HOOD RIVER VALLEY HIGH SCHOOL

2019-2020 Academic Planning Guide

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ceeb code: 380480  www.hrvhs.com
Educate and support every student, every day, for success now and in the future.

We Believe
Hood River Valley High School is a diverse community of students and staff, dedicated to high student achievement, meaningful community involvement, and continuous personal growth in an atmosphere of tolerance and respect.

Our Mission
Educate and support every student, every day, for success now and in the future.

Mascot: Eagles
Colors: Maize and Blue


Hood River County School District provides equal opportunity and treatment practices by the district regardless of race, color, religion, sex, age, national origin, marital status, sexual orientation, age, veterans’ status, genetic information and disability if the disability does not preclude performance of the essential functions of the position with or without reasonable accommodations.

The following have been designated to handle inquiries or complaints regarding the District’s nondiscrimination policies and compliance:

Rich Polkinghorn, Hood River Valley High School, Principal 541-386-4500
Catherine Dalbey, Hood River County School District, Director of Human Resources 541-387-5020
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HRVHS COURSES
Academic Planning Guide

This guide is designed to help students, parents, and advisors choose the most appropriate courses during program planning and the scheduling process. The guide presents information about the academic program, diploma requirements, credits, college expectations, program planning, and courses to be offered during the 2019-2020 school year. Students should use this guide to develop an education plan beginning in 8th grade and continuing through high school. Credit is awarded based on completion of minimum course requirements and seat-time requirements as established by the diploma requirements in place during the student’s ninth grade year.

Listed courses are projected to be offered during the 2019-2020 school year, providing that sufficient student interest exists and that necessary resources and staffing are available. Once scheduled, students will be expected to make a commitment to succeed in their classes.

Hood River Valley High School operates an eight-period schedule which provides four extended time blocks for classes each day. Periods 1 through 4 on A days and periods 5 through 8 on B days, occur on alternating days throughout the school year. Zero period classes meet Tuesday - Friday from 7:10-8:05 am. Students must arrange their own transportation for zero period classes. Each student is scheduled for eight classes, which likely will include study hall, support program courses, off-campus experiences and/or off-site release as appropriate. Opportunities for a wide variety of learning experiences are available on campus and in the community.

Hood River Valley High School encourages each student’s pursuit of skill development, learning, and academic success through a range of classes.

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Academic Program Diplomas

HRCSD Administrative Rule IKF-AR: Hood River County School District awards the following:

HRVHS Diploma (see details on previous page): Indicates completion of state and local diploma requirements. Students must complete 26.5 or more credits on the HRVHS campus in a standard program or transfer credits through approved correspondence, college, or other accredited high school program.

State Seal of Biliteracy: The State Seal of Biliteracy is established to recognize high school graduates who have attained a high level of proficiency in reading, writing, listening, and speaking in one or more world languages in addition to English. High school graduates that earn the State Seal of Biliteracy are distinguished from their peers in the State of Oregon and sets them on the pathway to being a global citizen. To earn the State Seal of Biliteracy students must:
1. Meet all HRVHS graduation requirements,
2. Meet Essential Skills in English through any of the existing pathways,
3. Receive the required score on a selection of partner language assessments.

Modified Diploma: A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. To be eligible for a modified diploma a student must:
1. While in grade nine through completion of high school, complete 24 credits which shall include:
   a. Three credits of English (LA), two credits of mathematics (MA), two credits of science (SC), two credits of social sciences (SS), one credit of health (HE), one credit of physical education (PE), one credit of career technology (FA), the arts or a second language and 12 elective credits.
2. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
3. Have a documented history of a medical condition that creates a barrier to achievement.
4. The modified diploma determination must be made at least two years before the planned graduation date.

Extended Diploma: An extended diploma will be awarded to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:
1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
   a. Two credits of mathematics, two credits of English, two credits of science, three credits of history, geography, economics or civics, one credit of health, one credit of physical education, one credit of the arts or a second language.
2. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
3. Have a documented history of a medical condition that creates a barrier to achievements; and
4. Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
5. Have a serious illness or injury that occurs after grade eight, that changes the student’s ability to participate in grade level activities and that results in the student participating in alternate assessments.
Educate and support every student, every day, for success now and in the future.

