



Curriculum Guide 2009 - 2010

This curriculum guide contains essential information for the description, sequence, and selection of courses at Sheldon High School. It is intended to assist students, parents and guardians in the development of a program of studies.

In the spring of each year, 8th – 11th grade students will forecast for their classes for the following year, with the assistance of the Sheldon Scheduling Center, School Counselors, and/or Advisors. Parents are encouraged to contact the Scheduling Center or the School Counselor with any questions or concerns. Parents of 8th graders are invited each year, in April, to attend the parent nights that are planned after the students forecast for their classes.

It is our desire to provide appropriate learning opportunities for all students at Sheldon High School.

All courses may not be available every year, especially in years which budgetary restrictions do not allow certain sections to be taught due to staffing levels.

To contact the Scheduling Center: 687-3390

To contact the Counseling Department: 687-3381

Sheldon High School is a place of respect, integrity, and learning. Its mission is to teach students by providing a challenging, comprehensive education that enables them to function as responsible citizens and to adapt to our continually changing world.

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Graduation Requirements for Sheldon High School – 4J School District

Introduction:

In recent years the State of Oregon has changed the requirements for students to graduate and receive a high school diploma. There are four sets of requirements that students need to meet in order to graduate:

- 1) credit requirements,
- 2) attendance requirements,
- 3) development of an educational plan and profile,
- 4a) demonstration of career related knowledge and skills (CRLS), including an extended application for the class of 2010-2011.
- 4b) demonstration of essential skills, including reading, writing, speaking, and mathematics for the class of 2012-2013.

1. Credit Requirements:

- a. For students **graduating in 2010** the credit requirements are:

Code	Subject Area	Credits	IHS
LA	Language Arts	4	4
HU	Humanities	0	1
SS	Social Studies	3	3
MA	Mathematics	3	3
SC	Science	2	2
PE	Physical Education	1	.25
HE	Health	1	.25
AF	Applied & Fine Art, World Language	2	3
OS	Other Subjects (includes credits earned beyond what is required in the other subject areas)	8.0	7.5
Total:		24	24

- b. For students **graduating in 2011** the credit requirements are:

Code	Subject Area	Credits	IHS
LA	Language Arts	4	4
SS	Social Studies	3	3
MA	Mathematics	3	3
SC	Science	2	2
PE	Physical Education	1	.25
HE	Health	1	.25
AF	Applied & Fine Art, World Language	2	3
OS	Other Subjects (includes credits earned beyond what is required in the other subject areas)	8	8.5
Total:		24	24

- c. For students **graduating in 2012** the credit requirements are:

Code	Subject Area	Credits	IHS
LA	Language Arts	4	4
SS	Social Studies	3	3
MA	Mathematics	3	3
SC	Science	3	3
PE	Physical Education	1	.25
HE	Health	1	.25
AF	Applied & Fine Art, World Language	3	3
OS	Other Subjects (includes credits earned beyond what is required in the other subject areas)	6	7.5
Total:		24	24

c. For students **graduating in 2013** the credit requirements are:

Code	Subject Area	Credits	IHS
LA	Language Arts	4	4
SS	Social Studies	3	3
MA	Mathematics	3	3
SC	Science	3	3
PE	Physical Education	1	1
HE	Health	1	1
AF	Applied & Fine Art, World Language	3	3
OS	Other Subjects (includes credits earned beyond what is required in the other subject areas)	6	6
	Total:	24	24

Note 1: The 3 required Social Studies credits must include Global Studies, US History, Economics, and Government. Taking AP US History waives the Government requirement and taking AP European History waives the Economics requirement.

Note 2: The 3 required Science credits must include 2 lab experiences.

Note 3: College admissions requirements and NCAA requirements are different from what is needed to graduate from high school.

Individualized Graduation Plan:

Students have the option to design an individualized plan for high school graduation. An individualized plan can be approved if it is apparent that the regular credit requirements do not meet the needs of an individual student.

To apply for an Individualized Plan the student must meet with a counselor, preferably during his or her sophomore year. The individualized plan will be the end result of a process involving the

student, his or her parents, and the counselor.

The individualized plan will allow certain traditional course requirements to be waived while other courses are substituted based on the student’s interests and strengths and on school and community resources.

Students applying for an Individualized Plan are required to submit a written statement of career and educational goals. Supportive data is required explaining the reasons a student is applying for an individualized plan. As part of the application process, students will also submit a listing of all courses to be completed for high school graduation.

If the proposed individualized plan is approved by the school administration, the application is then submitted to the school board for final approval. All Individualized Plans must be completed prior to spring vacation of the junior year. **Students intending to study abroad for a year in a student exchange program should have their Individualized Plan approved before departing on the exchange.**

Note: If a student transfers to another school or school district, an individual graduation plan may not be accepted by the receiving school or school district.

2. Attendance Requirements:

Normally attendance for four years at a high school is required before a student may graduate. However an individual timeline towards graduation may be devised in certain circumstances. This is often referred to as “early graduation”. After a student sets an educational goal and completes a written petition with their parents and counselor, administrative approval to use this option may be given.

3. Development of an Educational Plan and Profile:

Each student, working with their advisor and/or counselor, develops a four year plan of their education and an evolving profile of their educational and career goals.

4a. Demonstration of Career Related Knowledge and Skills (CRLS):

In order to graduate, students in the class of 2010 and 2011 must demonstrate learning and mastery in the following career related areas of knowledge and skills (CRLS): Personal Management, Teamwork, Communication, Problem Solving, Employment Foundations, and Career Development. Students need to participate in a career related learning experience and demonstrate extended applications of the CRLS.

4b. Demonstration of Essential Skills:

Students in the class of 2012 and 2013 must demonstrate proficiency in the following essential skills: Reading: Read and comprehend a variety of text; Writing: Write clearly and accurately; Speaking: Listen actively and speak clearly and coherently; and Mathematics: Apply math in a variety of settings.

Graduation Requirements for Eugene International High School program at Sheldon High School

Students in Eugene International High School (Eugene IHS) at Sheldon must apply for an Individualized Graduation Plan during their junior year. This plan is formulated by the student in consultation with IHS teachers and the student's counselor. All requirements listed in the individualized plan must be satisfied for a student to earn his or her official high school diploma. The plan requires students to pass **all** junior and senior IHS classes, take three years of foreign language, complete community service hours, and meet all Oregon state attendance and career related learning requirements. Further information about Eugene IHS, its courses, policies, and requirements is located later in this curriculum guide or at <http://schools.4j.lane.edu/ihs/>.

Participation in Commencement Ceremony (Graduation)

To be eligible to walk at graduation, seniors (class of 2010) will need to have met **all three** of the following requirements:

- 1) have completed at least 21 credits by the end of term three
- 2) have all required classes/credits scheduled and planned to complete by the end of term four
- 3) have completed all state-mandated Career Related Learning requirements.

4J Diploma Seal

The 4J Diploma Seal was designed to recognize those students who demonstrate excellence in the classroom and contribute service to their community. Requirements are as follows:

- Signed contract **BEFORE** beginning community service
- 3.5 Cumulative GPA
- 25 Credits earned
- 120 hours of community service*(**see note below**)

Process:

1. Beginning in May of the freshman year, letters will be mailed home to all freshmen who have a 3.25 GPA or better. Interested students must obtain the contract from the Registrar, then complete and return it to the Registrar. The student will then be given a Community Service Log, and a file will be made for the student. Any student who believes he/she is able to complete the requirements is welcome to stop by the Registrar's office to obtain a copy of the contract.
2. The contract must be completed, sign by parent and student, and returned to the Registrar to initiate participation. **Community service hours may begin after the last school day of 9th grade PROVIDED the contract has been completed and returned to the Registrar.** For recognition on the graduation program, the student must keep a log of community service hours and submit them to the Registrar, must be enrolled in sufficient courses to meet the 25-credit requirement, and have a GPA of 3.5, **ALL by May 1 of the senior year.** If any/all of the requirements are met *after* May 1 of the senior year, the student **will not** be identified on the graduation program as earning the diploma seal; however, if all the requirements are met between May 1 and the regular graduation date, the seal will be on the diploma. Any requirements met after the normal graduation date will not be considered toward earning the 4J Diploma Seal.

***NOTE:**

Community service may not be done for pay. A maximum of twelve hours in a 24 hour time period may count for community service hours in an overnight service situation. For example, if a student spends five days at an overnight camp, then only 60 hours of that time may count for community service hours.

SPORTS ELIGIBILITY REQUIREMENTS

Students who plan to compete on a Sheldon team must have earned 2.5 credits (usually 5 classes) from the semester prior to the beginning of the sport AND must enroll in at least 1.25 credits (usually 3 classes) per term during the season of the sport.

PROCEDURE FOR DOUBLING UP IN A CORE CLASS

When a student wants to go up to the next level of a given core class they must:

- 1) Wait until mid way through the 2nd term of the class
- 2) Have a high grade in the class
- 3) Get a written recommendation from their teacher
- 4) Go to the scheduling office to see if the new class has room and if it fits into their schedule

If the above are all met, the student will be allowed to add the class to their schedule for 2nd semester. ~*Cannot double up in I.H.S. due to I.H.S. classes are one year in length.*

POLICY FOR RETAKING A CLASS

To retake a class at Sheldon, the student must fill out a “Permission to Retake Class” form, which is located in the Counseling Offices and available during forecasting. The student will need to make an appointment with their School Counselor to fill out the form.

For the request to be automatically approved the student can only retake if s/he has earned a D, F, WF, or NP in the original class. Also, the student can only retake the class one time, which means s/he would never take the same class more than twice. A student has the right to petition this policy if s/he has extenuating circumstances with counselor intervention and administrative approval.

When a class is retaken the original class and grade will remain on the student’s transcript. The credit will be deleted so that the GPA is not affected by the original grade. The original class will be coded RN for retaken. If a class is retaken and the earned grade is lower on the retaken class, the original class will stand. The retaken class will be labeled RE for retake. The retake grade will remain on the transcript but the credit will be deleted and the GPA will not be affected by the retaken class. (The “School Profile” will provide college admissions with an explanation of the RN/RE labels.)

Explanation: The RN label indicates that the class was retaken at a later date, and a higher grade was earned on the retake. The RE label indicates that the class is a retake of a class taken at an earlier date but a lower grade was earned on the retake. In both cases the labeled class does not count towards the GPA.

~

I.H.S. students cannot retake I.H.S. classes due to scheduling difficulties. These students are to discuss any failed courses or concerns with the teacher that they had to find out what their options are within the same year of the failed courses.

Admission Requirements for Oregon Public Universities

Eastern Oregon University, Southern Oregon University, Oregon State University, Oregon Institute of Technology, University of Oregon, Portland State University, Western Oregon University

The following are general requirements for Oregon University System universities. Students should check with individual universities for more details. Also if you meet most but not all of these requirements please talk to a counselor as there may be an alternative route to being admitted to a university in the Oregon system.

Numerous national studies and OUS experience indicates that the most important thing students can do to prepare for college success is take rigorous high school courses for all four years of high school. Strong English (writing, reading, and speaking) and math skills are the most important areas of academic development for all students regardless of desired university or major. For more information go to www.ous.edu.

OUS Admission Requirements:

1. High School accumulated **grade point average:**

*UO, OSU, EOU, OIT, PSU = 3.0
SOU, WOU = 2.75

**Note: For automatic admission, the UO requires a 3.25 GPA and 16 units (credits) in Subject Requirements.*

2. Complete **SAT** or **ACT** + **Writing** Option

3. Complete 14 units (14 credits) in **Subject Requirements** listed below. Credits completed must be from the classes listed under College Preparatory classes on the following page and must have a grade of C- or higher (Pass/No Pass grades are not accepted.):

- **English (4 units = 4 credits).** Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose all four years.
- **Mathematics (3 units = 3 credits).** Shall include first year algebra and two additional years of college preparatory mathematics. Students must have completed, at a minimum, a course at the Algebra II (Advanced Algebra) level or higher to meet the math requirement. (One unit is strongly recommended in the senior year. Algebra and Geometry taken before the ninth grade will be accepted).
- **Science (2 units = 2 credits).** Shall include a year each in two fields of college preparatory science, such as biology, chemistry, physics, or earth and physical science. (It is strongly recommended that one year be taken as a lab science and that a total of three years of science be taken).
- **Social Studies (3 units = 3 credits).** Shall include analysis of societal issues and events. It is strongly recommended that study includes knowledge and use of geographic information, patterns of United States history, patterns of human history, structures and systems of US Government, and analysis of economic systems.
- **Second Language (2 units = 2 credits).** Two years of the same high school-level world language, or a C- or above in the third year of a high school level language, or two terms of a college-level world language with a grade of C- or better, or satisfactory performance on an approved assessment of world language knowledge and/or proficiency. Demonstrated proficiency in American Sign Language (ASL) is acceptable in meeting the second language requirement. (A second language taken before the ninth grade will be accepted as one unit). Also referred to as World Language.

Out of State and Private Universities: Remember, the above requirements are for Oregon public universities. Out-of-state and private universities may have different admission requirements. Students are strongly advised to contact individual college admission offices for their particular admission requirements. For example, CA and AZ public universities also require 1 credit of art (Art I & 2, Draw/Paint I & 2, Ceramics I & 2, Photo I & 2, Calligraphy I & 2, Drama I & 2, Beginning Dance & Advanced Dance, Band, or Choir) and WA public universities require .5 credit of art. Other out-of-state schools may require art credits.

NCAA eligibility requirements may be different than college entrance and high school graduation requirements. See your school counselor for more information or go to www.ncaaclearinghouse.net.

College Preparatory Courses

~including dual credit courses (College Now)~

approved by the **Oregon State System of Higher Education 2008**

ENGLISH: (4 units required)

English 9 - Writing & Literature
English 9 Honors
English 10
English 10 Honors
English 11 - Survey of American Literature English
English 11 - American Classics Honors
English 12
AP English
College Now Writing
Modern Authors
IHS Global Literature
IHS Global Literature and the Arts
IHS Literature of the Americas IB
IHS 20th Century Global Literature IB
IHS Senior Research Project

MATHEMATICS: (3 units required, through Advanced Algebra)

Algebra 1 A
Algebra 1B
Algebra
Geometry
Advanced Algebra
Functions, Statistics, and Trigonometry & IB FST
Analysis
AP Calculus BC

SCIENCE: (2 units required)

Science Foundations
Elements of Biology
Biology I
AP Biology II
Elements of Chemistry
Chemistry I
College Now Chemistry
Elements of Physics
Physics I
AP Physics B
Senior Seminar-Energy

AP = Advanced Placement

IB = International Baccalaureate

CN = College Now (List of LCC course titles on page 10)

SOCIAL STUDIES: (3 units required)

US History: (1 unit required)

US History
AP US History
IHS History of the Americas IB
IHS Spanish Immersion History of the Americas IB

Global Studies: (1 unit required)

Global Geography
Honors Global Geography
World History
Honors World History
AP European History
IHS Global Geography
IHS Spanish Immersion Global Geography
IHS Global History
IHS Comparative Values and Beliefs
IHS Spanish Immersion Global History

Social Studies Elective: (1 unit required)

Government
Economics
Psychology
IHS Comparative Political and Economic System IB
IHS 20th Century Global History IB

WORLD LANGUAGE: (2 units required of the same language)

Spanish 1, 2, 3/CN, 4/CN, AP/IB Spanish 5/CN,
AP/IB Spanish 6/CN, AP/IB Spanish 7
French 1, 2, 3/CN, 4/CN, AP/IB French 5/CN,
AP/IB French 6/CN, AP/IB French 7
Japanese 1, 2/CN, 3/CN, 4/CN, 5/CN
Spanish Immersion Literature and Composition
9/CN, 10/CN, 11 IB/CN, 12 IB/AP

1 Unit = 1 Year = 1 Credit. Remember to check your prospective college's admissions requirements. High school core class requirements differ from college to college and from NCAA.

OTHER ACADEMIC OPPORTUNITIES

Duck Link, RTEC, and College Now are all programs that Sheldon is involved with at the local colleges. Contact the Counseling Department for more information or for application.

Duck Link is a program through the University of Oregon for juniors and/or seniors who have taken every class available at Sheldon in one subject area and the student would like to continue learning in that area. The student can then apply for Duck Link. Tuition is covered, but students are responsible for additional fees.

RTEC is a program through Lane Community College for students who are interested in careers in Apprenticeship, Automotive, Flight Technology, Drafting, GIS Mapping, Early Childhood Education, Human Services, Health Occupations, Computer Technology, Criminal Justice, or Welding/Fabrication. (These options are subject to change.) This program is only open for juniors and seniors and who are at least 16 years old. RTEC classes are all very hands-on types of classes. The class that the student chooses cannot be offered at their high school. Students are generally identified by their high school the spring prior to the year they are to enroll into RTEC. There is no cost to the student.

College Now is a program through Lane Community College for students who are interested in taking LCC classes that are offered at Sheldon. Currently we offer:

- College Writing (WR 121, 122, 123)
- Child Development 1 & 2 (ECE 120)
- Child Development Practicum (ECE 240)
- Chemistry (CH 221, 222, 223)
- Keyboarding (CIS 101)
- 10th Integrated Computer Applications (BT 120)
- Computer Applications (LCC title to be announced)
 - Beginning Game Development/MS Word/MS Excel/MS PowerPoint
- AutoCAD (DRF 167)
- Computer Graphic Design (GD 110)
- French 3 – 6 (FR 103, 201, 202, 203)
- Spanish 3 – 5 (SPAN 103, 201, 202)
- Spanish Immersion 9 – 11 (SPAN 201, 202, 203)
- Japanese 2 – 5 (JPN 101, 102, 103, 201 through Linn-Benton CC)
- Yoga & Fitness (PE 195Y)
- Anatomy of Movement (PE 196)

There is no cost to the student. Once the student begins the class, they will work with their Sheldon teacher to sign up for the LCC credit. College Now is a dual credit program with LCC, which means students receive the credit on their Sheldon transcript as well as on their LCC transcript.

In regards to how the credit earned from taking Duck Link and RTEC classes are added, or not added, to the student's Sheldon High School transcript, the student should meet with his or her School Counselor. There are school district limitations of how much credit can be added to the high school transcript that is earned outside of the high school, with the exception of the College Now classes since those are taken at Sheldon.

ACADEMIC HELP & SUPPORT

If you find that you are having a difficult time in a class, here are several recommendations you can do to get help:

1. **Ask your Teacher for help.** Your teacher is going to know the situation best and would be a good place to start. Teachers are available to you during Common Time, 8:06 a.m. – 8:51 a.m., in their classroom or by appointment. You can email your teacher as well. Email addresses are located in the Sheldon Perspective, Sheldon Planner, and on the Sheldon Website. Some teachers have homework assignments and homework hints on a website or a blog they created. Ask your teacher if they have a website or a blog for their class. If you want to leave a message in your teacher's box you can also call 687-3381.
2. **Get a Peer Tutor.** Most National Honor Society members are tutors. These students are Juniors or Seniors who feel very comfortable explaining certain academic areas to other students. They often have successful test taking skills and organizational skills, which are key to high school success. If you would like more information you can contact the NHS Advisor, Matt Binkerd at binkerd_m@4j.lane.edu. In addition, some teachers have a tutor list for their subject area and some of Sheldon's Peer Mentors are also Peer Tutors. Your School Counselor has the current list of Peer Mentors and NHS Tutors.
3. **ER / Sheldon Academy.** ER is a teacher supervised study period where you can get help completing homework and assignments. It is available all four periods each term. You need a referral from your counselor, case manager, or the Academy staff to enroll in this class. **Sheldon Academy** afternoon/evening classes provide credit recovery opportunities for Juniors and Seniors to make up missing or failed classes. This is also referral based and requires a meeting with your counselor or case manager. For more information, check out the Sheldon Academy website accessible from the Academic menu on the Sheldon website or at www.shs.lane.edu/shac/ or you can call 334-4809.
4. **Math Ry.** You can go to room B-22 during common time on Tuesdays and Wednesdays to get help on math lessons and homework. You can contact the math department for updated schedules and information at 687-3399.
5. **ESAAY (Eugene Springfield Asian-American Youth) Lunch Time Tutoring.** ESAAY students provide mentoring and tutoring in a casual environment every Tuesday at lunch time in the Multicultural Center. Some Asian languages are represented, mainly Korean. Open to all grades and all students. For more information about ESAAY contact YungSoona Geil-Walker at walker_y@4j.lane.edu.
6. **Multicultural Center.** The Multicultural Center is a place to study. Elective credit is available to students who sign up to attend on a daily basis. For more details contact Jose Alonso at alonso_j@4j.lane.edu or 687-3236.
7. **Learning Center Basic Study Skills.** This is for students who are already in the Learning Center, although it is open for all students if they request it. This is offered every period each term, as well as during common time. If interested please see your IEP Case manager or your School Counselor.

