teaches and demonstrates the importance of workplace skills. It is encouraged that students practice and demonstrate their understanding through timely attendance and work ethic.

SURVEY OF HEALTH SCIENCES 2
Entry Level: 9
Length: Semester
Prerequisite: Health Sciences 1
This ongoing course will provide students additional learning experiences and exploration of Health Care systems, Qualities of a Healthcare worker, Legal Responsibilities, Infection Control, Basic Medical Vocabulary and Basic Anatomy and Physiology. The content provided is designed to help students self-assess their interest in a career in Healthcare.

This course teaches and demonstrates the importance of workplace skills. It is encouraged that students practice and demonstrate their understanding through timely attendance and work ethic.

CC HEALTH CAREERS EXPLORATION
Entry Level: 10
Length: Semester
Prerequisite: Concurrent enrollment in Health 1
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. This course explores career opportunities in the health professions. The focus will be on educational and licensing requirements, professional and ethical responsibilities, physical requirements, workplace environments and career pathways of each profession. Punctual and consistent attendance is required as a workplace skill and may affect grades and recommendation. *This course is aligned with MHCC and may be taken for college credit. *This course can be applied to the Honors Diploma.

CC MEDICAL TERMINOLOGY
Entry Level: 10
Length: Semester
Prerequisite: Health Careers Exploration
This course is for the student majoring in or interested in a health-related field. Medical language, to include medical terminology, medical abbreviations and medical procedures, is covered. This course prepares the student to read, understand and utilize medical language in clinical settings. Punctual and consistent attendance is required as a workplace skill and may affect grades and recommendation. *This course is aligned with MHCC and may be taken for college credit. *This course can be applied to the Honors Diploma.

BASIC TRAINING: NURSING ASSISTANT 1
Entry Level: 11
Length: Semester
Prerequisite: Health Careers Exploration and Medical Terminology
This course will explore healthcare systems, professionalism, communication and job-seeking skills. Students will focus on hands-on experience that will elevate their background knowledge and ability to perform when attending college courses for certification. Strong work ethic and punctual/consistent
attendance are critical components to a successful learning experience and recommendation for future programs.

**BASIC TRAINING: NURSING ASSISTANT 2**
Entry Level: 11
Length: Semester
Prerequisite: Basic training: Nursing Assistant 1
This course will continue to explore skills necessary to obtain a nursing assistant certification. This course is also the culminating activity of the Health Sciences Program at Sandy High. Students attending this course will take the program completers exam at the end of the semester.

**CC ANATOMY AND PHYSIOLOGY**
Entry Level: 11
Length: Year
Prerequisite: Biology and Health 1
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. Punctual and consistent attendance is required. *This course can be applied to the Honors Diploma.*
<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced English 9</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>English 10</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced English 10</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>English 9</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>English 11</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced English 11</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>English 10</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>English Workshop</td>
<td>1.0</td>
<td>12</td>
<td>Year</td>
<td>By Placement Only</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td>0.5/1.0</td>
<td>11</td>
<td>Semester/Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>0.5/1.0</td>
<td>11</td>
<td>Semester/Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CC English</td>
<td>1.0</td>
<td>12</td>
<td>Year</td>
<td>English 11</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>1.0</td>
<td>12</td>
<td>Year</td>
<td>English 11</td>
<td>With passing score on AP Exam</td>
<td>AP exam fee</td>
</tr>
<tr>
<td>Speech 1</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Speech 2</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>Speech 1 Recommended</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Beginning Journalism</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Newspaper Production</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Journalism</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Yearbook</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Journalism</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>English 10</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**ENGLISH 9**

**Entry Level: 9**

**Length: Year**

Students will read 9th grade literature, nonfiction, plays, and poetry, which may include such works as To Kill a Mockingbird, Romeo & Juliet, news articles and editorials. From your reading, you will gather evidence from texts and incorporate it in written and oral responses, possibly including a dramatic presentation. You will encounter varied and complex writing in this course as you write in a variety of modes including argumentative, analytical and narrative.
ADVANCED ENGLISH 9
Entry Level: 9
Length: Year
Prerequisite: None
Advanced English 9 is designed to take the core of the English 9 curriculum further and deeper. While you will complete all of the course work required in the English 9 course, you will also complete supplemental assignments, projects, and cross analyses that go beyond English 9 expectations. Advanced students will be challenged to go beyond proficiency in the skills expected of 9th grade students and into levels designated as mastery.

ENGLISH 10
Entry Level: 10
Length: Year
Prerequisite: English 9
In this course, you will explore the thematic concept of culture. Texts may include Chinua Achebe’s *Things Fall Apart*, Sophocles’ *Antigone*, and short stories, poems, essays, and speeches by various authors. You will be challenged to use evidence from these texts in both your written and oral responses. For example, you will study the extent to which one’s culture influences one’s world view, and incorporate textual evidence in a written argument. Research plays a role as you investigate the Ibo culture represented in *Things Fall Apart* and present your findings during structured discussions and collaborative activities. Film texts play a role when you analyze the degree of objectivity and subjectivity present in documentary films. You will conduct in depth research of a current issue to produce and publish a collaborative argumentative research paper and short film.

ADVANCED ENGLISH 10
Entry Level: 10
Length: Year
Prerequisite: English 9
The course will parallel the English 10 curriculum, but will delve deeper into some material, may move at a faster pace, and will require independent reading, including summer reading.

ENGLISH 11
Entry Level: 11
Length: Year
Prerequisite: English 10
This course will focus on four topics: The American Dream, the Power of Persuasion, American Forums: Marketplace of Ideas, AnAmerican Journey. You will read various works such as poems, short stories, speeches, articles, and novels by major American authors. Key literary offerings may include Zora Neale Hurston's novel *Their Eyes Were Watching God*, Arthur Miller's drama *The Crucible*, and Jon Krakauer's novel *Into the Wild*. Special attention will be given to preparing students to take the statewide reading and writing assessments in the spring and completing in-class work samples.

ADVANCED ENGLISH 11
Entry Level: 11
Length: Year
Prerequisite: English 10
The course will parallel the English 11 curriculum, but will delve deeper into some material, may move at a faster pace, and will require independent reading, including summer reading.*This course can be applied to the Honors Diploma.

CONTEMPORARY LITERATURE
Entry Level: 11
Length: Semester or Year
Prerequisite: English 10
This course is designed to expand students’ knowledge of literature through the exploration of works from approximately 1960-present. These works of fiction and nonfiction represent a variety of literary voices, perspectives, and genres, including speculative fiction, memoir, historical fiction, and mystery.

Students will examine the cultural influences affecting contemporary writers and engage in lively discussions of their reading to explore social, political, and economic connections. The texts will provide a foundation to help students demonstrate depth of understanding through a variety of activities, writing assignments, projects, presentations, and quizzes. Works may include Feed, Buddha in the Attic, The Kite Runner, Carrie and The Glass Castle. Students are expected to read approximately 15-20 pages daily to prepare for class activities and discussions.

CREATIVE WRITING
Entry Level: 11
Length: Semester or Year
Prerequisite: English 10
This is a focused junior or senior elective English course designed to enhance student’s writing skills in multiple genres of short fiction and nonfiction. This class focuses both on the writing process as well as finished writing projects. Particular emphasis will be placed on developing complex sentence structure, symbolism, and themes in story writing.

Students can look forward to completing some of the following projects throughout the year: Elements of Fiction, Basics of Writing, Archetype Unit, Celebrity Letter, Autobiography, Last Will and Testament, Life Goals, Obituary and Epitaph, Film Reviews, Personal narrative, Songwriting, Science Fiction Story, Memory Books, Phobia Stories, Drama/Playwriting Unit, Fairy Tales and Fables, Western Story Unit, Mystery Story Unit, Poetry Unit, Urban Legends, Newsletter, Historical Fiction Story and Screenwriting.