---

**Academic Program Diplomas Continued**

**Alternative Program Diploma:**
An Alternative Program diploma will be awarded to students in grades 9 through 12 who are enrolled in an alternative program and complete a minimum of 24 credits according to board policy IKF-AR. Only students enrolled in the Hood River Options Academy - Campus Based Program for a minimum of 3.5 credits will be eligible for the Alternative Program Diploma.

**Alternative Certificate:** Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma or extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement. A student who receives a modified diploma, extended diploma or alternative certificate will have the option of participating in a high school graduation ceremony with the student’s class.
Educate and support every student, every day, for success now and in the future.

Academic Program / Essential Skills Requirements

All students, in order to earn a Hood River County Diploma, will be required to demonstrate proficiency in the Essential Skills areas of Reading, Writing and Mathematics.

The Essential Skill proficiency requirements are now as follows:
Read and comprehend a variety of text, write clearly and accurately, apply mathematics in a variety of settings.
The Essential Skills can be met by reaching the “Meets or Exceeds Benchmark” on the Smarter Balanced Assessment Consortium (SBAC). This test is administered starting in the spring for all 11th grade students. An alternative method to meeting the Essential Skills is to reach the “cut scores” on any of the standardized tests below.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>18</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>AP (Calculus AB)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AP (English Lit., U.S. History, Government)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSET</td>
<td>42</td>
<td>41 (Int. Alg. Test)</td>
<td></td>
</tr>
<tr>
<td>COMPASS (prior to 10/2016)</td>
<td>81</td>
<td>66 (Int. Alg. Test)</td>
<td></td>
</tr>
<tr>
<td>PLAN</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>PSAT</td>
<td>24</td>
<td>24.5</td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>24</td>
<td>27</td>
<td>24.5</td>
</tr>
<tr>
<td>Smarter Balanced (SBAC)</td>
<td>2515</td>
<td>2543</td>
<td>2583</td>
</tr>
<tr>
<td>WorkKeys</td>
<td>79</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

Work Samples
**Reading:** Students must produce two (2) reading work samples, at least one of which must be informative. Each work sample must have a total score of twelve (12) or higher, with no trait lower than three (3). Traits are: Demonstrate General Understanding, Develop an Interpretation, and Analyze Text.

**Writing:** Students must complete two writing work samples (at least one expository or persuasive; the second may be expository, persuasive, or narrative (personal or fictional). A score of 4 on each of the four required traits for both work samples (using Official State Writing Scoring Guide)

**Math:** Students must complete 2 mathematics problem solving tasks, one each for any two of the required content strands – Algebra, Geometry, or Statistics. Each work sample must score 4 or higher in all five Process Dimensions. The five Process Dimensions are “Making Sense of the Task,” “Representing and Solving the Task,” “Communicating Reasoning,” “Accuracy,” and “Reflecting and Evaluating.”

Common Core State Standards
The Common Core State Standards (CCSS) are assessed by the Smarter Balanced Assessment Consortium and the consortium has identified the achievement standards above that are aligned with the CCSS.

Demonstration of Essential Skills for English Language Learners (ELL) Students
All LEP students will have the option of demonstrating the Essential Skill of Apply Mathematics in their native language for the purposes of gaining a high school diploma. For the Essential Skills of Reading and Writing, students must meet the following criteria to use this option for graduation purposes:
a. Student must have been in the US schools for 5 years or less
b. Student must achieve at least a “Proficient” level score on the English Language Proficiency Assessment (ELPA 21)
Educate and support every student, every day, for success now and in the future.

Academic Program Continued

Advanced Placement (AP) and Honors Courses
Honors and AP classes require students to have mastered the fundamental skills of the subject, work independently, develop personal commitment and a strong work ethic, value learning, maintain a positive attitude, and take an interest in the subject.

Athletics and Activities
Athletics and activities are an important part of the total education plan for students. All students are encouraged to become involved in the co-curricular activities that support their education plan. The Student Handbook describes academic and behavior standards required for participation and lists the athletic and activity programs offered.

Attendance
Good attendance (9 absences or less in a school year) is critical for success in high school. It is the parent’s responsibility to ensure that students miss school only for essential reasons and to monitor their student’s progress in school. The Student Handbook describes policies and procedures to follow when a student must be absent from school.

