

Sheldon High School
Curriculum Guide
2021-2022

STUDENT GUIDE TO HIGH SCHOOL, COLLEGE, AND CAREER PLAN



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Welcome to Sheldon High School



School year 2021-22

We hope this curriculum guide helps relay information regarding course offerings, credits, elective offerings, graduation and post-graduation planning. This guide contains essential information for the description, sequence, and selection of courses at Sheldon High School. The intent is to assist students, parents and guardians in the development of a program of studies.

In the spring of each year, 8th through 11th grade students forecast their classes for the upcoming school year with the assistance of the Sheldon scheduling staff, school counselors and/or advisors. Each year parents of incoming 9th graders are invited to attend a parent night, which is planned at about the same time our counseling team visits students at the middle school to assist in forecast.

The curriculum guide is printed in January to assist in student forecasting for the upcoming school year. Please keep in mind that the information provided is subject to change by the time the next school year arrives, especially in years where budgetary reductions impact staffing levels.

We hope you are able to plan according to the needs of your student. If you have any questions or concerns, please contact the main office at the high school to make an appointment with a counselor. The contact information of each counselor can also be found on the Sheldon High School website.

PRIDE - TRADITION - ACADEMICS - ATHLETICS - ACTIVITIES

Mission Statement:

Sheldon High School is a place of respect, integrity, and learning. Our 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.



USING THIS GUIDE

This curriculum guide's design is to aid students in making an educated selection of courses from the offerings at Sheldon High School. Study this guide carefully. In making course selections, students and parents should keep in mind the following:

Courses are divided into two types: core (required) and electives. Required core courses are those that a student must pass to satisfy State of Oregon and Eugene 4J School District requirements. Elective courses are designed to build skills in areas of study that meet the student's needs for career and college readiness, as well as the pursuit of individual interests.

All courses offered are dependent on enrollment and budget. If an insufficient number of students request a course or funding for staffing is not sufficient, certain courses may not be offered.

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Google Form Forecasting Links:

[9th Grade Google Forecasting Form 2021-22](#)

[10th Grade Google Forecasting Form 2021-22](#)

[11th Grade Google Forecasting Form 2021-22](#)

[12th Grade Google Forecasting Form 2021-22](#)

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Graduation Requirements

Credit Requirements for diploma are mandated by the State of Oregon Dept. of Education

Course Requirements	Course & Credit Requirements for Class of 2022/2023/2024/2025
English Language Arts (LA)	4.0 Credits
Mathematics (MA) (Algebra I & Above)	3.0 Credits
Science (SC)	3.0 Credits
Social Studies (SS)	3.0 Credit
Health (HE)	1.0 Credit
Arts – Applied & Fine (AF)	3.0 Credits
Physical Education (PE)	1.0 Credit
Other Subjects (OS)	6.0 Credits
Total Course Credits:	24.0 Credits
Personalized Learning	
Education Plan & Profile (EPP)	Required
Extended Application (EA) & Personalized Learning	Required (see college & career coordinator)
Proficiency of Essential Skills	
Read and comprehend a variety of text	Pass Smarter Balanced Exam *
Write clearly and accurately	Pass Smarter Balanced Exam *
Math applications in a variety of settings	Pass Smarter Balanced Exam *

*See Counselor for other options



Oregon Public Universities

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

General High School GPA Requirements for OUS College Admissions						
EOU	OIT	OSU	PSU	SOU	UO	WOU
2.75	3.00	3.00	3.00	3.00	3.00	3.00

ADMISSION REQUIREMENTS

All institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Most schools require at minimum 15 core academic units; 16 or more core units are recommended; completion of the SAT or ACT tests; minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes. Universities sometimes require a standardized writing exam, which can be met through the writing portion of the SAT or ACT tests.

CORE SUBJECT REQUIREMENTS

High school graduates need to satisfactorily complete at least 15 units of college preparatory high school classes (with one unit defined as the equivalent of one year or one credit). This must include 4 units of English, 3 units of Mathematics, 3 units of Science, 3 units of Social Studies, and 2 units of a World Language, with a grade of C- or above or demonstrated proficiency. Pass/No Pass grades and "D" grades in core subjects are not accepted for any of these subjects.

FuelEd online classes at Sheldon may/may not meet the university requirements in core subject areas.

Sheldon classes which meet the college preparatory requirements include: (*Units = credits)

English (4 units): English 9 both regular and honors; English 10 regular, and English Topics classes; AP English; College Now Writing; IHS *Literature Classes* (grades 9-12).

Mathematics (3 units ~ Algebra I and higher): Algebra, Geometry; Algebra II; AP Statistics; PreCalculus, AP Calculus & AP Comp Science

Science (3 units):

Integrated Science; Earth & Space; Biology; AP/IB Biology; Chemistry; Physics, CN Chemistry.

Social Studies (3 units):

Global Geography; Global Geography-Honors; World History-Honors; IHS Global Geography; IHS/SI Global Geography; IHS Global History; IHS/SI Global History; IHS Values and Beliefs. US/American Studies:

US History; AP US History; IHS History of Americas IB; IHS/SI History of Americas IB.

Other Recognized Social Studies Classes: Government; Economics; IHS Comparative Political and Economic Systems IB; IHS 20th Century Global History IB; History through Film

World Language (2 units):

Spanish 1 through 6; French 1 through 6; Japanese 1 through 5; SI Literature and Composition 9 through 12. Many colleges encourage/require 2-4 years.

It is important to check the particular admissions requirements of any university or college (private or public) to which you are interested in applying. Note that many colleges require additional units in particular subject areas and some require additional credits in Fine Arts. Naviance is a great tool to help research college entrance requirements



Forecasting Information

Much time is taken to make certain the decisions made during the forecasting period are in the best academic interest of the student. Students are urged to choose their course selection carefully and thoughtfully, and to seek assistance as needed. Students select their high school courses for the next school year in the spring with the help of their counselors, advisory teachers, and parents/guardians. Students must have a parent/guardian signature indicating the approval of the planned classes.

Once the forecasting form is processed with the student, advisory teacher, and parent, the requested courses are submitted to a scheduling assistant (or counselor) to finalize the student requests and to be entered into the school's Synergy scheduling system. Once a final tally of individual class requests have been calculated, a decision is made on how many sections of a specific course will be necessary to meet the needs of our student requests. Keep in mind that key decisions will likely be made in the spring based upon the forecasting requests and the availability of the class. Once the student requests are finalized at the end of the school year, few changes will be permitted because a series of individual changes has the potential to negate the prior work. Students and parents should NOT forecast for courses with the idea the request can be changed. Students should receive information in June containing details about their schedule and Back to school registration for the new school year. The following are key points in the forecasting process:

Incoming 9th Grade Students:

Counselors will provide students with forecasting materials at the time the counselors visit the feeder middle schools during the winter at Cal Young, Monroe, and Coburg Charter.

Incoming 9th graders will be forecasted for core courses such as Math, Language Arts, Social Studies, Science, and World Language based on the recommendations from middle school teachers.

All 9th grade students should receive a full five-period schedule for each trimester, unless extenuating circumstances arise that are pre-approved (athletics are not an extenuating circumstance).

All classes taken at a 4J high school shall receive high school credit and shall be recorded on the high school transcript.

Returning 10th-12th Grade Students:

Counselors and advisory teachers will provide students with registration materials in their advisory class. The advisor will collect and submit forecasting materials for student course requests.

Students will be forecasted for core classes with the recommendations from their previous teachers.

All 10th grade students shall receive a full five-period schedule for each trimester, unless extenuating circumstances arise that are pre-approved.

All Students, All Grades: Students enrolling from outside the Sheldon attendance area will need to contact the Sheldon office upon approval from 4J District Office. New families will then need to attend a new student orientation prior to school starting or schedule an appointment with their student's counselor once school starts.

Sports eligibility: Students MUST also enroll and pass at least 2.0 credits (usually 4 out of 5 classes) per trimester during the season of the sport, and must have earned 2.0 credits (usually 4 classes) from the trimester prior to the beginning of each sports season.

Pass/No Pass Grade: For courses graded with a traditional letter grade (A, B, C, D, F) if a teacher notes an option on the syllabus for a course to be graded as Pass/No Pass instead of letter grade, the student and teacher need to work together to make that determination and communicate that information to the registrar by mid-term. Be mindful colleges can consider a "Pass" as the lowest passing grade (D-).

Students may not "double up" in core classes (such as taking Geometry and Algebra II at the same time) unless an extenuating circumstance is approved by the counselor and administrator.



Schedule Correction Requests

Once forecasted courses are submitted by the student, a course may only be changed without academic consequences under the following circumstances:

1. Academic misplacement as determined and initiated by the teacher/counselor
2. A graduation requirement is needed
3. Failure in a prerequisite class
4. A technical error or an obvious mistake
5. A health issue, requiring documentation by a physician
6. An open period is required to access an off campus class

*Participation in athletics does not guarantee restructuring of a student/athletes course schedule.

Course Add/Drop Requests

Students may be allowed to drop a class during the first 5 days of each trimester without grade and/or credit penalties. A student who wishes to drop an academic core course (including Honors and Advanced Placement) must work with a counselor to complete and submit a "Schedule Change Request" or "Petition to Drop" form, on which the student must obtain teacher, parent and counselor signatures.

For consistency purposes, the district has created key guidelines for handling requests for dropping a class:

- Day 0-15 will be a WD (withdraw), which does not appear on the transcript.
- Day 16+ will be a WD or WF (withdraw with an F) grade and will appear on the transcript, A WF is equivalent to an F grade.
- Students cannot drop a class during the last ten days of the trimester.
- Teacher and counselor permission must be obtained to add a class after the first 5 days of the trimester.

Depending on the time of entry to the class, the student may receive reduced credit for the course.

Policy on Retaking a Class

At the time of print, District Administrative Rules states that a student who received a grade of F, WF, WD, P, NP or D in a District 4J course may be permitted to retake the course. Once the repeated course is completed and the final grade is posted, both courses will remain on the transcript. Students cannot earn credit more than once for the same course. If a student repeats a course after earning a grade of C- or higher for the purpose of preparing for a subsequent course they will be awarded an NG on the second course.

Exceptions are:

- 1) Selected courses that grant OS or PE credit may be taken multiple times for credit if listed as such in the course catalogue.
- 2) There may be exceptions for students on a Modified or Extended diploma, as determined by case manager and counselor.
- 3) 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 within the same year of the failed courses.



Common Schedule Change Questions

Students and parents on occasion ask for special considerations from counselors and administrators when courses are being forecasted. In some situations we are able to accommodate, but it depends on the type of request. We take student forecasting selections seriously, therefore, schedule corrections may only be made in the event of an error. To help understand common questions that are asked, we have developed the following protocols: Can my student request a particular teacher?

Often referred to as “teacher shopping”, students will not be allowed to choose their teachers. This practice is impractical when scheduling for all students. All teachers are highly qualified in their subject area.

Can you move my student to another teacher, my student has a problem with a teacher? If a student alleges a concern with a teacher, the student and parent are encouraged to first schedule a meeting to resolve the concern. The following is the recommended protocol:

A conference with the teacher, guardian, student, and counselor in order to address the concern and discuss solutions. We ask that all student/guardian concerns be discussed with the teacher as soon as possible so positive outcomes can be explored.

- If no resolution is obtained in the first conference, a second conference will occur between the teacher, guardian, student, and counselor, with the addition of the supervising administrator of the teacher to discuss concerns and potential resolutions.

Can my student have a free fifth period? He/she/they is an athlete so there is no way that they can get ready for practice in time, plus traveling can cause lost classroom time.

Sheldon has approximately 900 student-athletes, and most would like to have special consideration for a certain period off. However, it is impossible to build a master teaching schedule in that manner because class sizes must remain balanced (and as small as possible) for all five periods of the day. Imbalances would definitely occur if hundreds of athletes ask for an open period. In addition, core classes will need to be balanced for a five-period day so student athletes can also expect to have core classes in the afternoon.

Can my student have a certain course at a certain period of the day?

Students often like to have classes with certain friends, but that is a difficult way to run an efficient master teaching schedule for a large student body. Sheldon has a common lunch and break, and we encourage friends to connect during those times. In addition, not all classes will be taught during all periods of the day or all trimesters.

Can you make sure my student does not have a trimester gap between their first half and second half of a course? All students will likely experience a gap between a few of the two-trimester courses, which is normal with a trimester schedule. For example, a student may have Biology A in the first trimester and have Biology B in the third trimester. Approximately 1/3 of all Sheldon students will have courses scheduled with a gap, since courses need to be balanced over all three trimesters. In an effort to maintain balanced courses, students cannot move the second part of a course to eliminate the gap.

Who should be the first contact for a student who has a special circumstance and wishes to request a schedule change?

Most change requests must be approved by a counselor since most academic courses have the potential to impact graduation, college requirement, and OSAA or NCAA athletic eligibility. If a change is approved, the change will be considered on a space available basis and is subject to other master schedule constraints. Administration reserves the right to make changes to classes as a result of enrollment concerns.



Academic Help/Support

If a student finds that they are having a difficult time in a class, here are several recommendations in order 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 student access time before school from 7:45-8:25 AM in their classroom or by appointment. You can email your teacher as well. Email addresses are located on the Sheldon website or in StudentVUE. Some teachers have homework assignments and homework hints on a website or a blog they created. Also check StudentVue for missing assignments. Ask your teacher if they have a website or a blog for their class or check the teacher syllabus. If you want to leave a message in your teacher's mailbox you can also call 541-790-6600.
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 Julia Girod or Ron Lampe. Your school counselor likely has the current list of NHS Tutors, or a list can be obtained in the Main Office.
3. **Homework Club.** Homework club meets after school to provide academic support for classes they need extra support in. Please see your counselor for details on how to get started in this club.
4. **FuelEd.** FuelEd online courses are offered to help provide credit recovery opportunities for students to make up missing or failed classes. This is referral based and requires a meeting with your counselor or case manager. An application is required for each online class requested.
5. **Other Academic Tools.** There are other things that parents and students can do to manage their homework and class assignments.
 - A. StudentVUE/ParentVUE: calendar, email contacts, list of assignments and grades. ParentVUE signup with main office, or email Kristen Natt at natt_k@4j.lane.edu
 - B. Grades & Attendance: Go to www.shs.lane.edu and click on ParentVUE/StudentVUE.
 - C. Weekly Homework Completion Form: There are tracking forms available for students at the front desk in the main office. Pick up the form and fill out your class information, then take the form to the teachers at the beginning of each period. The teacher fills in your current grade and missing assignments. 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 the situation.
 - D. Planners/Daily Calendars: Many teachers write their daily assignments and homework on the board. Students should take responsibility to write down the assigned work and the due dates into a planner or calendar.
 - E. 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.
6. **Websites/Local Businesses.** If you Google "homework help," you will get a wealth of links. Some businesses in the area provide tutoring and/or standardized test preparation. Look online, ask a counselor, or the Sheldon Career Center (room C-2) for ideas, especially for the SAT, PSAT and ACT



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
- Cumulative GPA of 3.5
- 25 Credits earned (1 credit more than graduation requires)
- 120 hours of community service*(see note below)

PROCESS TO BE CONSIDERED FOR DIPLOMA SEAL:

1. Beginning in May of the freshman year, forms will be available to all freshmen who have a 3.50 GPA or better. Interested students must obtain the contract from the Career Center (room C-2), then complete and return it to the Career Center. 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 Career Center office to obtain a copy of the contract.
2. The contract must be completed, signed by adult supervisor, parent, and student, and then returned to the Career Center 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 Career Center.
3. For recognition on the graduation program, the student must keep a log of community service hours and submit them to the Career Center, 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.
4. 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.
5. 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, and must benefit the community at large. 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.



College Credit Opportunities

ADVANCED PLACEMENT PROGRAM (AP): Students may receive college credit during high school by taking and scoring well on the College Board Advanced Placement (AP) tests. AP classes provide rigorous instruction for test preparation in a variety of areas. National AP Testing dates are established in the first two weeks in the month of May (sign up in Naviance).