CC ENGLISH
Entry Level: 12
Length: Year
Prerequisite: English 11
This is a full-year, elective course for English credit. Students can take Writing 121 and Writing 122 at Sandy High and receive both high school and college credit. Credit is offered through Mt. Hood Community College but can transfer to most colleges in the state of Oregon and beyond. Students must maintain a semester grade of at least a “C” in order to earn Mt. Hood Credit. Successful completion will result in a student being awarded 8 credit hours of transferable college credit. Focus will be placed on writing essays and research papers. During the second semester, students will write a 10-page research essay and give a substantial presentation. Essays included in this course will include the following types: Exemplification, Cause and Effect, Compare Contrast, Research, and Argument.*This course can be applied to the Honors Diploma.
ADVANCED PLACEMENT ENGLISH: Literature & Composition
Entry Level: 12
Length: Year
Prerequisite: English 11
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. Prior summer reading will be required. *This course can be applied to the Honors Diploma.

SPEECH I
Entry Level: 9
Length: Semester
This course counts as an 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. Specific areas of study include: oral interpretation, nonverbal communication, group news project presentations, process/demonstration speeches, special occasion speaking, and limited paragraph speech.

SPEECH II
Entry Level: 9
Length: Semester
Prerequisite: Speech I recommended
This course counts as an elective English credit. The student will work to refine delivery skills (learned in Speech 1) and will incorporate them in various speaking situations. Specific areas of study include: argument-persuasive speaking, expository-informative speaking, limited preparation speaking, sales pitch speeches, and planning a presentation to teach a specific idea.

BEGINNING JOURNALISM
Entry Level: 9
Length: Semester
Beginning Journalism counts for elective English credit. Journalistic skills from news gathering and writing to editing and revising for publication will be emphasized along with an overview of journalistic law and ethics. Layout and production of publications will also be covered as students will learn how to use available software and technology. Students who want to participate in Newspaper and Yearbook classes should take this course as a prerequisite.

NEWSPAPER PRODUCTION
Entry Level: 10
Length: Year
Prerequisite: Journalism
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, The Pioneer Press. Students must adhere to staff Code of Conduct in order to
**YEARBOOK**

**Entry Level: 10**

**Length: Year**

Yearbook staff members will learn the basics of writing journalistic, feature-style yearbook stories, photography and layout, using the latest technology. Staff members will also participate in marketing, ad sales and distribution of the yearbook. Students earn English elective credits. Students interested in taking yearbook should have a good attendance record and be mindful of deadlines. Students who miss a first semester layout or advertising deadline will not be allowed to continue second semester. Students may not enter this class at the semester.

**SHAKESPEARE**

**Entry Level: 11**

**Length: Semester**

**Prerequisite: English 10**

This is a Literature Course that will focus on the Literary Works of William Shakespeare. Shakespeare’s works deal with familiar and abiding concerns. Shakespeare’s characters, stories and themes have been, and still are, a source of meaning and significance for every generation. Students will work on vocabulary development in preparation for the SAT as well as reading enrichment. Students will write essays, which include research development, exposition, description, narration, persuasion and creative writing. Students will also learn the value of peer editing using the writing traits in order to revise written work. Students might “act out” parts at their desks but will not have to perform the plays. Some creative assignments include:

- Making Character Masks
- Making Playbills or Posters
- Acting out Scenes (voluntary)

Texts: Various Shakespeare Plays and Poems. No Fear Shakespeare. *This course can be applied to the Honors Diploma.

**ENGLISH WORKSHOP**

**Entry Level: 12**

**Length: Year**

**Prerequisite: None**

This class is designed for students who have not yet met the Oregon Essential Skills requirements in reading and/or writing. The course will focus on a variety of writing and reading strategies to help students refine skills. Students will practice moving through the steps of the writing process to produce writing that is clear, focused, developed, and organized. They will continue to improve their ability to create unified and coherent paragraphs using summary, paraphrase, and quoting. Additionally, they will develop the ability to integrate and connect an author’s ideas with their own.

Students will develop and refine their critical reading skills using a variety of strategies with both literary and informational texts. They will develop an interpretation of both literary and informational texts and analyze the author’s purpose and craft. Students will develop documentation skills by objectively summarizing texts, weaving relevant quotes from source material into writing and practicing crediting source material using MLA style. They will work on maintaining academic honesty by acknowledging all sources in written work. Multiple reading and writing work sample opportunities will be offered throughout the course.
MANUFACTURING TECH PROGRAM
Career & Technical Education (CTE)
Career Pathways

Do you like working with your hands AND do you have aptitude for technology?
A job in Manufacturing Technology might be for you.

Some of the career opportunities and estimated annual salaries*:
CNC Machinist: $54,500
Fabricator: $44,000
Lathe Setter: $59,000
Certified Welder: $45,000
Tool and Die Maker: $60,100
Underwater Welder: $85,400
Manufacturing Engineer: $74,800
*based on 2017 estimates from the Bureau of Labor and Statistics

Check out these Manufacturing Tech classes:

<table>
<thead>
<tr>
<th>CTE - Manufacturing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Manufacturing Engineering</td>
</tr>
<tr>
<td>Manufacturing Tech 1</td>
</tr>
<tr>
<td>Manufacturing Tech 2</td>
</tr>
<tr>
<td>Manufacturing Tech 3</td>
</tr>
<tr>
<td>CC Manufacturing Tech 4</td>
</tr>
<tr>
<td>Computer Integrated Manufacturing</td>
</tr>
</tbody>
</table>

MANUFACTURING ENGINEERING
Entry Level: 9 only
Length: Semester
This is an exciting introductory course offered to freshmen to introduce them to the world of engineering and manufacturing. Students will integrate CAD (computer aided drafting) and manufacturing skills by alternating class time from both areas. Students will learn measurement, the design process, detailed plans (including orthographic projections, dimensioning standards, auxiliary and section views). When students have completed detailed plans, they will produce parts and products in the manufacturing lab. Manufacturing skills include the following: shop safety, hand tool use, vertical milling machine, drill press, cnc operation, sheet metal fabrication, and forging. This class will expose students to basic skills from both disciplines and be invaluable to high tech/high wage careers.
MANUFACTURING TECHNOLOGY 1
Entry Level: 10
Length: Semester
Manufacturing Tech 1 is the entry-level and prerequisite class in the Manufacturing course of study. Students will complete projects, welds, and participate in classroom learning that will open the world of manufacturing.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Shop safety</td>
<td>● Safety testing</td>
</tr>
<tr>
<td>● Print reading and drawing</td>
<td>● Safety tests - performance</td>
</tr>
<tr>
<td>● Measurement</td>
<td>● Hands on shop projects</td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Lecture</td>
</tr>
<tr>
<td>● Layout</td>
<td>● Reports</td>
</tr>
<tr>
<td>● Sheet metal projects</td>
<td>● Tests-maximum 5</td>
</tr>
<tr>
<td>● Shielded metal arc welding</td>
<td>● Quizzes</td>
</tr>
<tr>
<td>● Oxy-fuel welding</td>
<td></td>
</tr>
<tr>
<td>● Flux core welding</td>
<td></td>
</tr>
<tr>
<td>● Bench work</td>
<td></td>
</tr>
</tbody>
</table>