Awarding Diplomas
Diplomas will be awarded to all students upon successful completion of the graduation and diploma requirements. Students can retrieve their diploma from the counseling office at HRVHS anytime before July 1 after graduation. After July 1, graduates can retrieve their diploma from the HRCSD Administrative Office.

Any senior with credit deficiencies at the end of their eighth semester must complete all coursework prior to September 1 in order to receive a diploma for their anticipated graduation year. Students who do not meet the graduation requirements prior to the end of their eighth semester will be permitted to continue in school so they may complete all graduation requirements.

Community College Dual Credit
HRVHS has a partnership agreement with CGCC for College; students may earn college credit and high school credit for selected courses offered on our campus (note that not all credits may transfer to all colleges/universities.) Students are required to pay a minimal transcript fee. Teachers have further information regarding specific courses and fees.

Course Syllabus
A course syllabus will be distributed in every class at the beginning of the year or term describing the course content, grade system and expectations. Course Syllabi are available at the teacher’s page on our website (hrvhs.com).

Credit
Academic credit is earned through daily participation in learning activities and completing minimum course requirements. Course credit is awarded in semester blocks only (0.5 Carnegie units per semester) provided the student earns a grade of “D minus” or better.

Early Graduation
Seniors may graduate at the end of the first semester if they complete an early graduation plan. Applications are available in the counseling center and must be completed by May of the junior year. Early graduates may participate in the graduation ceremony held for all graduates of that school year. Students who wish to accelerate their academic program and graduate one year prior to their senior year must complete an early graduation plan by May of their sophomore year (a minimum GPA of 2.75 is required). Students must meet with counselors to initiate the process and parents must attend a conference to discuss the plan, its benefits, and how to meet graduation requirements. All early graduation plans must be approved by the school counselor and principal.

Expanded Options Program
This statewide program allows students to take courses at Oregon community colleges, State Universities, or OHSU to earn high school and college credit at no cost to the student. Students must be 16 years old, meet program criteria, and have a referral from the counselor. Principal mails out a letter each Spring and the student must return the form to the counseling center by the deadline in order to participate. Students must pass all Expanded Options courses with a C- or better to continue to be eligible for this program. See the counselors for complete information about this exceptional opportunity.
Community College Dual Credit
HRVHS has a partnership agreement with CGCC for College; students may earn college credit and high school credit for selected courses offered on our campus (note that not all credits may transfer to all colleges/universities.) Students are required to pay a minimal transcript fee. Teachers have further information regarding specific courses and fees.

<table>
<thead>
<tr>
<th>College Course</th>
<th>Credits</th>
<th>HRVHS Course (College)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RET 102</td>
<td>1</td>
<td>Alt. Energy Resources (CGCC)</td>
</tr>
<tr>
<td>HST 201/202/203</td>
<td>8-10</td>
<td>AP US History &amp; or (CGCC)</td>
</tr>
<tr>
<td>TA 141</td>
<td>4</td>
<td>Theatre 3 &amp; 4 (CGCC)</td>
</tr>
<tr>
<td>TA 180A</td>
<td>1</td>
<td>Theatre 3 &amp; 4 (CGCC)</td>
</tr>
<tr>
<td>TA 274</td>
<td>4</td>
<td>Dramatic Literature (CGCC)</td>
</tr>
<tr>
<td>ENG 104/105/106</td>
<td>12</td>
<td>Eng 104/105/106 Intro to Literature (CGCC)</td>
</tr>
<tr>
<td>ENG 253/254</td>
<td>8</td>
<td>Eng 253/254 Survey of Amer. Lit. (CGCC)</td>
</tr>
<tr>
<td>WR 90/115</td>
<td>7</td>
<td>WR 90/115 (CGCC)</td>
</tr>
<tr>
<td>WR 121/122</td>
<td>9</td>
<td>WR 121/122 (CGCC)</td>
</tr>
<tr>
<td>RD 115</td>
<td>4</td>
<td>RD 115 (CGCC)</td>
</tr>
<tr>
<td>ANS 121</td>
<td>3</td>
<td>Animal Science (Linn Benton CC)</td>
</tr>
<tr>
<td>ANS 121</td>
<td>3</td>
<td>Veterinary Ag Science (Linn Benton CC)</td>
</tr>
<tr>
<td>AGR 111</td>
<td>3</td>
<td>Ag. Principles of Leadership (Blue Mountain CC)</td>
</tr>
<tr>
<td>IM 282, WA-90</td>
<td>1</td>
<td>Adv. Multimedia (Mt. Hood CC)</td>
</tr>
<tr>
<td>IM 282, WA-90</td>
<td>1</td>
<td>Video Production (Mt. Hood CC)</td>
</tr>
<tr>
<td>Real World Writing</td>
<td>4</td>
<td>WR227:Technical and Professional Writing (CGCC)</td>
</tr>
<tr>
<td>Latin American Literature</td>
<td>4</td>
<td>English 213 (CGCC)</td>
</tr>
<tr>
<td>Future Healthcare Professionals</td>
<td>2</td>
<td>SCI 116 (EOU)</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>4</td>
<td>MP 111 (CGCC)</td>
</tr>
<tr>
<td>Intro. Anatomy &amp; Physiology</td>
<td>4</td>
<td>BI 121 (CGCC)</td>
</tr>
<tr>
<td>Healthcare Work Experience 1&amp;2</td>
<td>1-3</td>
<td>BA 280A (CGCC or EOU)</td>
</tr>
</tbody>
</table>