8. **4J Night School and Summer School.** The 4J School District offers both Night School and Summer School classes to 4J students. Currently these classes take place at South Eugene High School. The Night School classes run either 6:30 – 7:40 p.m. and/or 7:50 – 9:00 p.m. either Monday/Wednesday or Tuesday/Thursday. The Summer School classes run 8:00 – 10:00 a.m., 10:10 a.m. – 12:10 p.m., and/or 1:00 – 3:00 p.m. Monday – Friday from usually during the month of July. There is a fee for Summer School, not for Night School. You need to get an application from your High School Counselor. If you have questions, you can contact the Night School and Summer School office at 687-3114.

9. **Summer Bridges Program.** If your student was in this 9th grade transition program, it would be a good starting place to check in with one of the Summer Bridge Teachers or the Freshman Counselor for academic follow-up or support. Contact Aura Solomon at 687-3720, or solomon_a@4j.lane.edu, for more information.

10. **Other academic tools.** There are other things that parents and students can do to manage their homework and class assignments.

A. Grade Print-Out on the website: You can go to www.shs.lane.edu and click on “Academic”. Then click on the department. Then click on the teacher. You will need to know your class title, period, and student number to access your personal information. You can preview your current grade and missing assignments.

B. Class Syllabi on the website: On Sheldon’s website click on “Academic”. Then click on “Academic Documents”. Then click on “Class Syllabi” and you can preview class expectations, learning goals, and assignments.

C. Weekly Homework Completion Form: There are tracking forms available for students at the front desk in the main office. You pick up the form and fill out your class information. You then take the form to your teachers at the beginning of each period. The teacher fills in your current grade and missing assignments. You pick up the form at the end of each class. It is recommended to complete on Fridays once a week, twice a month, or once a month depending on your situation.

D. Planners / Daily Calendars: Each teacher writes their daily assignments and homework on the board. You should take responsibility to write down the assigned work and the due dates into your planner or calendar. A helpful hint would then be to check it off when complete and cross it out when turned in to the teacher. Use a paperclip or a rubberband to keep the page on the current date – that way you are always up to date. A planner can also help you to not procrastinate and to keep track of long term projects and upcoming exams.

E. Parent-Teacher Conferences: Attend these with your parents to do a good check-in on how you are doing in class and discuss ways to improve.

F. Study Groups / Classmates: Working together with others is helpful, especially when each student is assigned a section or a concept to teach the rest of the group. The person teaching others will have an even better understanding and is more likely to remember the learning experience.

11. **Websites.** If you google “homework help online” you will get a wealth of links. Here are just a few: *(Be careful about any fees a website may want to charge you. Many of these sites are free resources.)*

<http://www.oregonlibraries.net/>
<http://highschoolhub.org/hub/hub.cfm>
<http://homeworkspot.com/high/>
<http://school.discovery.com/homeworkhelp/bjpinchbeck/>
www.about.com/education/
www.collegeboard.com/student/plan/boost-your-skills/index.html
www.tutor.com

12. **Local Businesses.** There are businesses in the local area that provide tutoring and/or standardized test preparation. There are fees involved. Here are a few:

Lane Tutoring Service, Inc.
2141 Crest Drive, Eugene
484-4133
www.lanetutoringservice.com

Sylvan Learning Center
(SAT and ACT classes)
1020 Green Acres Road #14, Eugene
485-4589
www.ets.org

The Learning Center
1627 Pearl, Eugene
485-6613
www.thelearningcenter.com

Kaplan Educational Center
(PSAT, SAT, ACT classes)
720 E. 13th #203, Eugene
1-800-527-8378
www.kaptest.com

Academic Learning Services
(SAT Preparation Class)
1213 University of Oregon, Eugene
346-3226
www.als.uoregon.edu

Robert Sposato
(SAT Preparation Class)
robspo@comcast.net
683-1018
www.satachievement.com

Tutoring Tree
1679 Willamette Street, Eugene
302-4374
www.MyTutoringTree.com

*Sheldon High School is not endorsing any of the above agencies, programs, or websites. These are available resources for the public that you may like to use.

~This information was compiled by Sheldon’s School Counselors. You are welcome to make an appointment with your assigned School Counselor to discuss any of these options in person. You can make an appointment at the front desk in the main office or by calling 687-3381.~

CAREER INTERNSHIP PROGRAM

Through internships students spend time in the community, learning about work and adult responsibilities and gaining insight into the ways that academic knowledge is applied in work and life. The Career Internship Program benefits students by better preparing them for college and career opportunities.

PURPOSE OF THE CAREER INTERNSHIP PROGRAM

The purpose of the Career Internship is to assure that each student involved:

- Prepares for successful transition to postsecondary schooling, employment, and adult responsibilities.
- Is actively engaged in his/her own educational planning and takes responsibility for his/her own learning.
- Applies high-level academic and career-related knowledge and skills in relevant and meaningful learning experiences.
- Is supported by the school and community to achieve success in learning and accomplishing his/her goals.
- Would complete the new additional graduation requirements.

CAREER INTERNSHIP CERTIFICATION

What are the student requirements for the Career Internship certification? A student must:

1. **Contact the Career Internship advisor.**
2. **Schedule the appropriate classes required for the Career Internship Program.**
3. **Develop an educational plan and build an education profile.** Plan learning experiences that apply and extend knowledge and skills related to personal, academic, and career interests, and prepare for post-high school next steps. Monitor and communicate progress through an education profile.
4. **Demonstrate extended application through a collection of evidence.** Apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and career interests and post-high school goals.
5. **Demonstrate career-related knowledge and skills.** Demonstrate career-related learning standards in: personal management, problem solving, communication, teamwork, organization and systems, employment foundations, and career development.
6. **Participate in career-related learning experiences as outlined in his/her education plan.** Connect classroom learning with real life experiences in the workplace, community, or school.

CAREER INTERNSHIP PROGRAMS AND ADVISORS

Business & Management: Sue Zink, Leslie Lake, Michelle Merfeld

Media Arts: Pam Crisalli

Student Exploratory Teaching: Debbi Eberle

Fitness, Wellness & Human Performance: Nanci McChesney-Henry

Industrial & Engineering: Paul Schultz

EUGENE INTERNATIONAL STUDIES CAM

Eugene International High School offers the I.S. CAM at Sheldon High School. Eugene I.H.S. students who choose to complete this program must still follow the same requirements listed above. When completed, they will then earn the International Studies Certificate of Advanced Mastery. If interested, the student must notify the Eugene I.H.S. office and set up a meeting with the junior project advisor. For more information, contact Peggy Farris at 687-3171 or Courtney Leonard at 687-3115.

SHELDON HIGH SCHOOL ATTENDANCE/TARDY POLICY

1. Attendance Expectations: Regular attendance shall be required of all students in accordance with the regulations of the Eugene 4J School district and those specified in the ORS 339.010 – ORS 339.090. Attendance and punctuality are important responsibilities of the student.

The expectations for students at Sheldon High School are to:

- Attend classes regularly.
- Be on time when reporting to school and to classes.
- Make up all work missed due to an absence or tardy in order to not miss the learning opportunity.

Parents who monitor attendance closely increase the likeliness of success for their students. You can help by:

- Being informed about attendance policies.
- Contacting the attendance office to report absences by 9:30 a.m. on the day of the absence. **Remember to provide the reason for the absence.**
- Excusing your child for illness, doctor, dental and family emergency.
- Calling the attendance office periodically to ask for an update regarding your student's attendance record.

2. Excused Absences/Tardies: Excused absences as defined by state law and school board policy are for (1) illness/doctor, (2) school function, (3) death in the family, and (4) family emergency, (absences due to family trips and other acceptable reasons must be pre-arranged with the attendance office to be excused). Unexcused absences/tardies are a violation of the compulsory attendance law ORS.339.010.

If a student is absent/tardy the parent/guardian must contact the attendance office in one of the following ways:

- **By Phone:** Call the 24-hour attendance line (687-3388) before 9:30 a.m. to report an absence or tardy and request that it be excused.
- **In Writing:** If the student's parent/guardian cannot call, they should write a note requesting that the absence or tardy be excused. The note must include the reason for absence, the student's name, and the date(s) and/or period(s) of the absence or tardy. Students should bring their attendance note to the attendance office on the day they return to school.
- **Via E-mail:** Parents that have provided an e-mail address in their students' information record may also request that an absence or tardy be excused by replying to automated attendance e-mail messages and providing the reason for their student's absence or tardy.

2-Day Rule:

- A parent and/or guardian must contact the attendance office **within two school days after the student returns to school** to define the reason and length of absence and request that it be excused. Failure to do so will result in the absence remaining unexcused.

Missed Work:

- Students should ask each teacher for the work they have missed.
- The responsibility for obtaining missed assignments rests with the student. In cases of extended illness (more than two days), the parent may call the attendance office (687-3389) to request homework.

Excessive Absences:

- At 3 absences, the teacher will call home; if phone contact cannot be made, a form letter will be mailed home.
- At 5 absences, grades and/or credit may be jeopardized. Another letter will be sent home. A conference with the teacher should be scheduled to arrange for makeup work or other possible outcomes such as: a special contract with the teacher; an independent study plan; an incomplete grade to allow more time to complete the work; reduced credit; or night school. The student's counselor will assist in the process. If absences are due to a medical condition, please see your counselor.
- At 8 half-days of unexcused absence, an 8-day attendance letter is sent from the assistant principal. If attendance does not improve after this letter is received, the student's name will be referred to a county truancy officer for a violation of the compulsory attendance law 339.010.
- Students with excessive absences may be required to provide a note from a physician or clinic verifying illness in order for an absence to be excused.
- At 10 consecutive absences in all scheduled classes, even planned/prearranged/excused absences, Oregon Law requires the school to drop students from enrollment. If applicable per the ORS 339.010 – ORS 339-090, students under 18 years of age will be referred to the county truancy officer.

18 Year Old Students:

- Students who become 18 years of age during the school year and still reside with their parents must follow the attendance policy.
- Students will not be allowed to excuse themselves from classes. Self-excusing privileges for students living on their own must be approved by an administrator.

3. Automatic Message System for Unexcused Absences/Tardies: Unexcused absences and tardies are those that are not cleared within two days after the student returns to school. Punctuality and regular attendance is essential to academic success. The following procedures will apply:

- The automatic message system will make a phone call and/or send an e-mail message to inform parents about their student's unexcused absences and/or tardies.
- If the automatic message system cannot complete the call and the e-mail message on the night of the unexcused absence or tardy, the parent/guardian will receive a call from the attendance office the next day.
- Please note: **If the contact phone has caller ID or call blocking, the automatic message system will not be able to make the call.** Parents are encouraged to provide an alternative number or an e-mail address. If the alternative number is a cell phone, it must be turned on full-time to work.

4. Prearranged Absences May Be Excused with the Following Guidelines:

- A prearranged absence form is obtained in the attendance office.
- The form is filled out and taken home for the parent/guardian signature.
- The form is taken to the student's teachers for their signatures.
- The form is returned to the attendance office at least *two days* prior to the absence.

5. Late-to-School (Tardies) or Early-Leave-from-School: Class time absences may be arranged for a portion of the school day through the attendance office. An absence for medical or dental appointments should be prearranged when possible. These appointments should be scheduled to miss as little class time as possible, as makeup work cannot duplicate actual classroom learning.

A request to excuse a late arrival or to leave during school may be made as follows:

- A note should be presented to the attendance office from the parent and/or guardian.
- Students who have had their class time absences cleared through the attendance office with a note may request a copy to give to their teacher in order to return or leave the classroom.
- In case of a family emergency, the parent and/or guardian may call the attendance office at 687-3390 to get a message to the student, or the parent and/or guardian may come to the attendance office and the office will send for the student.
- If the late-to-school or early-leave-from-school has not been cleared through the attendance office/administration, it will not be excused.

Unexcused Tardies:

- Please note: **Two unexcused tardies equates to one half-day unexcused absence** and will be considered a violation of the compulsory attendance law ORS 339.010.
- Eight half-days of unexcused absence in a four week period result in a violation of compulsory attendance law ORS 339.010.
- An unexcused tardy may result in an assigned detention with an individual teacher as outlined in the classroom management plan.

SCHEDULE CHANGES, ADDING/DROPPING CLASSES

Students will be allowed to add/drop classes during the first 3 days of each term without grade and/or credit penalties. Parent signatures must be obtained for authorization for dropping academic classes. After the 3-day grace period, students must petition to drop a course and will receive a "WF" (withdrawal fail) on their transcript.

Students will not be able to drop a class the last 2 weeks of the term. A teacher's signature must be obtained to add a class after the 3-day grace period and the student may receive reduced credit for the course. Students are encouraged to make their schedule changes in advance to allow sufficient time to avoid missing the 3-day deadline. During the 3-day grace period, students are not permitted to miss class time to make schedule changes, due to the fact that attendance is recorded the first day of the term. Ninth & Tenth grade students are required to carry 3 classes per term.

It is the responsibility of the student to attend all classes that are listed on his/her schedule. Please contact the Scheduling Center in C-2 if you have any questions, or you may call the Scheduling Center at 687-3390.

ARTS AND COMMUNICATIONS

Courses in the Communications Center program are designed to help students become excellent communicators in a variety of verbal, written and visual media. The Communications Center program will offer interdisciplinary studies in television, radio, journalism, speech, art, computer graphics and photography. All courses will carry credit toward graduation but the type of credit may vary among language arts, the fine arts, and other subjects.

COMMUNICATIONS CENTER



Beginning Television

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
CRLS: Teamwork, Career Development

Students will write and produce various television programs. Students will learn camera techniques, both studio and in the field camcorder work. Students will learn to direct, will be talent on camera, and will learn basic production techniques in Digital formats. Students will learn about general management and programming of a commercial television studio. Student projects will include news programs, news features, interview, and sports. They will organize and produce an in depth news program. Emphasis will be on development of oral skills, writing programs, time management, preproduction, and production.

Advanced Television Production

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 10, 11, 12
Prerequisite: Beginning Television Production
CRLS: Communication, Career Development, Personal Management, Employment Foundations

Students will write and produce television programs that become part of a regular broadcast production. This will include writing the script, developing story boards, and completing the final production. These students can also produce projects for clients within the building and outside in the community. Emphasis will be on development of oral skills, writing of programs, time management, preproduction, and production. Students will also learn advanced skills in digital media production. This course will help students in the CAM programs. Students are expected to work independently in the field taping projects.

*This class can be taken multiple times.

Television Production (Independent Study)

Length: Independent Study
Credit: Fine Arts
Hours: .5-1.0
Grade: 10, 11, 12
Prerequisite: Teacher Permission

Students will write and produce television programs that become part of a regularly broadcast production. This will include writing the script, developing storyboards, and completing the final production. These students can also produce projects for clients within the building and outside in the community. Students are expected to work independently in the field taping projects. Students will learn advanced skills in digital media production.

Radio Broadcasting (Independent Study)

Length: 9 weeks
Credit: Other Subjects
Hours: .5
Grade: 9, 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

Students will learn radio broadcasting. They will help write and produce radio spots, public service announcements and sports announcements. Students will learn on air radio skills. Students may be involved in radio station promotions and able to have a true hands on experience in the field of radio broadcasting.

Newswriting 1/*Talisman*

Length: 18 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment, Career Development

Newswriting 1/*Talisman* is an entry-level course for students interested in learning to write and communicate in Journalistic style. Students will learn basic media, ethics, and interview protocol allowing them to write objective news stories. Students will primarily use the *Talisman Staff Handbook* and the *Introduction to Journalism*

textbook as sources. **This class meets 3 days a week.** Students are responsible for meeting assignment deadlines, using word processing programs, learning the handbook guidelines, and keeping reporter logs. Some stories may be placed in the *Talisman*. Successful completion of this class is a prerequisite for Newswriting 2/*Talisman*.

Newswriting 2/*Talisman*

Length: 18 weeks

Credit: Fine Arts

Hours: .5

Grade: 10, 11, 12

Prerequisite: Successful completion of Newswriting 1/*Talisman* or *Talisman* Advisor approval

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment, Career Development

Newswriting 2/*Talisman* is a course in which students publish the monthly newspaper, *The Talisman*. The class provides advanced experience in reporting, editing, page layout, graphic design, marketing, and advertising publications. Students will examine exemplary work in the field of journalism, and meet writers in today's journalistic business. Allowance will be made for off campus visits when appropriate. Students will use the *Newspaper Designer's Handbook* and the *Talisman Staff Handbook* as resources. *Talisman* is operated as a small business; students work in coordination with the advisor and are responsible for meeting assignment and layout deadlines as well as completing editor logs. **This class meets three days a week.**

Newspaper photographers will be using digital equipment including scanners, digital cameras, Adobe In Design and Illustrator as well as Photoshop.

This class, in conjunction with other communications classes, can provide CAM certification.

FINE ARTS

Art I

Length: 9 weeks

Credit: Fine Arts

Hours: .5

Grade: 9, 10, 11, 12

Fee: \$10.00

CRLS: Problem Solving, Communication

* Not offered every 9 weeks

In this introductory course, students will study drawing (observational drawings in pencil, colored pencil, chalk, and oil pastels), painting (tempera and watercolor), and printmaking (mono prints and embossing). Concepts and vocabulary will center

around the elements and principles of design. Students will learn how to use both realism and abstraction and will study about artists and works of art from various cultures and time periods. The course culminates in individual research projects based on a single artist.

Art II

Length: 9 weeks

Credit: Fine Arts

Hours: .5

Grade: 9, 10, 11, 12

Prerequisite: Art I

Fee: \$10.00

CRLS: Problem Solving, Career Development, Communication

*Not offered every 9 weeks

The second in a series of courses in the visual arts, Art II follows Art I with additional work in drawing (one and two point perspective as well as observational), painting (watercolor and acrylic). Use of design vocabulary is expected in discussions of works of art made by both students and by professional artists. Students will be introduced to a number of career opportunities related to the visual arts. Historic and cultural study will move beyond the traditionally recognized list of "famous artists" and the course will culminate in individual research projects.

Advanced Art

Length: 9 weeks

Credit: Fine Arts

Hours: .5

Grade: 11, 12

Prerequisite: Art I and Art II

Fee: \$10.00

CRLS: Problem Solving, Career Development, Communication

*Not offered every 9 weeks

The third in a series of courses in the visual arts, Advanced Art is designed to challenge the more serious art student. Advanced work in drawing will include weekly sketchbook assignments to be completed outside of class. Extended class time will be used for drawings and paintings ranging from observational work from models to abstraction. Students are required to visit 3 or more art galleries and/or museums. The final is the students' collection of their work presented in a portfolio.

Advanced Studio (Independent Study)

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 11, 12
Prerequisite: Teacher Approval
Fee: Depending on area of study

Advanced Studio provides additional studio time and space for the student to work on their portfolio. Student will work on self selected projects, enhance their portfolios, and prepare for public presentation of their work.

Fashion Design

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 11, 12
Fee: \$10.00
CRLS: Problem Solving, Career Development
*Not offered every 9 weeks

Fashion Design is focused on applying design concepts to clothing. The course will be team taught by an Art teacher and a Textile teacher. Fashion merchandizing, careers in Fashion, modeling, and display will be addressed. Student experiences will include drawing, simple construction, guest speakers, and field trips.

Calligraphy & Book Arts I

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Fee: \$10.00
*Not offered every 9 weeks

Prerequisite: Students must be able to hold & correctly use a chisel nibbed pen (broken arms in casts make this extremely difficult).

CRLS: Problem Solving

Calligraphy is the art of beautiful writing. Students will learn to use a chisel nibbed pen to create paper Italic letter form. They will also use variety of materials as Italic is applied to such crafts as bookmaking, glass etching, and painting.