MANUFACTURING TECHNOLOGY 2
Entry Level: 10
Length: Semester
Prerequisite: Manufacturing Technology 1 or teacher approval
Manufacturing Tech 2 builds on previous knowledge and skills. Projects and theory will increase a student’s understanding of manufacturing equipment and processes.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Shop safety</td>
<td>● Safety testing</td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Safety tests - performance</td>
</tr>
<tr>
<td>● Gas metal arc welding</td>
<td>● Hands-on shop projects</td>
</tr>
<tr>
<td>● Flux core arc welding</td>
<td>● Lecture</td>
</tr>
<tr>
<td>● Welding prints and drawings</td>
<td>● Reports</td>
</tr>
<tr>
<td>● Lathe</td>
<td>● Research paper</td>
</tr>
<tr>
<td>● Milling machine</td>
<td>● Tests-maximum 5</td>
</tr>
<tr>
<td>● Precision measurement</td>
<td>● Quizzes</td>
</tr>
</tbody>
</table>
MANUFACTURING TECHNOLOGY 3
Entry Level: 11
Length: Year
Prerequisite: Manufacturing Technology 2 or teacher approval
Manufacturing Tech 3 will focus on the integration of computer technology in manufacturing industries. CNC (computer numerical control) processes and principles will be covered.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop safety</td>
<td>Safety testing</td>
</tr>
<tr>
<td>3D solid modeling</td>
<td>Safety tests - performance</td>
</tr>
<tr>
<td>CAM software</td>
<td>Hands-on shop projects</td>
</tr>
<tr>
<td>Machine code (G&amp;M)</td>
<td>Lecture</td>
</tr>
<tr>
<td>CNC milling machine</td>
<td>Reports</td>
</tr>
<tr>
<td>Machining cells</td>
<td>Research paper</td>
</tr>
<tr>
<td>Robotic mfg processes</td>
<td>Tests- maximum 5</td>
</tr>
<tr>
<td>Workplace skills</td>
<td>Quizzes</td>
</tr>
</tbody>
</table>

CC MANUFACTURING TECHNOLOGY 4
Entry Level: 12
Length: Year
Prerequisite: Manufacturing Technology 3 or teacher approval
Manufacturing Tech 4 is designed for students who have completed all prior manufacturing courses. College credit to Clackamas Community College will be awarded to those who complete MFG4 with a B or higher. Clackamas CC requires fees for college credit not associated with Sandy High School fees. Students enrolled in MFG4 are not required to apply or attend Clack CC. *This course can be applied to the Honors Diploma.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop safety</td>
<td>Safety testing and performance</td>
</tr>
<tr>
<td>Gas tungsten arc welding</td>
<td>Hands-on shop projects</td>
</tr>
<tr>
<td>Fabrication principles</td>
<td>Lecture</td>
</tr>
<tr>
<td>CNC processes</td>
<td>Reports</td>
</tr>
<tr>
<td>3D solid modeling</td>
<td>Research paper</td>
</tr>
<tr>
<td>CAD/CAM</td>
<td>Tests- maximum 5</td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
</tr>
</tbody>
</table>

COMPUTER INTEGRATED MANUFACTURING (PLTW)
Entry Level: 11
Length: Year
Prerequisite: Manufacturing Tech 3
This course is built around several key concepts: computer modeling, Computer Numerical 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. *This course can be applied to the Honors Diploma.
MATH DEPARTMENT

- Scientific calculators are required for all students in Algebra, Geometry, Algebra 1.5, and Math for Technical Careers.
- Graphing calculators are required for all students in Advanced Geometry, Algebra 2, Advanced Algebra 2, College Credit Statistics, College Credit Pre-Calculus, and College Credit AP Calculus.
- The SHS Math department recommends the TI-83 plus or TI-84 calculators. 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.

SHS Math Sequence of Classes

The following chart shows several 4-year sequences of math instruction based on post-high school goals. The minimum requirements are listed; however, students may select more rigorous options regardless of their post-high school plans. Students are encouraged to take 4 years of math in preparation for post-high school education, though only 3 years are required for a high-school diploma. In choosing math courses, students should consider whether they are pursuing careers in Science, Technology, Engineering, and Mathematics (STEM) versus non-STEM programs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>1.0</td>
<td>Elective</td>
<td>9</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Algebra Support</td>
<td>1.0</td>
<td>Elective</td>
<td>9</td>
<td>Placement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Algebra 1.5</td>
<td>1.0</td>
<td></td>
<td>10</td>
<td>Algebra 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Math for Technical Careers</td>
<td>1.0</td>
<td></td>
<td>11</td>
<td>Algebra 1.5</td>
<td>TBA</td>
<td>No</td>
</tr>
<tr>
<td>Geometry</td>
<td>1.0</td>
<td></td>
<td>9</td>
<td>Algebra</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Geometry Support</td>
<td>1.0</td>
<td>Elective</td>
<td>9</td>
<td>Placement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Geometry</td>
<td>1.0</td>
<td></td>
<td>9</td>
<td>Algebra 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>1.0</td>
<td></td>
<td>10</td>
<td>Geometry</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CC Adv. Algebra 2</td>
<td>1.0</td>
<td></td>
<td>10</td>
<td>Geometry</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC Statistics</td>
<td>1.0</td>
<td></td>
<td>11</td>
<td>Algebra 2</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC Pre-Calculus</td>
<td>1.0</td>
<td></td>
<td>11</td>
<td>Algebra 2 or teacher recommendation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AP Calculus (CC)</td>
<td>1.0</td>
<td></td>
<td>12</td>
<td>Pre-Calculus or teacher recommendation</td>
<td>Yes</td>
<td>AP exam fee</td>
</tr>
<tr>
<td>Math Skills</td>
<td>1.0</td>
<td>Elective</td>
<td>10</td>
<td>Placement or self selection</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Oregon University System, ROTC, Private Colleges &amp; Universities, STEM</td>
<td>Private Colleges &amp; Universities, Military Academies, STEM</td>
<td>Community College Associate's Degree, STEM</td>
<td>Technical/Trade School, Certification Program, Military or Workforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>Geometry</td>
<td>Adv. Algebra 2</td>
<td>Geometry</td>
<td>Algebra 1.5 or Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Algebra 2</td>
<td>College Credit Pre-Calculus</td>
<td>Algebra 2</td>
<td>Geometry, Math for Technical Careers or Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>College Credit Statistics or College Credit Pre-Calculus</td>
<td>College Credit AP Calculus</td>
<td>Option to take Adv. Algebra 2 (in lieu of taking college placement test) or College Credit Statistics</td>
<td>Option to take Math for Technical Careers or Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Options</td>
<td>University of Oregon, Oregon State, Western, Southern, and Eastern Oregon. Private colleges such as Willamette, Lewis &amp; Clark</td>
<td>Select private universities such as Stanford and Harvard</td>
<td>Mount Hood CC Clackamas CC Portland CC</td>
<td>Mount Hood CC, Clackamas CC, Portland CC, Technical and Trade Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Diagram Key:**
- **Algebra 1**: mandatory course for all students.
- **Algebra 1.5**: advanced track for students seeking more challenging coursework.
- **Geometry**: mandatory course for all students.
- **Math for Technical Careers**: elective course for students interested in technical careers.
- **Advanced Geometry**: advanced track for students seeking more challenging coursework.
- **Algebra 2**: mandatory course for all students.
- **College Credit Pre-Calculus**: advanced track for students seeking more challenging coursework.
- **College Credit Statistics**: advanced track for students seeking more challenging coursework.
- **College Credit AP Calculus**: advanced track for students seeking more challenging coursework.

* = A Support Class is offered to be paired with this course, making it 2 periods long to accommodate students who need more time or more help.
- = Traditional graduation track.
= = Advanced track.
ALGEBRA
Entry Level: 9
Length: Year
This is a comprehensive 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.

ALGEBRA SUPPORT
Entry Level: 9
Length: Year
Prerequisite: Placement
This course is designed for students who need extended time and assistance to be successful in their Algebra class. Students will practice skills and receive additional instruction daily. Attendance, effort and consistent work ethic are a major portion of the grade. This is an elective class and does not earn math credit.

ALGEBRA 1.5
Entry Level: 10
Length: Year
Prerequisite: Algebra
This course is designed as an intermediate step between Algebra I and Geometry. Upon successful completion of the course the students will be ready to move on to Geometry. This course will reinforce Algebra I and introduce Geometry, Statistics and Probability. A scientific calculator is required. This course is not approved by NCAA.