INTERNATIONAL BACCALAUREATE (IB): The International Baccalaureate, a program for juniors and seniors enrolled in Eugene IHS, is recognized by most colleges and universities for credit or advanced standing. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 4,000 word extended essay, and complete projects in creativity, action, and service. Eugene IHS students may also elect to take examinations in selected subject areas to earn IB certificates. Students passing these subject area exams earn certificates and receive college credit at selective colleges and universities.

DUCK LINK: Duck Link is a program through the University of Oregon for juniors and/or seniors who have taken every class available at Sheldon in a single subject area and the student would like to continue learning in that area, and may earn college credit. The student can then apply for Duck Link. Contact your counselor to discuss the tuition and registration process. Applications are due the first week of September, regardless of when you are wanting to take the class.

COLLEGE NOW: Is a program for students who are interested in taking courses that may qualify for community college credit. Credit will be given to those students that receive a B or better in any of the following courses. Thoughtful forecasting of a student's high school program can result in saved time and money. Students and parents should begin to consider advanced college credit opportunities in the first year of HS.



College Prep Information

PLANNING FOR COLLEGE: Students interested in attending college should begin planning early in high school. Academic Counselors and Career Center staff are available to help students research their various options and choose the school (four-year institution, community college or vocational/technical school) that best fits their interests and needs. The Counseling Office has various sources of information for students and parents researching college or scholarship opportunities. The Counseling Office offers various information nights, SAT and ACT test registration and preparation materials, and financial aid information.

NAVIANCE: Naviance provides comprehensive information that students can access to learn about careers, colleges, scholarships available, and four-year course planning. Students can access their Naviance account anytime from home or school. During the fall and winter months, representatives from colleges visit with interested students in the Career Center.

ADVISORY PROGRAM: The advisory program at Sheldon High School is unique in the sense that the Sheldon staff has created a series of lesson plans to help guide all students from their freshman year into their senior year. Teacher advisors review grades and transcripts with each student in their advisory, help students establish educational goals and help inform students of college and career opportunities. Advisory ensures that all students have access to an adult who can help advocate for individual goals and provides progress monitoring for each student for each year through high school.

PSAT TESTING: Sheldon provides an opportunity for all sophomores to take advantage of the PSAT test. PSAT is offered during the allschool testing day at Sheldon in mid-October. In addition to providing opportunities to measure performance on a national scale and providing practice in testing formats employed on the SAT college admission test, the PSAT is also utilized to qualify students for the National Merit Scholarship competitions.

ACADEMIC PREPARATION: High school grades remain one of the best predictors of success in college, but admissions officers are taking a closer look at the rigor of academic preparation and the kind of courses a student takes. Please note, the Oregon University System schools will not accept "D" or "P" grades in college prep core courses. See a counselor for details. Also, remember that extra-curricular activities will still be very important on a student's record. Students may also meet state required Essential Skills if they receive passing scores.

COLLEGE ATHLETICS: Senior athletes who want to participate in NCAA Division I/II college athletics must register online with the NCAA Eligibility Center, meet minimum additional core subject credit requirements, meet minimum GPA and test scores (SAT or ACT) requirements, and graduate from high school. Students must have their ACT or SAT scores sent directly to the NCAA Eligibility Center. In most cases, NCAA Division III colleges have more strict guidelines for admission so the NCAA does not oversee minimum entry requirements and students are not required to register with the clearinghouse.

Please Note: The minimum core course requirements for freshmen athletic eligibility at an NCAA school are often higher than the core course admission requirements. The NCAA Eligibility Center requires additional core course credits for eligibility, so make sure to check their website and work with the coach recruiting the student. Some other points to consider:

Not all SHS academic classes meet NCAA core requirements (examples: "Foundations" classes). Correspondence or Proficiency Based Credit classes do not always meet requirements. Remedial, Foundations, Special Education, and ELD classes do not meet requirements. Only graded core courses are considered, no Pass/No Pass credits are allowed.



College Now Courses

College Now is a program for students who are interested in taking courses that may qualify for community college credit. Credit will be given to those students that receive a B or better in any of the following courses. Thoughtful forecasting of a student's high school program can result in saved time and money. Students and parents should begin to consider advanced college credit opportunities in the first year of HS. **Students receive credit on their Sheldon transcript as well as on their community college transcript. Transcripts for college credit MUST be directly ordered from the college. Example: MyLane for Lane Community College.*

<u>Course</u>	<u>Lane C.C. Equivalents</u>	<u>LCC Credits</u>
Business/Technology:		
Business Management	GWE 180	Varies 1-3
Computer Fundamentals	CIS 101	4
Intro to Business	BA 101	4
Personal Finance	BA 281	4
CAD 1	DRF 167	4
Sports Marketing	BA 223	4
Adv Comp Apps - CAD for Business	DRF 160	4
Adv Comp Apps - 3D Modeling for Business	DRF 245	4
Adv Comp Apps - Architectural CAD for Business	DRF 137	4
Adv Comp Apps - Building Info Management	DRF 220	4
App Development	CIS 125A	4
Game Development	CIS 125G	4
Computer Applications (Word,, Excel)	BT 120, BT 123	4/4
Art/Music:		
Basic Design	ART 115	3
Physical Education:		
Dance I & Dance II	PE 152	2
Yoga	PE 136	1
Science:		
College Now Chemistry	CH 221, 222, 223	5/5/5
Mathematics		
Pre-Calculus A, B	MA 111, 112	5/5
Orientation to Computer Science	CS 160	4
English/Language Arts		
College Now Writing	WR 121, 122	4/4
Intro to College Writing	WR 115	4
Ethnic Studies	ES 101	4
World Language		
French 3 through 6	FR 101,102,103, 201, 202, 203	5/5/5/5/5
Spanish 3 through 6	SPAN 101,102,103, 201,202,203	5/5/5/5/5
Spanish Immersion 9 through 11	SPAN 201, 202, 203	5/5/5
Japanese 2 through 5 ~ Chemeketa CC	JPN 102, 103, 201, 202	4/4/4/4
Health:		
Child Development (<i>both 1 & 2 must be taken</i>)	HDFS 226	3
Advanced Child Development	ECE 150	3



AP Courses

Advanced Placement (AP) is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For a high school course to have the designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum.

Language Arts:	Likely College Course Code	Potential Credits
AP Literature	ENG	4/4

Mathematics		
AP Calculus BC	MA	4/4
AP Statistics	MA	3
AP Computer Science Principles	MA	3

Science:		
AP Biology	BIO 211, 212, 213	5/5/5

Social Studies		
AP U.S. History	SS	4/4

World Language		
AP Spanish 5	SPAN 202, 203	4/4
AP Spanish 6	SPAN 202, 203	4/4
AP French 5	FR 202, 203	4/4

Advanced Placement (AP) and Honors Classes

Honors courses, like College Now Writing, can lead to college credit at public universities in Oregon. AP and IB Classes involve taking a standardized test in May and can lead to college credit in colleges around the country, not just in Oregon.

Regardless of the college credit you can potentially earn, the biggest benefit of taking these classes is the better foundation you are building for yourself which increases the chances you will be successful once you get to college.

WHO can take these classes? The biggest predictor of success in AP classes is not prior test scores or honor classes, but a strong desire to be in the class and dedication to complete the rigorous work. A good fit is someone who enjoys the subject enough to dig deep! Perseverance, motivation and notetaking skills are key.

Anyone who wants AP classes CAN take them. Most of the AP classes are full year classes, so it's important to make sure you're in the class trimester 1. IHS (International High School) students CAN take these classes as long as it fits in their schedule. IB courses also are full year courses.



Money should not be a barrier! Please see your AP teacher or counselor if you need a waiver for the testing fees.

BUT I don't get very good grades! There is NO teacher recommendation needed for these classes. There are no prerequisites for most of these. If you ENJOY the subject, and WANT to be there... those are the two things absolutely needed and are statistically proven for success.

WHY take an AP class? AP Classes are college level classes that CAN earn you college credit! It can save you time and lots of money. For Ivy League Schools, if you are NOT taking these classes, they will barely consider you.

Yes, we have College Now credit (which is AMAZING) but, especially if you're going out state, those College Now credits may not transfer. AP credit is very universal and it is easy to Google each college's AP list to see what opportunities await you. The military often gives bumps in grade/pay based on college credit too!

Currently: Oregon State University (OSU) and the University of Oregon (UofO) credits are worth approximately \$308 each

The MAIN BARRIER is NOT the test. Sheldon students statistically earn college credit IF they test.





International Baccalaureate (IHS)

<http://ihs.4j.lane.edu>

International High School is an International Baccalaureate (IB) world school that offers accelerated curriculum and the possibility to earn college credit through testing during Junior and Senior years. ANY student may lottery into the International High School BEFORE Junior year. There are no prerequisites to enroll and IHS strives to be welcoming and inclusive to students with a diversity of identities. EACH test can count toward college credit. A student does NOT have to be a Full IB student in order to reap the benefits.

What are the Benefits of Taking IB Classes in 11th and 12th Grade?

- An inquiry-based approach
- At all levels, IB takes a global approach, looking at big ideas across disciplines. No matter what they are studying, students take an in-depth look into subjects and try to find answers.
- An IB course is academically challenging
- In an IB class, your child is more likely to work on individual or group projects with the teacher facilitating. IB classes require students to take initiative, organize and complete projects, and speak in front of their classmates. Students who thrive in a demanding environment and like having options (like picking research topics and choosing how to present what they learn) will probably do well in IB.
- An IB curriculum emphasizes asking questions and searching for answers — no matter how controversial the subject. Questions on every imaginable topic will be up for debate as teachers challenge students to ask questions and research their answers. As topics arise, the only rules are that questioning is okay and that students seek not only answers but to understand the cultural biases that exist in competing arguments.

Why choose IB?

International Baccalaureate programs aim to develop inquiring, knowledgeable and caring young people who are motivated to succeed. IB strives to develop students who will build a better world through intercultural understanding and respect.

- In order to take an IB test, a student must be enrolled in an IB school; meaning students must enroll in Eugene IHS. IB tests can earn college credit, automatic entry, and/or sophomore standing at many colleges.
- To find a school's policy on IB credit, search for "[College Name] IB credit policy." Most universities have a dedicated web page for explaining their IB credit policy.
- Students do not have to take IB tests just because they are in Eugene IHS, but it is an option. By being in Eugene IHS, junior and senior IHS courses will be coded as IB courses on transcripts. If a student does not take any IB exams, colleges recognize the fact that students took a more rigorous curriculum.
- There are 6 IB tests offered: IB Language (Spanish, French or Japanese), IB Science (Physics or Biology depending on the campus offering), IB Pre-Calculus, IB Literature, IB History, IB Economics. Students can take an IB test only in the subjects they are interested in and that may earn students college credit similar to AP OR if all 6 IB tests are taken, students may qualify for the full IB Diploma, which can earn additional college credit. Typically students take the IB Math and IB Economics test in junior year and IB Language, IB Physics or IB Biology, IB Literature and IB History tests in their senior year.
- If planning to take an IB test in Spanish, French or Japanese, a student must reach level 4 of that language by senior year.
- If planning to take an IB test in math a student would need to reach the pre-calculus math level by junior or senior year, and take an IB designated math class.
- If planning to take the IB Physics test, IB Biology test a student would take IB Physics 1 or IB Biology 1 junior year and IB Physics 2 or IB Biology 2 senior year.
- IB Literature, History and Economics are part of the Eugene IHS curriculum so by being in Eugene IHS, students are prepared for those tests.

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IB and College credit

IB classes are college-level classes that students take during their 11th- and 12th-grade years. IB Diploma students can earn an International Baccalaureate Diploma that is recognized worldwide as the benchmark of high achievement in a high school curriculum. IB is globally minded. The IB program focuses on internationalism, globalization and critical thinking skills necessary to be successful in the 21st century world. Colleges and universities value the International Baccalaureate program because they know of its overall rigor, making IB students extremely competitive in college admissions. Colleges know that IB students are incredibly prepared to be successful in college. Students in IB courses undergo what is called internal assessments, which are like lab experiments or research papers based on what class subject a student is in. Students also take external assessments, which are in the form of an exam. IB classes and assessments tend to involve more research, writing, and hands-on evaluation. IB exams are set up to challenge students to apply what they've learned in new scenarios, such as analyzing a case study, in an effort to test students' ability to react to new information in a limited period of time. The tests (often essays) are then sent to one of 6,000 trained international examiners to be graded alongside work from other IB students worldwide.

University of Oregon IB College Credits IB Credits at the University of Oregon (incoming students in 2021 - based on current application and implementation of state law recognizing scores of four and above). UofO WAIVES the GPA requirement for Full IB students for their automatic merit based scholarships which range from \$3000-\$6000. Students need a competitive SAT or ACT score to obtain.

IB subject/level	Minimum Score	College Credits	University of Oregon Credits	Requirement met at UofO
Biology HL	4	12	BL 211/212/213	Science Requirement
Physics HL	4	12	PHYS 201/202/203	Science Requirement
Spanish SL	4	5	SPAN 103	Foreign Language Admission Requirement
Spanish HL	4	12	SPAN 203/301/303	Foreign Language Requirement
French SL	4	5	FR 103	Foreign Language Admission Requirement
French HL	4	12	FR 201/201/203	Foreign Language Requirement
Japanese SL	4	5	JPN 103	Foreign Language Admission Requirement
Economics SL	4	4	Economics (1 course)	Social Science Requirement
History HL	4	8	History (2 courses)	Social Science Requirement
English A HL	4	12	English (2 courses)	A&L and Comp requirements
Math Applications	4	4	Mathematics (1 course)	Mathematics Requirements



UNIVERSITY OF
OREGON



Oregon State IB College Credits IB Credits at Oregon State University (incoming students in 2021 - based on current application and implementation of state law recognizing scores of four and above). Additionally, Oregon State currently grants IB students with a score of 30 or above Sophomore Standing and students are eligible to receive a renewable scholarship of \$3000.