This is the first of a 2 part Calligraphy & Book Arts series of courses.

Calligraphy & Book Arts II

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Fee: \$10.00

Prerequisite: Important to first complete, with a passing grade, Calligraphy & Book Arts I. Students must be able to hold and write with a calligraphy pen (a student with a broken arm would find this very difficult).

*Not offered every 9 weeks

This course is a continuation of Calligraphy & Book Arts I. students will expand their knowledge & skills in the Calligraphy Arts to include the letter forms of Old English and Chancery Cursive. Both styles will be written on paper and extended to applications in crafts such as glass etching, ceramics, and various small books.

Drawing/Painting I

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Fee: \$10.00
CRLS: Problem Solving, Communication
*Not offered every 9 weeks

Drawing is both a foundational skill and a method for creating two-dimensional works of art. This course will challenge students to experience a variety of drawing tools and media as they work through exercises and visual problem solving. Much of an artist's ability to draw stems from their ability to see carefully, therefore assignments will stress observation and visual perception.

Painting/Drawing II

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Fee: \$10.00
CRLS: Problem Solving, Communication
*Not offered every 9 weeks

Painting challenges students to use a variety of brushes and water based paints to create two-dimensional works of art. The understanding of color theory and composition will be central to this course. Students will be asked to reflect on the work of professional artists and to research the work of one artist in depth. Students need to come to class prepared to write, draw, discuss, and paint.

Printmaking

Length: 9 weeks
Credit: Fine Arts
Hours: 5
Grade: 9, 10, 11, 12
Fee: \$10.00
CRLS: Problem Solving
*Not offered every 9 weeks

Printmaking is the transfer of an image from a prepared surface, a plate, to paper or fabric. This process allows the artist to print multiple copies of their design. Students in this class will have the opportunity to learn about and to practice a number

of different printmaking techniques. Students will also study about printmaking as it is used in various cultures as well as in industry.

Photography I

Length: 9 weeks
Credit: Fine Arts
Hours: 5
Grade: 9, 10, 11, 12
Fee: \$25.00
CRLS: Personal Management, Problem Solving
*Not offered every 9 weeks

Photography I is a beginning course in basic black and white photography. Students will become familiar with the creative and practical use of the 35mm camera. Emphasis will be placed on the study of the camera, the nature of films, light and composition, as well as basic darkroom techniques. Students will learn to develop their own film and make prints from the negatives. A 35mm camera is needed for this class. School loaner cameras are available in limited quantities, with a deposit.

Photography II

Length: 9 weeks
Credit: Fine Arts
Hours: 5
Grade: 10, 11, 12
Prerequisite: Photo I
Fee: \$35.00
CRLS: Personal Management, Problem Solving
*Not offered every 9 weeks

An advanced study in photographic composition, techniques and processing. Students may learn how to use an adjustable 35 mm camera and lenses, artificial lighting, and filters. Advanced printing methods are stressed. Students will explore artistic composition and the manipulation of materials such as solarization, multiple images and combination printing.

Ceramics 1 (Handbuilding)

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Fee: \$20.00
CRLS: Personal Management, Problem Solving
*Not offered every 9 weeks

Students will study about and produce functional three-dimensional works made from clay. A beginning course emphasizing handbuilding techniques. Pinch, coil, and slab techniques will be used and combined. Surface treatments; glazes, underglazes and engobes will be explored, and the firing process will be introduced. Emphasis will be placed on developing a personal style in your work.

Ceramics 2 (Sculpture)

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Prerequisite: Ceramics: Handbuilding
Fee: \$20.00
CRLS: Personal Management, Problem Solving
*Not offered every 9 weeks

The study and production of non-functional ceramic artwork is the focus of this course. Students will explore sculpture from different cultures and times. Manipulation, subtraction, addition, substitution, and assemblage methods may be explored. Emphasis will be placed on understanding the three-dimensional nature of sculpture, the unique aspects of its design, and developing a personal style in your work.

Graphic Design

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Fee: \$10.00
CRLS: Problem Solving, Communication
*Not offered every 9 weeks

Graphic Design challenges students to solve visual design problems using the interaction of TYPE (lettering) and GRAPGICS (pictures or images). Skill development in sketching (thumbnail sketches, roughs, and final comprehensives), lettering, and layout will be incorporated with critique and design vocabulary development.

Assignments vary from in-class exercises, which are due at the end of the period, to projects requiring several days.

ART FEE:

This fee is necessary to provide materials in which the student will "own" the final product. The visual arts lab fee is reasonable and takes into consideration the student's ability to pay. For those students facing financial difficulty, a financial hardship waiver form is available at the front office.

PERFORMING ARTS

Drama I (Intro to Theater and Acting)

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication, Teamwork

Intro to theater and Acting is a 9-week course with emphasis on beginning principles of acting, including voice projection and diction, improvisation and character development. Theater History as it pertains

to styles of acting will also be studied; included could be Greek Theater, the Commedia dell'Arte, and Shakespeare and **Elizabethan** Theater. Most course work will be participatory, in-class exercises, with few outside assignments, making attendance of the utmost importance. A written mid-term and/or final will be given. Graded projects will include a performed monologue, performance in a two-to-three-person scene, and an independent, student-designed final project.

Performing Arts-History & Cultural

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication, Teamwork

True to its title, this 9-week course is designed to survey the three main categories of performing arts: music, dance and theater. Emphasis is on learning about, rather than performing, these genres, although some classes will include practical experiences in performance techniques. Historical and cultural differences and similarities of each genre will be investigated, with some content student-driven (reflective of student interests). Course work will include selected readings and videos, lecture and discussion. Three written exams (one over each genre, at approximately three-week intervals) and a written final will be given. Graded projects will include a graded in-class poster presentation and an independent, student-designed final project.

Concert Choir

Length: 9-36 weeks
Credit: Fine Arts
Hours: .5-2.0
Grade: 9, 10, 11, 12
Fee: \$20.00
Prerequisite: No choral experience or audition necessary
CRLS: Personal Management, Problem Solving, Communication, Teamwork

The Concert Choir is a beginning choir (no audition or experience necessary) that will study and perform a wide repertoire of musical styles and historical periods. Strong emphasis will be placed on music reading (music theory), vocal technique and performance skills. There will be opportunities to perform in two concerts per year plus district choir contest.

Varsity Choir

Length: 36 weeks
Credit: Fine Arts
Hours: 1.0* (*Alpha/Omega Schedule)
Grade: 9, 10, 11, 12
Fee: \$20.00
Prerequisite: Admittance by audition only.
CRLS: Personal Management, Problem Solving, Communication, Teamwork

The Varsity Choir is an advanced choir open to experienced choristers who have a working knowledge of music reading (music theory) skills. A wide range of musical styles and historical periods will be included in the repertoire, including masterworks by "classical" composers. Emphasis will be placed on advanced vocal technique and musicality. There will be opportunities to perform in concerts, festivals and competitions. A letter in Vocal Music can be earned through service to the choir and outstanding attendance and performance records.

Dublinaires

Length: 36 weeks
Credit: Fine Arts
Hours: 1.0* (Alpha/Omega Schedule)
Grade: 10, 11, 12
Fee: \$20.00
Prerequisite: Must also be enrolled as a member of another performing group or with special permission of the director. Admittance by audition only.
CRLS: Personal Management, Problem Solving, Communication, Teamwork

The Dublinaires is a small mixed ensemble whose emphasis is be on performing jazz with a high level of musicianship and showmanship. Also included is a rhythm section of keyboard, trapset, and bass. Performance opportunities include community, school, competition, festivals, solos, and small ensembles. A letter in vocal music can be earned through service to Dubs and/or Choir and outstanding attendance and performance records.

Concert Band

Length: 36 weeks
Credit: Fine Arts
Hours: 2.0
Grade: 9*, 10, 11, 12
Fee: \$50.00
CRLS: Teamwork, Personal Management, Communication

*Membership is open to any 9th grade student who has two or more years experience in band.

The Concert Band will study a wide variety of musical repertoire, develop appreciation and skills for musical understanding and performance, and have the opportunity to participate in many activities including: concerts, music festivals, solo and ensemble contests and pep band.

Marching Band/Wind Ensemble

Length: 36 weeks
Credit: Fine Arts
Hours: 2.0
Grade: 10, 11, 12
Fee: \$100.00

Prerequisite: Admittance by audition or permission of the instructor
CRLS: Personal Management, Teamwork, Leadership, Communication

The Wind Ensemble is the premiere ensemble for the highest level players. Students study a wide variety of musical repertoire, develop appreciation and skills for musical understanding and performance, and have the opportunity to participate in many activities including, field shows, street parades, concerts, music festivals, out of town trips, solo and ensemble contests and pep band. During the first nine week term the Marching Band will rehearse and perform as a marching unit in parades and field shows. During the second, third and fourth terms the Wind Ensemble will rehearse and perform high level concert band music.

*It is required that all members of the Jazz Band also participate in a large Concert Ensemble.

Marching Band/Symphonic Band

Length: 36 weeks
Credit: Fine Arts
Hours: 2.0
Grade: 10, 11, 12
Fee: \$100.00

Prerequisite: Admittance by audition or permission of the instructor
CRLS: Personal Management, Teamwork, Communication

The Symphonic will study a wide variety of musical repertoire, develop appreciation and skills for musical understanding and performance, and have the opportunity to participate in many activities including: field shows, street parades, concerts, music festivals, out of town trips, solo and ensemble contests and pep band. During the first nine week term the Marching Band will rehearse and perform as a marching unit in parades and field show . During the second, third and fourth terms the Symphonic Band will rehearse and perform concert band music.

*It is required that all members of the Jazz Band also participate in a large Concert/Ensemble.

Evolution Jazz Band

Length: 36 weeks
Credit: Fine Arts
Hours: .5* (*Alpha/Omega Schedule)
Grade: 9, 10, 11, 12

Prerequisite: Membership in Concert Band/WE or consent of instructor
CRLS: Teamwork, Personal Management, Communication

The Evolution Jazz Band is a performing ensemble that studies and performs a wide variety of musical styles including Latin, swing, funk, rock, and big band. There is a strong emphasis on musical improvisational skills and music reading. The jazz band will participate in several concerts and festivals throughout the year.

* It is required that all members of the Jazz Band also participate in a large ensemble.

** Jazz Bands will meet before school on an every other day basis.*

Intermediate Jazz Band

Length: 36 weeks
Credit: Fine Arts
Hours: .5* (*Alpha/Omega Schedule)
Grade: 9, 10, 11, 12

Prerequisite: Membership in Concert Band/WE or consent of instructor
CRLS: Teamwork, Personal Management, Communication

The Intermediate Jazz Band is a performing ensemble that will study and perform a wide variety of musical styles including Latin, swing, funk, rock, and big band. There will be a strong emphasis on musical improvisational skills and jazz styles. The jazz band will participate in several concerts and festivals throughout the year.

*It is required that all members of the Jazz Band also participate in a large ensemble.

** Jazz Bands will meet before school on an every other day basis.*

Elements Jazz

Length: 36 weeks
Credit: Fine Arts
Hours: 1.0* (*Alpha/Omega Schedule)
Grade: 10, 11, 12

Prerequisite: Membership in a large ensemble and consent of instructor
CRLS: Teamwork, Personal Management, communication, Leadership

The Elements is a high level performing group that will study and perform a wide variety of musical styles including Latin, swing, funk, rock, and big band. There will be a strong emphasis on musical

improvisational skills, music reading and jazz styles. The jazz band will participate in concerts and festivals throughout the year.

* It is required that all members of Elements also participate in a large concert ensemble.

**** Jazz Bands will meet before school on an every other day basis.***

Strings

Length: 36 weeks
Credit: Fine Arts
Hours: 1.0
Grade: 9, 10, 11, 12
CRLS: Teamwork

If you have had prior experience (a few years) playing either violin, viola, cello, or the double bass and want to have a musical challenge, this group is for you. We play music from many style periods including the Baroque, Classical, Romantic, and Modern.

****This group meets in the morning before school.***

COMPUTER TECHNOLOGY

9th Technology

Length: 9 weeks

Credit: Applied Arts/Fine Arts

Hours: .5

Grade: required for Comprehensive 9th grade classes

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

Comprehensive Program students only

This course is designed to not only teach students how to touch type but also acquaint students with a wide variety of software programs and resources. Students will be expected to learn how to touch type all of the alphabetic reaches using the correct technique. The students will also learn the following software programs and skills by integrating the curriculum between their English class and Technology.

- MS Office-Word, PowerPoint, Excel, and Publisher.
- Students will learn how to correctly format—outlines, annotated work cited, basic reports, and business letters.
- Students will also begin career investigation and create a resume using CIS on—line.
- The students will learn how to utilize the various sources of information on our network.

Open to IHS students on a space available basis and with the understanding that **they must obtain assignments from their English class.

10th Integrated Computer Applications

Length: 9 weeks

Credit: Applied Arts/Fine Arts

Hours: .5

Grade: required for Comprehensive 10th grade classes

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

Comprehensive Program students only

This course is designed to integrate the English 10 curriculum with Technology. Students are required to complete two major projects: a career research paper and a personal portfolio newsletter. The skills and computer software that students will learn include:

- MLA style research paper—table of contents, outline, paper w/documentation, works cited, works consulted and appendix.

- Job shadow experience required—this will fulfill the new graduation requirements.
- Creating a PowerPoint presentation from a work outline—adding graphics, animation and sound.
- Newsletter formatting—edition and putting English papers into newsletter, adding graphics, editor's notes, reflection, etc.

**Possible Tech Prep credit available through Lane Community College.

Open to IHS students on a space available basis and with the understanding that **they must obtain assignments from their English class.

Photoshop

Length: 9 weeks

Credit: Applied Arts/Fine Arts

Hours: .5

Grade: 9*, 10, 11, 12

Prerequisites: Touch keyboarding skills (*9th graders must demonstrate prerequisite skills)

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

This elective course focuses on the use of Adobe Photoshop. Students learn to create original graphics with Photoshop by mastering the tools palette and features of layers, masks, and filters. Through a series of projects, a portfolio of images suitable for a personal web page are developed. Activities include scanning, using internet as a resource, assisting other students, practicing problem solving, and teaching a concept learned.

Web Design

Length: 9 weeks

Credit: Applied Arts/Fine Arts

Hours: .5

Grade: 10, 11, 12

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

Web Design focuses on the use of the Macromedia suite of software, enabling students to become proficient with the basics of producing a Web site. Students will learn how to successfully use the capabilities of Dreamweaver for Web Design and development (including cascading style sheets, HTML Styles, animation, assets and history panels, site management tools and more), Flash for basic animations, and Fireworks for Web Graphics.

Advanced Computer Applications I:CAD

Length: 9 weeks
Credit: Applied Arts/Fine Arts
Hours: .5
Grade: 10, 11, 12
Prerequisite: Geometry

This course is designed to teach students advanced computer skills: including the basic commands necessary for professional 2D and 3D drawing, design, and drafting using AutoDesk Software. Students will learn to navigate the AutoCAD user interface, use the fundamental features of AutoCAD, use the precision drafting tools to develop accurate technical drawings and present drawings in a detailed and visually impressive manner.

Advanced Computer Applications II:3D Modeling

Length: 9 weeks
Credit: Applied Arts/Fine Arts
Hours: .5
Grade: 10, 11, 12
Prerequisite: Geometry

This course also covers the fundamental principles and recommended workflows for creating photo-realistic renderings and assemblies using Inventor software. Students learn the correct techniques and recommended workflows for defining the appearance of 3D models, creating and positioning light courses, and customizing settings to create renderings and animations in Inventor.

Advanced Computer Design

Length: 18 weeks
Credit: Applied Arts/Fine Arts
Hours: 1.0
Grade: 11, 12
Prerequisite: Photoshop, Web Design or Computer Graphic Design

This class is production based for students who are pursuing an interest in Graphic Design. Students can build their portfolio by completing a variety of projects for various teachers, departments, clubs and outside businesses. This would include working on the Sheldon Ink and maintaining the Sheldon Web site.

Students should have completed Web Design, Photoshop, or Computer Graphic Design with a minimum grade of a B or better. Students are expected to be professional: manage their time, be organized, discuss project requirements with business professionals, meet deadlines and be meticulous about proofing their projects.

This class is not offered every year

Computer Applications

Length: 9 Weeks
Credit: Applied Arts/Fine Arts
Hours: .5
Grade: 10, 11, 12
9th grade by Instructor permission
Beginning Game Development
MS Word
MS Excel
MS PowerPoint

This class offers four classes in one—each offering College Now Credit. Students work independently using the textbooks provided. **This is not a teacher directed class, but the teacher will assist students on an independent basis.** Students may work at their own pace and have the opportunity to complete one to four classes. This is an excellent opportunity for students to start college with free elective credit.

Computer Graphic Design

Length: 9 weeks
Credit: Applied Arts/Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

This course introduces students to the graphic design software InDesign. Students will learn the basics of design, layout, defining colors and styles, use of white space, etc. The class is project based with some of the projects being: flyers, newspaper pages, CD cover, brochures, catalogs, school project, logo design, letterhead and business cards and more. Students must follow specific guidelines on the various projects, but will have some freedom in the choice of theme.

Introduction to Business

Length: 9 Weeks
Credit: Applied Arts/Fine Arts
Hours: .5
Grade: 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

*Recommended for Business and Management CAM
*Recommended for students desiring school bank program

This integrated Business and Management core class combines elements of marketing, accounting, economics, and personal finance. The course will give the student practical and conceptual knowledge of a variety of business subjects. The contextual learning activities that will be used in this course include basic bookkeeping and credit, advertising, personal budgeting and career opportunities. Software applications include MS Word, Excel, Power Point and Internet.

Business Internship

Length: 18 Weeks

Credit: Applied Arts/Fine Arts

Hours: 1.0

Grade: 10, 11, 12

Prerequisite: Introduction to Business or permission by instructor
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

*Required for Business and Management Internship Major

The students will participate in activities designed to develop skills in teamwork, human relations, ethics, marketing, business law, and finance. Training with a credit union liaison person to develop procedures and job qualifications for operating the credit union will occur both at school and at the SELCO downtown branch and then students will use their training to run the credit union the second nine weeks of the semester. Specific software and projects include:

- The software students will be using includes: Word, PowerPoint, Excel, Publisher, Quicken and Symitar.
- Develop a marketing campaign with their team—market survey, design and implementation.
- Record and reconcile bank statement information.
- Understanding and completing basic tax forms.
- Job shadow outside of class time.
- Students will also write a complete business plan for a business of their choice during the second nine weeks including: defining products and customers, meeting with a local business owner, designing location and layout of business, marketing campaign, and finances.
- Various PowerPoint presentations including: bank vs. credit union, entrepreneur, and business plan.

**Required for the Business and Management Internship Major

**Recommend participating in FBLA

**Meets all requirements for the graduation CRLS.

Business Internship IS (Independent Study)

Length: 9 Weeks

Credit: Applied Arts/Fine Arts

Hours: .5

Grade: 10, 11, 12

Prerequisite: Business Internship

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

*Required for Business and Management Internship Major

*Required for students desiring school bank program

This class is a continuation of the Business and Management where the students will complete the hours required to fulfill an Internship and work on finishing their portfolio. Students will not meet for a regularly scheduled class, but they will be expected to work their 'shift' at the credit union and meet during the week at the time scheduled by the teacher. **Internship is possible with an outside business (must be discussed with the teacher first).

Yearbook Design and Photography

Length: 18 weeks

Credit: Fine Arts

Hours: 1.0

Grade: 9, 10, 11, 12

Prerequisite: Application signed by instructor (required)

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development (B grade or better)

This class designs and produces the Sheldon yearbook—The Shamrock. Students receive experience in graphic design: designing pages, cropping, editing and placing graphics, writing and editing stories, and soliciting advertisements. Yearbook is operated as a small business with the students making the decisions and maintaining their budget.

Photographers are expected to take pictures for a variety of the activities in and around Sheldon. The photographers must be available to take pictures after school and in the evening and should have some photography background. The photographers will be using digital equipment and are responsible for all equipment when it's in their possession.