GEOMETRY
Entry Level: 9
Length: Year
Prerequisite: Algebra
Geometry is the study of visual patterns. Included among the topics in geometry are logic, polygons, congruency, similarity, proofs, polyhedrons, area, and volume. Topics in statistics and probability are included. The student will be expected to use the knowledge gained in Algebra to solve geometric problems. A scientific calculator is required.

GEOMETRY SUPPORT
Entry Level: 10
Length: Year
Prerequisite: Placement
This course is designed for students who need extended time and assistance to be successful in their Geometry class. Students will practice skills and receive additional instruction daily. Attendance, effort and consistent work ethic are a major portion of the grade. This is an elective class and does not earn a student math credit.
ADVANCED GEOMETRY
Entry Level: 9
Length: Year
Prerequisite: Algebra 1
This advanced 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. Topics in statistics and probability are included. Students are expected to explore the finer details of the mathematical concepts being taught and apply their knowledge to solve advanced problems. A graphing calculator (TI-83/84) is required.

MATH FOR TECHNICAL CAREERS
Entry Level: 11
Length: Year
Prerequisite: Algebra 1.5 or Geometry
Focus on fundamental principles of algebra, geometry, probability and statistics as they apply to manufacturing, construction, engineering, business, etc. Students will work with projects that emphasize the application of learned topics. A scientific calculator is required. This course is not approved by NCAA.

ALGEBRA 2
Entry Level: 10
Length: Year
Prerequisite: Geometry
This course follows geometry in the math sequence. It is a second-year algebra course that integrates geometry with CCSS, advanced algebra concepts. Topics include systems of linear equations and inequalities, quadratic functions, polynomials, exponential and logarithmic functions, rational functions, and conic sections. A graphing calculator (TI-83/84) is required.

ADVANCED ALGEBRA 2
Entry Level: 10
Length: Year
Prerequisite: Geometry
This advanced course continues the rigor and pace set in the previous class of Advanced Geometry. It is a second-year algebra course that integrates geometry with CCSS, advanced algebra concepts. Topics include systems of linear equations and inequalities, quadratic functions, polynomials, exponential and logarithmic functions, rational functions, and conic sections. A significant portion of the course will focus on trigonometric functions and their applications. Advanced problems and extended applications are to be expected. Algebra II students may join Advanced Algebra II. Students may bypass the community college entrance exam by earning at least a C. Students may sign up for non-transferable college credits with Mt. Hood Community College (MTH 095). A graphing calculator (TI-83/84) is required.*This course can be applied to the Honors Diploma.
CC STATISTICS
Entry Level: 11
Length: Year
Prerequisite: Algebra 2
This technology-based class provides students with the opportunity to earn 8 transferable math credits for MTH 243 and MTH 244 through Mt. Hood Community College. More than just numbers, this class focuses on critical thinking about the information that surrounds us. First semester topics of study include collecting and describing data, measures of center, sampling distributions, confidence intervals, and hypothesis testing. Second semester topics delve deeper into inferential statistics, using technology to gather and analyze data. We will finish off the school year reviewing Algebra 2 concepts and doing a light introduction to Pre-Calculus to make the transition easier for students who wish to take the course the following year, whether that’s here at SHS or at a community college/university. Each semester, students will complete projects to put their learning into action. This course is taught at a college-level, and students are expected to work accordingly. Different from any prior math class, students are expected to spend the majority of their time not crunching numbers, but analyzing and interpreting their significance. A graphing calculator (TI-83/84) is required. Regular access to the internet (by computer or cellphone) outside of school will be necessary to use online statistical software. Students may access the internet at the public library if necessary. *This course can be applied to the Honors Diploma.

CC PRE-CALCULUS
Entry Level: 11
Length: Year
Prerequisite: Algebra 2
This is a preparatory course for College Credit AP 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. Pre-Calculus is a comprehensive, advanced-level course that may be taken for 10 transferable college credits with Mt. Hood Community College. A graphing calculator (TI-83/84) is required. *This course can be applied to the Honors Diploma.

CC AP CALCULUS
Entry Level: 12
Length: Year
Prerequisite: Pre-Calculus
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. AP Calculus is a comprehensive, advanced-level course that may be taken for 10 transferable college credits with Mt. Hood Community College. A graphing calculator (TI-83/84) is required. *This course can be applied to the Honors Diploma.
MATH SKILLS
Entry Level: 10
Length: Year
Prerequisite: Placement or self selection
Algebra 1, Algebra 1.5, Geometry, Math for Technical Careers, Algebra 2 (and other courses as space allows) support class supplemented by Delta Math, Khan Academy, and Aleks (online Math software). Students review basic concepts, ask questions on homework, complete work samples or projects, and prepare for state assessment. This is an elective class and does not earn a math credit.
PE/HEALTH DEPARTMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.E. 1</td>
<td>1</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Team Sports</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Strength and Conditioning</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Adv. Strength and Conditioning</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Strength and Conditioning</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Lifetime Fitness</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Basketball</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Coaching and Officiating</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>Any PE Class</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Health 1</td>
<td>0.5</td>
<td>10</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Health 2</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>Health 1</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**PE 1**
**Entry Level: 9-11**
**Length: Year**
**Prerequisite: None**
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**
**Entry Level: 10**
**Length: Semester**
**Prerequisite: PE 1**
This class will focus on sports that involve team play. Examples include: football, soccer, softball, ultimate frisbee, basketball, volleyball, spikeball, speedball, garbage ball, and more. This class is recommended for students looking to improve the team aspects of these sports. The class will teach proper technique, rules, and strategies for both individual skills and team play while putting a large focus on social interaction within team play. Students will also have input on other activities of interest.
STRENGTH AND CONDITIONING
Entry Level: 10
Length: Semester
Prerequisite: PE 1
This course will focus on developing functional strength, endurance, range of motion, balance and cardio-respiratory endurance. Students will learn important safety practices for training while participating in a wide variety of exercises using free-weights, medicine balls, dumbbells and machines. Student’s fitness levels will be assessed and fitness goals will be established.

ADVANCED STRENGTH AND CONDITIONING
Entry Level: 10
Length: Semester
Prerequisite: Strength and Conditioning
Are you an athlete wanting to train in season or out of season? This semester course meets every day and is designed to improve students’ athletic performance. The curriculum is designed to meet the needs of Sandy High athletes. Methods used to improve athletic performance include weight training, plyometric training, and speed and agility training. This class is open to both male and female students who participate in athletics at Sandy High School (or by teacher’s or coach’s approval). Students will develop personalized exercise programs that will help them reach their goals.

LIFETIME FITNESS
Entry Level: 10
Length: Semester
Prerequisite: PE 1
This is a total body fitness course incorporating aerobics, fitness dance, step aerobics, circuit training, 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
Entry Level: 10
Length: Semester
Prerequisite: PE 1
This course will include skill-related drills, games, and tournaments. Students will learn basic fundamentals, history, rules, and strategies of basketball. This class is open to anyone who enjoys basketball and who wants to develop their playing ability. In this competitive class setting, students are evaluated on effort, attitude toward learning, improvement, and written tests on rules, history, and strategy.

RECREATIONAL SPORTS
Entry Level: 10
Length: Semester
Prerequisite: PE 1
Recreational sports will expose students to sports and activities that people may choose to participate throughout their lifetime. A variety of activities will be offered, including team sports, individual activities, and life-long leisure activities. Students will be taught basic skills and knowledge to experience success in a variety of skill areas. Along with addressing sports, teamwork, sportsmanship, roles involved with a team, and how sports and games relate to your overall fitness will be explored.
COACHING AND OFFICIATING
Entry Level: 11
Length: Semester
Prerequisite: Any PE Class
Class is designed for students to learn the rules of various sports and the techniques involved in refereeing them. Students will have the opportunity to become certified as a referee in the following sports:
- Semester 1 - Volleyball, Football, Soccer, Basketball
- Semester 2 - Basketball, Softball, Baseball, Soccer
Students will also choose a sport that they are interested in coaching and will develop practice plans and coaching philosophies that will help them when they become coaches. Students will referee and coach other students throughout the semester. Students will become ASEP Certified through this class.