IB subject/level	Minimum Score	Oregon State University Credits	OSU Course Equivalent
Biology HL	4	12	BI 211, 212,213
Physics HL	4	15	PH 201,202,203
Spanish SL	4	4	SPAN 113
Spanish HL	4	12	SPAN 211,212,213
French SL	4	4	FR 113
French HL	4	12	FR 211,212,213
Japanese SL	4	4	JPN 113
Economics SL	4	4	ECON 202
History HL: Americas	4	8	HST LDT
English A HL	4	12	WR 121 ENG 104,105,106
Math Applications	4	4	MTH 241, MTH LDT





BUSINESS, MANAGEMENT, & ADMINISTRATION PATHWAYS

Every organization needs students who understand business in order to thrive. Sheldon's Business Education Academy prepares you for a career in a high demand field with innovative, comprehensive, and real-world experiences, preparing you to be a marketable, competitive employee in any organization that you choose. **Please alert your counselor right away if you choose to pursue a Business, Management, & Administration Pathway to assure you are prioritized for these classes.**

Contact: Les Phillipo (Business Education Department)

Phillipo_l@4j.lane.edu

541-790-6613

ACCOUNTING FOCUS

REQUIRED: 4 COURSES

Intro to Business – CN (BA 101)
Intro to Accounting Cycle I
Intro to Accounting Cycle II – CN (BT 165)
Personal Finance – CN (BA 281)

RECOMMENDED COURSES: SELECT 2

Sports Marketing – CN (BA 223)
Business Management – CN (GWE 180)
Computer Fundamentals – CN (CIS 101)
Computer Apps: Word – CN (BT 120)
Computer Apps: Excel – CN (BT 123)
Business Web Pages – CN (BT 150)
Digital Media Design
Entrepreneurship
Business Internship IS
Business Philanthropy
Advanced Business Concepts
Adv Comp Apps - CAD for Business CN
Adv Comp Apps - 3D Modeling for Bus CN
Adv Comp Apps - Archi CAD for Bus CN
Adv Comp Apps - Build Info Manage CN
Adv Comp Apps - CAD Design for Bus IS

MANAGEMENT FOCUS

REQUIRED: 4 COURSES

Intro to Business – CN (BA 101)
Personal Finance – CN (BA 281)
Business Management – CN (GWE 180)
Computer Fundamentals – CN (CIS 101)

RECOMMENDED COURSES: SELECT 2

Sports Marketing – CN (BA 223)
Computer Apps: Word – CN (BT 120)
Computer Apps: Excel – CN (BT 123)
Intro to Accounting Cycle I
Intro to Accounting Cycle II – CN (BT 165)
Business Web Pages – CN (BT 150)
Digital Media Design
Entrepreneurship
Business Internship IS
Business Philanthropy
Advanced Business Concepts
Adv Comp Apps - CAD for Business CN
Adv Comp Apps - 3D Modeling for Bus CN
Adv Comp Apps - Archi CAD for Bus CN
Adv Comp Apps - Build Info Manage CN
Adv Comp Apps - CAD Design for Bus IS

MARKETING FOCUS

REQUIRED: SELECT 3 COURSES

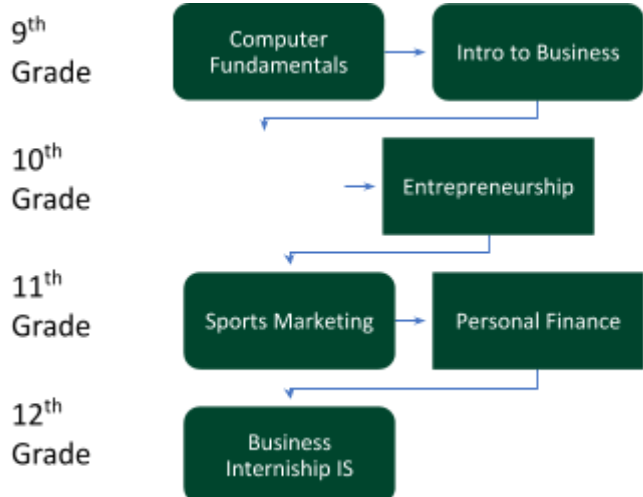
Intro to Business – CN (BA 101)
Sports Marketing – CN (BA 223)
Personal Finance – CN (BA 281)

RECOMMENDED COURSES: SELECT 3

Business Management – CN (GWE 180)
Computer Fundamentals – CN (CIS 101)
Computer Apps: Word – CN (BT 120)
Computer Apps: Excel – CN (BT 123)
Intro to Accounting Cycle I
Intro to Accounting Cycle II – CN (BT 165)
Business Web Pages – CN (BT 150)
Digital Media Design
Entrepreneurship
Business Internship IS
Business Philanthropy
Advanced Business Concepts
Adv Comp Apps - CAD for Business CN
Adv Comp Apps - 3D Modeling for Bus CN
Adv Comp Apps - Archi CAD for Bus CN
Adv Comp Apps - Build Info Manage CN
Adv Comp Apps - CAD Design for Bus IS

SAMPLE PATHWAY

RECOMMENDED REGULAR CURRICULUM CLASSES



College Now Writing A – CN (WR 121)
College Now Writing B – CN (WR 122)
Pre-Calculus A – CN (Math 111)
Pre-Calculus B – CN (Math 112)
Statistics & Probability
Advanced Algebra w/ Financial Applications



**Business Management
& Administration**

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PATHWAYS TO COLLEGE & CAREER READINESS

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Academic Planning Checklist

Planning is best accomplished with the help of parents, teachers, counselors and other adults. Students and parents should study graduation requirements and course options carefully and use them as guides for forecasting and postsecondary planning. Use the following checklist to help monitor progress in school, prepare for graduation and plan future educational steps. Each year, every student should work in NAVIANCE on their “to do” list:

8th Grade

- ⊆ Attend a scheduled NAVIANCE overview at Middle School in December & activate NAVIANCE account.
- ⊆ Identify tentative career interests, potential career paths, post-secondary education options.
- ⊆ Attend eighth grade student/parent forecasting night at Sheldon.

9th Grade

- ⊆ Draft My Academic Plan & Profile (MAPP) related to educational and career interests.
- ⊆ Attend a scheduled NAVIANCE overview at Sheldon in October.
- ⊆ Review 9th grade transcript and courses you are currently enrolled in.
- ⊆ Ask a counselor or advisor for information and advice.
- ⊆ Discuss educational and career plans with parent(s).
- ⊆ Review graduation and post-secondary college/university entrance requirements.

10th Grade

- ⊆ Review My Academic Plan & Profile (MAPP) and revise as appropriate.
- ⊆ Review transcript and courses you are currently enrolled in.
- ⊆ For students taking advanced courses, consider taking the SAT/ACT late in the school year (after Alg. II).
- ⊆ Continue to work towards excellence in both course work and in co-curricular activities.

11th Grade

- ⊆ Review My Academic Plan & Profile (MAPP) in relation to graduation requirements and post-high school plans and make revisions as appropriate.
- ⊆ Attend a scheduled PSAT test held at SHS in mid-October.
- ⊆ Check college entrance test (ACT, SAT, SAT Subject, etc.) dates and registration deadlines.
- ⊆ Check specific entrance requirements (such as courses and test scores) for schools of interest.
- ⊆ Attend college information presentations, college fairs, and preview days on the college campuses.
- ⊆ For student athletes, review NCAA/NAIA eligibility requirements. Division I/II prospective student/athletes should enroll in the NCAA Clearinghouse by the end of the junior year. Division III universities generally have higher academic admission standards and do not require the clearinghouse.
- ⊆ For the non-college bound student, research other career options such as military, apprenticeships, travel and the greater world of work

12th Grade

- ⊆ Have you met required proficiency of essential skills? Personalized Learning?
- ⊆ Check college entrance test (ACT, SAT, etc.) dates and registration deadlines.
- ⊆ Check and act on scholarship and financial aid opportunities and due dates.
- ⊆ Apply to “Common Application” colleges in November, check requirements.
- ⊆ Complete the Free Application for Federal Student Aid (FAFSA) as soon after October 1st as possible.
- ⊆ Check the selected college/university/vocational school's application deadline for admission.
- ⊆ For the non-college bound student, research other career options such as military, apprenticeships, travel and the greater world of work.



Art

For graduation, **3** credits of Applied/Fine Arts study are required.

- Additional supply fees may apply for some art classes.
- Students will be registered for all three trimesters of Band, Choir or String Ensemble. Placement in advanced choirs/ bands will be determined by instructor and a list will be submitted to scheduling staff. **Art classes are not repeatable.**

Art Course Options	Length	Credit	Area	Grade Level	NCES Code
Art 3D I	1 Trimester	.5	AF	9,10,11,12	05154
Art 3D II	1 Trimester	.5	AF	9,10,11,12	05154
Basic Design I	1 Trimester	.5	AF	9,10,11,12	05102
Basic Design II	1 Trimester	.5	AF	9,10,11,12	05102
Ceramics I	1 Trimester	.5	AF	9,10,11,12	05159
Ceramics II	1 Trimester	.5	AF	9,10,11,12	05159
Intro to Drawing	1 Trimester	.5	AF	9,10,11,12	05102
Drawing II	1 Trimester	.5	AF	9,10,11,12	05102
Painting	1 Trimester	.5	AF	9,10,11,12	05155
Photography I	1 Trimester	.5	AF	9,10,11,12	05167
Photography II	1 Trimester	.5	AF	9,10,11,12	05167
Printmaking/Graphics	1 Trimester	.5	AF	9,10,11,12	05160
Advanced Studio Art	1 Trimester	.5	AF	9,10,11,12	05170

ART 3D 1- Prerequisite: None

This course will provide students an in depth exploration of multi media three dimensional art across cultures and time. In combination with visual research and analysis students will create original 3D work taking inspiration from the masters and applying this to a new understanding of mixed media materials. With each project will come the challenge of learning to work with a new medium such as paper, cardboard, wire, clay, fabric and more. The focus of this course is to inspire original thought and creation through research and free choice. Students will be given the option to express themselves with sculpture, textiles or installation art. Design, aesthetics and functionality will be stressed as work should be created with intention and purpose. As such the elements of Art and principles of design will serve as the foundation to this multimedia course.

Art 3D 2- Prerequisite: Art 3D 1

In this course, students will not only make their own 3D artwork but also design and create their own materials. For example, we might make paper out of invasive plants or create homemade dies from local flora. With a focus on sustainability and innovation, students will have unlimited access to multimedia materials. Using hand-made, recycled, and conventional supplies student artists will explore contemporary issues affecting our society by conveying meaning through visual art practice. While the focus of this course centers around art, aesthetics, and visual research students will also have the opportunity to take and apply knowledge from other coursework to assist in their inspiration, message, and final product.

Basic Design I- CN-Prerequisite: None

Introduction to fundamentals of 2-D design: point/line/plane, hierarchy, balance, scale, color, etc. Emphasis on craft & composition, use of media, aesthetic, and conceptual decision-making. Analysis and historical context addressed. State/National Standards met: Create, Respond, Present, and Connect. Projects will be produced digitally and by hand. Adobe Creative Cloud will be explored.



Basic Design II-CN- Prerequisite: Basic Design I

Students will build upon Design 1 curriculum with an emphasis on commercial production. Students will practice Adobe Illustrator, photoshop and InDesign. Working with the design process, students will create works for post-secondary portfolios. Sheldon school service, contests and self guided interests. This course is an element of the Sheldon Career & Technical Education Program of Study. State standards: Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Ceramics I- Prerequisite: None

Students will study about and produce functional three dimensional works made from clay. Ceramics I is a beginning course emphasizing hand-building technique such as pinch, coil, and slab construction. Surface decoration including texture, treatments; glazes, under glazes will also be explored, and the firing process will be introduced. Emphasis will be placed on developing a studio practice and personal style through design thinking strategies. While hands-on studio practice will be the focus of this course students will also learn key vocabulary and practice responding to visual art through verbal or written analysis.

Ceramics II- Prerequisite: Ceramics I

Ceramic II students will continue to explore hand building techniques, but take this a step further into large scale sculptures and functional vessels. Advanced students will also be introduced to wheel throwing and take more responsibility around the art studio with tasks that might include mixing new and original glazes as well as recycling clay. Not only will students be pushed in technique and scale but also in design and originality as the elements of art and principles of design will be a strong focus in conceptualizing the final products. While hands-on studio practice will be the focus of this course students will also learn key vocabulary and practice responding to visual art through verbal or written analysis.

Intro to Drawing- Prerequisite: None

Introductory course in fundamentals of drawing technique. Hand-eye coordination, concentration and perception skills plus knowledge of materials and techniques. Foundation for all visual art practices. Line, shape, proportion, value, positive/negative space, additive/subtractive mark making, perspective, and composition. Analysis and historical context addressed. State/National Standards: Create, Respond, Present, and Connect.

Drawing II - Prerequisite: Intro to drawing

Students will delve deeper into the art elements and design principles for drawing. Students will produce with more depth and complexity. Exposure to material not offered in Drawing I will be a highlight. Individual and guided works can be used for post-secondary portfolios, the AP Art Exam, Sheldon school service, and contests. This course is an element of the Sheldon Career & Technical Education Program of Study. State Standards: Creating-Generate, and conceptualize artistic ideas and work.

Photo I - Prerequisite: None

Photography courses expose students to the materials, processes, and artistic techniques of taking photographs. Students learn the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and image processing. This course covers digital photography.**Students may need to provide their own DSLR cameras and cell phones.



Photo II- *Prerequisite: Photo I*

This course picks up where Photo I left off. The creative process is refined and students are encouraged to develop their own artistic style. **Students may need to provide their own 35mm camera. This class is exclusively 35mm film developing and printing.

Painting- *Prerequisite: None*

Introduction to basic techniques and elements of painting. Various painting media are explored. Color theory, preparation and care of materials, composition, development from drawings, figure/ground relationship, texture, light, and conceptual work. Analysis and historical context addressed. State/National Standards met: Create, Respond, Present, and connect.

Printmaking/Graphics- *Prerequisite: None*

This course is centered on the art of printmaking and the creation of hand-made books. We will focus on the techniques of block printing, screen printing, stenciling, and various bookbinding techniques. Students will learn how to make a professional quality work of art and study various artists who work in prints and books.

Advanced Studio Art- *Prerequisite: Intro to drawing and one other Art class*

The Studio Art class is intended for motivated Junior and Senior students who wish to refine their skills and create artistic two and three-dimensional works of art or design. Students will work in and out of class to produce works of art that are suitable for use in college admission, or the AP Art Exam. This course emphasizes making art as an ongoing process that guides students to self expression via informed and critical decision making and critique. Students are given more freedom to solve problems creatively while becoming more adept through a broad exposure to various media and advanced techniques. As students progress, they will be encouraged in the process to find and develop their own personal vision and style.





Business/Technology

For graduation, 3 credits of (AF) Applied Fine Arts are required. Students may also elect to take courses as "Other Subjects (OS), 6 credits of OS is required for graduation.

Course Options	Length	Credit	Area	Grade Level	NCES Code
Advanced Comp. Apps: CAD- CN	1 Trimester	.5	AF	10,11,12	21107
Application Development-CN	1 Trimester	.5	AF	9,10,11,12	10008
Business Management-CN	1 Trimester	.5	AF	10,11,12	12052
Computer Fundamentals-CN	1 Trimester	.5	AF	9,10,11,12	10001
Exploring Computer Science	1 Trimester	.5	AF	9,10,11,12	10012
Game Development-CN	1 Trimester	.5	AF	9,10,11,12	10205
Intro to Business-CN	1 Trimester	.5	AF	9,10, 11,12	12051
Intro to Robotics	1 Trimester	.5	AF	9,10,11,12	21009
Intermediate Robotics	1 Trimester	.5	AF	9,10,11,12	21009
Personal Finance-CN	1 Trimester	.5	AF	9,10,11,12	19262
Sports Marketing-CN	1 Trimester	.5	AF	9,10,11,12	12167

School Publications	Length	Credit	Area	Grade Level	NCES Code
Newspaper I/Talisman	1 Trimester	.25	AF	9,10,11,12	11101
Newspaper II/Talisman	1 Trimester	.5	AF	9,10,11,12	11101
Yearbook	1 Trimester	.5	AF	9,10,11,12	11104

Advanced Computer Apps: CAD for Business CN-Prerequisite: Geometry or teacher approval

"Computer Aided Design" is a course designed to teach students advanced computer skills: including the basic commands necessary for professional 2D and 3D drawing, design, and drafting using AVIO CAD Software.

Advanced Computer Apps: 3D Modeling for Business CN- Prerequisite: Geometry or teacher approval

"3D Modeling" is a course that also covers the fundamental principles and recommended workflows for creating photo-realistic renderings and assemblies using Solid Works software.

Advanced Computer Apps: Architectural CAD for Business CN- Prerequisites: teacher approval

"Architectural" drafting techniques, methods, procedures, layout and drafting or standing residential drawings.

Advanced Computer Apps: Building Information Management for Business CN- Prerequisites: teacher approval

"Building Information Management" is a class where the students will create a virtual building using an advanced computer aided drafting/design program that utilizes a 3D feature-based parametric solid modeler for commercial drawings.

Advanced Computer Apps: CAD Design for Business IS- Prerequisites: teacher approval

"Projects" is a course for advanced CAD students allowing them to build their portfolio by completing projects for teachers, community members, or local businesses. 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.



Business Management-CN- Prerequisite: Application signed by instructor

Students will work and operate daily business transactions in the Sheldon Coffee Cart, clothing closet, and vending services. Skills acquired would include: Inventory, sales, marketing, management, accounting, customer service, processing payments, etc.

Computer Fundamentals-CN Prerequisite: None

This course is a hands-on introduction to the personal computer and application software. Students will learn basic computer terminology and the role of computers in society. Students will also perform common tasks with word processing, spreadsheets, presentations, databases, and Internet software - including email.

Exploring Computer Science (ECS)- Prerequisite: None

Introduction to the field of Computer Science. Students will explore engaging and accessible topics focusing on the conceptual ideas of computing through varied hands-on activities.

Game Development-CN- Prerequisite: None

Study video game theory and learn about the world of video games and how they are designed. Implement video game construction - learn how to use software tools to build video games.