English Language Learner (ELL)

The goal of the English Language Learner is for students to acquire the reading, writing, speaking and listening skills necessary to perform successfully in high school classes. The focus for beginning students is on learning basic vocabulary and grammatical structure. For intermediate students, the emphasis is on reading comprehension and paragraph writing. Concepts and vocabulary related to curriculum areas of social studies, literature, health, science, and careers are also studied.

ELL (English Language Learner)

Length: 18 weeks or 36 weeks
Credit: Language Arts
Hours: 1.0 or 2.0
Grade: 9, 10, 11, 12

HEALTH

The 4J District graduation requirement includes 1 year (1 credit) of health education in the high school. At Sheldon, with its' block scheduling, two 9 week terms of health education are required for the high school diploma. All health classes will have a HIV/AIDS component as required by the state. Each class will address HIV/AIDS as it pertains to the class.

Health classes are open to students in the Comprehensive program only. IHS students are welcomed as space allows.

Introduction to Health

Length: 9 weeks
Credit: Health
Hours: .5
Grade: required 9th grade class only

Health/Guidance-9 is a course about teenagers: their problems, their ideas, their bodies, and their human potential.

The students will study issues that are vital to teenagers: Self-concept, friendship, shyness, prejudice, verbal and non-verbal communication, "I" messages, listening skills, decision-making models, units on tobacco, alcohol and other drugs, assertiveness, refusal skills, boy-girl relationships and human growth and development review which will include teenage pregnancy and sexually transmitted infection. (HIV/Aids instruction included).

The Health/Guidance-9 course is designed to provide students with the knowledge and skills to cope with the problems they face with maturation. Emphasis will be placed on decision-making and problem-solving skills throughout the course.

Contemporary Health

Length: 9 weeks
Credit: Health
Hours: .5
Grade: 11, 12
CRLS: Personal Management, Communication

Contemporary Health addresses topics that are vitally important to an older teenager and young adult. Some topics that are covered are healthy eating in today's fast paced society, prevention & treatment of sports injuries, the prevention of disease, drugs & alcohol & other current health issues. Additional topics will include sexuality education, which includes HIV/AIDS, sexually transmitted infections & presentations from Planned Parenthood. Also planned is a field trip to a local athletic club which includes instruction on fitness planning & the development of a lifelong personal fitness program. There will be a variety of videos & guest speakers that are part of this course.

First-Aid and Wellness Issues

Length: 9 weeks
Credit: Health, Applied Arts
Hours: .5
Grade: 11, 12
Fee: workbook
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

This course presents and discusses how to prepare for, prevent, and respond to emergencies. Information presented is research-based and is pulled from government, local, and non-profit resources. Personal

choices and their contributions to injury, illness, and accidents are discussed. The individual's role in preparation, prevention and response, as well as, community roles are highlighted. Environmental health issues as well as careers involving first aid are also included. This course utilizes the Medic First Aid curriculum for Basic First Aid and Adult, Infant, and Child CPR. First Aid/CPR cards will be awarded to those who meet Medic First Aid requirements.

Only students who can physically perform the skills associated with CPR will be awarded a Medic First/Aid CPR card. However, this is not required for successful completion of the course.

Anatomy of Movement (College Now)

Length: 9 weeks

Credit: Health

Hours: .5

Grade: 11, 12

CRLS: Personal Management, Problem Solving, Communication,, Employment Foundations, Career Development

This course will cover basic anatomy and physiology in the context of exercise, movement, and human performance in sport and dance. This course will cover, in depth, the structure and function of the muscular and skeletal system, muscles and muscle groups, origins, insertions, and actions of muscles, joints, and articulations. This course will also cover the cardiovascular and respiratory system, basic human physiology and physiology of exercise. Anatomy of Movement is designed as a "College Now" course through Lane Community College. Students earning "B" or better can earn 3 credits at LCC in Applied Anatomy and Kinesiology (PE196). This course also satisfies the "anatomy" requirement for Health and Human Service Major strands: Fitness, Wellness and Human Performance and Child Development. Students will need to purchase the Anatomy Coloring Book that they will keep.

Healthy Life

Length: 9 weeks

Credit: Health

Hours: .5

Grade: 10, 11, 12

Healthy Life is a course that will examine health issues of vital importance to today's teenagers. The course focuses on the psychological, environmental, and behavioral aspects of a fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, friendship, goal setting, love, achievement, creativity, mindfulness, and humor. Additional topics will include: Sexuality education, Body systems, abstinence education with presentations from Stop & Think, sexually transmitted disease & presentations by Planned Parenthood (includes AIDS/HIV). There will be a variety of speakers and videos that are part

of the course. Students are expected to do several individual and group presentations that comprise a large part of the grade in class.

Health Nutrition

Length: 9 weeks

Credit: Health

Hours: .5

Grade: 11, 12

CRLS: Problem Solving, Communication, Teamwork

This course presents and discusses how nutrition affects health throughout the lifespan with an emphasis on an active, healthy lifestyle. Nutrition's role in disease treatment and prevention, as well as, it's role in human development is explored. Careers in nutrition and nutrition's role in community health are also presented. This course covers the following Oregon Common Curriculum Goals for health education: Health and Fit Body, Controllable Health Risks and Informed Consumer.

TP Child Development I

(Infant Development)

Length: 9 Weeks

Credit: Health, Applied Arts

Hours: .5

Grade: 10, 11, 12

9TH grade with teacher permission or having passed Into to Health with a "C" or better

Prerequisite: Intro to Health

CRLS: Teamwork, Career Development

This course is designed to examine the growth and development of the infant from conception to 18 months. Care techniques as well as the modification of the environment for optimum development and safety will be studied. Students will work in the preschool run cooperatively by the Sheldon Community Center and Sheldon High School. Students will observe children, plan activities for them and apply the information they have learned in class about young children to their work in the Center. **(Both Infant Development and Toddler Development must be taken to receive college transferable credit.)** Only one of these class sequences can be used to fulfill health requirements for graduation.

****Child Development I and Child Development II do not need to be taken in sequence.***

****Possibility of earning College Now credits through Lane Community College.***

TP Child Development II (Toddler Development)

Length: 9 Weeks
Credit: Health, Applied Arts
Hours: .5
Grade: 10, 11, 12
9th grade with teacher permission or having passed Intro to Health with a "C" or better.
Prerequisite: Intro to Health
CRLS: Teamwork, Employment Foundations

The study of children 18 months to 5 years of age is the focus of this class. Students will be acquainted with various aspects in childcare and guidance of preschool age children. Areas of investigation will include discipline and self control, normal and abnormal behavior problems, daily routines as well as understanding age appropriate activities for young children. Students will assist at the cooperative run Sheldon Meadows Community Preschool. **(Both Infant Development and Toddler Development must be taken to receive college transferable credit.)** Only one of these class sequences can be used to fulfill health requirements for graduation.

**Child Development I and Child Development II do not need to be taken in sequence.*

**Possibility of earning College Now credits through Lane Community College.*

Creative Experiences For Children

Length: 9 or 18 weeks
Credit: Other Subjects
Hours: .5 or 1.0
Grade: 11, 12
Prerequisite: Teacher Permission
CRLS: Employment Foundations, Career Development

This class will introduce students to creative activities suitable for young children. Age appropriate activities in art, music, dramatics, rhythms, games and storytelling will be studied. Development of the students' creative imagination will be stressed. Students will explore, design, and execute activities for the Sheldon Community Center Preschool, Meadowlark, and Willakenzie grade school's kindergarten classes. **(Students must have successfully completed at least one 9 week course of Infant or Toddler Development).**

Individual Projects With Children

Length: 9 or 18 weeks
Credit: Other Subjects
Hours: .5 or 1.0
Grade: 11, 12
Prerequisite: Teacher Permission

CRLS: Employment Foundations, Career Development

Students will advance their knowledge in the field of human development through independent study, preschool observations and community outreach projects. A portion of the students' time will be spent working at Sheldon Community Center Preschool. Projects will be selected from options provided by the instruction, in consultation with the student. Students can select projects to fulfill partial health credit. **(Students must have successfully completed at least one 9 week course of Child Development I or II).**

Internship and Work Experience (Health Careers)

Length: Independent Study
Credit: Other Subjects
Hours: .5
Grade: 10, 11, 12
Prerequisite: Teacher permission. Requires an Independent Study contract with bi-weekly follow-up with the course instructor
CRLS: Employment Foundations, Career Development

Motivated students who have completed the course work for the Health & Human Services Career Internship are eligible for this program. Students can expect to work 45+ hours per term in a medical office or hospital setting, and earn .5 credits.

Students in the Child Development program work at various sites with young children. Students will be screened, and students who have or have ever had a juvenile record, suspensions, or displayed any behaviors that would indicate that they are a risk for working with young children will not be placed in the program. Students that abuse any substance on campus or at any school activity will be immediately dropped from their class. All students must follow dress standards while at their child development lab assignment. Ninth graders cannot get College Now credit for any child development classes.

Student Exploratory Teachers (SET)

Length: 18 or 36 weeks
Credit: Other Subjects
Hours: 1.0 or 2.0
Grade: 11, 12
Prerequisite: Teacher Permission
CRLS: Employment Foundations, Career Development

Student and instructor will select a site and grade level for an internship in a grade school classroom. Students will be at a job site 5 days a week. May be taken for 4 nine weeks classes. May give transferable Tech Prep credit. **(Students must have successfully completed at least one 9 week course of Child Development I or II or teacher permission.)**

LANGUAGE ARTS

For Graduation, 4 credits of Language Arts study are required. (4 credits are required for college.) Students may also elect special interest Language Arts classes, in addition to the recommended grades nine through twelve classes.

These Language Arts classes, including electives are open for the Sheldon Comprehensive Program students only.

9th GRADE

English 9-Writing/Literature

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 9
CRLS: Personal Management, Communication

This is a college preparatory class designed to teach students the various kinds of reading and writing skills they will need to succeed in all of their classes at Sheldon and beyond. The class begins with writing basics and paragraph formation and then moves into essay writing. Particular emphasis is placed in the following modes: expository, personal narrative, and imaginative. Vocabulary building and grammar are key focus areas as well. Other focus skills include habits and time management. The Literature portion begins with poetic analysis and moves into other genres as the term progresses. A particular focus is placed on literary terms, in depth text analysis and expository writing. This class is taught in conjunction with the 9th grade keyboarding class.

Struggling students will also take Habits of the Mind Language Arts and/or Reading Lab. These students are recommended by their 8th graded Language Arts teacher.

English 9 (Honors)

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 9
CRLS: Personal Management, Communication, Teamwork

Prerequisites: *Application must be approved by instructor.* Some ninth grade students may qualify for the Honors classes. The **prerequisites** are: 1) An "A" in their middle school Language Arts class. 2) An "A" in their middle school Social Studies class. 3) A recommendation from their middle school Language Arts and Social Studies block teacher(s) and 4) A willingness to do exceptional work.

Honors students will be expected to complete the English 9 curriculum at a level that is higher than English 9 in both quality and quantity. Students need to understand that this course will be a more rigorously analytical course than the grade level English 9 course. In addition, the Honors class will

require more reading and homework for successful completion of assignments. This course will also read the literature of diverse cultures. Literary analysis, critical reading, and critical writing will be included, as well as the demonstrations of knowledge. Multiple opportunities are provided to meet CIM standards in writing, speaking, and reading.

10th GRADE

English 9-Redux

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 10
Prerequisite: This class is only for students who have failed **one or more** terms of English 9.

English 9 Redux provides students a curriculum structure similar to English 9, but with an added emphasis on organizational skills necessary to complete quality essays and assignments. The course will offer a different selection of readings and novels for students so they may master the English 9 curriculum goals without repeating the same assignments and activities from their original English 9 course. This course is not taught in conjunction with the 9th grade Technology class, so students will be expected to type assignments utilizing the Sheldon Computer lab or their own computing resources.

English 10

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 10
Prerequisite: Successful Completion of English 9
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

English 10 is a course that provides students with a solid foundation in communications, literature, and writing. Students will write and present speeches, research and write papers in descriptive, personal narrative, imaginative narrative, expository, and persuasive formats. Students will read a variety of short stories, novels, plays, and poems.

This class will be coordinated with nine weeks of computer instruction. Major computer/classroom integrated projects include a newsletter and career research paper with visual display components.

Assessment will be conducted through research projects, classroom performances, and student-teacher designed activities. Statewide reading and writing assessments will be given.

English 10 (Honors)

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 10

Prerequisite: An "A" in 9th grade Language Arts class and teacher recommendation.

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

English 10 Honors is a course that provides students with a solid foundation in communication, literature, and writing. Students will write and present speeches, research and write papers in descriptive, personal narrative, imaginative narrative, expository, and persuasive formats. Students will read a variety of short stories, novels, plays, and poems.

This class will be coordinated with nine weeks of computer instruction. Major computer/classroom integrated projects include a newsletter and a career research paper with visual display components.

Assessment will be conducted through research projects, classroom performances, and student-teacher activities. Statewide reading and writing assessments will be given.

Students taking the Honors class will be expected to read at an accelerated pace. Literary analysis and critical reading and writing activities will be included. Students need to understand that this will be a more rigorously analytical course than the grade level English 10 course. In addition, the Honors class will require more homework for successful completion of assignments.

11th GRADE

English 10 Redux

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 11

Prerequisite: This class is only for students who have failed **one or more** terms of English 10.

English 10 Redux provides students a curriculum analogous to English 10 with an added emphasis on organizational skills necessary to complete quality essays and assignments. The course will offer different selections of reading and novels, whenever feasible, so students may master the English 10 curriculum goals without repeating the same assignments and activities from their original English 10 course. However, the career research paper will again be a central focus of the second term of the course (students who have satisfactorily completed this assignment in the year previous will be given an alternate writing assignment). This course is not taught in conjunction with the 10th grade Technology class: therefore, students will be expected to complete word-processed assignments utilizing the Sheldon computer lab or their own computing resources.

English 11 - Survey of American Literature

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 11, 12

Prerequisite: Successful Completion of English 10
CRLS: Personal Management, Communication

Students will study American literature from colonial to modern times. Juniors will consider differing opinions and attitudes, participate in discussions, and write clear, perceptive compositions based on material read in and out of class.

English 11 Honors- American Classics

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 11, 12*

*By special referral only

Prerequisite: An "A" in 10th grade Language Arts class and teacher recommendation.

CRLS: Personal Management, Communication

Students will read, discuss, analyze, and write about American literature that has achieved the distinction of being labeled a classic. The class is designed for students with above average reading levels who wish to have a better understanding of their country's literary heritage. Advanced writing skills will be emphasized in conjunction with the literature.

12th GRADE

English 12—British and Post-Colonial Literature

Length: 18 weeks

Credit: Language Arts

Hours: 1.0

Grade: 12

Prerequisite: Successful Completion of English 11 or English 11 Honors

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Students will read from a selection of British and post-colonial literature to examine America's literary heritage. Historical context and literary analysis will be emphasized. Students will be expected to read at grade-level. Writings will support basic skills but will also extend into transitional pre-college abilities. Grammar lessons will be interwoven throughout the curriculum.

AP English (In place of English 12)

Length: 27 weeks

Credit: Language Arts

Hours: 1.5

Grade: 12

Prerequisite: 11th grade English teacher recommendation.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is designed for the highly competent senior whose ability in study of literature has approached the advanced high school or beginning university level. It has two primary objectives: (1) to help the student develop proficiency and fluency in composition and (2) to help the student develop insight and skill in the analysis and understanding of literature. As the title implies, the purpose of this course is to expose students to college level teaching and material. They may acquire college credit in English by passing the national advanced placement examination offered in the Spring.

College Now Writing (In place of English 12)

Length: 18 weeks

Credit: Language Arts/Humanities

Hours: 1.0

Grade: 12

Prerequisite: "A" in English 11 or at least 85% in English 11 Honors and teacher recommendation: placement test.

CRLS: Personal Management, Problem Solving, Teamwork

College Writing will be open for enrollment to students ready for a mature, rigorous college level work load. Successful completion of this course will earn college credit from Lane Community College, if the student chooses.

The first portion of College Writing is Writing 121 wherein the students hone their expository and persuasive skills. Next in Writing 122, the focus is on logic and argumentation. Writing 123 finishes the semester as the research component. By successfully completing work in these classes, students may earn college credit and will have fulfilled their college freshman English requirements, transferable to most colleges across the nation.

LANGUAGE ARTS ELECTIVES

Modern Authors

Length: 9 weeks

Credit: Language Arts

Hours: .5

Grade: 11*, 12

**If space is available 11th graders may take this class for Other Subjects (OS) credit.*

CRLS: Communication

Modern Authors focuses on world-wide authors. Various genres such as short story, novel, modern poetry and drama will be read and analyzed.

SAT Verbal Prep

Length: 9 weeks

Credit: Language Arts

Hours: .5

Grade: 10, 11, 12

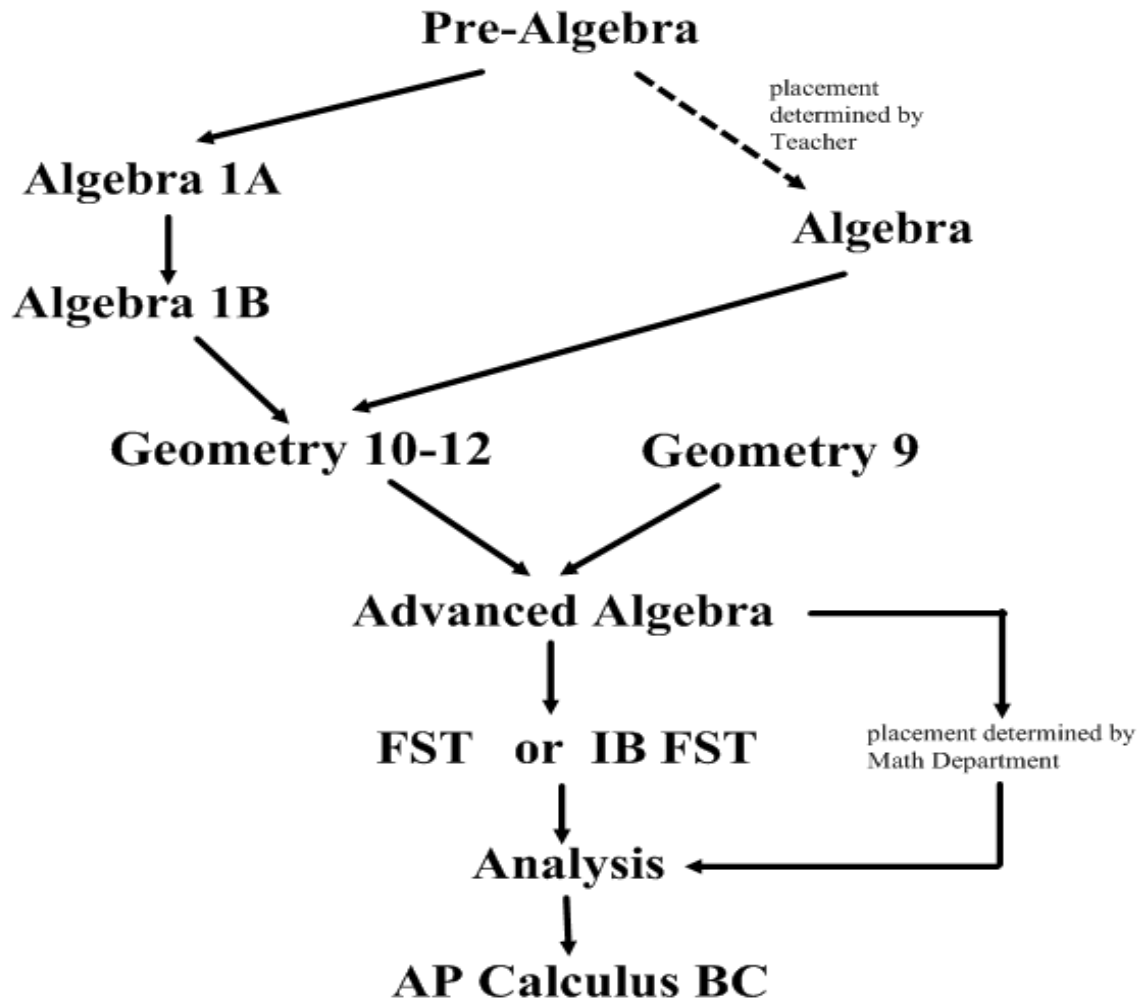
Prerequisite: Successful Completion of English 9-Writing/Literature

This class is designed to help students increase their vocabulary skills and prepare for the grammar, essay, and critical reading sections of the SAT.