HEALTH 1
Entry Level: 10
Length: Semester
Format: Online
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. The class 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
Entry Level: 11
Length: Semester
Prerequisite: Health 1
A continuation of wellness and critical thinking. An emphasis on healthy lifestyle behaviors and contemporary health issues will relate to their lives as they plan for a future career and family.
PERSONALIZED LEARNING/CAREER RELATED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory 9</td>
<td>0.25 credit</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advisory 10</td>
<td>0.25 credit</td>
<td>10</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advisory 11</td>
<td>0.25 credit</td>
<td>11</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advisory 12</td>
<td>0.25 credit</td>
<td>12</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Extended Application</td>
<td>Graduation requirement</td>
<td>11</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Career-Related Learning Standards are met when students complete a series of activities throughout four years of high school. These graduation-required standards are embedded in Advisory, Personal Finance, and through the Extended Application. The six standards are:

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

**ADVISORY 9**

**Entry Level: 9**

**Length: Year**

The purpose of Advisory class is to support all students in their academic, social, and personal development. Throughout the school year, students will develop and practice skills and habits essential for academic and personal success and will participate in various activities and service projects intended to foster positive relationships, as well as a sense of connectedness to school and the greater community. Freshman Advisory focuses on creating a supportive learning community and building skills for a successful transition to high school.

**ADVISORY 10**

**Entry Level: 10**

**Length: Year**

The purpose of Advisory class is to support all students in their academic, social, and personal development. Throughout the school year, students will develop and practice skills and habits essential for academic and personal success and will participate in various activities and service projects intended to foster positive relationships, as well as a sense of connectedness to school and the greater community. Sophomore Advisory focuses on developing self-awareness and self-management to support personal and academic growth. Students will identify strengths and interests and explore careers and post-secondary education.
ADVISORY 11
Entry Level: 11
Length: Year
The purpose of Advisory class is to support all students in their academic, social, and personal development. Throughout the school year, students will develop and practice skills and habits essential for academic and personal success and will participate in various activities and service projects intended to foster positive relationships, as well as a sense of connectedness to school and the greater community. Junior Advisory focuses on building positive, healthy relationships, resolving conflict, and making responsible decisions that impact their lives in positive ways.

ADVISORY 12
Entry Level: 12
Length: Year
The purpose of Advisory class is to support all students in their academic, social, and personal development. Throughout the school year, students will develop and practice skills and habits essential for academic and personal success and will participate in various activities and service projects intended to foster positive relationships, as well as a sense of connectedness to school and the greater community. Senior Advisory focuses on preparing students for the workplace and post-secondary education such as college and certificate or apprenticeship programs.

PERSONAL FINANCE
Entry Level: 11
Length: Semester
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. Mock Job Interviews and a Job Shadow are components of this curriculum. They are also career related learning experiences which are required to meet Oregon State graduation requirements.

EXTENDED APPLICATION
Entry Level: 11
Length: Semester
Within the Extended Application project, students will complete graduation required experiences associated with the Career-Related Learning Standards. These include:
- Mock Job Interview with resume and post-interview review
- Job Shadow Project, including career exploration using the Career Information System (CIS), job shadow experience, evaluation, thank-you letter, and reflective essay.
## SCIENCE DEPARTMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit Available</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 1</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Physics 1</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Biology</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Physics 1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Biology</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Zoology</td>
<td>0.5</td>
<td>11</td>
<td>Sem 1</td>
<td>Biology</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Botany</td>
<td>0.5</td>
<td>11</td>
<td>Sem 2</td>
<td>Biology</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Natural Resource Management 1</td>
<td>0.5</td>
<td>9</td>
<td>Sem 1</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Natural Resource Management 2</td>
<td>0.5</td>
<td>9</td>
<td>Sem 2</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Biology</td>
<td>With successful AP score</td>
<td>AP exam fee</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Currently enrolled in Algebra 2</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Chemistry</td>
<td>No</td>
<td>Yes &amp; AP exam fee</td>
</tr>
<tr>
<td>Physics 2</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Algebra 2</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Oceanic Science</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>Biology</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**PHYSICS 1**

**Entry Level:** 9  
**Length:** Year

The learning objectives of Physics 1 include:
- To develop an understanding and appreciation for the core ideas within the field of physics.
- To use essential science and engineering practices.
- To apply the cross cutting themes of science to the science of physics.
- To develop scientific literacy and an understanding of the nature of science.

Students will investigate the principles of physics, which include motion, energy, the interaction of forces, the propagation of waves and light. This course will emphasize making claims based on scientific evidence, student discussion of science and laboratory investigations. This course is required for graduation.
ADVANCED PHYSICS 1
Entry Level: 9
Length: Year
Prerequisite: None
The learning objectives of Physics 1 include:
- To develop an understanding and appreciation for the core ideas within the field of physics.
- To use essential science and engineering practices.
- To apply the cross cutting themes of science to the science of physics.
- To develop scientific literacy and an understanding of the nature of science.
Advanced Physics 1 covers all the same material as outlined in Physics 1, but with a more accelerated pace and a more analytical approach. Students will need a strong background in mathematics in order to be successful in this course.

BIOLOGY
Entry Level: 10
Length: Year
Prerequisite: Physics 1
The learning objectives of Biology include:
- To develop an understanding and appreciation for the science of life and core ideas of the science field.
- To use essential science and engineering practices.
- To apply cross cutting concepts of science to the science of life.
- To develop scientific literacy and an understanding of the nature of science.
Students will investigate the characteristics and interactions of organisms representing the diversity of life on our planet. Major emphasis is placed on biochemistry, DNA and cell regulation, genetics, evolution and ecology. This course will emphasize making claims based on scientific evidence, student discussion of science and laboratory investigations. This course is required for graduation.

ADVANCED BIOLOGY
Entry Level: 10
Length: Year
Prerequisite: Physics I or Advanced Physics I
The learning objectives of Advanced Biology include:
- To develop an understanding and appreciation for the science of life and core ideas of the science field.
- To use essential science and engineering practices.
- To apply cross cutting concepts of science to the science of life.
- To develop scientific literacy and an understanding of the nature of science.
Students will investigate the characteristics and interactions of organisms representing the diversity of life on our planet. Major emphasis is placed on biochemistry, DNA and cell regulation, genetics, evolution and ecology. This course will emphasize making claims based on scientific evidence, student discussion of science and laboratory investigations.

*The learning objectives and topics covered are as described in biology, but this option should be taken by students who are seriously interested in the sciences. Students should be prepared to go more in depth into topics, work at a faster pace, and spend more time working independently.
AP ENVIRONMENTAL SCIENCE
Entry Level: 11
Length: Year
Prerequisite: Physics 1 and Biology
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. The intent is that APES students will also be doing field research and activities, a year-long service learning project, and communicating with professionals and other APES students throughout the year, but these activities may be affected by public health safety precautions.
*This course can be applied to the Honors Diploma.

ZOOLOGY
Entry Level: 11
Length: Semester
Prerequisite: Biology or Advanced Biology
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 will be required for in person learning, but these will be done virtually for distance learning. A field trip to the Oregon Coast Aquarium may be offered in this class. A lab fee is required for this class. *This course can be applied to the Honors Diploma.