App Development - CN- Prerequisite: None

This course provides students with no programming background with an introduction to application development. Students will use a visual, drag and drop tool to build applications for the web and will be introduced to fundamental programming concepts and skills in the process.

Intro to Business-CN- Prerequisite: None

This is an introduction business survey course covering basic concepts in language of business, including the American economic system, business ethics and social responsibility, international business, the role of technology and the internet; organizational structures including the role of groups and teams in organizational culture; forms of business ownership including entrepreneurship and franchising; and the functional areas of business including management, marketing, accounting and finance, human resource management; and the legal environment. Students will gain insight into the operations of business as well as practical experience.

Intro to Robotics- Prerequisite: None

Robotic models created by students will emphasize the collaborative nature of the creative process. Students will create multiple types of mechanical and programmable robotic solutions using physical problem-solving skills.

Intermediate Robotics- Prerequisite: None

Robots created by students will emphasize mechatronic design and building. Students will create purpose-built robots from virtual design to physical competitive structures using a combination of physical problem-solving and programming solutions.

Personal Finance-CN- Prerequisite: None

Real-world topics covered will include income, money management, spending and credit, as well as savings and investing. Students will design personal and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit, management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal finance decisions leading to financial independence.



Sports Marketing-CN- Prerequisite: None

This course explores the sports and entertainment marketing industry and its consumer and communication realities. This intermediate marketing course introduces students to the sports and entertainment marketing business. Students learn how to market, plan, create, and assess sports marketing communication programs that include advertising, public relations, sponsorship, pricing, research, endorsements, promotions, and more. This course stresses fundamental marketing concepts and will include an orientation to sports and entertainment marketing. It will develop critical thinking, decision-making, and communication skills through real world applications. This course may offer students an edge if pursuing marketing or sports management in college

Yearbook- Prerequisite: Application signed by instructor

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.

Newspaper I-Talisman- Prerequisite: None

Newspaper I/*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 protocols allowing them to write objective news articles. Students will have the *Introduction to Journalism* textbook as a resource. *Talisman* is operated as a small business; students work in conjunction with the advisor and editorial staff and are responsible for meeting assignment deadlines. **This class meets on Monday, Wednesday, and Friday, and will receive a .25 credit. At the beginning of the trimester, the teacher will require all parents to sign an acknowledgment of the modified schedule for the class.**

Newspaper II-Talisman- Prerequisite: *Talisman I*

Newspaper II/*Talisman* is a course in which students publish the student newspaper, *The Talisman*. The class provides advanced experience in newspaper staff management, reporting, editing, page layout, graphic design, marketing, and advertising. Allowance may be made for off campus visits when appropriate. Students will have the *Introduction to Journalism* textbook as a resource. *Talisman* is operated as a small business; students work in coordination with the advisor. Newspaper editors and photographers will be using digital equipment including scanners, digital cameras, Adobe InDesign and Illustrator as well as Photoshop.





Health

Health: The 4J District graduation requirement includes one (1.0) credit of Health in the high school. In a trimester system, two 12-week Health classes are required for the high school diploma.

Health Course Options	Length	Credit	Area	Grade Level	NCES Code
Health Education	1 Trimester	.5	HE	9	08051
Child Development I (CN possible)	1 Trimester	.5	HE	10,11,12	08099
Child Development II (CN possible)	1 Trimester	.5	HE	10,11,12	08099
Adv. Child Development-CN	1 Trimester	.5	HE	10,11,12	08099
First Aid & Wellness	1 Trimester	.5	HE	10,11,12	08055
Health & Life Management	1 Trimester	.5	HE	10,11,12	
Nutrition	1 Trimester	.5	HE	10,11,12	08052

Traditional 9th Grade Health Class

Health Education -*Prerequisite: None *Not for I.H.S students – I.H.S. will embed Health in the two period rotation*

Health Education is a dynamic class designed for the 9th and 10th grade student. Class content is engaging and factual with a focus on best health strategies to keep body, brain and self healthy. The structure of the class follows four units of study: Mental Health, Nutrition, Substance Abuse Prevention and Human Sexuality. Throughout the course, students will be given the opportunity to learn and practice easy, healthy habits. Speaking of habits, BE PREPARED TO WALK! We walk outside everyday!

Traditional 10-12 Grade Health Class Options

First Aid and Wellness- *Prerequisite: Health Education*

This course presents but is not limited to knowing how to prepare for, prevent, and respond to emergencies. Medic First Aid curriculum will be presented for Basic First Aid and Adult, Infant, and Child CPR. Medic First Aid cards will be awarded to those who successfully perform the required skills and pass the tests in this program. There is a \$15.00 fee for this card. Instruction includes the study and practice of current skills and techniques that are related to wound care, control of bleeding, airway obstruction, poisoning, shock, fractures, heart disease, stroke, and more. We will also analyze personal life choices and their contributions to injury, illness, and accidents. Several guest speakers are invited to present health and safety information and tell us about their experiences. (For example, Fire Chief, Police Officer, speakers on the topics of drinking and driving, addiction and drug abuse, HIV/AIDS, and other STI's, etc.) This course also includes units on wellness and the health triangle, which can help us make choices to create and enjoy a long, healthy, and productive life.

Nutrition- *Prerequisite: Health Education*

This course studies 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, its 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 Consumers.



Health & Life Management- Prerequisite- Health Education

Are you happy? Want to learn skills on how to become happy?

If you take this class be prepared to learn the following strategies: gratitude journaling, deep breathing, mindfulness, goal setting, mindful walking, sleep strategies, the practice of random acts of kindness, the importance of social connection and MORE. Not only will we be practicing these skills but we will be learning the science behind why these strategies can boost happiness. Students will be expected to practice all of the above, so come with an open mind. At about week 8, students will be required to adopt one of the learned techniques and practice it daily. The above content will be supplemented with other general health concepts such as nutrition, social emotional learning and human sexuality. Be prepared to talk....a lot, as we will engage in debates such as philosophical chairs or discussions formatted around the Socratic seminar structure. Happiness is like a leaky tire. You have to keep pumping it up. This class will teach you methods that will help keep your happiness tire full.

Child Development I (CN possible)- Prerequisite: Health Education

(Child Development 1 and 2 can be taken in any order) Students who take BOTH Child Development 1 AND 2 will have the opportunity to earn COLLEGE NOW credit. Do you wonder how children learn, grow, and develop? This is an introductory course in Early Childhood and Parenting Education focusing on healthy families and environments, with an emphasis on prenatal development, birth, and the stages of growth and development through age six. We will study the social, emotional, intellectual, and physical patterns of development as well as learn guidance techniques to use when working with young children. The unique opportunity afforded our students in this class is the hands-on application of what they learn. Students will put their classroom theory into practice while working with young children in the Sheldon Community Center classrooms as part of their lab experience. The ability to advocate for personal, family, and community health and safety will be included in our curriculum.

Child Development II (CN possible)- Prerequisite: Health Education

(Child Development 1 and 2 can be taken in any order). Students who take BOTH Child Development 1 AND 2 will have the opportunity to earn COLLEGE NOW credit. This is an introductory course in Early Childhood and Parenting Education focusing on healthy individuals, healthy families, and the interdependence of family and peer group members. We will study the social, emotional, intellectual, and physical growth and development patterns of children through adolescence. The unique opportunity afforded our students in this class is the hands-on application of what they learn. Students will put theories into practice while working with and observing the young children in Sheldon Community Center classrooms as part of their experience. The ability to advocate for personal, family, and community health and safety will be included in our curriculum, as well as child guidance techniques, play, discipline, and parenting styles. We also focus on understanding how our behaviors and thinking patterns influence not only our own lives, but also the lives of those around us. Our class will discuss family roles and how both internal and external influences affect adolescents.

Advanced Child Development-CN- Prerequisites: BOTH Child Development 1 AND 2 (any order) and in grades 10, 11, and 12.

This is an advanced course in Early Childhood and Parenting Education focusing on the psychology and sociology of children through adolescence. Students will continue working in the familiar Sheldon Community Center classrooms on a regular basis. In addition to the regular lab time, students will be taking on more of a "teacher" role at times by preparing for and planning activities for the children to do. Students will learn to do lesson plans, lead activities, and evaluate how they did and note improvements that could be made in future lessons. Topics included in our curriculum are: creativity in children, the effects of divorce/separation, media, trauma, and eating disorders on children, personality, educational experiences, and other factors that influence children as they grow and develop throughout life.



Language Arts

For graduation, 4 credits of Language Arts study are required. Students may also elect “topics” Language Arts classes, in addition to the recommended grades nine through twelve classes. **Note:** Each “topics” class can only be taken once

9 th & 10 th Grade Courses	Length	Credit	Area	Grade Level	NCES Code
English 9	2 Trimesters	1.0	LA	9	01001
English 9 Honors	2 Trimesters	1.0	LA	9	01001
English 10	2 Trimesters	1.0	LA	10	10002
English 10 Honors (two topics courses)	2 Trimesters	1.0	LA	10	10002
11 th & 12 th Grade Courses	Length	Credit	Area	Grade Level	NCES Code
American Lit - African American*	1 Trimester	.5	LA	11,12	01054
American Lit - Gothic*	1 Trimester	.5	LA	11,12	01054
American Lit - Post Modern*	1 Trimester	.5	LA	11,12	01054
American Lit - Nature*	1 Trimester	.5	LA	11,12	01054
British Literature-Modern*	1 Trimester	.5	LA	11,12	01056
Creative Writing-Narrative	1 Trimester	.5	LA	11,12	01104
Intro to College Writing	1 Trimester	.5	LA	11,12	01102
Literature of an Author - Shakespeare*	1 Trimester	.5	LA	11,12	01060
Literature - Courageous Conversations	1 Trimester	.5	LA	11,12	01053
Literature- Mythology*	1 Trimester	.5	LA	11,12	01065
Literature – Philosophy-Intro*	1 Trimester	.5	LA	11,12	01065
Literature –Philosophy Existentialism*	1 Trimester	.5	LA	11,12	01065
Literature- Science Fiction	1 Trimester	.5	LA	11,12	01065
Literature –Women’s Authors*	1 Trimester	.5	LA	11,12	01065
World Literature	1 Trimester	.5	LA	11,12	01058
Credit Recovery/Support	Length	Credit	Area	Grade Level	NCES Code
English 9 Repeat (A/B possible)	1-2 Trimesters	.5	LA	10	01001
English 10 Repeat (A/B possible)	1-2 Trimesters	.5	LA	11/12	10002
English Intensive	2 Trimesters	.5	LA	9	01037
AP/CN Courses	Length	Credit	Area	Grade Level	NCES Code
AP English Lit	2 Trimesters	1.0	LA	11,12	01006
College Now Writing-CN	2 Trimesters	1.0	LA	12	01102
English Learner Courses	Length	Credit	Area	Grade Level	NCES Code
ELD	1-3 Trimesters	.5-1.5	OS	9,10,11,12	01008

*Asterisk denoted topics course available for English 10 Honors credit

Recommended Sequences:

Grade Level	Comprehensive Program	Honors Program
9 th Grade	English 9	English 9 <u>Honors</u>
10 th Grade	English 10	Two .5 credit <u>Honors</u> topics courses
11 th Grade	Two .5 credit topics courses	AP English
12 th Grade	Two .5 credit topics courses	College Now Writing



Grade 9 Course Options

English 9- Prerequisite: None

English 9 consists of two components to meet the Language Arts requirements.

The first component is a college preparatory course that provides students with a solid foundation in written and oral communications. Students will get instruction in research and write papers in the explanatory and argumentative modes. Students will be given instruction in vocabulary acquisition and grammar skills. There will be a focus on reading non-fiction narratives and essays.

The second component is a college preparatory course that provides students with a solid foundation in literary analysis. Students will read and study literature from a variety of genres as they consider differing opinions and attitudes, participate in discussions, and write clear, perceptive compositions.

English 9 Honors- Prerequisite: None

Students need to understand that honors courses will be more rigorously analytical, time demanding, and have more homework than the grade-level English 9 course. English 9 Honors consists of two components to meet the Language Arts requirements. The first component is an advanced college preparatory course that provides students with a solid foundation in written and oral communications. Students will get instruction in research and write papers in the expository, argumentative, and research modes. Students will be given instruction in vocabulary acquisition and grammar skills. There will be a focus on reading non-fiction narratives and essays. The second component is an advanced college preparatory course that provides students with a solid foundation in literary analysis. Students will read and study literature from a variety of genres as they consider differing opinions and attitudes, participate in discussions, and write clear, perceptive compositions and synthesis papers based on material read in and out of class. Students will also receive instruction in writing in the mode of narrative, personal and imaginative.

Grade 10 English Course Options

English 10- Prerequisite: English 9

English 10 consists of two components to meet the Language Arts requirements. The first component is a college preparatory course that provides students with a solid foundation in written and oral communications. Students will get instruction rhetoric and argument analysis. Students will be given instruction in vocabulary acquisition and grammar skills. There will be a focus on reading narratives and essays. The second is a college preparatory course that provides students with a solid foundation in literary analysis. Students will read and study literature from a variety of genres as they consider differing opinions and attitudes, participate in discussions, and write clear, perceptive compositions.

English 10 Honors- Prerequisite: English 9 and teacher consultation Topics Course Options (Select two):

American Lit: Post Modern Honors, American Lit: Gothic Honors, British Literature Honors, Lit of an Author: Shakespeare Honors, Literature: African American Honors, Literature: Nature Honors, Literature: Philosophy/Existentialism Honors, Literature: Women Authors, Literature: Mythology Honors.

Students need to understand that honors courses will be more rigorously analytical, time demanding, and have more homework than the grade-level English 10 course. English 10 Honors provides an accelerated path for students who wish to enroll in AP English and/or College Writing during their junior and senior years. Honors students will enroll in two separate twelve-week courses where they will be expected to read at an accelerated pace and write at a higher level. Literary analysis, critical reading and synthesis activities will be included in each section.



Grade 11 & 12 English Course Options

***indicates sophomore honors course**

American Lit - African American* - *Prerequisite: English 10 or equivalent*

This course examines the unique contribution of African-Americans to the literature and art of the United States. Students will read, analyze, discuss, and write on a variety of cultural artifacts, including novels, poetry, song, and visual art.

American Lit - Gothic* - *Prerequisite: English 10 or equivalent*

Explore the eerie side of classic American literature. Studies will focus on authors ranging from Edgar Allan Poe to William Faulkner and beyond. The class will engage in literary analysis, short story writing, and a final synthesis paper.

American Lit - Post Modern* - *Prerequisite: English 10 or equivalent*

Students will study a selection of the American art and literature that has defined the culture of the past 100 years. The class will examine Post-modern American society through novels, short stories, music, film, and visual art. Students will consider differing opinions and attitudes, participate in discussion, write clear and perceptive compositions, and complete a final synthesis paper.

American Lit - Nature* - *Prerequisite: English 10 or equivalent*

Students will explore the theme of nature in early American literature. Texts will include Native American folk tales and creation myths as well as transcendental philosophy and a variety of novels, short stories, and poetry. Major assignments include a nature journal, an argumentative essay, and a final synthesis paper.

British Literature - Modern* - *Prerequisite: English 10 or equivalent*

Students will analyze various works of British literature from the Romantic through modern periods. A variety of works will be studied including *Frankenstein* by Mary Shelley and *Brave New World* by Aldous Huxley. Students will synthesize various ideas and themes through written papers (including a culminating final synthesis paper), presentations, projects, and a variety of other assignments.

Advanced Placement (AP) English Lit - *Prerequisite: English 10 or equivalent*

Students need to understand that AP courses may be more rigorously analytical, time demanding, and have more homework. This course 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.

Creative Writing - Narrative- *Prerequisite: English 10 or equivalent*

Students learn the art of creative writing by reading from a selection of stories spanning the globe and time periods, and then writing their own short stories in both fiction and non-fiction styles. Students will also “workshop” each other’s stories and provide feedback and analysis for other student’s work. Student’s will publish their work as well in an end-of-term anthology. Vocabulary acquisition and grammar will be emphasized along with college writing skills.