Mathematics for 2009/2010

The chart shown below illustrates the sequence of courses for the 2009/2010 school year. Every effort is made to place students in courses appropriate to their mathematical backgrounds and future goals. In general, the first math course taken at Sheldon High School is determined by the previous course taken and the teacher recommendation from Middle School.



Notes:

1. All courses are semester courses, except AP Calculus BC and Algebra 1A/1B, which are year long classes.
2. Students applying directly to four-year universities in Oregon are required to successfully complete Advanced Algebra with a grade "C" or higher.
3. Students preparing for the IB Math Studies exam (and project) should have completed FST or higher or should currently be enrolled in FST or higher.
4. A grade of "D" in a math class has been proven to be insufficient preparation for the next course sequence; therefore, students receiving a "D" need to repeat that course.
5. Students enrolled in Concepts 1 or Concepts 2 in the 2008/09 school year will move to Algebra 1B.
6. Students passing Concepts 3 in 2008 will go into Advanced Algebra.
7. A graphing calculator (TI-83 or TI-84) is required for Advanced Algebra and higher.
8. Class offerings subject to change.

Pre-Algebra

Length: 18 weeks
Credit: Other Subjects
Hours: 1.0
Grade: 9, 10, 11, 12
CRLS: Personal Management, Problem Solving, Communication

This course is intended for students who need an additional year to improve their computational and arithmetical skills and to further their understanding of basic concepts in algebra. Topics include: Equation solving, geometry (perimeter, area), ratio and proportions, rational expressions, integers and formulas. The goal of this class is to prepare students for Algebra 1. A scientific calculator is required. Students will be introduced to work samples. An emphasis will be placed on state tests preparation.

Applied Math 2 (only offered 09/10 school year)

Length: 36 weeks
Credit: 1.0 Math
Hours: 2.0
Grade: 10
Prerequisite: Applied Math 1
CRLS: Personal Management, Problem Solving, Communication

Applied Math is the second year of a two-year program for (10th grade students) that will allow them to learn the math normally taught in Pre-Algebra, Algebra and Geometry courses. The class is designed to prepare students to be successful in Advanced Algebra. In addition to math knowledge, this course emphasizes problem-solving skills. Technology is an integral part of the course.

Algebra 1A

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 10, 11, 12
Prerequisite: Pre-Algebra
CRLS: Personal Management, Problem Solving, Communication

This course covers the first half of a first-year algebra class. Topics include the real-number system; data organization, analysis, and display; and an introduction to functions. Students will solve and graph linear equations and inequalities. Problem solving is emphasized throughout the course and includes state test preparation and practice with work samples. Calculators and computers are used to enhance understanding.

Algebra 1B

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 10, 11, 12
Prerequisite: Algebra 1A or teacher recommendation
CRLS: Personal Management, Problem Solving, Communication

This course covers the second half of a first-year algebra class. The pace and contents are designed to be responsive to individual student needs. The class is designed for students to improve their problem-solving and algebraic skills. Scientific calculators are used on a regular basis. It is hoped that students who are successful in this class with an A or B should be able to handle the faster-paced Geometry.

Algebra

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation
CRLS: Personal Management, Problem Solving, Communication

Applications including statistics, geometry, and probability are used to develop algebra. Models for arithmetic operations are extended to expressions and equations involving variables. Graphing of relationships is heavily emphasized. Functions represented by exponential growth and by parabolas are introduced via applications in science and personal finance. Systems, polynomials, and square roots are linked to the study of geometry. Applications and problem solving are stressed throughout. This class emphasizes state test preparation and work samples. Scientific calculators are used on a regular basis and allow students to address a much wider range of problems than they would otherwise be able to do.

Geometry 9

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 9
Prerequisite: A or B in Algebra or teacher recommendation
CRLS: Personal Management, Problem Solving, Communication

Geometry is primarily the study of spatial relationships. In this course students will investigate these ideas through coordinate systems, constructions, measurement formulas, and deductive and inductive reasoning. Geometry includes measurement formulas and 3-dimensional figures. We continually review skills and concepts learned in algebra.

Geometry

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 10, 11, 12
Prerequisite: A or B in Algebra or teacher recommendation
CRLS: Personal Management, Problem Solving, Communication

Geometry is primarily the study of spatial relationships. In this course students will investigate these ideas through coordinate systems, constructions, measurement formulas, and deductive and inductive reasoning. Geometry includes measurement formulas and 3-dimensional figures. We continually review skills and concepts learned in algebra.

Advanced Algebra

Length: 18 weeks

Credit: Math

Hours: 1.0

Grade: 9, 10, 11, 12

Prerequisite: A or B in Geometry or teacher recommendation

CRLS: Personal Management, Problem Solving, Communication

This course emphasizes algebraic expressions, especially linear and quadratic relationships, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and other special functions as tools for modeling real-world situations. Geometrical ideas are used throughout. Graphing calculators are needed so students can solve a much wider range of problems. Students successfully completing this course will be recommended for FST. Students who excel could be recommended by the Math Department to go directly to Analysis.

Functions, Statistics, and Trigonometry (IB FST)

Length: 18 weeks

Credit: Math

Hours: 1.0

Grade: 10, 11, 12

Prerequisite: A or B in Advanced Algebra or teacher recommendation

CRLS: Personal Management, Problem Solving, Communication, Employment Foundations

FST is part of our Pre-Calculus curriculum designed to prepare students for college math. It includes an extension of topics introduced in previous courses as well as new topics. A major emphasis is placed on the study of functions, statistics, trigonometry, and probability. Graphing calculators are essential for course work involving graphing and interpreting statistical data and visualizing a wide range of functions.

Analysis

Length: 18 Weeks

Credit: Math

Hours: 1.0

Grade: 11, 12

Prerequisite: A or B in FST or teacher recommendation. Some students who excel in Advanced Algebra may be recommended by the Math department to go directly to Analysis

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations

This course is designed to prepare students for college mathematics. It provides rigorous pre-calculus work, particularly in the areas most troublesome for calculus students (including maxima, limits, and functions for modeling the real world). Graphing calculators are necessary.

AP Calculus BC

Length: 36 weeks

Credit: Math

Hours: 2.0

Grade: 11, 12

Prerequisite: Teacher recommendation

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations

AP Calculus BC is a first course in differential and integral calculus with series. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, analytical geometry, and functions. Calculus concepts are introduced using numerical, graphical and symbolic methods. This is an Advanced Placement college-level course. Students who pass the AP Calculus BC test in May and earn a 4 or 5 receive 8 to 12 hours college credit at most universities. Students must pay for the AP Calculus BC test.

OTHER SUBJECTS

Leadership

Length: 9 or 18 or 36 weeks

Credit: Other Subjects

Hours: .25

Grade: 9,10,11,12

Prerequisite: Application signed by instructor (required).

Representative Applications Begin in August. We take applications from “any” student for “Leadership”. We give priority to AT LEAST ONE (1) student from each club, activity, sport, etc. Officially recognized. The deadline to make application is the third (3) day of each term. Leadership class is required for all ASB Officers and Class Officers. Students in leadership class are active participants in student activities as well as facilitating student issues. There is also a 20 hour requirement of community service of each member of leadership class each term (5 hours outside of Sheldon High School and 15 hours inside Sheldon High School). The minimum GPA for the applicant is a 2.25.

****This class meets during lunch 2 days a week for ASB and Class Officers, 1 day a week for General Leadership.***

Multicultural Studies

Length: 9 weeks

Credit: Other Subjects

Hours: .5

Grade: 9, 10, 11, 12

CRLS: Cross cultural communication, Teamwork, Multicultural/Diversity worldviews, critical thinking, inclusion, equity, citizenship

The Multicultural Studies course will approach different cultural themes each term within a series format. The course is designed to prepare students for the ever evolving diversity they are experiencing and interacting with in the United States and globally. Students will become familiar with and understand the following concepts within a critical thinking context: diversity, ethnicity, race, culture, gender, class, multicultural education, social justice, positionality, epistemology, cultural/racial/ethnic identity or identities, multi-racial/cultural/ethnic backgrounds, inclusive skills, cross-cultural communication skills, students as teachers skills, respect without a hierarchy of respect, social ecology, racism, prejudice, bigotry, assimilation, acculturation, the concept of normal, and genocide. Students will also study, research, and explore some of the following diverse groups within the United States and globally and their relationship to each other: African American, American Indian (Native American), Asian-Pacific Islander, European American (Irish, Italian, German, etc...), Latino/Hispanic, Middle Eastern Americans, Multi-Racial-Ethnic-Cultural Americans, global cultures, and their own diversity and identity. The class will utilize knowledge and information from a variety of scholarly fields: literature, history, science, journalism, the arts, sociology, psychology, anthropology, archeology, political science, contemporary films, contemporary documentaries, poetry, theatre, and visiting experts within the field of multicultural education. The class is highly interactive and will involve weekly journals, and discussion groups. The most important asset for the class will be the multicultural knowledge and experience each student will be bringing into the class. The class will be governed by the use of critical thinking and the everyday practice of RESPECT.

PHYSICAL EDUCATION

Physical education contributes to the total development of young people. It is unique in that it is the only discipline that places its emphasis on motor skill development and physical fitness. Physical education classes at Sheldon High School provide a necessary foundation for education, as they promote the learning of movement skills, fitness skills, self management/ personal-social skills and a commitment to physical activity that will last a life time.

“The goal of the high school physical education experience is to provide a culmination of formal learning experiences in all developmental domains. The physical, cognitive, and social/emotional skills needed to be physically educated should be achieved to facilitate lifetime physical activity participation.” (American Association for Health, Physical Education, Recreation and Dance)

The physical education department in the Sheldon Comprehensive Program offers courses that accommodate a variety of individual differences; such as previous physical activity experiences, fitness and skill levels, intellectual, physical, social/emotional maturity, and cultural identity. Sheldon’s physical educators incorporate the most appropriated practices, derived from research and teacher experience, into a program that maximizes opportunities for learning motor skills, and the development of health related fitness by all students. This program helps students to progress toward physical competence in work and leisure, and to develop the skills needed to stay fit for a lifetime. Sheldon High School offers co-educational, stand-alone, nine week (term long) courses in physical education that cover a variety of activities. Each class addresses the State and National Standards for Physical Education. Sound instruction with appropriately sequenced skill development is offered in each class. Each class includes a fitness and conditioning component. A Personal Fitness Plan, a performance, and/ or a teaching project are required components of Sheldon’s physical education classes. Physical education classes also cover information pertaining to HIV/AIDS and environmental health in respect to safety issues and the course content.

The 4J District Graduation Requirement includes 1 year (1credit) of physical education in the high school. At Sheldon, with its block scheduling, two nine week terms of physical education are required for the high school diploma. Students must take two different physical education courses for the graduation requirement. All students must complete a personal fitness plan as part of their physical education requirement. Students are encouraged to take additional physical education classes for their continued development and elective credit, on a space available basis. Students may repeat a physical education course for elective credit ONLY after completing their physical education requirement of passing two different classes. Students may not take more than one physical education class per term, due to the physical demands in each class. All of Sheldon’s physical education classes utilize the *Fitness for Life* Curriculum imbedded in the course content. All of Sheldon’s classes are co-educational and are open to students in grades 9-12 and welcome students of all ability levels. IHS students are welcomed on a space available basis. There are also intermediate/advanced level classes offered to provide an additional challenge for students to achieve proficiency in some activities. There are suggested pre-requisites for those classes. Sheldon HS also offers a Major (CAM) in Fitness, Wellness, and Human Performance.

Oregon State Standards for Physical Education

The following are the Oregon State Standards for Physical Education as adopted by the Oregon Department of Education. Physical Education courses at Sheldon High School provide multiple opportunities for students in grades 9-12 to meet these standards. The 4J School District physical educators have developed assessment strategies to be conducted in all physical education classes. Sheldon High School follows these protocols. There are three strands that are addressed in the physical education content standards. They are Expressive and Efficient Moving, Fitness for Lifetime, and Self Management and Social Behavior.

Expressive and Efficient Moving

1. Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms. (One activity counts in one category)

- *Individual activities
 - *Dual activities
 - *Aerobic/cardio-respiratory activities
 - *Outdoor pursuits
 - *Dance, self-defense, yoga, martial arts
 - *Team sports
 - *Strength training and conditioning
 - *Aquatics
2. Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures
 3. Communicate to others basic strategies specific to one team activity and one dual or individual activity.
 4. Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms:
 - *Individual activities
 - *Dual activities
 - *Aerobic/cardio-respiratory activities
 - *Outdoor pursuits
 - *Dance, self-defense, yoga, martial arts
 - *Team sports
 - *Strength training and conditioning
 - *Aquatics

Fitness for Lifetime

5. Participate in physical activities and evaluate personal factors that impact participation.
6. Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
7. Assess and analyze personal health-related fitness status
8. Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality)

Self-management and Social Behavior

9. Analyze and apply rules, procedures and etiquette that are safe and effective for specific activities/situations.
10. Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior

Fitness, Wellness and Human Performance Major

A Career Internship in Fitness, Wellness, and Human Performance is available to any student who has interest in this field of study. The Fitness, Wellness, and Human Performance Major prepares students for additional study and work towards employment and careers in fitness instruction, physical education, personal training, physical therapy, massage therapy, medical careers, and professional athletics or dance. Students interested in pursuing a major in FWHP will be admitted to the program after pre-requisites are met. Students follow a set of prescribed courses and complete an internship in the field of their choice during their senior year. Sheldon graduates from the Fitness, Wellness, and Human Performance Major have experienced paid and unpaid internships at fitness facilities, schools, medical offices, and hospitals. FWHP major graduates have found that the career internship/major program has given them an advantage in gaining admission to and receiving scholarships at major universities. With continued education and training, FWHP majors have found employment in the fields of physical therapy, athletic training, fitness instruction, and several students plan to attend medical school. Please see your Physical Education teacher for more information.

Sheldon High School Physical Education Courses

The following are the courses that are offered in physical education at Sheldon High School. Students must take two different physical education classes for the graduation requirement. All courses contain the Fitness for Life Curriculum and provide opportunities to meet the Oregon State Standards in physical education. Students must dress appropriately for physical activity and maintain proper personal hygiene. (See the Sheldon Physical Education Department Policies for further information.)

Aerobics and Fitness (Fitness, Wellness, and Human Performance Major Requirement)

Basketball

Beginning Dance

Intermediate/Advanced Dance (pre-requisite: Beginning Dance or Prior Experience and Instructor Permission)

Fall Sports: Football

Individual Sports and Conditioning

Net Games (Volleyball/Badminton)

Outdoor Recreation

Outdoor Sports Fitness Conditioning

Rock Climbing and Conditioning

Spring Sports

Strength and Conditioning

Team Sports: Soccer

Yoga and Fitness

Sheldon High School: Physical Education Courses

Length: 9 weeks

Credit: Physical Education

Hours: .5

Grades: 9, 10, 11, 12

Advanced Strength & Conditioning

This course is recommended for the competitive multi-sport athlete. This class is for the athlete who takes weight training seriously. Students will be provided with an opportunity to use weight training and cardio vascular principles and techniques in a sport specific manner. Students will design their own sport specific training program. Emphasis will include the 5 components of fitness and students will be tested in a variety of fitness activities. Students will be tested on major muscle groups and be required to develop a Personal Fitness Plan that incorporates the sport they are training for. **This class is for Grades 10-12.**

CRLS: Personal management, Problem solving, Communication, Teamwork

Aerobics & Fitness*

Principles of fitness development with emphasis on cardiovascular training. Aerobic activities include aerobic movements to music dance, running, and in-line skating. There is also a strength training dimension including some weight training and conditioning exercises, yoga, circuit training and plyometrics. The Fitnessgram test protocol will be used as well as the mile, two mile and 12 minute run. Students are required to develop a personal fitness plan.

***This course will satisfy a core requirement for the Health and Human Services: Fitness, Wellness and Human Performance Major.**

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

***Aerobics & Fitness will only be offered once a year.**

Basketball

Students will be given the opportunity to develop and demonstrate basic fundamentals and strategies to be successful at the game of basketball. A variety of drills and games will be introduced to reinforce these skills and concepts. Students will receive a written test on rules, games, techniques and concepts. Students will be tested in a variety of fitness activities to document growth and development (mile run, trunk lift, sit & reach, shoulder stretch, push ups, curl ups). Students are required to develop a personal fitness plan. **CRLS: Personal Management, Problem Solving, Communication, Teamwork**

Dance (Beginning)

This course covers an introduction to improvisation contemporary (modern) dance, ballet, and jazz dance. Students will also learn some African dance, Hip Hop and ethnic dances from various cultures. Students will also be taught elements of choreography and participate in an informal, informative performance at the completion of the course. This course promotes the development of flexibility, strength, agility, rhythm and coordination. Students are also required to do a written project and/or a dance fitness plan.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Dance (Intermediate/Advanced)*Prerequisite: Beginning Dance and/or teacher permission

This course covers intermediate and some advanced training in ballet, jazz and contemporary dance. Students will learn proper body alignment, dance technique, and terminology. Students will also learn some African dance, Hip Hop and Ethnic dances from various cultures. Students will learn elements of choreography and create a performance on stage as their final. Students are also required to do a written project and a fitness plan.

CRLS: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations, Career Development

****Int/Advanced Dance is offered once a year, during the spring term.***

Fall Sports/Football

Students will be given the opportunity to develop team, group and individual techniques as they relate to the official rules of flag football. These include knowing and demonstrating receiver routes, offensive plays, defensive coverage, game situations and rule interpretations of flag football. Students will be tested in a variety of fitness activities to document growth and development (mile run, trunk lift, sit & reach, shoulder stretch, push ups, curl ups). Students are required to develop a personal fitness plan.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Individual Sports and Conditioning

This course promotes the learning of movement skills, fitness skills, self-management/personal-social skills, and a commitment to physical activity that will last a lifetime. Instruction in basic, intermediate and some advanced skills for individual sports and recreational activities. Activities vary per term and access to facilities. These may include (but are not limited to) cross-country, running, aerobic dance, walking, hiking, in-line skating, handball, racquetball, rock climbing, bowling, golf, tennis, swimming and martial arts. There is also a required fitness and conditioning component that is related to the five components of fitness, which include muscular strength, muscular endurance, cardiovascular efficiency, flexibility and body composition. Students will also be tested in a variety of fitness activities to document growth and development. (The Fitnessgram test protocol will be utilized). Students will also be required to develop a personal fitness plan.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Net Games

Students will be given the opportunity to develop techniques, strategies for offensive and defensive play, and game playing in the following sports: Badminton, Volleyball, Pickle-ball, Tennis and other net games. There is also a required fitness and conditioning component that is related to the five components of fitness, which include muscular strength, muscular endurance, cardiovascular efficiency, flexibility and body composition. Students will also be tested in a variety of fitness activities to document growth and development. (The Fitnessgram test protocol will be utilized along with the mile and two mile run). Students are required to develop a personal fitness plan.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Outdoor Recreation

Students will focus on outdoor activities that promote a healthy lifestyle and offer life long learning experiences. Class activities include Ultimate Frisbee, walking/hiking, softball, and rock climbing. Outdoor recreation may include rafting, in-line skating, and swimming. Students will be tested in a variety of fitness activities to document growth and development. (the Fitnessgram test protocol will be utilized). Students will also be required to develop a personal fitness plan.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Outdoor Sports Fitness Conditioning

This course will cover the basic components of fitness and body development as they relate to outdoor recreational activities. Emphasis will be placed on training for muscular strength, endurance, cardiovascular efficiency, flexibility, and body composition. Training workouts will focus on key fitness goals for outdoor activities such as

skiing/snowboarding, rock climbing, kayaking/rafting, and hiking and backpacking. In addition to fitness training students will participate in a variety of indoor and outdoor games to encourage and develop fitness for life. Activities and games may include tchoukball, rock climbing, ultimate frisbee, in-line skating, kickball, etc. A personal fitness plan or alternative project is required.