BOTANY
Entry Level: 11
Length: Semester
Prerequisite: Biology/Advanced Biology
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 may also participate 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
Entry Level: 10
Length: Year
Prerequisite: Algebra 2 or concurrent with Algebra 2
Chemistry is the study of matter and how it changes. Students will discover how to explain the root of almost any natural phenomena. Since chemistry is the study of the most basic units of the universe, students will understand connections between chemistry and any other science subject, careers in the scientific field, and their daily lives. This course provides students with the necessary background in modern chemistry for further science classes and is a prerequisite advanced placement chemistry. The concept that chemistry is a vital, continually developing science is explored through literature studies, laboratory experiments, inquiry projects, and group work. There will be daily homework and bi-weekly lab reports, on average. Working during class time is required for student success. Lab fees will be charged. *This course can be applied to the Honors Diploma.

PHYSICS 2
Entry Level: 11
Length: Year
Prerequisite: Algebra 2
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. *This course can be applied to the Honors Diploma.

AP CHEMISTRY
Entry Level: 11
Length: Year
Prerequisite: Chemistry
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 student’s 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 charged. *This course can be applied to the Honors Diploma.

NATURAL RESOURCE MANAGEMENT 1 and 2
Entry Level: 9
Length: Semester or Year
In this two-semester course students will learn the importance of balancing economic, recreational, and environmental values of Oregon’s natural resources. First semester curriculum focuses on fisheries and wildlife values, including areas of wildlife ecology and habitats; Oregon’s wildlife; population estimation; endangered, threatened and sensitive species management; wildlife monitoring and assessment techniques, and fisheries biology and management. The second semester will focus on forestry management, including tree biology, identification, and measurement techniques; forest mapping;
watershed management; forest products; forest harvest practices; forest health and wildfire management.
Final project: creating a forest management plan.

OCEANIC SCIENCE
Entry Level: 11
Length: Year
Prerequisite: Biology/Advanced Biology
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, the essential role the ocean plays in the biosphere, human interactions/relationships with the ocean and the nature of the organisms that reside within. This is a lab course with required project-based/collaborative learning, and maintenance of a journal/portfolio that will contain the bulk of daily work and constitute a significant portion of an individual's grade. *This course can be applied to the Honors Diploma.
# MODERN WORLD HISTORY

**Entry Level:** 10  
**Length:** Year

This course is designed to assist students in understanding the history of the 20th 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern World History</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AP World History</td>
<td>1.0</td>
<td>10</td>
<td>Year</td>
<td>Summer course work</td>
<td>With MHCC and/or passing score on AP Exam</td>
<td>AP Exam fee</td>
</tr>
<tr>
<td>U.S. History I 1900-1949</td>
<td>0.5</td>
<td>11</td>
<td>Semester 1</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>U.S. History II 1950-Present</td>
<td>0.5</td>
<td>11</td>
<td>Semester 2</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AP US History</td>
<td>1.0</td>
<td>11</td>
<td>Year</td>
<td>AP World History or Teacher Recommendation</td>
<td>With MHCC and/or passing score on AP Exam</td>
<td>AP Exam fee</td>
</tr>
<tr>
<td>Civics</td>
<td>0.5</td>
<td>12</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CC Economics</td>
<td>0.5</td>
<td>12</td>
<td>Semester</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CC Microeconomics</td>
<td>0.5</td>
<td>12</td>
<td>Semester</td>
<td>Economics</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Intro to Modern Psychology</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Psychology: Mind, Brain &amp; Society</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Law &amp; Justice-Civil Law</td>
<td>0.5</td>
<td>10</td>
<td>Semester 1</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Law &amp; Justice-Criminal Law</td>
<td>0.5</td>
<td>10</td>
<td>Semester 2</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Forensics</td>
<td>1.0</td>
<td>9</td>
<td>Year</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
ADVANCED PLACEMENT WORLD HISTORY
Entry Level: 10
Length: Year
Prerequisite: After forecasting, students must check out *Traditions and Encounters* textbook prior to summer break and pick up summer activities from W 1-7.
This is a college-level course whose goal is to prepare students for the Advanced Placement Exam and college-level studies and AP U.S. History. The pace and content are college-level. The course emphasizes reading and writing; critical thinking; note taking; document analysis; research; and extended application.
AP World History may be taken for 12 MHCC transferable college credits; summer homework is required for dual credit. *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.

U.S. HISTORY I: 1900-1949
Entry Level: 11
Length: Semester 1
Using thematic, topical and chronological methods, students will learn about the comprehensive development of the United States from 1900 to 1949. 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 from the Progressive Era to the beginning of the Cold War.
The class will emphasize discussion, research, writing, simulation, film and documentary analysis, interviews and other activities.

U.S. HISTORY II: 1950-PRESENT
Entry Level: 11
Length: Semester 2
Using thematic, topical and chronological methods, students will learn about the comprehensive development of the modern United States from 1950 to the present. 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 from the beginning of the Cold War to today. The class will emphasize discussion, research, writing, simulation, film and documentary analysis, interviews and other activities.

ADVANCED PLACEMENT UNITED STATES HISTORY
Entry Level: 11
Length: Year
Prerequisite: AP World History or teacher approval
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.*
*APUSH can be taken for 12 MHCC transferable credits. Students can also earn college credit with a passing score on the AP Exam. For further information, please see the College Board’s AP website at http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist.
CIVICS
Entry Level: 12
Length: Semester
Civics is a one-semester course designed to allow students to gain knowledge and understanding about the American Government system, its historical and philosophical foundations, the U.S. Constitution and the Bill of Rights, Oregon state and local government, the electoral process, as well as the roles of the citizen in American democracy. In short, this course aims to provide students with the knowledge, skills and attitudes conducive to effective participation in civic life.

CC ECONOMICS
Entry Level: 12
Length: Semester
The purpose of this course is to understand the political and economic choices 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. Current issues will be discussed as they occur. Content will focus on the basic economic activities of producing, exchanging, consuming, saving and investment for the purpose of preparing a student for the utilization of economics to real-life experience. This course provides specific examination of the role of economics in the field of agriculture/natural resources; mechanics and transportation; business and computer technologies; health and human services; engineering technologies; construction and design; and communication technologies. This course is required for graduation. *Economics can be taken for MHCC credit (Econ 115). *This course can be applied to the Honors Diploma.

CC MICROECONOMICS
Entry Level: 12
Length: Semester
Prerequisite: Economics
This course examines the market system including essentials of demand and supply analysis, perfectly competitive and imperfectly competitive product and labor markets, international trade and obstacles to international trade, and applications of microeconomic theory to public policy and current social issues. *Microeconomics can be taken for MHCC credit (Econ 201).*This course can be applied to the Honors Diploma.

INTRODUCTION TO MODERN PSYCHOLOGY
Entry Level: 11
Length: Semester 1
This course is designed to introduce students to several prevalent theories of psychology today. Subject areas such as personality, motivation, learning, and abnormal psychology will be covered. Intro to Modern Psych is especially helpful for students planning on a four-year course of study in many disciplines following high school.

PSYCHOLOGY—MIND, BRAIN & SOCIETY
Entry Level: 11
Length: Semester 2
This course will focus on developmental psychology. Content includes neurobiological psych and social psych. 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.
LAW & JUSTICE—Civil Law
Entry Level: 10
Length: Semester 1
The purpose of this course is to provide insight into the law and the institutions surrounding the civil law. It is intended to encourage students to critically examine the role that the law and authority plays in our society and to improve their understanding of the fundamental principles and values underlying our constitution, laws, and civil legal system. Students will primarily explore the legal system in both academic and real-life settings. Law & Justice—Civil Law is an active, participatory course that will include discussion, research, writing, simulations, mock trials, field trips, film and documentary analyses, interviews and other activities. The combined academic and real-life focus provides the opportunity for realistic understanding and practical experience necessary for success as a professional in the civil legal system.