ELD (English Language Development) -Prerequisite: Counselor or teacher recommendation

The goal of the English Language Development (ELD) is for students to acquire the reading, writing, speaking and listening skills necessary to succeed in high school classes. The focus for beginning students is on learning basic vocabulary and grammatical structures. 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. Students qualify for ELD if they speak a language other than English in the home and receive a score below 4 on the Woodcock-Munoz Proficiency Test or below 5 on the Oregon State English Language Proficiency Assessment (ELPA).

English Intensive- Prerequisite: Teacher recommendation

This course is a specialized and intensive reading course designed to target reading skills that may not have yet completely developed. There are many skills a good reader needs. This program will allow the opportunity to make substantial gains in reading ability by developing skills in decoding words, spelling, vocabulary development, comprehension, and fluency.

Intro to College Writing-CN- Prerequisite: English 10 or equivalent

Students will be introduced to the principles of rhetoric to become critical writers, critical readers, and critical thinkers. Students will master the conventions of academic writing and practice evaluating primary and secondary sources to use as foundations for an extended research-based argument. The central focus of this class is the deconstruction of texts that reflect current topics to aid in the construction of compelling, original argumentation. *(May be offered for WR 115 dual enrollment credit through Sheldon's CN program)*

Literature of an Author - Shakespeare* Prerequisite: English 10 or equivalent

Students will read, listen to recordings, and watch film versions of a variety of Shakespeare plays as well as examine other works of related literature and literary analysis. Universal themes involving love, power, betrayal, and loss will be examined, discussed, and analyzed through written papers, presentations, projects, and a variety of assignments.

Literature – Courageous Conversations-CN- Prerequisite: English 10 or equivalent

This course explores the nature and complexity of racial and ethnic diversity in U.S. society. Using current developments in ethnic studies scholarship, we will examine the social construction of race and ethnicity, theories of prejudice, and a historical overview of various ethnic and racial groups. The course concludes with a comparative analysis of the intersection between race, class, and gender. This course integrates the study of American literature with an overview of U.S. history.

Literature: Mythology*-Prerequisite: English 10 or equivalent

The focus of this class is an examination of foundational myths from ancient times across the globe to contemporary American mythology. You will examine sources of various major myths and legends that continue to influence modern culture and works of art. Students will take a comparative and analytical approach to examine the relationship between myths and legends and later allusions to them. The final project will culminate in a multimedia presentation of a synthesis project.

Literature – Philosophy, Intro* Prerequisite: English 10 or equivalent

Students will be exposed to four major branches of philosophy: metaphysics, epistemology, ethics, and politics. As students study various philosophies from around the world, they will be introduced to advanced expository and argumentative writing techniques. Students will also see how philosophy informs literature. The class will culminate with a synthesis paper.



Literature – Philosophy, Existentialism* *Prerequisite: English 10 or equivalent*

Existentialism is a philosophy that explores the problems of human existence. It centers on the lived and individual experience. Students will be exposed to the philosophers of existentialism and a few of the great works of literature that spring from them. As students study the philosophy of existentialism, they will be introduced to advanced expository and argumentative writing techniques. The class will culminate with a synthesis paper.

Literature - Science Fiction- *Prerequisite: English 10 or equivalent*

Students will read a variety of science fiction works from the mid twentieth century and watch and listen to the visual and auditory creations the works have inspired, including relatively recent films. Students will analyze literary and visual devices, themes, imagery, and style through written papers, presentations, projects, and a variety of other assignments.

Literature: Women Authors* *Prerequisite: English 10 or equivalent*

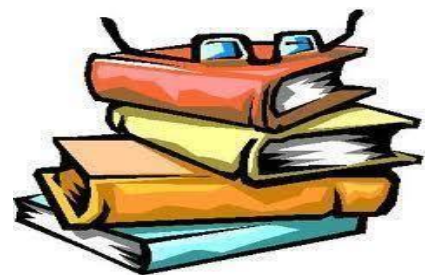
This course will introduce students to the richness and variety of literary works written by women. Issues that concern women writers, the impact of stories, and how class, race and gender work to construct the stories we live by will be central to the course. Students will consider fiction written by women writers in a global context historically to the present day. The course will include an introduction to feminist literary theory and will introduce students to a variety of literary genres and styles.

World Literature- *Prerequisite: English 10 or equivalent*

Students will read and literature selections from countries around the world and analyze them using various literary theories. Students will improve their critical-thinking skills as they comprehend the diversity of literary traditions and the influences of those traditions. Oral discussion is an integral part of literature courses, and written compositions will be required.

Writing College Now- *Prerequisite: Must take and pass “Accuplacer” in spring of previous school or register for and pass WR 115.*

College Writing is for students who are ready for rigorous college level pace and work-load. 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 with an extensive 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.





Mathematics

For graduation, 3 credits of Mathematics study are required at the Algebra I level or higher. One credit of either Algebra I or Geometry may transfer from middle school to the high school transcript.

Course Options	Length	Credit	Area	Grade Level	NCES Codes
Linear Mathematical Modeling	1 Trimester	.5	MA	9	02052
Algebra I A/B	2 Trimesters	1.0	MA	9,10	02052
Geometry Statistics A/B	2 Trimester	1.0	MA	9,10,11	02072
AP Statistics A/B	2 Trimesters	1.0	MA	9,10,11,12	02203
Algebra II A/B	2 Trimesters	1.0	MA	10,11	02056
Algebra II Foundations & Math 95-CN	3 Trimesters	1.5	MA	11,12	02056
Pre-Calculus (Math 111-CN & Math 112-CN)	2 Trimesters	1.0	MA	11,12	02110
AP Calculus BC	3 Trimesters	1.5	MA	12	02125
Orientation to Computer Sci. (CS 160-CN)	1 Trimester	.5	MA	10-12	02102
Advanced Algebra w/ Financial Applications	2 Trimesters	1.0	MA	11,12	02155
AP Computer Science Principles	2 Trimesters	1.0	MA	10, 11,12	02102
IHS IB Math Apps & Interp	3 Trimesters	1.5	MA	11-12	02131

Sample Possible Math Sequences			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
Algebra I	Geometry Stats	Algebra II Foundations	Math by choice
Algebra I	Geometry Stats	Adv. Alg. w/Finace.App	Math by choice
Geometry Stats	Algebra II	Pre-Calc	Pre-Calc or AP Calc
Algebra II	Pre-Calc	Pre-Calc or AP Calc	AP Calculus BC

Sample IB Candidate Math Sequences			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
Algebra I	Geometry Stats	Algebra II	IB Math Apps & Interp
Geometry Stats	Algebra II	IB Math Apps & Interp	AP Calculus BC

Linear Mathematical Modeling- *Prerequisite: None*

In this 1-trimester course, students mathematize a variety of “real-world” contexts with tables, equations, functions, and graphs. A focus on linear relationships provides students opportunity to further develop their understanding of rational numbers, proportional reasoning, and communication of mathematical reasoning, providing a foundation for high school math success. This course is **only offered during Trimester 1**

Algebra I AB- *Prerequisite: Demonstrated grade level mastery of middle school math standards OR Linear Mathematical Modeling*

In the first trimester of this course, students write linear and exponential functions to model real world contexts, including systems of equations. Students explore arithmetic and geometric sequences and write mathematical models that fit these patterns. In the second trimester, students learn the basics of quadratic functions. The focus is on comparison of linear, exponential, and quadratic models. Throughout both trimesters, students represent their thinking with tables, graphs, equations, and description of situations. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks. The final exam may include a work sample that can be banked towards meeting Essential Skills graduation requirements.

This series is offered trimesters 2 and 3.



Geometry Statistics AB- Prerequisite: Algebra

This 2-trimester course must be taken before 11th grade state testing and may be taken before or after Algebra I. The course combines the subjects of geometry and statistics. In geometry it emphasizes congruence and similarity, symmetry, deductive logic, and properties of geometric figures and solids. Students apply geometry foundations, transformation geometry, and right-triangle trigonometry to real world problems. In statistics it emphasizes one-variable data, probability, and statistical inferences. Students demonstrate mastery of standards through exams, work samples, projects, and mathematical modeling tasks. The final exam may include a work sample that can be banked towards meeting Essential Skills graduation requirements.

Algebra II AB- Prerequisite: Algebra 1 and Geometry

This 2-trimester course emphasizes further concepts and skills in Algebra and is a minimum requirement for students planning to attend a 4-year university. With continued focus on mathematical modeling and multiple representations, students will explore linear, quadratic, exponential, logarithmic, polynomial, radical, rational, trigonometric, and piecewise functions. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks. The final exam for each trimester of this course includes a work sample that can be banked towards meeting Essential Skills graduation requirements.

Algebra II Foundations and Math 95-CN- Prerequisite: Algebra 1 and Geometry

This 3-trimester course includes the same topics as Algebra II, with extended time for “just in time” learning that builds required foundational knowledge and skills. Students will work with algebraic expressions and equations, including linear, quadratic, exponential, logarithmic, polynomial, root, rational and trigonometric functions. This course is required as a minimum level for students planning to attend a 4-year college. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks. The final exam for each trimester of this course includes a work sample that can be banked towards meeting Essential Skills graduation requirements.

AP Statistics AB- Prerequisite: Algebra II

This 2-trimester course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students demonstrate mastery of standards through exams and projects and are able to earn college credit by earning a passing score on the AP exam.

Pre-Calculus - CN- Prerequisite: Algebra II

The first trimester is Math 111 or “College Algebra”, studying basic functions and their applications. This includes polynomial, rational, exponential, and logarithmic functions and their inverses. Other topics include an introduction to sequences and non-linear systems of equations. In accordance with national recommendations, this course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. A graphing calculator (*or access to Desmos*) is required. However, students will be held accountable for many skills without a calculator. The second trimester is Math 112 or “Trigonometry”, a vital tool in construction, physics, and engineering. Trigonometry is preparatory for Calculus 1 (Differential Calculus, MTH 251). The major topics covered include radian measure, circular functions and their graphs, right triangle ratios and related trigonometric functions, identities, solving trigonometric equations, law of sines, law of cosines, and applications. Other topics include polar coordinates, parametric equations, vectors, and conic sections. A graphing calculator (*or access to Desmos*) is required.



AP Calculus BC- Prerequisite: Successful completion of Pre-calculus

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus BC provides students with an understanding of the concepts of calculus and experience with its methods and applications. This course covers a first-year college-level calculus course and includes the following topics: functions, graphs, limits, and continuity; differential calculus (including definition, application, and computation of the derivative; derivative at a point; derivative as a function; and second derivatives); and integral calculus (including definite integrals and antidifferentiation); indefinite integrals and differential equations; applications of integrals; parametric, polar, and vector functions; polynomial approximations and series, including series of constants and Taylor series. This is an advanced placement college-level course. Students who pass the AP Calculus BC exam may earn college credit. There is a fee for the AP exam.

Advanced Algebra with Financial Applications- Prerequisite: Algebra 1 and Geometry

This course is an algebra-based, applications-oriented, technology dependent course. It addresses college preparatory mathematics topics under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered.

AP Computer Science Principles-Prerequisite: Successful completion of Algebra and teacher recommendation. Geometry is strongly recommended.

Following the College Board's suggested curriculum designed to parallel college-level computer science principles courses, AP Computer Science Principles introduces students to the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. This course teaches students to apply creating designs and innovative solutions when developing computational artifacts (including programming). AP CSP covers such topics as abstraction, communication of information using data, algorithms, programming, and the Internet. This is an advanced placement college-level course. Students who pass the AP CSP exam may earn college credit. There is a fee for the AP exam.

Orientation to Computer Science (CN/CS 160)- Prerequisite: Successful completion of Intermediate Algebra and teacher recommendation. Completion of Geometry is strongly recommended.

Orientation to Computer Science "provides a broad overview of the major ideas, problems, and goals of computer science. Throughout the term, we will be exploring the various layers that combine to make a modern computing system, from the way numbers are represented within a computer to how computers interact with each other via networks. We will be looking at the following layers of computing systems:

- Information Layer (how computers represent the information they work with)
- Hardware Layer (the physical components of computation)
- Programming Layer (how people instruct computers to compute)
- Operating Systems Layer (how a computer helps manage its own resources)
- Applications Layer (using existing programs to accomplish tasks)
- Communications Layer (how computers converse with one another)

Throughout the course, we will also be discussing current events and ethical issues in technology. This is a college now course and offers dual credit: high school credit through Sheldon High School and free college credit through Lane CC.



Music

Music Course Options	Length	Credit	Area	Grade Level	NCES Code
Band - Concert	3 Trimesters	1.5	AF	9,10,11,12	05102
Band - Jazz Band I-Elements (<i>audition</i>)	3 Trimesters	1.5	AF	10,11,12	05105
Band - Jazz Band II-Evolution (<i>audition</i>)	3 Trimesters	1.5	AF	10,11,12	05105
Band - Marching Band/Wind Ensemble-CN (<i>audition</i>)	3 Trimesters	1.5	AF	11,12	05103
Band –Marching Band/Symphonic Band (<i>audition</i>)	3 Trimesters	1.5	AF	10	05104
Orchestra Course Options	Length	Credit	Area	Grade Level	NCES Code
String Ensemble	3 Trimesters	1.5	AF	9,10,11,12	05106
Choir Course Options	Length	Credit	Area	Grade Level	NCES Code
Choir Music I	3 Trimesters	1.5	AF	9,10,11,12	05110
Choir Music II (<i>audition</i>)	3 Trimesters	.75	AF	9,10,11,12	05110
Choir Music III (<i>audition</i>)	3 Trimesters	.75	AF	10,11,12	05111
Music Selective Courses	Length	Credit	Area	Grade Level	NCES Code
History Rock-N-Roll	1 Trimester	.5	AF	9,10,11,12	05116
Music (History/Appreciation)	1 Trimester	.5	AF	9,10,11,12	05116
Musical Theatre	1 Trimmester	.5	AF	9,10,11,12	05116

Band: Concert- *Prerequisite: Band experience*

Concert Band is the band designated for our 9th grade band students. Instruction for this ensemble focuses on the preparation of music in a variety of types and styles for public concerts and other events, and on the development of band techniques (tone, rhythmic accuracy, technical facility, articulation, intonation, blend, balance, and musical expression) as well as demonstrating proficiency of state and national standards for music education. Students are required to participate in all appearances by the band. This is a year-long course.

Band: Jazz Band 1-Elements- *Prerequisite: Audition & Membership in Concert Band, Symphonic Band or Wind Ensemble*

Sheldon Jazz Band I is a high-level advanced performing group that consists of standard jazz band instrumentation. Participation in this ensemble is by audition only. Instruction in this ensemble focuses on music literacy, performance, and listening skills in the jazz styles. This group studies and performs jazz blues, ballads, swing tunes, shuffle tunes, and Latin-style pieces. Students also learn the techniques of jazz improvisation. This ensemble performs at band concerts throughout the year, jazz festivals throughout the Pacific Northwest and a variety of performances throughout our local community. This is a year-long course.

Band: Jazz Band II-Evolution- *Prerequisite: Audition & Membership in Concert Band, Symphonic Band or Wind Ensemble*

Sheldon Jazz Band II is an intermediate performing group that consists of standard jazz band instrumentation. Participation in this ensemble is by audition only. Instruction in this ensemble focuses on music literacy, performance, and listening skills in the jazz styles. This group studies and performs jazz blues, ballads, swing tunes, shuffle tunes, and Latin-style pieces. Students also learn the techniques of jazz improvisation. This ensemble performs at band concerts throughout the year, jazz festivals throughout the Pacific Northwest and a variety of performances throughout our local community. This is a year-long course.



String Ensemble (Orchestra) Prerequisite: None

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. Students participate in several concerts throughout the year. This is a zero period class (early morning).

Band: Marching Band (Tri 1)/Symphonic Band (Tri 2/3)- Prerequisite: Band Experience

During the first trimester all Symphonic Band members will participate in the Marching Band. Marching Band will rehearse and perform as a marching unit in parades, football games, and field show competitions.