CRLS: Personal Management, Problem Solving, Communication, and Teamwork

Rock Climbing & Conditioning

This course promotes the learning of rock climbing skills, movement skills, fitness skills, self-management/personal behavior skills and an overall dedication to personal fitness that will last a lifetime. This course includes instruction in basic, intermediate and some advanced skills involved in rock climbing. In addition, this course will incorporate aerobic and anaerobic activities designed to condition the body for the sport of rock climbing. Activities will include (in addition to rock climbing): ultimate Frisbee, Frisbee golf, hackey sack, yoga/pilates, and non-specific cooperative games. This course includes a fitness and conditioning (running) component designed to improve your aerobic capacity, anaerobic system, muscular strength (push ups, sit ups, etc.), muscular endurance and flexibility (stretching). A personal fitness plan or alternative project is required.

CRLS: Personal Management, Problem Solving, Communication, and Teamwork

Spring Sports

Students will develop techniques, strategies and team skills related to the following sports: softball, soccer and Ultimate Frisbee. Basic skills, such as, throwing, catching, hitting, passing, trapping and techniques of Frisbee play are emphasized. There also a required fitness and conditioning component that is related to the five components of fitness, which include muscular strength, muscular endurance, cardiovascular efficiency, flexibility and body composition. Students will also be tested in a variety of fitness activities to document growth and development. Students will also be required to develop a personal fitness plan

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Strength and Conditioning

Students will be given the basic principles to design a workout program that will incorporate weight training and cardio vascular conditioning. Emphasis will include the 5 components of fitness, which include muscular strength, muscular endurance, cardio vascular efficiency, flexibility and body composition. Students will be tested in a variety of fitness activities to document growth and development (mile run, trunk lift, sit & reach, shoulder stretch, push ups, curl ups). Students will be tested on major muscle groups and proper lifting concepts. Students are required to develop a personal fitness plan

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Team Sports/Soccer

This course includes instruction in basic, intermediate, and some advanced skills for soccer. Students participate in skill development, scrimmage, and game situations utilizing the "Sport Education" model. There is a fitness and conditioning component. Pre and Post Fitness testing with the Fitness Gram protocol is administered. Students will run the mile, two mile, and the 12 minute run. Other sports that may be included are field hockey, ultimate Frisbee, and floor hockey. A personal fitness plan is required.

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Yoga and Fitness 1 (College Now)

This class will present techniques in Ashtanga (eight-limbed) yoga. Yoga means union, and refers to the union of the body, mind, and breath. It is a system of self-care that was developed in India and is practiced all over the world. Yoga develops core strength and helps to develop lung capacity through careful breathing. The emphasis in this class will be asana practice which refers to poses and postures designed to develop flexibility, muscular strength, and muscular endurance. Emphasis will be placed on correct alignment and safe practice. Students are required to do a teaching project including an individual yoga program. Students earning a "B" or better in Yoga and Fitness are eligible to earn 1 credit of physical education at Lane Community College (PE185Y Yoga)

CRLS: Personal Management, Problem Solving, Communication, Teamwork

Important Requirements and Facts for Physical Education at Sheldon High School

The Sheldon High School Physical Education Department policies state that:

1. A student must take two different Physical Education classes for the Physical Education graduation requirement. This ensures that each student has the opportunity to be assessed and meet each Oregon State Standard in Physical Education.
2. Students are required to complete a written Personal Fitness Plan and/or other projects in all physical education classes.
3. A student may repeat a Physical Education class only after passing two, different physical education classes, as required. Repeating a class is allowed on a space available basis only. Students who repeat a physical education class must complete an alternative assignment for the Personal Fitness Plan if their previous PFP received a score of 80 or better.
4. For the health and safety of all students, a student may not take more than one physical education class during a term due to the physical demands required in each class.
5. All physical education students must pay the required physical education fee of \$10.00 which pays for the official Sheldon High School Physical Education T-Shirt and other equipment. Students must dress in the required uniform daily.
6. The Physical Education fee will be waived and a T-Shirt will be provided for students in the free and reduced lunch program or others who we are in need.

Sheldon High School: Independent Study Activity Courses-BEFORE OR AFTER SCHOOL

Length: 9 weeks
Credit: Other Subjects
Hours: .25
Grades: 9, 10, 11, 12
Pass/No Pass Grade

Baseball/Softball: Strokes (INDEPENDENT STUDY-teacher permission only)

This class is organized by your varsity team coach and the purpose is to develop team skills and concepts pertaining to the sports of softball and baseball. Although mental and physical skills of hitting are primarily emphasized, other techniques and strategies may be emphasized. This is according to the discretion of your team coach. Class is offered first, second and third term. See your coach for details.

Advanced Basketball: (INDEPENDENT STUDY-teacher permission only)

Students will have the opportunity to learn and practice basketball fundamentals at an advanced level. This class includes skill development, analyzing game film, weight training and game situations.

Sports Conditioning (INDEPENDENT STUDY-teacher permission only)

Weight training for athletes. Boys and girls welcome. Emphasis is on strength training for football and other sports.

Note: These classes do not fulfill the Physical Education requirement for graduation. These are enrichment activity courses provided for student enjoyment, fitness development, and team building.

Credit is given for **OTHER SUBJECTS**



SCIENCE

**Starting with the class of 2012 three science credits will be required for graduation.
Four or more science credits are recommended for College admission.**

Minimal Graduation Science Program^{1,2}

GRADE	COURSE ³	HOURS
9	Science Foundations	1.0
10, 11, 12	Science Foundations 10	1.0
	Integrated Science	1.0
	Biology I	1.0
	Chemistry I	1.0
	Physics I	1.0
	Elements of Physics ⁴	0.5 or 1.0
	Elements of Chemistry ⁴	0.5 or 1.0
	Elements of Biology ⁴	0.5 or 1.0

Total Hours Required: 3.0

College Preparatory Science Program¹

GRADE	COURSE ³	HOURS
9	Science Foundations	1.0
10, 11, 12	Science Foundations 10	1.0
	Integrated Science	1.0
	Biology I	1.0
	Chemistry I	1.0
	Physics I	1.0
	College Now Chemistry	2.0
	AP Biology	2.0
	AP Physics B	2.0
	Senior Seminar ⁵	1.0
	Elements Courses ⁴	0.5 or 1.0

Total Hours Recommended: 3.0+

Advanced Science Program^{1,6}

GRADE	COURSE ³	HOURS
9	Science Foundations	1.0
10, 11, 12	Biology I	1.0
	Chemistry I	1.0
	Physics I	1.0
	College Now Chemistry	2.0
	AP Biology	2.0
	AP Physics B	2.0

Total Hours Recommended: 4.0+

¹⁾ Availability of some of the non-mandatory courses is dependent on staffing levels and may vary each year. Contact the science department for information.

- 2) To help individual students meet graduation requirements, remedial/credit recovery science courses also are available through the Learning Center and Sheldon Academy.
- 3) See below for course admission prerequisites. **A passing grade of “C” or better is required for all prerequisite courses.**
- 4) A selection of “Elements” courses will be offered each year. Students should check with the science department or scheduling to find out which Elements course(s) will be offered any given year. **Elements courses are available only to those students who do not meet the prerequisites for the regular “I” level courses, or have failed a “I” level course twice.**
- 5) This course is for seniors only.
- 6) Recommended for students planning to major in science or engineering in college. This track should include at least one of the college-level courses, Biology II AP/IB, College Now Chemistry, or AP Physics B.

Science Foundations

Length: 18 weeks
 Credit: Science
 Hours: 1.0
 Grade: 9

Required of all 9th graders

Science Foundations is an integrated, 9th grade course, designed to introduce students to basic concepts in experimental science. Science Foundations is a mandatory course for all incoming freshmen. The course is designed to enhance science literacy and to provide a foundation on which subsequent 10th, 11th, and 12th grade science courses can build. Students will be introduced to basic scientific equipment, laboratory safety, and computer-based methods for data collection and analysis. Topics include foundations of Physics, Chemistry, Biology, and Scientific Methodology. Major emphasis will be placed on preparing students to meet the 10th grade benchmarks in science, and preparing students for successfully completing an Independent Inquiry work sample. Students have the option of testing out of this course, provided they have completed Algebra with a “B” or better in 8th grade. Contact the science department to inquire. The lab fee for this class is \$10.

Science Foundations 10

Length: 18 weeks
 Credit: Science
 Hours: 1.0
 Grade: 10

Teacher recommendation only

Science Foundations 10 presents students a curriculum structure similar to Science Foundations for 9th graders but with an additional emphasis on organizational skills, science reading and writing, note taking and habits of mind. It will be an integrated science course covering topics in Physics, Chemistry, Biology, and Scientific Methodology. The students will be prepared to meet the 10th grade benchmarks in science and the course will provide a foundation on which subsequent science courses can build. The lab fee for this class is \$10.

Integrated Science

Length: 18 weeks
 Credit: Science
 Hours: 1.0
 Grade: 10

Teacher recommendation only

Integrated Science is a course designed to be a bridge between the ninth grade Science Foundations course and our 10-11-12 grade College Preparatory science courses. It is intended for students who passed Science Foundations but who are not quite ready for the pace and rigor of a College Prep science course, and who would benefit from additional opportunities to enhance their science knowledge, math proficiency, and study skills. Topics will be based on the Oregon State Science Standards, including Earth and Space science. The lab fee for this class is \$10.

Chemistry I

Length: 18 weeks
Credit: Science
Hours: 1.0
Grade: 10, 11, 12

Prerequisites: Science Foundations, Algebra I

Chemistry I is a lab-oriented course in which the student will become acquainted with the fundamental techniques of measurement. The ability to express data qualitatively as well as quantitatively will be an integral part of lab activities. In the classroom the student will be introduced to a variety of topics including the properties and organization of matter, the modern theory of the atom, and chemical reactions. Chemistry I is not only an excellent course for those pursuing a science, engineering, technical or medical career, but also for future consumers or voters. It does, however, require problem solving math skills, good attendance and diligent application to assignments and lab reports. Students will be offered opportunities to complete science work sample. Also available for highly motivated students aspiring to a science-related career is the more challenging, year-long College Now Chemistry course that is offered starting first semester only. The lab fee for this class is \$15.

College Now Chemistry

Length: 36 weeks
Credit: Science
Hours: 2.0
Grade: 11, 12

Prerequisites: Science Foundations, Advanced Algebra. Physics I and/or Chemistry I is recommended

College Now Chemistry is a dual-credit, four-term course designed for students considering a career in science and engineering. It will help prepare students for further work in chemistry, biology, physics, many engineering fields, pre-medicine, and allied health fields. This class will cover the material usually taught at second-year, general chemistry courses in 4-year colleges in the US. A total of 15 college credits can be earned by maintaining a "C" grade or better. These credits will be transferable to most colleges or universities in the US. The course content also will prepare students for the Advanced Placement (AP) exam in chemistry, and will help prepare for the International Baccalaureate (IB) exams. Because of the nature of the course content and the pace at which the material will be presented, a major commitment in time, energy, and effort will be required from the student. Students should be prepared to spend 1-2 hours daily for study and homework for this class. The lab fee for this class is \$15 per semester.

Elements of Chemistry

Length: 9 or 18 weeks
Credit: Science
Hours: .5 or 1.0
Grade: 11, 12

Prerequisites: None

Elements of chemistry is an 18-week, 1-credit course designed for the non-science-oriented student who has difficulties with the mathematical aspects and/or the more abstract concepts of chemistry. For credit recovery purposes it is possible to take only the first nine weeks of the course and earn 0.5 credits. Topics will include: chemistry basics, the chemistry of nutrition, drugs and pharmaceuticals, and environmental chemistry (fossil fuels, water pollution, ozone layer, global warming, acid rain). The course is intended to help provide the basic knowledge needed to make informed decisions about issues related to personal well-being and the local and global environment. Hands-on and laboratory activities will aid in exploring these issues. The course is project-based and students are expected to participate actively in a number of projects intended to enhance their learning in a more self-directed way. This course also provides additional opportunities to help students a science work sample. The lab fee for this class is \$15. **Students who meet the prerequisites for Chemistry I are not eligible for Elements of Chemistry.**

Biology I

Length: 18 weeks

Credit: Science

Hours: 1.0

Grade: 10, 11, 12

Prerequisites: Science Foundations. *

Biology I is designed to familiarize students with a variety of aspects of the living world. Topics include cell structure and function, microbiology, genetics, molecular biology, evolution, taxonomy, anatomy and physiology, and ecology. Course objectives emphasize the development of laboratory skills and application of content knowledge. Students will be offered an opportunity to complete a scientific inquiry work sample. The lab fee for this class is \$10.

**Students who plan on taking two or three science courses in their 10-12 grade years are encouraged to take chemistry prior to Biology I*

AP Biology

Length: 36 weeks

Credit: Science

Hours: 2.0

Grade: 11, 12

Prerequisites: Biology I and Chemistry I (or chemistry I and consent of the instructor)

AP Biology is designed to meet the objectives of a general biology course at the college level. Students will be well prepared for the content and composition skills needed for the Advanced Placement and IB Examinations in biology. Major areas to be covered are an introduction to biochemistry, molecular and cellular biology, and organismal and population biology. Because of the nature of the course content and the pace at which the material will be presented, a major commitment in time, energy, and effort will be required from the student. Students should be prepared to spend 1-2 hours daily for study and homework for this class. The lab fee for this class is \$15 per semester.

Elements of Biology

Length: 9 or 18 weeks

Credit: Science

Hours: .5 or 1.0

Grade: 11, 12

Prerequisites: None

The Elements of Biology course is designed for the student who needs additional science credits to fulfill graduation requirements. Elements of Biology will include basic concepts of field biology, ecology, structure and function of organisms, human physiology, as well as explorations of the role of biotechnology in society. The lab fee for this class is \$10. **Students who meet the prerequisites for Biology I are not eligible for Elements of Biology.**

Physics I

Length: 18 weeks

Credit: Science

Hours: 1.0

Grade: 10, 11, 12

Prerequisites: Science Foundations and Advanced Algebra

This course has the student look at the nature of the physical universe around us in a scientific and mathematical way. Lab work is an important portion of this course. Topics covered in physics include light, sound, waves, motion (mechanics), energy, electricity, magnetism, space, time, and matter. Students will be offered opportunities to complete a scientific inquiry work sample. The lab fee for this class is \$10.

AP Physics B

Length: 36 weeks
Credit: Science
Hours: 2.0
Grade: 11, 12

Prerequisites: Science Foundations plus one other “I” level science class; B or better in Advanced Algebra.

Advance Placement (AP) Physics B is a course designed to help students prepare for future careers in engineering, life sciences, pre-medicine and other professional areas not directly related to science such as pre-law, business and communications. The course will offer a systematic development of the main principles of physics, emphasizing problem-solving along with concept development. Five general areas of physics will be covered: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. AP Physics also includes a lab component. After taking the class students will be prepared to take the Advanced Placement test offered by the College Board. In order to be successful in AP Physics students must have a working knowledge of algebra and basic trigonometry and be prepared to devote time and energy to the course work. The lab fee for this class is \$15 per semester.

Elements of Physics

Length: 9 or 18 weeks
Credit: Science
Hours: .5 or 1.0
Grade: 11, 12

Prerequisites: None

Elements of Physics is designed for the student who needs additional science credits to fulfill graduation requirements. Elements of Physics is similar in content to Physics I. However, Elements of Physics places much less emphasis on the quantitative and mathematical aspects of physics. One half of the course focuses on mechanics, Newton's laws of motion and heat. The other half covers sound and light waves, electricity and magnetism. The course is designed for the non-science oriented student who has serious difficulties in math. Students will be offered opportunities to complete a science work sample. The lab fee for this class is \$10. **Students who meet the prerequisites for Biology I, Chemistry I, or Physics I are not eligible for Elements of Physics.**

Senior Seminar

Length: 18 weeks
Credit: Science
Hours: 1.0
Grade: 12

Prerequisites: See below

This course intends to give high school students an experience of the pace and rigor of a college course, while allowing them to apply their math and science knowledge as they learn about the science of human energy needs. It is designed for senior students who plan on attending college, but don't necessarily wish to take Advanced Placement coursework. Students will study science concepts relevant to energy, as well as the relationship between science and society as it pertains to meeting future human energy needs. Pacing will be faster than many high school courses so that students can experience the volume of work that college instructors will expect from them. Instructors in this course will allow some periods of slower pacing so that students are able to reflect on strategies they used to handle the rapid pace. Habits of mind critical to college success that students will be expected to develop include critical thinking, problem solving, a willingness to accept critical feedback, openness to ambiguous learning tasks, and openness to possible failure in their intellectual endeavors. The course will conclude with a symposium of independent student projects. Grading policies will emphasize rigor on the level of a freshman level college science course. Evaluation will come from instructors, peers, and outside experts. Students will complete a pre- and post- self-evaluation to assess their progress on the habits of mind objectives.

We encourage interested senior students who meet the following criteria to apply:

- Successful completion of Algebra and Geometry
- Successful completion of two years of high school science
- Ability to write an essay with reasonable clarity
- Familiarity with science inquiry skills and the relationship between science and society

SCHOOL SERVICES

All Aid Positions

Length: 9 weeks
Credit: Other Subject
Hours: .5
Grade: 9, 10, 11, 12
Prerequisite: Instructor approval

Assistant positions are open to students in nearly all subject areas at Sheldon High School. They offer the student an opportunity to gain valuable experience by helping an instructor prepare for experiments in science, mathematics, and many other areas. Enrollment is limited to students who have had prior knowledge of the subject and can work independently of the instructor. Students can also work in the various school offices according to their individual skills and personal preferences.

**All Assistant Positions are graded on a Pass/No Pass basis and attendance is required.*

These are some of the areas available:

Attendance/Scheduling Office:

Students learn office procedures, operate office computers. Students are responsible for delivering messages. Regular attendance in this class is required.

Library:

Students will help with library books and audio-visual materials, textbooks, process and organize new books and materials, and work with computers to checkout and update materials. There are also opportunities to be creative and original while working with materials for bulletin boards and specific research projects. The library offers many opportunities to work with different forms of media, as well as working with people.

Computer Lab:

For students with working knowledge of IBM computers and the DOS system. Willingness to work independently to learn Novell Networking. Will be responsible for maintaining hardware and configuring software. Must be able to work with students and staff on major DOS and windows programs. Instructor approval only.

Elementary/Middle Student:

Students will work at an elementary or middle school with a teacher. Students will work with elementary of middle school students in a variety of ways: individual instruction; small and large group instruction; playground supervision, and library

supervision. Students may also be assigned to office work such as: answering phones, filing, grading papers, preparing art supplies for projects, etc. Students who apply need to be self-directed, responsible, and good role models for elementary or middle school children. Students must provide own transportation to and from the elementary or middle school.

Other aid positions include: Teacher Aid and Cafeteria.

SOCIAL STUDIES

9th GRADE

Global Geography

Length: 18 weeks
Credit: Social Studies/Global Studies
Hours: 1.0
Grade: 9
CRLS: Personal Management, Communication-Oral & Written, Teamwork

Global Geography is a required one semester course. In this course students will examine internal and external forces which shape and change the earth, and how this influences the evolution of populations and cultures. The first 5 weeks focus on basic physical and human geography skills and concepts. This will provide students with the information necessary to meet CIM benchmarks, as well as serving as a base for the progression to regional studies. We will use the five geographic themes (location, place, human-environment interaction, movement, and regions) in this process. No less than half of the term will be dedicated to the investigation of regional studies, which puts to use the skills and knowledge acquired during the first half. Students will convey information using various demonstrations of knowledge including projects, a research paper, and tests.

This class is open to Sheldon Comprehensive students only.

Honors Global Geography

Length: 18 weeks
Credit: Social Studies/Global Studies
Hours: 1.0
Grade: 9
CRLS: Personal Management, Communication-Oral & Written, Teamwork

Some ninth grade students may qualify for the Honors classes.

The **prerequisites** are: 1) An "A" in their middle school Language Arts class. 2) An "A" in their middle school Social Studies class. 3) A recommendation from their middle school Language Arts and Social studies block teacher(s) and 4) A willingness to do exceptional work.