LAW & JUSTICE—Criminal Law
Entry Level: 10
Length: Semester 2
The course will explore the American legal system and focus specifically on criminal law. The role of the attorneys, judges and courts within that system will be emphasized. Students will primarily explore the legal system in both academic and real-life settings. Law & Justice (Criminal Law) is an active, participatory course that includes discussion, research, writing, simulations, mock trials, field trips, film and documentary analysis, interviews and other activities. The combined academic and real-life focus provides the opportunity for realistic understanding and practical experience necessary for success as a professional in the criminal legal system.

FORENSICS- Mock Trials
Entry Level: 9
Length: Semester 1 only
This course is for students interested in possibly competing in Interscholastic Mock Trials. Students will learn and practice the arts and skills of competitive forensics. Mock Trials participants will look at and evaluate evidence and do witness analysis and case law as well as act as witnesses and lawyers in representing two sides of a case. Students will learn the rules governing how trials work as well as courtroom procedures. Participation in Mock Trials activities outside of school is not required. *This course can be applied to the Honors Diploma.

FORENSICS- Speech and Debate
Entry Level: 9
Length: Semester 2 only
This course is for students interested in possibly competing in Interscholastic Speech and Debate. Students will learn and practice the arts and skills of competitive forensics. Students doing Speech and Debate will practice and perform skills in debate, public speaking, and oral interpretation of literature. Students will have the opportunity to write and perform a variety of different speech events. Students will also learn and apply the skills necessary for different debate events. Participation in Speech and Debate activities outside of school is not required. *This course can be applied to the Honors Diploma.
# Special Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience</td>
<td>120 hrs= 0.5 credit</td>
<td>11</td>
<td>Sem/Yr</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Volunteer Experience</td>
<td>120 hrs= 0.5 credit</td>
<td>11</td>
<td>Sem/Yr</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Blended Learning Alternative Program (BLAP)</td>
<td>0.5 per semester</td>
<td>9</td>
<td>Sem</td>
<td>Application Process</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Office Assistant/Library Assistant</td>
<td>0.5 per semester</td>
<td>11</td>
<td>Sem</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Teacher’s Assistant</td>
<td>0.5 per semester</td>
<td>12</td>
<td>Sem</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Leadership</td>
<td>1.0</td>
<td>9</td>
<td>Yr</td>
<td>Elected Student Leader or interested in student leadership</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Peer Tutor</td>
<td>0.5</td>
<td>10</td>
<td>Sem</td>
<td>Application Process</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Math Peer Tutor</td>
<td>0.5</td>
<td>11</td>
<td>Sem</td>
<td>Application Process</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Grade School Tutor</td>
<td>0.5</td>
<td>11</td>
<td>Sem</td>
<td>Application Process</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Media Assistant</td>
<td>0.5</td>
<td>10</td>
<td>Yr</td>
<td>Application Process</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Late Arrival/Early Release</td>
<td>No Credit</td>
<td>12</td>
<td>Sem/Yr</td>
<td>Application Process</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**WORK EXPERIENCE/VOLUNTEER EXPERIENCE**

**Entry Level:** 11  
**Length:** Semester  
**Prerequisite:** Counselor Approval  

Students may earn elective credits through paid or volunteer work beginning at the end of their sophomore year if they fill out required paperwork with their counselor in advance. For both types of experiences, 120 documented hours earns .5 credit. For students earning a regular diploma, a maximum of 2.0 elective credits may be earned. Students working toward modified diploma will work with their IEP team to determine the maximum number of work/volunteer experience credits. Credit will be transcripted at the end of the semester in which it is earned, and will not appear on a student’s schedule.

Students may only earn work experience credit if they have filed W2s with their employer and have pay-stubs to verify their hours. Volunteer experience must be pre-arranged.
OFFICE ASSISTANT/LIBRARY ASSISTANT/TEACHER’S ASSISTANT
Entry Level: 11
Length: Semester
Prerequisite: Application
Satisfactory/Unsatisfactory Grading
Students may work in an office area or the library doing a variety of tasks. Students must have a good academic and discipline record, and attendance over 90% in the preceding semester. An application/agreement signed by the student, the office or library supervisor, and an administrator is required. Application forms are available in the Counseling Center. Students may earn a maximum of 1.0 elective credit for being an office, library or teacher’s assistant.

SHS Online Courses
Entry Level: 9
Length: Semester
Prerequisite: None
SHS Online courses provide the ability for a student to complete a course online.
Self-paced, online course content is available 24/7. Tests must be taken at school, in the lab, proctored by a staff member. Students may only have one online course in their schedule. Students must finish their course by the end of the semester. Students will transcript a letter grade at the end of the session. Courses can not be rolled over into the next semester/school year.

LEADERSHIP
Entry Level: 9
Length: Year
Prerequisite: Elected Student Leader (ASB Officer, Student Council Member, SHS Club Officer) or student interested in Leadership
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. Students are given opportunities to apply what they have learned by working 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.

ADVANCED MEDIA ASSISTANT
Entry: Level 10
Length: Year
Prerequisite: Teacher Approval
This class is an advanced extension of being a TA in the Library/Media Center, and can be taken either semester. It introduces students to the philosophical foundations of libraries and how to maintain them. In subsequent semesters, it will also cover issues of copyright, technology, classification and cataloging, as well as library ethics and governance. *This course can be applied to the Honors Diploma.
PEER TUTOR/ MATH PEER TUTOR
Entry Level: 10
Prerequisite: Application
Satisfactory/Unsatisfactory Grading
Peer tutors will assist students in classes under the supervision of a teacher. Students interested in being peer tutors should be reliable and enjoy working with other students. Students need to complete an application. Students must have a good academic and discipline record, and attendance above 90% in the preceding semester. This course counts as an elective credit.

MATH PEER TUTOR
Entry Level: 11
Length: Semester
Prerequisite: Application
Letter Grading Allowed
Math Peer Tutor is a leadership position designed to enhance math concept development, problem solving and communication skills of all students and to advance academic and personal development. Students will have the opportunity, with support from the teacher, to work with peers to better understand course topics and to effectively discuss those ideas with math vocabulary. Throughout the course, students will develop and practice skills essential for personal management, problem solving and effective communication.

Math Peer Tutors will be “hosted” in a specific classroom, but could be called to help with math related activities in various classrooms throughout the building. Math Peer Tutors would be expected to demonstrate responsible behavior as a positive leader and role model among their peers. To become a Math Peer Tutor a student must have exemplary attendance and no discipline infractions.
### SUPPORT PROGRAMS

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Entry Level</th>
<th>Length</th>
<th>Prerequisite</th>
<th>College Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC Study Skills</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC/Transition English</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC Pre-Algebra</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC/Transition Science</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC/Transition Social Studies</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC/Transition Math</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC PE</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LRC Health 1/2</td>
<td>0.5</td>
<td>9</td>
<td>Semester</td>
<td>IEP/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Basic Finance</td>
<td>0.5</td>
<td>11</td>
<td>Semester</td>
<td>Modified Diploma/team decision</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Social &amp; Study Skills</td>
<td>0.5</td>
<td>9</td>
<td>Semester or Year</td>
<td>IEP/Team Decision</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**LRC STUDY SKILLS**

**Entry Level:** 9  
**Length:** Semester or Year  
**Prerequisite:** IEP/Team Decision

Learning Resource Center classes provide support for students with identified disabilities. This Study Skills course is designed to reinforce strategies necessary for success in mainstream classes. Students will also develop social communication and self-advocacy skills. Grading used is Satisfactory/Unsatisfactory.

**LRC ENGLISH**

**Entry Level:** 9  
**Length:** Semester or Year  
**Prerequisite:** IEP/Team Decision

This language arts class is designed and driven by students’ IEP goals. Group and individual instruction is given at students’ pace which includes speaking, reading, writing and listening.