Symphonic Band is a first-rate performing group at Sheldon High School. This course is designated for band students with at least one year of high school band experience. Instruction for this ensemble focuses on the preparation of music in a variety of types and styles for public concerts and other events. This ensemble focuses on the development of band techniques (tone, rhythmic accuracy, technical facility, articulation, intonation, blend, balance, and musical expression), as well as demonstrating proficiency of state and national standards for music education. Students are required to participate in all appearances by the band. This is a year-long course.

Band: Marching Band (Tri 1)/Wind Ensemble (Tri 2/3)- Prerequisite: Participation in Wind Ensemble is by audition only.

During the first trimester all Wind Ensemble members will participate in the Marching Band. Marching Band will rehearse and perform as a marching unit in parades, football games, and field show competitions.

Wind Ensemble is the premiere *audition only ensemble* for our highest-level players. Students study a wide variety of musical repertoire, further their development of band techniques, develop skills and appreciation for musical understanding and performance, and have the opportunity to participate in many activities including concerts, music festivals, competitions, out of town trips, and solo & ensemble festivals. This is a year-long course.

Concert Choir (Choir Music I)- Prerequisite: None

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

Varsity Choir (Choir Music II)- Prerequisite: Audition and consent of teacher

This advanced choral group is open by audition to students in grades 10 through 12. The choir will perform choral music of all styles and periods. Basics in breath support and general tone production will be reviewed, with emphasis placed on refining the vocal sound and professionalism in a choral performance setting. Varsity Choir will participate in all Sheldon choir concerts, the District Festival each April, and Metro Choral Festival. This group will participate in the State Choral Championships in May if they qualify. Performance tours to other locales may occur. *A varsity letter in Vocal Music can be earned through service to the choir and outstanding attendance and performance records. Varsity Choir is a year-long course.*

Dublinaires (Choir Music III) Prerequisite: Audition and consent of teacher

This advanced choral group is open by audition to students in grades 10 through 12. This choir is a select vocal ensemble performing jazz, pop and contemporary music. The choir will perform extensively throughout the year in the Eugene/Springfield area as well as in all Sheldon choir concerts. A great deal of emphasis will be placed on professionalism and teamwork. Auditions for the group are held in the spring. All Dublinaires are required to dual enroll in Varsity Choir as they will perform with that group at concerts. Class may be repeated for credit. Varsity Choir is a year-long course.



Music Elective Courses

History of Rock and Roll- *Prerequisite: None*

This course seeks to balance understanding the development and significance of rock and roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Through listening, analysis, discussion, music and film, students will explore the music, culture and society of the day. Assignments will be organized around song analysis, small-group discussions, synchronous and asynchronous activities, and projects.

Music Appreciation & History- *Prerequisite: None*

In this course, students receive instruction designed to explore music and its connection to our lives. Units may include music and medicine, politics, emotion, media and film, and music psychology. Major musical styles and periods will be explored through understanding music in relation to both Western and non-Western history and culture.

Musical Theatre- *Prerequisite: None*

Musical Theatre is an exploration of American Musical Theatre through two threads: history and performance. Students will learn how the American Musical got its start and trace its development into the art form we recognize today. Students will also study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Technical theatre will also be explored through units in set, lighting, and sound design, production, choreography, and direction.





Other Subjects

"Other Subjects" Courses	Length	Credit	Area	Grade Level	NCES Code
Academics Unlimited	3 Trimesters	.5-1.5	OS	9,10,11,12	22005
AVID 9	3 Trimesters	1.5	OS	9	22003
AVID 10	3 Trimesters	1.5	OS	10	22003
AVID 11	3 Trimester	1.5	OS	11	22003
AVID 12	3 Trimester	1.5	OS	12	22003
FueLED	3 Trimesters	.5-1.5		9,10,11,12	
Leadership	3 Trimesters	.5-1.5	OS	9,10,11,12	22101
Teacher's Aide (TA)	1 Trimester	.5	OS	10,11,12	
Work Experience	1 Trimester	.5	OS	9,10,11,12	

Academics Unlimited- *Prerequisite: Teacher/Counselor Recommendation*

Students will have time to complete homework and/or coursework from other classes. They will receive help/tutoring in completing work when they have questions or need assistance. Students will be asked to keep a log of coursework and homework from their other classes as well as a log of work completed in class. Students will be expected to communicate with other teachers and staff, maintain an organized notebook and backpack, and monitor their grades and attendance. They will learn self-advocacy, communication, and executive functioning skills.

AVID 9 / AVID 10 / AVID 11 / AVID 12- *Prerequisite: Teacher/Counselor Approval*

Advancement Via Individual Determination (AVID) is a national program aimed at students who are underrepresented at a collegiate level and gives them tools, support and motivation to become college eligible by the time students graduate. AVID students stay with grade level students each year. AVID is a four-year commitment and entrance is limited to 30 students per grade level. Students must be accepted into the program through an application process. See the AVID Site Coordinator to receive information.

FueLED- *Prerequisite: Application from counselor*

"Eugene 4j offers several online courses to high students"

Leadership- *Prerequisite: Application- See Tyler Martell*

This class was created for students that want to make a difference at Sheldon High School. Students wanting to have the experience of being student body officers and Class Council are highly encouraged to enroll in this course. Others interested in promoting school spirit and pride, are also encouraged to apply. Students will increase skills in the areas of goal setting, time management, organization, problem-solving, and meeting mechanics. Time is devoted to school wide projects and activities such as, class competitions, assemblies and Pep Rallies.

Teacher's Aide- *Prerequisite: Teacher/Counselor Approval Credit earned is Pass/No Pass*

Students typically work with teachers and staff members in a support role. Work skills such as copy machine work, filing, collating, and organizing are developed.

Work Experience- *Prerequisite: Teacher/Counselor Approval Credit earned is Pass/No Pass*

Earn credit while working at your job outside school. Credit is awarded proportionate to the number of hours worked. To earn this credit talk to the School-to-Career Coordinator.



Physical Education

Physical Education: The 4J District graduation requirement includes one (1.0) credit of Physical Education in the high school. Two 12-week Physical Education classes are required for the high school diploma. **All PE classes can be repeated.**

PE Course Options	Length	Credit	Area	Grade Level	NCES Code
Dance I-CN	1 Trimester	.5	PE	9,10,11,12	08013
Dance II-CN	1 Trimester	.5	PE	9,10,11,12	08013
Net Games	1 Trimester	.5	PE	9,10,11,12	08003
Spring Sports	1 Trimester	.5	PE	9,10,11,12	08004
Strength/Conditioning	1 Trimester	.5	PE	9,10,11,12	08009
Team Sports - Basketball	1 Trimester	.5	PE	9,10,11,12	08002
Team Sports-Football	1 Trimester	.5	PE	9,10,11,12	08002
Team Sports-Soccer	1 Trimester	.5	PE	9,10,11,12	08002
Yoga CN	1 Trimester	.5	PE	9,10,11,12	08005

The Sheldon High School Physical Education Department policies state that:

- It is recommended, but not required, that a student 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 Standards in Physical Education.
- For the health and safety of all students, a student may not take more than one physical education class during a trimester due to the physical demands required in each class.

Strength/Conditioning-Prerequisite: None

Students will be given the basic principles to design a workout program that will incorporate weight training and cardiovascular conditioning. This course also incorporates a curriculum designed for the competitive multi-sport athlete and is appropriate for the athlete who takes weight training seriously. Emphasis will include the 5 components of fitness, which include muscular strength, muscular endurance, cardiovascular efficiency, flexibility and body composition. Students will be tested in a variety of fitness activities to document growth and development.

Spring Sports- Prerequisite: None

Students will develop techniques, strategies and skills related to multiple sports. The sports that may be included are Ultimate Frisbee, tennis, golf and/or soccer. Basic skills, such as, throwing, catching, hitting, passing, and techniques of each sport are emphasized. There is 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.

Team Sports-Football- Prerequisite: None

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.



Team Sports-Basketball- Prerequisite: None

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.

Team Sports-Soccer- Prerequisite: None

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. 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.

Net Games- Prerequisite: None

Students will be given the opportunity to develop techniques, strategies for offensive and defensive play, and game playing in the following sports: Badminton, Volleyball, 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.

Dance I-CN- Prerequisite: None

This course offers you an opportunity to develop a basic foundation of knowledge about your body which will give you the practice you need to continue on in Modern, Ballet, Jazz, or Hip Hop. The goal of the class is to have fun while learning to move in creative and expressive ways. Students will participate in dance improvisation; learn dances from various cultures, including some African Dance and Hip Hop. Students will learn proper body alignment, dance technique, and terminology. Students will also be taught elements of choreography and perform in an informal, informative performance at the completion of the course. This course will promote flexibility, strength, agility, rhythm, and coordination.

Dance II-CN- Prerequisite: Dance I

This course allows you to continue developing skills through daily technique practice. Students also engage in extended learning opportunities with a research project, teaching opportunities, choreography, and/or a review of a dance performance. The class is held concurrently with Dance I. Successful completion of both Dance I and Dance II will likely satisfy admission requirements for performing arts at most colleges.

Yoga-CN- Prerequisite: None

This course includes basic knowledge of asanas (stretching postures), Pranayama (breathing techniques), relaxation, and yoga philosophy designed to enhance flexibility, strength, respiratory function, postural alignment, and stress reduction. Sitting, lying, inverted, and standing postures will be included. This class will present techniques in Ashtanga (eight-limbed) yoga. 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.





Science

To meet Oregon State graduation requirements, all students are required to take a minimum of three science credits. 4 credits are recommended for some college admissions.

9 th Grade Courses	Length	Credit	Area	Grade Level	NCES Code
Physical Science-Matter	1 Trimester	.5	SC	9	03201
Physical Science-Energy	1 Trimester	.5	SC	9	03201
10 th /11 th /12 th Grade Courses	Length	Credit	Area	Grade Level	NCES Code
Biology	2 Trimesters	1.0	SC	10,11,12	03051
Chemistry	2 Trimesters	1.0	SC	10,11,12	03101
Foundations* (Bio/Chemistry/Physics)	2 Trimesters	1.0	SC	10,11,12	03101
Earth Science (credit recovery class)	1 Trimesters	.5	SC	10,11,12	03101
Physics	2 Trimesters	1.0	SC	10,11,12	03151
Earth & Space Science	1 Trimester	.5	SC	10	03008
AP/IB/CN Courses	Length	Credit	Area	Grade Level	NCES Code
CN Chemistry	3 Trimesters	1.5	SC	10,11,12	03106
AP Biology	3 Trimesters	1.5	SC	10,11,12	03056
IB Biology I AB	2 Trimesters	1.0	SC	11	03057
IB Biology II ABC	3 Trimesters	1.5	SC	12	03057

*Foundations courses are by teacher or counselor recommendation only.

In general, all science courses taken at Sheldon High School are determined by the previous course taken along with a teacher recommendation. Biology, Chemistry or Physics may be taken in any sequence. See prerequisites for AP Biology, IB Biology and CN Chemistry.

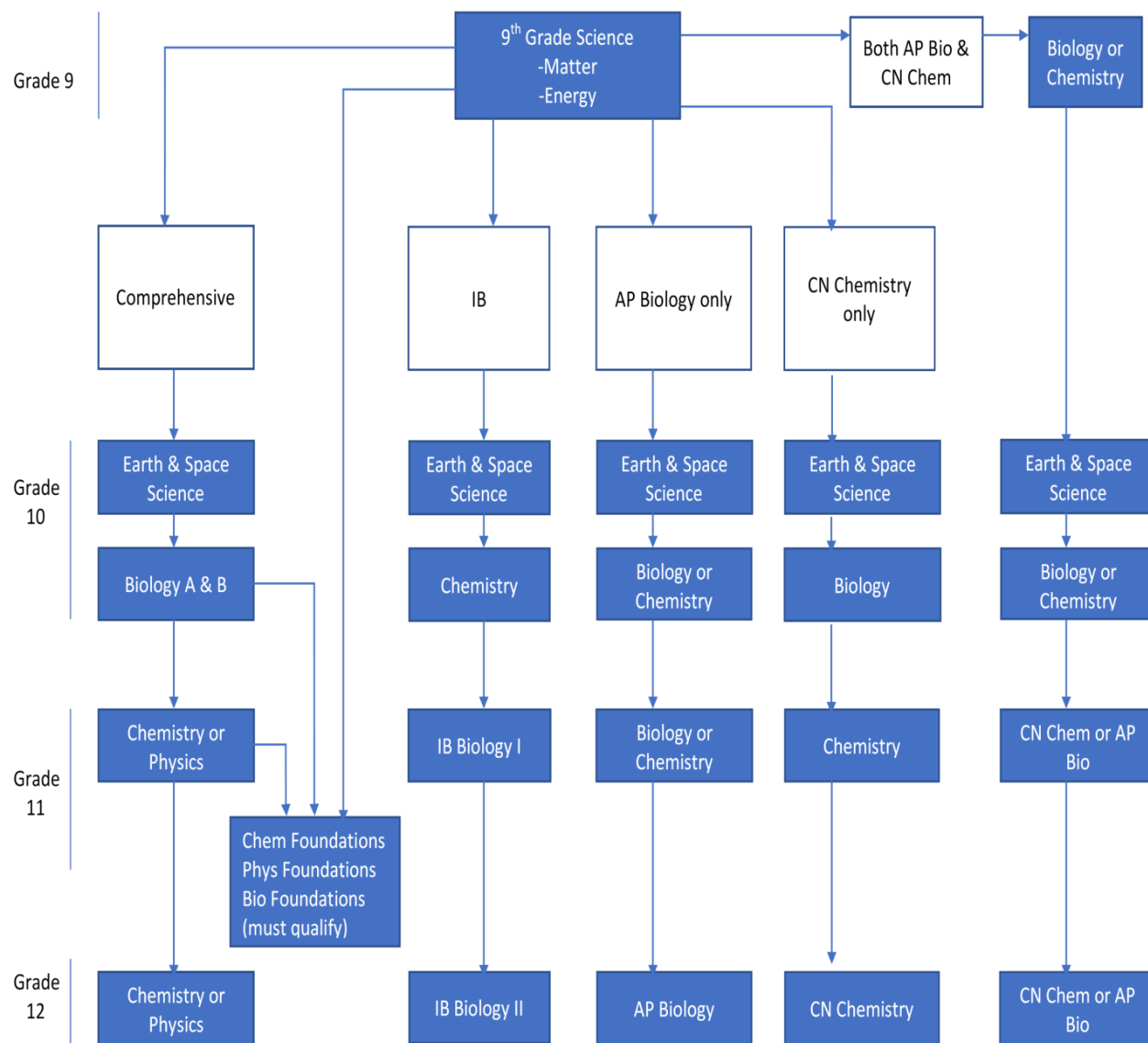
Science Sequence Samples			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
Physical Science	Biology + Earth & Space	Chemistry	Physics or CN Chem or AP Biology
Physical Science	Chemistry + Earth & Space	Biology	Physics or CN Chem or AP Biology
Physical Science	Physics + Earth & Space	Chemistry	Biology

IB Candidate Science Sequence Samples			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
Integrated Science	Chemistry or Physics + Earth & Space	IB Biology 1A/B	IB Biology 2A/B/C
Chemistry (teacher approval)	Physics + Earth & Space	IB Biology 1A/B	IB Biology 2A/B/C

□ IB Diploma candidates must have two consecutive years in IB Biology in 11th and 12th grade.



Science Department Course Sequences – Sheldon High School – 3.0 credits to graduate





Traditional 9th Grade Science Courses

Physical Science-Matter- Prerequisite: None

One of two 9th grade-level Science courses. The focus of this course is conceptual Chemistry, especially the nature of matter and its transformations, as well as the patterns of the periodic table. Laboratory experiments are an integral part of the course.

Physical Science-Energy- Prerequisite: None

One of two 9th grade-level Science courses. The focus of this course is conceptual Physics, especially mechanics and energy. Laboratory experiments are an integral part of the course.