Honors students will be expected to complete the Global Geography curriculum at a level which is higher in both quantity, quality, and maturity than the Global Geography curriculum. Students need to understand that this course will require a more in depth analysis of issues and concepts. In addition, the honors class requires more reading, research, and projects.

This class is open to Sheldon Comprehensive students only.

10th GRADE

Honors World History

Length: 9 weeks
Credit: Social Studies
Hours: .5
Grade: 10
Prerequisite: An Honor student or teacher approval
CRLS: Team work, Personal Management, Communication-Oral and Written

This is a required honors sophomore course. This course explores the origins of western civilization. It examines the social, intellectual, economic and political aspects of various cultures from ancient times through the fall of Rome. This course emphasizes elements of early cultures that are significantly reflected in our life and world today. Students are expected to spend time outside of class to prepare essays and projects.

This class is open to Sheldon Comprehensive students only.

11th GRADE

U.S. History

Length: 18 weeks
Credit: Social Studies/U.S. History
Hours: 1.0
Grade: 11, 12
CRLS: Personal Management, Communication-Oral & Written

United States History is a survey course covering the significant domestic and foreign policy issues of the 20th century. Topics include industrialization and urbanization, US neutrality and eventual entrance in WWI, post war isolationism, cultural changes in the 1920's, the Great Depression, and WWII. Further topics include the Cold War, the Civil Rights movement, and the Vietnam War. The latter part of the course examines the current issues at home and abroad that challenge the US today. Course materials include a standard textbook, supplementary reading materials, audio visuals and videos. Classroom activities often include simulations and group work. Regular attendance is essential for success in this class, as many lectures and activities cannot be made up with alternative assignments. Quizzes and essay tests based on readings and class work are given at regular intervals. Enrollment limited to Sheldon Comprehensive Program.

This class is open to Sheldon Comprehensive students only.

AP US History

Length: 27 weeks
Credit: Social Studies/US History/Government
Hours: 1.5
Grade: 10*, 11, 12
Prerequisite: Teacher recommendation
CRLS: Team Work, Personal Management, Communications-Oral & Written

A college level survey of American History from colonial times through the Reagan Era. Students will need to spend a substantial amount of outside class time preparing for the class, including: weekly reading assignments of 35-60 pages, essays, research papers and class projects. In the spring, students will take the Advanced Placement Test in US History. Passing scores on this test will earn them academic credit at most American colleges and universities. Class fulfills US History graduation requirement.

This class is open to Sheldon Comprehensive students only.

AP European History

Length: 27 weeks
Credit: Social Studies/Global Studies/Economics
Hours: 1.5
Grade: 10*, 11, 12
Prerequisite: Teacher recommendation
CRLS: Personal Management, Communication-Oral & Written, Team Work

This class is an Advanced Placement course in European History. All students will be expected to take the AP test in May. The course extends from the late Middle Ages to the fall of the Berlin Wall. This course will examine diplomatic history, philosophy, art, architecture, literature, and economics. Students should expect challenging readings, research papers, simulations and oral presentations.

This class is open to Sheldon Comprehensive students only.

12th GRADE

Economics

Length: 9 weeks
Credit: Social Studies/Economics
Hours: .5
Grade: 12-Required
CRLS: Personal Management, Teamwork, Employment Foundation, Communication-Oral & Written, Problem Solving

Students will study the three major branches of economics: micro-economics, macro-economics and international economics. Students will look at laws governing economic decision making by both producers and consumers in the economy, how the economy affects them and how their decisions affect the economy. Students will learn basic economic concepts that will aid their study in all social studies disciplines. In addition, each class will participate in various stock market competitions offering cash and stock prizes for winners.

This class is open to Sheldon Comprehensive students only.

Government

Length: 9 weeks
Credit: Social Studies/Government
Hours: .5
Grade: 12-Required
CRLS: Personal Management, Communication-Oral & Written

This course will focus on all aspects of government. This includes the structure of government, political parties, the role of the individual, law, and an examination of local, state, and national government. Students will also have an opportunity to investigate public issues that concern all citizens, and evaluate the role that interest groups have in government. This course will meet and exceed all state standards currently set for Government (High School level) in the state of Oregon.

This class is open to Sheldon Comprehensive students only.

Social Studies Electives

Psychology

Length: 9 weeks
Credit: Humanities/Social Studies
Hours: .5
Grade: 11, 12
CRLS: Personal Management, Communications-Oral & Written

Psychology is the study of mental processes and human behavior. This is a survey course so all the topics may not be covered every term. The mature vs. nurture debate will be covered in detail. Cognitive topics may include learning, memory and states of consciousness, thinking, language and intelligence. Biophysical topics may include sensation and perception, motivation and emotion, and stress and health. Adolescence, adulthood, aging, prenatal, and childhood periods may be developmental topics. Clinical and social cultural topics may include personality and its assessment, psychological disorders and their treatment, and social and cultural dimensions of behavior.

This class is open to Sheldon Comprehensive students only. May not be taught every year.

World History

Length: 9 weeks
Credit: Social Studies
Hours: .5
Grade: 10, 11, 12
CRLS: Team work, Personal Management, Communication-Oral and Written

This course explores the origins of western civilization. It examines the social, intellectual, economic and political aspects of various cultures from ancient times through the fall of Rome. This course emphasizes elements of early cultures that are significantly reflected in our life and world today. Students are expected to spend time outside of class to prepare essays and projects.

This class is open to Sheldon Comprehensive students only. May not be taught every year.

WORLD LANGUAGE

The World Language Department at Sheldon High School challenges all students to learn a second or third language and thus expand their intellectual, linguistic, cultural and professional horizons. Although the study of a second language is not required for graduation from Sheldon (non-IHS students only), the successful completion of two levels in the same language is required for admission to most four-year colleges and universities.

World language proficiency is a skill that is utilized by countless Americans in a great number of trades and professions. This skill affords students with a competitive edge on standardized tests, advanced coursework, professional development, and career advancement in a global economy. On a personal level, students deepen their appreciation for other cultures, geographies, and customs, as well as international travel and study of the fine arts.

Japanese I

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: \$5.00
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Career Development

This is a beginning course for students with no prior experience in Japanese. This course consists of mastery of the two phonetic writing systems, hiragana and katakana and about 25 Kanji. It also includes oral proficiency in greetings, asking for simple information, giving and responding to simple instructions, discussion and use of the calendar and daily weather, and family. Everyday life in Japan, including geography and culture, will be introduced through video, native-speakers, and hands-on activities. Use of computers for work on reading and writing proficiency will be introduced.

College Now Japanese II (JPN 101)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: \$5.00
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Career Development

This course is for students who have completed Japanese I with a C or better. This course will emphasize oral proficiency in a variety of topics including food, sports, family, everyday activities, and traveling. Students will also develop reading and writing proficiencies in these topics via a wide range of activities including the use of computers for Japanese word processing. Traditional and contemporary Japanese culture will be integrated into the curriculum by exposing students to customs, rituals, and foods associated with festivals, holidays, and everyday life in Japan. Students earning a B- or better grade can receive four Japanese 101 credits

through the College Now program. Please see instructor for more information.

College Now Japanese III (JPN 102)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: 5.00
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Career Development

This course is for students who have completed Japanese II with a C or better. In this course students will develop oral, reading and writing proficiencies in a variety of topics including school, skills/abilities, leisure, physical conditions, clothing and everyday activities. This course will provide a wide range of activities including the use of computers for Japanese word processing. Traditional and contemporary Japanese culture will be integrated into the curriculum by exposing students to customs, rituals, and foods associated with festivals, holidays, and everyday life in Japan. Students earning a B- or better grade can receive four Japanese 102 credits through the College Now program. Please see instructor for more information.

College Now Japanese IV (JPN 103)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 10, 11, 12
Fee: \$5.00
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Career Development

This course is for students who have completed Japanese III with a C or better. In this course students will develop oral, reading and writing proficiencies in a variety of topics including shopping, business and occupations in the community, rules, leisure, skills/abilities, and holidays/celebrations. Traditional and contemporary Japanese culture will be integrated into the curriculum by exposing students to customs,

rituals, and food associated with festivals, holidays, and everyday life in Japan. Students earning a B- or better grade can receive four Japanese 103 credits through the College Now program. Please see instructor for more information.

College Now Japanese V (JPN 201) (Ind. Study)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 10, 11, 12
Fee: \$5.00
CRLS: Personal Management, Problem Solving, Communication, Teamwork, Career Development

This course is for students who have completed Japanese IV with a C or better. In this course, students will continue to develop oral, reading and writing proficiencies in a variety of topics including self and community. Students will strengthen their ability to express a wide range of aspects about themselves and the community in Japanese. Traditional and contemporary Japanese culture will be integrated into the curriculum by exposing students to customs, rituals, and food associated with festivals, holidays, and everyday life of Japan. Students earning a B- or better grade can receive four Japanese 201 credits through the College Now program. Please see instructor for more information.

Spanish I

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This is the beginning course for students with no prior experience in Spanish. This class will introduce vocabulary, expressions, fundamental grammar, and the present tense so that students will develop written and oral proficiency with topics pertaining to their immediate, personal everyday realities. Study of the cultures and geographies of Spanish-speaking countries, music, films and role plays supplement the curriculum. Students finish this course by passing a 5-6 minute individual oral interview in Spanish with their teacher.

**Middle school students will receive course placement information from their second language teacher indicating in which level they should enroll when entering Sheldon.*

Spanish II

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0

Grade: 9, 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is for students who have completed Spanish I with a C or better or have had at least one year of middle school instruction with a B or better. The class will develop oral and written proficiency using additional vocabulary. Grammar instruction will include regular verbs in the present and past tenses and some irregular verbs in the present tenses as well as informal commands. The curriculum will include cultural aspects and music of Spanish-speaking countries.

College Now Spanish III (SPAN 103)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is for students who have completed the Spanish II program with a C or better. Verb instruction will introduce further use of regular and irregular forms in the past (preterite and imperfect), progressive tenses, the informal and formal command forms and the introduction of the present subjunctive mood. Students will be expected to write short essays and be able to communicate beyond the basic Level. Spanish will be spoken most of the time to create an immersion atmosphere and will be used in discussion of short readings. As in previous levels, the music and cultural aspects of Spanish-speaking countries will be integrated into the curriculum. Students earning an 82.5% (B) or better grade (averaged for both terms) can receive five Spanish 103 credits through the College Now program. Please see instructor for more information.

College Now Spanish IV (SPAN 201)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is for students who have completed Spanish III with a C or better. Major grammar points will be reviewed and supplemented with additional vocabulary and the introduction to the compound tenses and the imperfect subjunctive mood. Emphasis, while upon grammar, will include introduction to literature, essay writing and an immersion classroom atmosphere. Students earning

an 82.5% (B) or better grade (averaged for both terms) can receive five Spanish 201 credits through the College Now program. Please see instructor for more information.

College Now AP/IB Spanish V (SPAN 202)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Foreign Language
Hours: 1.0
Grade: 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is for students who have completed Spanish IV with a C or better. The emphasis is upon the refinement of the basic grammar completed in the Spanish IV sequence, plus the introduction of the advanced verb forms such as the pluperfect subjunctive, future and active future and conditional and subjunctive perfect etc. The emphasis of Spanish V is the preparation for the Spanish AP and IB exams and a deeper study of literature, current readings, films and conversation. Frequent formal and informal writing, oral evaluations and the analysis of AP practice exams will be a major part of class activities, all of which take place in an immersion classroom. Spanish V is recommended for juniors and seniors whose goal it is not only to prepare for the IB/AP tests but for those who want to deepen their knowledge of language and culture. It is for those students who would like to become bilingual. Students earning an 82.5% (B) or better grade (averaged for both terms) can receive five Spanish 202 credits through the College Now program. Please see instructor for more information.

College Now AP/IB Spanish VI (SPAN 203)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 11, 12
Fee: \$5.00 (workbook)
Prerequisite: Spanish V

This course is for students who have successfully complete Spanish V and wish to continue their advanced studies of the language. Students will refine and broaden their speaking, writing, listening, and reading skills in the target language through the study of literature, art, music, history, and current events of the Spanish-speaking world. Students will also engage in the study of finite grammar points and vocabulary. As in Spanish V, this course will be conducted entirely in Spanish. Students earning an 82.5% (B) or better grade (averaged for both terms) in Spanish VI can receive 5 Spanish 203 credits through the College Now program. Please see instructor for more information.

Course availability subject to change. Please consult instructor.

AP/IB Spanish VII

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 11, 12
Fee: \$5.00 (workbook)
Prerequisite: Spanish VI

This independent study course is designed for students who have successfully completed Spanish VI. Coursework in Spanish VII will focus on further development of analytical and interpretative skills in Spanish, along with continued in-depth analysis of grammar and vocabulary. Please see instructor for more information.

Course availability subject to change. Please consult instructor.

French I

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This is a beginning course designed for students with no prior experience or exposure to French or for students with one year at the middle school instruction. This class will introduce vocabulary that will develop oral and written proficiency in greetings, exchanging simple information and instructions, as well as self-introduction which include likes and dislikes. Foundations will be laid in the concepts of verb conjugation, tenses, gender of nouns, etc. Films, projects and music of French speaking countries will supplement the curriculum.

French II

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0
Grade: 9, 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is for students who have completed French I with a C- or better, or for most students who have taken two years of French at the middle school level. The class will help develop oral proficiency, along with literacy and writing I French. Topics during this level of French include: self, professions, past times, food, and health. Grammar instruction will include regular and irregular verbs in the present, past, and near future tenses. The culture of French-

speaking countries will be integrated into the curriculum with many projects and hands-on activities.

College Now French III (FR 103)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0 (College Now French 103, 5 credits)
Grade: 9, 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

Students who have completed French 2 with a C- or better, or students with two years of French instruction at the middle school level, and who also have a recommendation by his/her instructor may take this class. During this level of French students will continue to develop speaking and writing skills, which will include some essays and presentations. French will be spoken most of the time by both instructor and students. Topics during this level include: home, shopping/clothing, vacation and transportation. More complex grammar is presented at this level, which include: subjunctive, several past tense, future and conditional tenses. As in previous levels, cultural aspects from Francophone countries will be presented and discussed. Students earning a B- or better grade can receive five French 103 credits through the College Now program. Please see instructor for more information.

College Now French IV (FR 201)

Length: 18 weeks
Credit: Applied Arts/Fine Arts/Second Language
Hours: 1.0 (College Now French 201, 5 credits)
Grade: 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is a continued presentation and perfection of the fundamentals of French grammar and culture. Students at this level will expand their command of the language in all four areas: oral and reading comprehension as well as written and verbal expression. At the end of this course students should feel relative ease in communication and understanding in the language in most daily situations. The thematic approach is continued in situational exercises, and culture and conversation as integral parts of the course. The class is conducted almost entirely in French. Students earning a B- or better grade can receive 5 French 201 credits through the College Now program. Please see instructor for more information.

College Now AP/IB French V (FR 202)

Length: 18 weeks
Credit: Applied arts/Fine Arts/Second Language
Hours: 1.0 (College Now French 202, 5 credits)
Grade: 10, 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course continues with the presentation and perfection of the advanced study of French language and culture. Again all four aspects of language, reading, writing, listening comprehension and speaking will be studied and practiced. A French novel will be studied, with students writing and verbally discussing the many aspects related to the text, which will include several literary analysis compositions. Class is conducted entirely in French, and students are expected to speak French in the classroom. Students who complete this class are adequately prepared to take the AP Language exam or the IB exam for International High School. Students earning a B- or better grade can receive five French 202 credits through the College Now Program. Please see instructor for more information.

College Now AP/IB French VI (FR 203)

Length: 18 weeks
Credit: Applied arts/Fine Arts/Second Language
Hours: 1.0 (College Now French 203 5 credits)
Grade: 11, 12
Fee: \$5.00 (workbook)
CRLS: Personal Management, Problem Solving, Communication, Teamwork

This course is for students who have successfully completed French 5 and who are looking to study more intensely French grammar, history and literature which will help them to perform higher on an AP/ SAT II exam. This class is presented in a humanities style approach, where literature and history are studied chronologically and finite grammar and vocabulary related to these topics are presented. Many pieces of literature will be read in this class, which include a Medieval chanson de geste. As in the previous class, French is to be spoken at all times. Students earning a B- or better grade can receive five French 203 credits through the College Now program. Please see instructor for more information.

AP/IB French VII (Independent Study)

Currently, this course is offered only in an independent study format. This opportunity is made available to students who have finished French 6, and who would like to continue with his or her study of French here at Sheldon High School. Please see instructor for more information.

LEARNING CENTER

The Learning Center program provides remediation in the basic skills: reading, writing, spelling, math and study skills. The program is designed to assist students in acquiring academic and behavioral skills necessary to succeed in regular school settings.

Learning Center classes apply to high school graduation, but are not accepted by most four year universities.

In order to be eligible for this program, a student must be tested and determined eligible by Sheldon's School Support Service and Placement Team.

Basic Math

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

A Semester long class, this class teaches computation and problem solving skills using whole numbers, fractions, decimals, measurement and percentages.

Basic Pre-Algebra

Length: 18 weeks
Credit: Math
Hours: 1.0
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

The purpose of this course is to provide students with the computational and arithmetical underpinnings needed for Algebra. Topics include, but are not limited to: Equation solving, perimeter and area, ratio and proportions, rational expressions, integers and formulas.

Habits of Mind-Math

Length: 18 weeks
Credit: Other Subjects
Hours: 1.0
Grade: 9
Prerequisite: Teacher recommendation

Habits of the Mind Math is designed to provide support and assistance to students with remedial math skills that are currently enrolled in Pre-Algebra. The teacher will collaborate daily with the Pre-Algebra teacher.

Basic American Government

Length: 9 weeks
Credit: Social Studies/Government
Hours: .5
Grade: 11, 12
Prerequisite: Teacher recommendation

The course is one semester long. The course is designed to help students gain study skills and skills

in the social sciences. The course will focus on the origins of the current U.S. State, the structure of Government, the Constitution and the issues around Citizenship.

Basic Economics

Length: 9 weeks
Credit: Social Studies/Econ
Hours: .5
Grade: 12
Prerequisite: Teacher recommendation

An emphasis will be placed on the following: acquiring essential skills and knowledge pertaining to the 3 major branches of economics: international economics, micro-economics and macro-economics. Moreover, students will gain an understanding of comparative economic systems. Students will also receive instruction in the following areas: Study skills, reading text for understanding, and providing clear, written responses to questions.

Basic Global Geography

Length: 18 weeks
Credit: Social Studies
Hours: 1.0
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

This class is one semester long. An emphasis will be placed on helping students develop the following: study skills, skills in the social sciences, reading for understanding and providing clear, written responses to questions. Content will cover geographical concepts and world regions.

Basic US Geography

Length: 18 weeks
Credit: Social Studies
Hours: 1.0
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

Basic US Geography is a semester long alternating year course designed to help students develop study skills and skills in the social sciences. Content will cover basic geographical concepts and US regions.

May not be offered every year.

Basic U.S. History

Length: 18 weeks
Credit: Social Studies/US History
Hours: 1.0
Grade: 10, 11, 12
Prerequisite: Teacher recommendation

A one semester long class, an emphasis will be placed on students on the following: study skills: reading for understanding, providing clear written responses and organizational skills. Moreover, students will critically analyze current issues and place them in a historical context. Issues pertaining to imperialism, colonialism, the rise of industrialism and urbanization, as well as others, are areas addressed in the course.

Basic World History

Length: 18 weeks
Credit: Social Studies
Hours: 1.0
Grade: 11, 12
Prerequisite: Teacher recommendation

A semester long class. An emphasis will be placed on western society from the 'Dark Ages' to the present, although non-western societies, especially those in Africa and Asia will also be explored. Moreover, students will gain an understanding of comparative economic systems. Students will also receive instruction in the following areas: Study skills, reading text for understanding, and providing clear, written responses to questions. May not be offered every year.

Basic Reading/Writing I & II

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

Students in this class will work on improving their reading skills in the areas of decoding, vocabulary, speed, fluency, and understanding. Students will also work to improve their writing and spelling skills. Maybe taken for additional credit.