**TRANSITION ENGLISH**

**Entry Level:** 9  
**Length:** Semester or Year  
**Prerequisite:** IEP/Team decision
This language arts class is designed and driven by students’ IEP goals. Group and individual instruction is given at students’ pace which includes speaking, reading, writing and listening.

**LRC MATH**
*Entry Level: 9*
*Length: Semester or Year*
*Prerequisite: IEP/Team Decision*
This course emphasizes the practical application of basic math skills of addition, subtraction, multiplication, division, fractions, decimals, and percents. Students will receive instruction and practice in basic operations through real-world application. This class will prepare students to use math skills in daily life.

**TRANSITION Math**
*Entry Level: 9*
*Length: Semester or Year*
*Prerequisite: IEP/Team decision*
This course emphasizes the practical application of basic math skills of addition, subtraction, multiplication, division, fractions, decimals, and percents. Students will receive instruction and practice in basic operations through real-world application. This class will prepare students to use math skills in daily life.

**LRC PRE-ALGEBRA**
*Entry Level: 9*
*Length: Semester or Year*
*Prerequisite: IEP/Team decision*
This course is for students on IEPs who plan to pursue a regular diploma; for whom it has been determined will benefit from some basic skills before they enter Algebra 1. This course emphasizes basic math skills of addition, subtraction, multiplication, division, fractions, decimals, and percents. Students will receive instruction and practice in basic operations, as well as pre-algebra skills such as linear equations, probability and statistics, and basic geometry. This class will prepare students to take Algebra I in a general education setting.

**LRC SCIENCE**
*Entry Level: 9*
*Length: Year*
*Prerequisite: IEP/Team decision*
This course alternates year to year from Physical Science to Biology, covering basic concepts in Science.

**TRANSITION SCIENCE**
*Entry Level: 9*
*Length: Year*
*Prerequisite: IEP/Team decision*
This course alternates year to year from Physical Science to Biology, covering basic concepts in Science.
LRC SOCIAL STUDIES
Entry Level: 9
Length: Semester or Year
Prerequisite: IEP/Team decision
Students will study social issues, geography, world and U.S. History in this course.

TRANSITION SOCIAL STUDIES
Entry Level: 9
Length: Semester or Year
Prerequisite: IEP/Team decision
Students will study social issues, geography, world and U.S. History in this course.

LRC PHYSICAL EDUCATION
Entry Level: 9
Length: Semester
Prerequisite: IEP/Team decision
This class is designated for students with limitations that prevent them from accessing a larger PE class. Students will learn about and participate in health and fitness activities they can do throughout their lives. They will also develop their social skills while learning about sportsmanship.

LRC HEALTH 1
Entry Level: 9
Length: Semester
Prerequisite: IEP/Team decision
Offered: Alternating years
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.

LRC HEALTH 2
Entry Level: 11
Length: Semester
Prerequisite: IEP/Team decision
Offered: Alternating years
A continuation of Health 1 curriculum related to wellness and critical thinking. An emphasis on healthy lifestyle behaviors and contemporary health issues will relate to their lives as they plan for a future career and family.

SOCIAL & STUDY SKILLS
Entry Level: 9
Length: Semester or Year
Prerequisite: IEP/Team decision
The purpose of social and study skills is to provide students with identified disabilities support in general education classes. Students will be provided time to work on homework for classes, with support in organization and time management. Students will also be provided with social skills/social communication instruction and self-advocacy skills.
BASIC FINANCE
Entry Level: 11
Length: Semester
Prerequisite: Modified Diploma/Team decision
This course emphasizes basic math skills of addition, subtraction, multiplication, division, fractions, decimals, and percents. An emphasis will be placed on real-life application of math skills through examples of use in daily living activities and career settings. The graduation requirement of the Extended Application will be addressed in the course.

Structured Learning Center Behavior (SLCB)
Entry Level: 9
Prerequisite: Placement through Student Study Team
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 for each student and are offered in an online format.

STRUCTURED LEARNING CENTER - ACADEMIC (SLC-A)
Entry Level: 9
Prerequisite: Placement through Student Study Team
SLC-A provides 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.

COMMUNITY CONNECTIONS
Entry Level: Age 18-21
Prerequisite: IEP/Modified Diploma
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. Focus is on job skills, communication skills and transitional skills to foster independence. This class can be repeated to meet IEP goals.
In today’s global economy, fluency in more than one language is a great advantage. At Sandy High School students can choose to enroll in Spanish or American Sign Language (ASL) courses. Spanish and ASL are available from the first through fourth year levels. Students who take Spanish levels three and four have the opportunity to earn transferable college credits through a cooperative program with Mt. Hood Community College – this is an opportunity to save money and get ahead in academic and career goals. Most four year colleges and universities require at least two years of high school instruction in a world language, with a C- or better, for admission. World Language courses count toward the three credits required in either world languages, fine arts, or career and technical education to graduate from Sandy High School.

**AMERICAN SIGN LANGUAGE 1**
**Entry Level: 9**
**Length: Year**
American Sign Language 1 (ASL) is the introductory course in the study of American Sign Language. The content includes the basic receptive and expressive sign skills and sign vocabulary required to be able to communicate at a beginner’s level in American Sign Language. Included in the class content are beginning linguistic and grammatical principles, appropriate facial markers and body movement, the manual alphabet and signed numbers, information on the effect of deafness on the individual, needed terms, and information about the deaf culture and community.
AMERICAN SIGN LANGUAGE 2
Entry Level: 10
Prerequisite: ASL 1 or teacher approval
Length: Year
American Sign Language 2 (ASL) is the continuation of ASL 1. The content includes the basic receptive and expressive sign skills and sign vocabulary required to be able to communicate at a beginner's level in American Sign Language. Included in the class content are beginning linguistic and grammatical principles, appropriate facial markers and body movement, the manual alphabet and signed numbers, information on the effect of deafness on the individual, needed terms, and information about the deaf culture and community.

AMERICAN SIGN LANGUAGE 3
Entry Level: 11
Prerequisite: ASL 2 or teacher approval
Length: Year
In American Sign Language 3 (ASL) students should be able to express meaning in a variety of contexts by creating with the language, easily combining and recombining what they know, using their expressive and receptive skills. The class will be conducted mainly in signing language. Progress will be evaluated per socialization with Deaf adults and Deaf children during classroom visits. *This course can be applied to the Honors Diploma.

AMERICAN SIGN LANGUAGE 4
Entry Level: 12
Prerequisite: ASL 3 or teacher approval
Length: Year
In American Sign Language 4 (ASL) students will expand on the skills learned in levels 1-3 by increasing their expressive and receptive language vocabulary, sign speed and receptive speed. This class will also focus on advanced ASL grammar and vocabulary, literature and issues surrounding the Deaf community and will provide an introduction to the interpreting profession. The class will be conducted mainly in sign language. *This course can be applied to the Honors Diploma.

SPANISH 1
Entry Level: 9
Length: Year
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
Entry Level: 10
Length: Year
Prerequisite: Spanish 1
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
Entry level: 11
Length: Year
Prerequisite: Spanish 2
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. *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.

CC SPANISH 4
Entry level: 12
Length: Year
Prerequisite: Spanish 3
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 5 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.

SPANISH FOR NATIVE SPEAKERS
Entry Level: 9
Length: Year

Prerequisite: The student must be a native speaker or have teacher approval.

This class is an accelerated Spanish 1 and 2 that will be completed in one year. All students need to be fluent in Spanish. In this class, students will be introduced to the study of grammar to reinforce their Spanish speaking and writing skills. The student is expected to participate orally through daily conversations in Spanish. The differences between formal and informal language, both oral and written, will be stressed throughout the year. By the end of the school year, students will receive credits for two full years of Spanish, equivalent to Spanish 1 and 2, and are eligible to move on to Spanish 3.

Note: This class includes the necessary credits to meet the 4 year college admission requirements