Traditional 10th Grade Science Course (all 10th Graders)

Earth & Space Science- Prerequisite: None

Earth and Space (ESS) is a 0.5 credit course. Our three primary topic areas are astronomy, geology, and climate. In our astronomy unit we will explore the forces that move planets (orbital dynamics), the forces that formed our solar system (nebular formation theory), and the evidence for the formation of the universe (big bang theory). The geology unit will continue our exploration of the solar system by focusing on the geological processes that continue to shape the Earth, such as plate tectonics and mass wasting and how these processes differ on the other planets. We'll explore how the climate of Earth is very unique in our solar system, allowing life to grow and thrive under hospitable conditions, how that compares to the climates of other terrestrial planets, and why the conditions are so different.

Traditional 10-12th Grade Science Options

Biology- Prerequisite: Physical Sciences (Energy & Matter)

Biology is a 1.0 credit, college preparatory, laboratory science class. This 2-trimester sequential course will introduce students to the science of life. The topics covered in the two courses are: Biochemistry, Energy transfer, Cell Biology, Genetics, The Molecular Basis of Inheritance, Evolution, Classification, Bacteria and Viruses, Fungi, Lichens, and Protists, Structure and Function of Plants, Structure and Function of Animals, Human Physiology, Ecology and Conservation.

Physics- Prerequisites: Physical Sciences (Energy & Matter), Geometry

Physics is a 1.0 credit college preparatory laboratory science class. Physics is recommended for students wishing to pursue a career in the medical field, engineering, computer science, architecture, or law. The physics curriculum includes extensive lab experience and projects that introduce, support, and/or apply physics concepts. It is a 2-trimester sequential course.

Chemistry- Prerequisites: Physical Sciences (Energy & Matter), Passed Algebra with C or higher

Chemistry is a 1.0 credit, college preparatory, laboratory science class. This 2-trimester sequential course will introduce students to the properties of matter and the means by which it converts from one form to another. The topics covered are: The nature of science, measurement and error, dimensional analysis and chemical problem-solving, electron configurations, bonding and nomenclature of ionic and molecular compounds, and chemical kinetics. Chemical thermodynamics, gas laws, stoichiometry, changes of state, intermolecular forces, solution chemistry, acid/base theory, nuclear chemistry and redox reactions are also covered.



IB Biology I & II (I.H.S. only)- Prerequisite: Chemistry

The IB Biology sequence is designed to meet the objectives of the International Baccalaureate Diploma Program. Students will be prepared for the High Level and Standard Level tests in May of their senior year.

Students wanting to earn an IB Diploma should follow this path:

- 10th grade year: Chemistry (sections A&B) OR
- 10th grade year: Physics (sections A&B)
- 11th grade year: IB Biology I (sections A,B)
- 12th grade year: IB Biology II (sections C,D,E)

The final three terms of the sequence are taught like a general biology course at the college level. 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.

AP Biology-Prerequisite: Biology and Chemistry.

AP Biology is designed to meet the objectives of a general biology course at the college level.

Students will be well prepared for the AP examinations in Biology. Major areas to be covered include an introduction to biochemistry, molecular and cellular biology, and organism 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.

College Now Chemistry- Prerequisite: Algebra II, Chemistry I and/or Physics.

College Now Chemistry is a college-level, dual credit, three trimester course designed for students considering a career in science, engineering and medicine. College Now Chemistry will cover the material usually taught in second-year general chemistry classes at a 4 year college. A total of 18 credits from Lane Community College can be earned by maintaining a "C" grade or better. 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.

Foundations (Bio/Chem/Physics)-Prerequisites: Teacher or Counselor Recommendation.

(credit recovery class)

Foundations courses are rotated on a yearly basis and are designed for students who may need more skill support before moving on to the more advanced sciences. Students are recommended by their instructor and/or counselor. Curriculum assists students in seeing the connection between Biology, Chemistry, Earth Science and Physics. This will be accomplished through the use of class activities, labs, computer simulations and projects.

Earth Science- Prerequisites: Teacher or Counselor Recommendation.

(credit recovery class)

In our first unit, astronomy, we'll explore the solar system and all its wonders. In the second half of astronomy, we'll take a closer look at Earth. In our second unit, we'll explore the science of Earth's climate, how humans are affecting it, and the many possible solutions.



Social Studies

To meet Oregon state graduation requirements, all students are required to take a minimum of three Social Studies credits.

9 th Grade Course	Length	Credit	Area	Grade Level	NCES Code
Global Geography	2 Trimesters	1.0	SS	9	04001
Global Geography-Honors	2 Trimesters	1.0	SS	9	04001
10 th Grade Course	Length	Credit	Area	Grade Level	NCES Code
Modern World History-Honors	1 Trimester	.5	SS	10	04053
U.S. History	2 Trimesters	1.0	SS	10	04101
11 th Grade Course	Length	Credit	Area	Grade Level	NCES Code
AP U.S. History	3 Trimesters	1.5	SS	11	04104
12 th Grade Course	Length	Credit	Area	Grade Level	NCES Code
Economics	1 Trimester	.5	SS	12	04201
Economics-Honors	1 Trimester	.5	SS	12	04201
U.S. Government	1 Trimester	.5	SS	12	04151
11 th or 12 th Grade Elective	Length	Credit	Area	Grade Level	NCES Code
American History Through Film	1 Trimester	.5	SS	11, 12	22105

In general, all Social Studies courses taken at Sheldon High School are determined by the previous course taken along with a teacher recommendation. See prerequisites for AP US History.

Possible Social Studies Sequences Sample:

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Global Geography	U.S. History		Economics & Government

Possible Social Studies Honors Sequence:

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Global Geography Honors	World History Honors	AP U.S. History	Honors Econ.

Traditional 9th Grade Social Studies Courses

Global Geography- *Prerequisite: None*

The first trimester of Global Geography is a required one-trimester course. This course examines internal and external forces, which shape and change the earth; and how this influences the evolution of population and cultures. Students will learn basic physical and human geography skills and concepts. We use the five geographic themes (location, place, human-environment interaction, movement, and regions) in this process. Students will incorporate these skills into the major units of study in section one: South Asia, East Asia, and the Pacific region. Students will convey information using various demonstrations of knowledge including projects, papers, and tests. The second trimester of the class continues to build on the skills and knowledge base gained in the previous Global Geography course progressing to different regional studies around the world. Major units of study include: Southwest Asia, North Africa, Sub-Saharan Africa, and Globalization. Students will gather, analyze, use and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals. They will analyze events, issues, and phenomena from varied or opposing perspectives, identifying characteristics, influences, causes, and both short and long term effects. Students in Global Geography will engage in informed and respectful deliberation and discussion of issues, events, and ideas.



Global Geography-Honors- Prerequisites: None

Honors students will be expected to complete the Global Geography curriculum at a level which is higher in 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 with higher expectations in terms of classroom behavior, attendance and work ethic.

Traditional 10th Grade Social Studies Option

U.S. History- Prerequisite: None

The first trimester of U.S. History is a survey course covering the significant domestic and foreign policy issues from 1850-1900's. Topics include but are not limited to: Nationalism and Sectionalism, the Civil War, Reconstruction, Industrialization, Immigration and Urbanization, the Gilded Age, Populism and Progressivism. This course also examines current issues at home and abroad which challenge the United States today. Students will analyze ideas critical to the understanding of U.S. history, gather and analyze historical information from a variety of sources, and formulate and develop their own educated ideas and opinions. The second trimester of U.S. History covers the significant domestic and foreign policy issues from the 1900-the Vietnam Era. Topics include, but are not limited to; Imperialism, U.S. neutrality and entrance into WWI, Post-war isolationism, cultural changes in the 1920's, the Great Depression and New Deal, WWII, the Women's Rights and Civil Rights Movements, and Vietnam. This course also examines current issues at home and abroad which challenge the United States today. Students will analyze ideas critical to the understanding of U.S. history, gather and analyze historical information from a variety of sources, and formulate and develop their own educated ideas and opinions.

Modern World History-Honors-Prerequisite: Global Geography

Students need to understand that honors courses may be more rigorously analytical, time demanding, and have more homework. This is a sophomore level World History course. This course is designed to survey Afro-Eurasian and Latin American history from the 16th through the 21st century. The history of these regions has, up until recently, been relatively neglected in western thought. Designed to challenge the Honors student, this rigorous course provides in depth evaluation of momentous events in the history of the countries in these regions. Classes will participate in presentations, work on projects and write essays that challenge their analytical and reasoning skills.

Traditional 11th Grade Social Studies

Advanced Placement (AP) U.S. History- Prerequisite: None

Students need to understand that AP courses will be more rigorously analytical, time demanding, and have more homework. This upper level course in American history moves at a college level pace 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 may take the Advanced Placement Test in U.S. History. Passing scores on the AP test will earn students academic credit at most colleges/universities.



Traditional 12th Grade Social Studies Options

Economics- *Prerequisite: None*

Economic students will build curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, important ideas, and goals between government and citizens. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy. Examine personal responsibility and the impact of decisions on personal, local, regional, national and global economies.

U.S. Government- *Prerequisite: None*

This class for 12th graders examines the functions and processes of our US government system. Along the way students will trace the origins of our governmental system from the earliest days of our Republic through our evolution into a pluralistic system. Students weigh the concerns of meeting the complex needs of this system in addition to providing for the rights of the individual and the public good. Students will also learn about the functions and processes that move our system at the local, state and federal level. Students will actively analyze the role of the amendment process, role of political parties, and other various aspects of our constitutionally structured system. The ultimate goal of this course is to make students become responsible citizens of the 21st century.

American History Through Film- *Prerequisite: None*

American History through Film is a semester course in which students can earn .5 credit in Social Studies credit (SS). This course will involve the viewing and analysis of historical events films. Students will examine primary and secondary sources in order to critically analyze the accuracy of the film, as well as the purpose and direction of the film.





Student Services

Course Options	Length	Credit	Area	Grade Level	NCES Codes
Academic Seminar	3 Trimesters	.5-1.5	OS	9,10,11,12	
Algebra Success	1 Trimester	.5	OS	9,10,11,12	
Transitions	1 Trimester	.5	OS	9,10,11,12	

LEARNING CENTER

The Sheldon High School Learning Center provides Special Education Services to students on Individual Education Plans (IEPs). Students have a Case Manager who will work with them throughout high school. We believe that students on IEPs should be involved in the decision-making process of their education, and that they are capable of achieving excellence. We aim to include students in the general education setting by employing accommodations and modifications in order to make all classes accessible. We teach personal responsibility, self-advocacy, self-determination, and study skills as tools for success.

Academic Seminar- *Prerequisite: IEP and Case Manager approval*

Academic Seminar is designed to provide instruction toward IEP goals and support the needs of students in the Learning Center. Activities will include homework completion, help with class assignments, direct instruction in IEP goal areas, study skills instruction, essential skills test preparation, personal learning, and transition activities.

Algebra Success- *Prerequisite: IEP and Case Manager approval*

Algebra Success is offered in the fall term, and is designed to teach the skills required to be successful in high school-level math classes. Topics include; verbal expressions, order of operations, integer rules, exponents/square roots, fractions, and basic equations. This class is available for .5 Other Subject credit. Students on a modified diploma track may receive .5 Math credit.

Transitions 11/12- *Prerequisite: IEP and Case Manager approval*

In this class, students will learn about making the transition from high school to whatever post-secondary option the student may choose. Topics that will be covered are; resumé development, careers and jobs, community colleges, universities, trade schools, high-school graduation requirements, and self advocacy.



World Language

For graduation, 3 credits of Applied Art/Fine Art/World Language study are required.

Spanish Courses	Length	Credit	Area	Grade Level	NCES Code
Spanish I	2 Trimesters	1.0	WL	9,10,11,12	06101
Spanish II	2 Trimesters	1.0	WL	9,10,11,12	06102
Spanish III CN	2 Trimesters	1.0	WL	9,10,11,12	06103
Spanish IV CN	2 Trimesters	1.0	WL	9,10,11,12	06104
Spanish V AP CN	2 Trimesters	1.0	WL	10,11,12	06112
Spanish V IB CN	2 Trimesters	1.0	WL	10,11,12	06111
Spanish VI AP CN	1 Trimester	0.5	WL	11,12	06112
Spanish VI IB CN	1 Trimester	0.5	WL	11,12	06111
French Courses	Length	Credit	Area	Grade Level	NCES Code
French I	2 Trimesters	1.0	WL	9,10,11,12	06121
French II	2 Trimesters	1.0	WL	9,10,11,12	06122
French III CN	2 Trimesters	1.0	WL	9,10,11,12	06123
French IV CN	2 Trimesters	1.0	WL	9,10,11,12	06124
French V AP CN	2 Trimesters	1.0	WL	9,10,11,12	06132
French V IB CN	2 Trimesters	1.0	WL	9,10,11,12	06131
Japanese Courses	Length	Credit	Area	Grade Level	NCES Code
Japanese I	2 Trimesters	1.0	WL	9,10,11,12	06421
Japanese II CN	2 Trimesters	1.0	WL	9,10,11,12	06422
Japanese III CN	2 Trimesters	1.0	WL	9,10,11,12	06423
Japanese IV CN	2 Trimesters	1.0	WL	9,10,11,12	06424
Japanese V CN	2 Trimesters	1.0	WL	9,10,11,12	06425

- Middle school students will receive course placement information from their middle school world language teacher indicating in which level they should enroll when entering Sheldon.
- Students previously enrolled in the Spanish Immersion program should begin their high school Spanish studies in Spanish III.
- 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 (sometimes three) 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.



Spanish

Spanish I-*Prerequisite: None*

This is the beginning course for students with no prior experience in Spanish. Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Study of the cultures and geographies of Spanish-speaking countries, music, films and role plays supplement the curriculum.

Spanish II- *Prerequisite: High school Spanish I or two years of middle school Spanish*

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Students learn how to engage in discourse for informative or social purposes and write expressions or passages that show understanding of sentence construction and the rules of grammar. 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.

Spanish III (College Now - SPAN 102/103)- *Prerequisite: Spanish II*

Spanish III focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. As in previous levels, the cultural studies of Spanish-speaking countries will be integrated into the curriculum. Spanish will be spoken most of the time by both the instructor and students to create an immersion atmosphere.

Spanish IV (College Now - SPAN 201)- *Prerequisite: Spanish III*

Spanish IV focuses on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain conversations with sufficient vocabulary, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. Culture is an integral part of the course. Class is conducted almost entirely in Spanish.

Spanish V AP/IB (College Now-SPAN 202)- *Prerequisite: Spanish IV*

This course is for students who have completed Spanish IV. Spanish V is recommended for students 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. This course builds upon prior knowledge and develops students' ability to understand others and express themselves accurately, coherently, and fluently in both formal and informal situations. Spanish V emphasizes a deeper study of literature, current readings, films and conversation, all of which take place in an immersion-style classroom.

Spanish VI AP/IB (College Now-SPAN 203)- *Prerequisite: Spanish V*

This course is for students who have successfully completed 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



French

French I- Prerequisite: None

This is a beginning course designed for students with no prior experience or exposure to French or for students with one year of 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- Prerequisite: French I

This course is for students who have completed French I 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 in French. Topics during this level of French include: self, professions, past times, food, daily routine 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.

French Pre-AP / IB / CN FR101-103

French III A & B & French IV A

Prerequisite: French II Students who have completed French II 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. This three term 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. Many projects and activities will be added to supplement the curriculum. The class is conducted almost entirely in French at the beginning, and by the end, entirely in French. Students will have the option to register to receive College Now credits through FR 103 at the end of the course. Please see the instructor for more information.

French AP / IB CN FR201-203- Prerequisite: French IV Term A

French IV B & French V A & B

This course is for students who have successfully completed French Pre-AP / IB This three term course will allow students to study more intensely French grammar, history and literature, which will help them to perform higher on an AP/ IB / 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 and a French novel. Many fun projects and activities supplement the curriculum. The course 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 as well as the SAT II subject test in French. Students will have the option to receive College Now credits through FR 203 at the end of the course. Please see the instructor for more information.



Japanese

Japanese I- Prerequisite: None

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, projects, and hands-on activities. Use of computers for work on reading and writing proficiency will be introduced.

Japanese II (College Now - JPN 102)-Prerequisite: Japanese I

This course is for students who have completed Japanese I. 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.