Habits of Mind-Language Arts

Length: 18 weeks
Credit: Other Subjects
Hours: 1.0
Grade: 9
Prerequisite: Teacher recommendation

Habits of Mind Language Arts is an adjunct to English 9 and Technology. It is specifically designed to teach remedial skills necessary for success in English 9, to pre-teach upcoming English 9 materials,

and to give dedicated time for completing English 9 homework. Students must be en-rolled in English 9. Each day the teacher communicates with English 9 teachers to be 100% on track with them.

Elements of Theatre: Directing

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

Course Goals: To develop and apply skills in planning and carrying out the work of the director: script selection and analysis; development of a matrix of ideas on which to base a production; developing or evaluating a ground plan and using it well; planning and carrying out a rehearsal schedule; working with actors; self-evaluation for continued growth.

Elements of Theatre: Design

Length: 9 weeks
Credit: Fine Arts
Hours: .5
Grade: 9, 10, 11, 12
Prerequisite: Teacher recommendation

Course Goals: To continue the study of theatre design communication techniques, explore theatre design practices; to practice Costume Design rendering techniques and/or Set Design rendering techniques & model building; to learn different modeling techniques used in Set Design.

Basic Biology

Length: 18 weeks
Credit: Science
Hours: 1.0
Grade 9,10,11,12
Prerequisite: Teacher recommendation

Basic Biology is a semester long course designed to help students develop study skills and skills in science. This course is designed to familiarize students with a variety of aspects of the living world. Topics include the cell, taxonomy, reproduction, ecology and evolution.

General Science

Length: 18 weeks
Credit: Science
Hours: 1.0
Grade 9, 10, 11, 12
Prerequisite: Teacher recommendation

This course covers a variety of science topics including the metric system, matter, chemical reactions, energy and motion, work and machines, heat, sound and light, electricity and magnetism, the

earth and solar system, rocks and minerals, weather and erosion, forces, the earth's atmosphere and climate. This class is consistent with the topics in the general education course Science Foundations, and it often uses parallel curriculum.

General Science is designed to meet the science requirements for graduation and the state standards for science.

Basic Transitions

Length: 9 weeks

Credit: Other Subjects

Hours: .5

Grade: 11, 12

Prerequisite: Teacher recommendation

Provides students the opportunity to increase how their knowledge, skills, aptitudes and preferences, match up with the current and future job market and how to prepare for secondary education as well, to increase the readiness for post-secondary education transition and areas of education goals and community experiences as measured by successful completion of objectives provided in the course.

Study Hall

Length: 9 weeks

Credit: Other Subjects

Hours: .25

Grade: 9, 10, 11, 12

Prerequisite: Teacher recommendation

The purpose of this course is to support study skills that will increase the student's chance of success in regular content area classes. Skills taught include: organizational skills, strategy for completing daily assignments, strategies for effective reading of textbooks and effective learning from verbal presentations. IEP goals may also be addressed during this time. This class can be repeated for credit until the student has mastered the strategies given in each area of study.

Language Arts Study Hall

Length: 9 weeks

Credit: Other Subjects

Hours: .5

Grade: 9, 10, 11, 12

Prerequisite: Teacher recommendation

Students in this class will work on improving reading and writing skills and should have IEP goals in at least one of these areas. Students who are earning a modified diploma may receive language arts credit.

LIFE SKILLS NETWORK

PREREQUISITE FOR THE FOLLOWING COURSES: SPECIAL EDUCATION PLACEMENT

LSN Community Living Program

Length: 18 weeks or year
Hours: 2.0 to 4.0

The program is offered to Post Graduates and Seniors who have 3 or fewer years of special education eligibility remaining. Uses training apartments, the LTD bus system and the community as a whole "classroom." Instruction is based on functional activities and outcomes, as students are empowered to take responsibility for their own plans and actions. Students meet in either a morning or an afternoon block and work on the following curriculum areas in an integrated, applied approach:

Time Management; use of a calendar and schedules to organize and plan individual and group activities, appointments, meetings.

Mobility; training to use public transit systems, making and following a travel plan into the community, using safe and responsible techniques.

Money Management; setting up checking and savings accounts, making and following a monthly budget using own personal financial resources to priorities expenses and practice sound money habits.

Food and Nutrition; building skills in reading recipes, making balanced meal plans, shopping lists, shopping for and preparing meals in the apartment and in the home, learning basic cooking techniques and demonstrating safety in the use of appliances and in the preparation and storage of food.

Apartment Maintenance; teaching appropriate cleaning skills to maintain an apartment.

Leisure; Building skills in making and following leisure plans with peers in the community; ranging from board games to entertaining friends in their own homes, to leisure activities such as bowling, movies, eating out in restaurants and a variety of recreational activities. These classes include Healthy

Relationships, Personal Hygiene, Boundaries and Community Safety Skills.

Social Skills; year round emphasis on stress management, anger management, boundary-setting, and socially-appropriate behaviors in the community and workplace settings.

LSN Vocational Experience: Community Based

Length: 18 weeks or year
Hours: 2.0 to 4.0

This community based vocational experience provides students a half day opportunity to identify work preferences, increase their awareness of worker requirements and to develop marketable skills. Job sites will vary from fully school supervised cluster sites to individual placements. Placement of students mostly depends on age, usually students who have 4 years of eligibility left.

LSN Transition

Length: 18 weeks or year
Hours: 1.0 or 2.0

The students will be placed and trained to participate in adult environments that will continue beyond their time of school involvement. Environments include: adult training work sites, Lane Community College Adult Basic Education Classes (communication, money management), community transit systems, and volunteer work sites.

LSN Math

Length: 18 weeks or year
Hours: 1.0 or 2.0

This course will provide instruction and practice in the areas of money management, time telling, calculator skills, measurement, addition, subtraction, multiplication, and division operations, fractions, story problems and higher level math skills as needed. Provision of small group and one-to-one instruction will be based upon assessment of individual needs. Student's progress through a skill sequence as each component is monitored and mastered.

LSN Language Arts

Length: 18 weeks or year
Hours: 1.0 or 2.0

This course will provide instruction and practice in the areas of decoding, comprehensions, fluency, and vocabulary development. Materials include classic tales adapted for reading levels, social studies, law, and career related narratives. Functional areas to be covered are following instructions, reading food labels, clothing labels, and medicine labels. Also instruction in using different appliances. Provision of small group and one-to-one instruction will be based upon assessment of individual needs. Student's progress through a skills sequence as each component is monitored and mastered.

LSN Healthy Teens

Length: 18 weeks
Hours: 1.0

Instruction is provided to prepare students to integrate socially into current and upcoming environment (school and community). In addition to basic social interacting skills, students also learn to understand and manage themselves in the areas of interpersonal behavior, communications, emotions, goal setting, self-esteem and self-advocacy. Health instruction includes units on nutrients, healthy relationships and lifestyles, exercise and stress management.

LSN Work Experience Skills Training (W.E.S.T.)

Length: 18 weeks or year
Hours: .5 to 2.0

Work skills are conducted through experience in three areas: Production, Recycling, and Custodial. The purpose of work skills is for students to begin to develop generic skills through hands on experiences doing real work. These skills include goals in areas such as being on time, working cooperatively with others, taking feedback appropriately, following directions, and developing stamina in the workplace. Students work for nine weeks in each of the three work skills areas.

LSN Daily Living Skills

Length: 18 weeks or year
Hours: Variable

This course will provide instruction in the areas of use of the newspaper as an information tool, use of the LTD Bus System, cooking and nutrition. Some students also prepare for taking their drivers permit test, and work hard to improve their spelling and vocabulary skills. The emphasis is on acquiring skills that will make students more independent and more employable in the future. Instruction will be done in

small groups and in the community where appropriate.

LSN Personal Enrichment

Length: 9 weeks or year
Hours: .5 or 1.0

Three days a week students participate in fitness activities including swim at the Sheldon Community Center pool. On Tuesday and Thursday they work on stroke improvement and fitness with weight room. Two days a week they are engaged in a 9-week class ranging from art to gardening to keyboarding.

SHELDON ACADEMY: AN ALTERNATIVE LEARNING CENTER

MISSION STATEMENT:

Sheldon Academy is dedicated to providing students with an alternative learning environment that continues their education in a meaningful way. Each Sheldon Academy student will be provided opportunities in skill development, tutoring, remediation or skill enhancement using the Plato learning system, or other available resources particular to the student’s learning needs.

PROGRAM SYNOPSIS:

Sheldon Academy will be open and available to students from 8 a.m. to 8 p.m. Monday through Thursday, and 8 a.m. to 3 p.m. on Fridays. On Wednesdays the lab will be open at 8:45 due to staff meetings.

Course offerings for Sheldon Academy include:

Language Arts:	Writing Reading	Literature	
Humanities:	World Religion		
Social Studies:	Global Geography Global Issues U.S. History	Economics Government	
Science:	Basic Science Ideas Elements of Biology Trade Sciences	Earth Science	
Math:	Basic Math Algebra Algebra II Consumer Math	Pre-Algebra Geometry Trades Math Freshman Math	Science Math
Health:	Current Health Issues First Aid Certification	Nutrition & Fitness Wellness	Food Handlers Card
PE:	Fitness & Wellness	Physical Activities for life long enjoyment	
Applied Arts:			

Policies and Expectations:

Sheldon Academy Credit Recovery evening classes are attendance based seminar classes open to Juniors and Seniors. Students wishing to enroll must meet with their counselors to obtain a referral prior to scheduling classes. Once a referral has been obtained students must enroll in person at the Academy located in the H wing.

Attendance at all seminars is mandatory and students will sign a contract stating that they have read and understand the attendance policy prior to enrollment in a class.

Seminars in each core area meet weekly (4-6 or 6-8 p.m.) for 2 hours and outside work/assignments are required to successfully complete the course. Each class carries .5 credit and is most often take Pass/No Pass.

Staff:

Fran Christie:	Director-Social Studies/English
Paul Schultz:	Math-Trades, Science, GED
Kerry Couture:	English-Reading/Writing, Global
Richard Murrell:	Economics, Social Studies
Brian Brancato:	US History, PE CRLS
Tom Ulrich	Social Studies, Government, Applied Arts

Possible Outcomes:

High School Diploma
G.E.D

Contact Information:

Phone Number: (541) 334-4809

Sheldon Academy is located in H Wing, by Community T.V. Use the back parking lot during evening hours.

ER (Educational Relief)

ER/Study Skills

Length: 9 weeks
Credit: Other Subjects/Social Studies/Language Arts/Mathematics
Hours: .25-.5
Grade: 9, 10, 11, 12

This class is aimed at freshmen and sophomores. Its purpose is to provide academic support for success in a student's other core classes. Students are expected to attend daily and come prepared with work from their core classes.

Accelerated and Developmental Reading

Length: 9 weeks
Credit: Language arts
Hours: .5
Grades: 10, 11, 12, with preference to 11th and 12th graders

This class is designed for credit recovery for students of all abilities wishing to improve their reading skills. It focuses on increasing reading fluency and comprehension for all students, regardless of skill level. Students will take a survey test of reading speed, comprehension, and vocabulary. Students will frequently work independently or in small groups to improve reading speed, comprehension and versatility. Class emphasis is placed on correcting faulty reading habits and study habits and the improvement of speed, vocabulary, spelling and comprehension. SOI modules will be used to help students improve their individual areas of weakness in processing information. Students who have not yet met State standards for reading will have opportunities to practice and prepare for the state reading test.

English 12 Skills (Sheldon Academy)

Length: 18 weeks
Credit: Language Arts
Hours: 1.0
Grade: 12
CRLS:

Students will read and study literature beginning with British Literature and continuing through modern authors from around the world. Short stories, novels, drama and poetry will all be included as well as essay and creative writing. The course will proceed at a pace that allows students to successfully master material being taught.

High School Prep Math

Length: 9 weeks
Credit: Math
Hours: .5
Grade: 9

This nine week course is designed to assist incoming freshmen identified as at-risk in mathematics. Referred by middle-school math teachers and counselors, students are helped to develop the organizational skills needed for entry into high school Algebra. Basic algebraic concepts will be introduced and practiced. Weekly progress checks will assess students' understanding of material. Computer and class instruction will reinforce learning. Recommendations for placement in either Pre-Algebra or Algebra will be made for students in their second semester.

History through Literature/Film

Length: 18 weeks
Credit: Language Arts or Social Studies/Global Studies
Hours: .5 or 1.0
Grade: 11, 12

Students will be able to earn either Social Studies or Language Arts credit for this class. The course has an 18 week curriculum but can be taken for either 9 or 18 weeks. Starting with the very beginning of civilizations we will explore ancient civilizations, their history and cultures during different time periods ending with 13th century Europe. Students will use texts, computer technology, short stories and film as resources and will be expected to complete individual projects that demonstrate their understanding of specific historical time periods and literary forms.

Modern Fiction

Length: 9 weeks
Credit: Language Arts
Hours: .5
Grade: 11, 12

This class is designed for juniors and seniors with the intent of investigating the genre of modern fiction. Students will look at pieces of literature from all over the world that focus on themes that are important to modern culture. Students will compare literature and derive understanding of individual cultures through the mediums of short stories, poetry, movies and a novel, Kite Runner by Kaled Hosseini. Students will also work on basic grammar as well as writing skills.

Progressive Writing

Length: 18 weeks
Credit: Language arts
Hours: 1.0
Grades: 9, 10, 11, 12

This class is designed more for lower classmen to enhance basic writing skills that will get them to pass state writing test. Students first work on writing effective sentences, then move towards writing effective paragraphs and

transitions, and by the end of the course, students learn techniques for writing an overall effective essay. Students are also expected to write in a variety of modes: imaginative, persuasive, expository and narrative. In their writing, students work on improving their expression through the six traits: Content/Ideas, Word Choice, Sentence Fluency, Voice, Conventions and Organization. Students are also coached through a research paper where they are taught all the steps for creating a successful essay including choosing a topic, researching data, using the data correctly in the essay and then constructing a final paper. Students will also have an opportunity to analyze sentences and essays and to pick out characteristics that make them strong or weak. They will then apply those strategies to their own writing. At the end of the course, students take a mock state test to prepare them for the real test.

Reading Lab

Length: 9 weeks
Credit: Language arts
Hours: .5
Grades: 9

This course supports freshman & sophomore who have been identified in middle school or are recommended by the high school counselor as needing additional support in developing strong literacy skills for high school success. We will address the six strands of the 10th grade state reading assessment, habits of mind and emphasize independent reading for both school and personal enjoyment.

Senior Math Prep

Length: 9 weeks
Credit: Math
Hours: .5
Grades: 12

This class will help seniors to prepare for the college math placement test taken before enrollment at a college or university. Preparation for the placement exam allows students to review concepts from basic Algebra through Advanced Algebra/Algebra II. The course materials will align itself with LCC 095 (intermediate college algebra). Students who have not been enrolled in high school math for a semester or more and/or who wish to review concepts already learned are encouraged to enroll. An individual conference can be scheduled with the teacher to project the math requirements suggested by the college program or major being considered. The college math placement test will be offered at the completion of the course (otherwise, a formal final will be given). Consistent attendance and serious focus in class will be assumed. Enrollment will be limited to 20 students.

Suspense Mystery

Length: 9 weeks
Credit: Language Arts
Hours: .5
Grades: 11, 12

This class is designed for juniors and seniors with the intent of investigating the genre of suspense literature. It will focus specifically on the four genres that illicit the most suspense: horror, detective fiction, action/adventure and science fiction. Students will compare and contrast the genres as well as learn techniques used by authors to create suspense. Students will be learning the ideas of suspense through the mediums of folklore, short stories, movies and a novel, 2nd Chance by James Patterson. Students will also work on basic grammar as well as writing skills.

Topics in Lit

Length: 9 weeks
Credit: Language arts
Hours: .5
Grades: 11, 12

A variety of genre literature for Language Arts credit.

SPANISH IMMERSION

The Spanish Immersion Program of Sheldon and International High School is distinguished as one of the few secondary school language immersion programs in the United States. District 4J's Spanish Immersion program is a rigorous course of study in which as much as fifty percent of the student's curriculum over twelve years is delivered in Spanish. At the high school level, immersion students take both a Spanish language class at their language level and a content course taught in Spanish in their IHS block.

Students who pursue this challenge and complete all parts of this excellent, four-year high school program earn the Spanish Immersion Diploma and the Spanish Immersion medallion at graduation. Completion of the program affords students many educational and career benefits and opportunities.

Below is a description of both the language courses and the IHS content courses that make up the Spanish Immersion program:

SPANISH LANGUAGE COURSES FOR IMMERSION STUDENTS

The following courses make up the four-year language arts component of the Spanish Immersion program:

S.I. 09 LITERATURA Y LENGUAJE I (COLLEGE NOW SPAN 201), \$15.00 workbook needed

S.I. 10 LITERATURA Y LENGUAJE II (COLLEGE NOW SPAN 202)

S.I. 11 LITERATURA Y LENGUAJE III (AP/I.B.) (COLLEGE NOW SPAN 203)

S.I. 12 LITERATURA Y LENGUAJE IV (AP/I.B.)

Upon completion of each level students earn 1 credit of Foreign Language, for a total of 4 high school credits. College Now credit is earned by students who earn a 82.5%/B or better grade. Students engage in a formal study of Spanish grammar and composition, as well as the literature of Chicano, Latin American, and Spanish writers. In addition to interpreting, analyzing and synthesizing increasingly challenging material, students have ample opportunities to address related topics from historical, philosophical or cultural perspectives. All classes' homework and reading discussions are held in the target language. This coursework is an important part of each student's preparation for college-level Spanish and standardized testing in the language--National Spanish Examination, Advanced Placement Spanish Language and Literature Examinations, International Baccalaureate Examination.

INTERNATIONAL HIGH SCHOOL COURSES FOR IMMERSION STUDENTS

For Spanish Immersion students, one course in their IHS block each year is taught in Spanish. This aspect is the heart of the immersion program and its most distinctive quality--a content subject delivered in the target language. Successful participation in this kind of study simulates natural language acquisition, facilitates the development of vocabulary and expression, and distinguishes immersion students. The IHS Spanish Immersion courses are:

S.I. GEOGRAFÍA UNIVERSAL (*Sheldon campus only*)

Credit: 1.0 Horas Estudios Globales

Estancia: Todo El Año

Requisito: Hay que estar inscrito en IHS

El alumno concentra sus estudios en asuntos globales de eficacia mayor. El desarrollo del sistema político económico internacional será uno de los enfoques de la materia además de establecer un base de conocimiento de las distintas culturas del mundo.

Creencias y Valores Comparativos (*Sheldon campus only*)
(COMPARATIVE VALUES AND BELIEFS)

Crédito: 1.0 Horas Estudios Globales

Estancia: Todo El Año

Requisito: Hay que estar inscrito en IHS

Una comparación entre el conocimiento, la fe, la opinión, las verdades, y los valores de las distintas culturas a través de la historia universal es el énfasis del curso. Le provee al alumno una oportunidad de reflexionar sobre su experiencia dentro del cuadro de la historia y la filosofía.

HISTORIA DE LAS AMÉRICAS S.I. (IB) (*Sheldon campus only*)

Crédito: 1.0 Horas Historia Americana

Estancia: Un semestre en inglés/un semestre en español

Requisito: Hay que estar inscrito en IHS

El enfoque de la clase es la historia Anglo-Americana y Latinoamericana, con el propósito de poder comparar las similitudes y diferencias en cuanto a las raíces culturales, el desarrollo económico-político-social, y en las relaciones diplomáticas internacionales. Este curso sirve de preparación para el examen internacional (IB) de historia.

SERVICIO PARA LA COMUNIDAD (IB) (*Sheldon campus only*)

Crédito: .5 Horas Desarrollo de Carreras

Estancia: Todo el año (100 horas)

Requisito: Hay que estar inscrito en IHS

Un requisito del programa de inmersión en español en la Escuela Internacional es que los estudiantes necesitan involucrarse en un proyecto de servicio voluntario donde utilicen el español para ayudar a una agencia o escuela de la comunidad. En la mayoría de los casos, este servicio puede satisfacer los requisitos del diploma del Bachillerato Internacional (IB). Los estudiantes de inmersión en español pueden comenzar este servicio durante el verano después del décimo grado, y necesitan cumplir un mínimo de 100 horas.

INSERT IHS PAGES HERE