Japanese III (College Now - JPN 103)- Prerequisite: Japanese II

This course is for students who have completed Japanese II. 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.

Japanese IV (College Now - JPN 201)- Prerequisite: Japanese III

This course is for students who have completed Japanese III. The topics include shopping, business and occupations in the community, rules, leisure, skill/abilities, and holidays/celebrations. Students will explore different styles of speaking and writing. Japanese IV students will be in the same room with Japanese V students, but they will study according to their levels. Students will continue to develop oral, reading and writing proficiencies in a variety of topics. 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.

Japanese V (College Now - JPN 202)- Prerequisite: Japanese I V

This course is for students who have completed Japanese IV. The topics range from self to community. Students will analyze both American and Japanese customs and traditions. They will continue to practice different styles of speaking and writing, with increased focus on reading and writing with more kanji to better prepare for college classes. Japanese V students will be in the same room with Japanese IV students, but they will study according to their levels. Students will continue to develop oral, reading and writing proficiencies in a variety of topics. Traditional and contemporary Japanese culture will be integrated into curriculum by exposing students to customs, rituals, and food associated with festivals, holidays, and everyday life in Japan.



Notes for forecasting: Present & Future

Grade 9

Below are fifteen boxes, which represent the fifteen slots available in a trimester schedule (3 terms x 5 class periods). Fill in each box with the anticipated courses. Next, fill in the correlating spaces in the "Example 9th Grade Schedule" to see what your schedule next year may look like. By doing so, it may help you to better understand some of the intricacies of scheduling a trimester schedule. Please keep in mind that the main purpose of this exercise is to create a sample schedule!

Example 9th Grade Schedule:

	Fall Term (.5 Credit Each)	Winter Term (.5 Credit Each)	Spring Term (.5 Credit Each)
Period 1	Language Arts:	Elective:	Health:
Period 2	Social Studies:	Social Studies:	Language Arts:
Period 3	Elective:	Math:	Math:
Period 4	PE:	Science:	Elective:
Period 5	World Language or Elective:	World Language or Elective:	Science:

- I.H.S students would need to block out two periods (either 1st and 2nd period or 4th and 5th). In this example, simply block out the first two periods since I.H.S. groups Language Arts, Health, Social Studies, etc, together in an alternating day, two-period format.
- All freshmen will be fully scheduled for five periods, unless special circumstances do not allow.
- Freshmen **CANNOT** be a TA (Teachers Assistant) unless special circumstances exist, approved by their academic counselor.
- Student/athletes **CANNOT** adjust their schedule for the purposes of athletics. All students must maintain four (4) or more classes the term prior and concurrent with their sport in order to be OSAA eligible.



Notes for forecasting: Present & Future

Grade 10

Below are fifteen boxes, which represent the fifteen slots available in a trimester schedule (3 terms x 5 class periods). Fill in each box with the anticipated courses. Next, fill in the correlating spaces in the "Example 10th Grade Schedule" to see what your schedule next year may look like. By doing so, it may help you to better understand some of the intricacies of scheduling a trimester schedule. Please keep in mind that the main purpose of this exercise is to create a **sample** schedule!

Example 10th Grade Schedule:

	Fall Term (.5 Credit Each)	Winter Term (.5 Credit Each)	Spring Term (.5 Credit Each)
Period 1	Language Arts:	Elective:	Health:
Period 2	Elective:	Elective:	Language Arts:
Period 3	Math:	Math:	Elective:
Period 4	PE:	Science:	Elective:
Period 5	World Language or Elective:	World Language or Elective:	Science:

- I.H.S students would need to block out two periods (either 1st and 2nd period or 4th and 5th). In this example, simply block out the first two periods since I.H.S. groups Language Arts, Health, Social Studies, etc, together in an alternating day, two-period format.
- All sophomores will be fully scheduled for five periods, unless special circumstances do not allow.
- Student/athletes **CANNOT** adjust their schedule for the purposes of athletics. All students must maintain four (4) or more classes the term prior and concurrent with their sport in order to be OSAA eligible.



Notes for forecasting: Present & Future

Grade 11

Below are fifteen boxes, which represent the fifteen slots available in a trimester schedule (3 terms x 5 class periods). Fill in each box with the anticipated courses. Next, fill in the correlating spaces in the “Example 11th Grade Schedule” to see what your schedule next year may look like. By doing so, it may help you to better understand some of the intricacies of scheduling a trimester schedule. Please keep in mind that the main purpose of this exercise is to create a **sample** schedule!

Example 11th Grade Schedule:

	Fall Term (.5 Credit Each)	Winter Term (.5 Credit Each)	Spring Term (.5 Credit Each)
Period 1	Language Arts:	Elective:	Elective:
Period 2	Social Studies:	Social Studies:	Language Arts:
Period 3	Elective:	Math:	Math:
Period 4	Elective:	Science:	Elective
Period 5	World Language or Elective:	World Language or Elective:	Science:

- I.H.S students would need to block out two periods (either 1st and 2nd period or 4th and 5th). In this example, simply block out the first two periods since I.H.S. groups Language Arts, Health, Social Studies, etc, together in an alternating day, two-period format.
- Student/athletes **CANNOT** adjust their schedule for the purposes of athletics. All students must maintain four (4) or more classes the term prior and concurrent with their sport in order to be OSAA eligible.



Notes for forecasting: Present & Future

Grade 12

Below are fifteen boxes, which represent the fifteen slots available in a trimester schedule (3 terms x 5 class periods). Fill in each box with the anticipated courses. Next, fill in the correlating spaces in the “Example 12th Grade Schedule” to see what your schedule next year may look like. By doing so, it may help you to better understand some of the intricacies of scheduling a trimester schedule. Please keep in mind that the main purpose of this exercise is to create a **sample** schedule!

Example 12th Grade Schedule:

	Fall Term (.5 Credit Each)	Winter Term (.5 Credit Each)	Spring Term (.5 Credit Each)
Period 1	Language Arts:	World Language/Elective	World Language/Elective
Period 2	Social Studies:	Social Studies:	Language Arts:
Period 3	Elective:	Elective:	Elective:
Period 4	Elective:	Elective:	Elective
Period 5	Elective:	Elective:	Elective:

- I.H.S students would need to block out two periods (either 1st and 2nd period or 4th and 5th). In this example, simply block out the first two periods since I.H.S. groups Language Arts, Health, Social Studies, etc, together in an alternating day, two-period format.
- Student/athletes **CANNOT** adjust their schedule for the purposes of athletics. All students must maintain four (4) or more classes the term prior and concurrent with their sport in order to be OSAA eligible.



Eugene International High School

HANDBOOK

2021-2022



Eugene International High School is the winner of the 2007 Goldman Sachs Foundation Prize for Excellence in International Education and the 2004 International Studies Schools Association Award for Excellence in International Education

Eugene International High School Campuses:

Eugene IHS @ Churchill
1850 Bailey Hill Road
Eugene, Oregon 97405
(541) 790-5225

Eugene IHS @ Sheldon
2455 Willakenzie Road
Eugene, Oregon 97401
541) 790-6636
www.ihs.4j.lane.edu

Eugene IHS @ South
400 East 19th Ave
Eugene, Oregon 97401
(541)790-8030



SCHEDULE

Eugene IHS has a unique schedule, one of its features as an alternative school.

The Eugene IHS schedule provides:

1. A block of time that allows for integrated study and a variety of instructional strategies.
2. A structure that allows a cohort group of students to share the same classes and teachers for the year, thus establishing a learning community in which students are encouraged to think critically, to challenge ideas, and to be respectful of the ideas of others.
3. Instructional time that facilitates student presentations, group work, guest speakers, panel discussions and simulations.
4. Common planning time for the staff to meet in teams to collaborate on curriculum, learning activities, and the needs of students.

Eugene IHS students are enrolled in either the Eugene IHS morning block or afternoon block. The rest of their day is spent in the host school attending classes in mathematics, science, language, physical education, and other courses of their selection.

CURRICULUM

The Eugene International High School curriculum 9 - 12 is an integrated course of study in the history, culture, literature, artistic expression and political, economic, and belief systems of nations across time and across the globe.

GOALS

Eugene International High School will enable students to:

- Be active and informed citizens of the United States and the world, skilled at responding creatively to an increasingly interdependent world.
- Recognize and understand the cultural differences and similarities of people in the world and within their own country.
- Appreciate the impact that world affairs have on the individual.
- Be aware of the interdependence of countries and cultures in a world society.
- Understand the nature of ecological, technological, and economic interdependence.
- Communicate in an international, multi-lingual community across linguistic and cultural boundaries.
- Appreciate world languages including non-western languages.
- Understand Oregon's important link with Pacific Region countries.
- Gain an awareness of careers related to international affairs.



GRADE 9

GLOBAL LITERATURE

Credit: 1 Credit Language Arts

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

This Language Arts course introduces literature from various regions around the world and focuses on global issues, diversity, and universal themes. We begin the year with a unit on international mindedness by reading poetry, articles, and narratives about perspective and identity. The robust units that follow include selected works from Australia, Asia, Africa, and Europe. We will read and interact with poetry, short stories, plays, novels, and informational texts that give voice to these regions. Woven into these units will be the study of creative writing, film, literature circles, the arts, formal writing, critical thinking, rich discussion, and communication skills. Because good communication skills - reading, writing, speaking, and listening - are essential for addressing universal issues, students will work in a supportive and collaborative project-based environment where all voices are welcome.

GLOBAL GEOGRAPHY

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

Global Geography enriches students' understanding of the voices, history, culture, setting, and current political/environmental issues of people in each region of the world.

S.I. GEOGRAFÍA UNIVERSAL (*Sheldon Campus only whenever course is offered)

Crédito: 1 Hora Estudios Sociales

Duración: Todo El Año

Requisito: Hay que estar inscrito en Eugene 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.

GLOBAL HEALTH

Credit: 1 Credit Health

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

Global Health is a year-long course with a focus on self-empowerment, media literacy, and global activism. We seek to foster an understanding of personal health issues and to encourage reflection on each student's own well-being in the broader context of a global education. Focus will be given to self-assessment, self-management, building analytical skills, strengthening communication skills, setting goals, decision-making for personal health, and exploring how to self-advocate and take action in the many areas of health.



GRADE 10

GLOBAL LITERATURE AND THE ARTS

Credit: 1 Credit Language Arts

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

Global Literature and the Arts is a study of literature, composition, and the humanities. Students will read texts from Europe, the Middle East, India and China. In this course, students will explore the human experience by engaging in the art of drama, demonstrating the power of persuasion, and examining the consequences of rebellious and non-conforming behavior. The goal of this course is to create and foster 21st century learners. Students will engage in various forms of writing such as play writing, the art of persuasion (rational, emotional and ethical appeals), analytical writing, timed writing, reflective writing, research writing with internal citations and works cited, as well as passage and literary device analysis. This course will also involve reading, acting, researching, public speaking, creative thinking, and creating artistic and expressive pieces.

GLOBAL HISTORY

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

Global History is a comparative analysis of civilizations. Students examine causes and effects of cultural diffusion, analyze the rise of state systems, and investigate a number of international systems of the modern era.

COMPARATIVE VALUES & BELIEF SYSTEMS

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

Comparative Values and Belief Systems is a class on comparative world religion and philosophy. Students examine similarities as well as the obvious differences existing from one culture to another. Anthropological and sociological perspectives are emphasized.

VALORES COMPARATIVOS Y SISTEMAS DE CREENCIA

(COMPARATIVE VALUES & BELIEF SYSTEMS)

(*Sheldon Campus only whenever course is offered)

Crédito: 1 Hora Estudios Sociales

Duración: Todo El Año

Requisito: Hay que estar inscrito en Eugene IHS

Valores comparativos y sistemas de creencias es una clase de comparación de las religiones y las filosofías mundiales. Los estudiantes examinan las semejanzas, así como las diferencias obvias que existen de una cultura a otra. Se enfatizan las perspectivas antropológicas y sociológicas.



GRADE 11

LITERATURE OF THE AMERICAS (IB)

Credit: 1 Credit Language Arts

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

This course includes works of fiction and non-fiction from the early 19th century through the 20th century from North America and Latin America. This course is integrated with the History of the Americas class and, together with the economics course, provides students with a greater understanding and knowledge of the culture of the Americas and the role of the Americas in the global political and economic community. Students learn the major social, political, ideological, economic, and cultural forces that have shaped the literature of the Americas; compare the literature of different American cultures; define and identify major literary trends in the Americas; demonstrate in written and oral analysis a sound understanding of literary devices and terms for literary analysis; and analyze, interpret, and evaluate literary works, orally and in writing. This course works toward preparation for the International Baccalaureate exam in English.

HISTORY OF THE AMERICAS (IB)

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

North America and Latin America are studied for the purpose of comparing/contrasting the similarities and differences in cultural roots, political-economic-social development, and modern international relations. The US Constitution and its impact on critical issues in modern US History will serve as an ongoing focus throughout the year. This course works toward preparation for the International Baccalaureate exam in History.

HISTORIA DE LAS AMÉRICAS S.I. (IB) (*Sheldon Campus only whenever course is offered)

Crédito: 1 Hora Estudios Sociales

Duración: Todo El Año

Requisito: Hay que estar inscrito en Eugene IHS

El enfoque de la clase es la historia North-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.



COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS (IB)

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

In Comparative Political and Economic Systems many political, economic, and social systems are analyzed. Using a systems perspective, students analyze a variety of current issues in the global economy, ranging from the debate over free trade and global interdependence, to competing development models for the world's poorer nations, to the impact of population and economic growth on social, political, and ecological systems. This course works toward preparation for the International Baccalaureate exam in Economics.

JUNIOR SEMINAR

Credit: 1 Credit Other Subjects

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

The Eugene IHS Seminar begins in the junior year and extends through the senior year. This course will enable students to direct their learning in the path they will take beyond graduation. The first part focuses on service learning and post-secondary research. During the second part, students will embark on research for the IB Extended Essay (senior paper) on a topic of their choice. This course is required for graduation from Eugene IHS, and completion of the first part also meets the career-related learning requirements for graduation in the State of Oregon.

GRADE 12

20th CENTURY GLOBAL LITERATURE (IB)

Credit: 1 Credit Language Arts

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

This course is a study of 20th century literature from several cultures and of earlier works that have shaped modern consciousness and literary styles. This course is thematically integrated with the 20th Century Global History (IB) course. 20th Century Global Literature (IB) forms the second year of the two-year curriculum in preparation for the International Baccalaureate English exam.



20th CENTURY GLOBAL HISTORY (IB)

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

This course is designed to encourage the critical study of human experience in the 20th century in a myriad of political, social, economic, and ideological environments. Further, from the study of 20th century history, students will develop an appreciation and understanding of history as a discipline, including an empathy and understanding for people living in a variety of places and times. This course forms the second year of the two-year curriculum in preparation for the International Baccalaureate History exam.

THEORY OF KNOWLEDGE (IB)

Credit: 1 Credit Social Studies

Term: Full Year

Prerequisite: Must be enrolled in Eugene IHS

Theory of Knowledge attempts to intensify the curiosity and competence of students, build critical analysis skill, and encourage creative synthesis among all areas of study. The class puts emphasis on the roles of knowledge, faith, opinion, belief, and truth as they relate to the human condition throughout history. The International Baccalaureate Organization views the Theory of Knowledge course as the culminating experience in a student's secondary education.

SENIOR SEMINAR - EXTENDED ESSAY (IB)

Credit: .667 Credits Other Subjects

Term: Two Trimesters

Prerequisite: Must be enrolled in Eugene IHS

Each student writes a 3,500-4,000-word essay, begun in the junior year, on a research topic of the student's choice. This course is required of all Eugene IHS students and is a requirement for the International Baccalaureate Diploma.

SENIOR SEMINAR - CAS (IB)

Credit: .333 Credits Other Subjects

Term: One Trimester

Prerequisite: Must be enrolled in Eugene IHS

Students in Eugene IHS will complete 150 hours of CAS (Creativity, Activity, Service) and written reflections by the end of their senior year. The emphasis of CAS is on new and experiential learning. This course helps satisfy the requirements for the International Baccalaureate Diploma.