See Course Descriptions for more detailed information.
Academic Program Continued

Grade Point Average (GPA)
The GPA is determined by adding all grade points earned and dividing by the number of graded credits. Each grade is worth:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

GPA is computed at the end of each semester grading period. The cumulative grade point average is determined from the average of all grades earned in high school. Although GPA is an important factor in the college admissions process, the quality and rigor of a student’s academic program is strongly considered. HRVHS has an unweighted GPA meaning all courses carry equal weight in GPA computation.

Grading Policy
1. Academic grades A through F
2. Pass/No Pass (P/NP) - for Teacher Aide courses or the following with prior approval. (see P/NP options below)
3. No grade (NG) should be used for students who have been in attendance less than ten weeks and do not have a transfer grade. We do not issue “incomplete grades.”
4. Some students may be eligible for a modified grade. See the student’s case manager or Vice Principal for information before completion.
5. Departments or staff members using Proficiency Based Grading (PBG) will, for the purpose of consistency, use the A through F scale. PBG department and staff members may elect to not award the letter grade “D.”

Pass No/Pass Grade Option
Students may elect to be graded P/NP on no more than two (2) AP/College class credits during a student’s high school career. Students must pass the course with a C- or better to earn a P grade (OPU college prep admissions standard) and earn credit. A P/NP grade does not affect GPA. Credit will not be awarded for an NP grade. Once this option is selected for the semester grade, students may not change back to A-F graded status. P/NP Grade Option Request Form must be returned to the counseling center within ten (10) school days following the end of the 1st and 3rd quarter grading periods. Students that elect a P/NP grading option will not be eligible for Valedictorian status. Students who elect to drop a P/NP graded course will receive a WF.

Grading Timeline
Official grades and credits are reported at the end of each semester and become part of the student’s permanent transcript. In addition, advisory quarter grades indicating a student’s grade standing at mid-semester are mailed home. Teachers communicate advisory grades to students at the midpoint of each quarter and send warning letters to students in danger of failure.

NCAA Division I and Division II, and NA
Initial Eligibility Requirements
Students who wish to play collegiate sports in NCAA Division I, Division II, or NA need to satisfy a number of requirements including minimum GPA, minimum SAT scores, and the completion of core courses in English, Math, Science, Social Science, and additional academic areas. Hood River Valley High School will work with the NCAA to review and audit the courses aligned to the NCAA Clearinghouse. Students interested in competing at the college level must sign up through the NCAA clearinghouse and submit and send transcripts to the NCAA Clearinghouse, and provide consultation to the student athlete/family about where to begin the NCAA clearinghouse process. Student Athletes/Parent(s) will be referred to https://web3.ncaa.org/ecwr3/

It is important to note that the clearinghouse will require student-athletes / parent(s) to create an account, complete the online tutorials, and follow up with requested information from the NCAA Clearinghouse. The requirements listed above will be the responsibility of the student athlete/parent(s). As questions arise, the student athlete/parent(s) may request assistance from Hood River Valley High School administration.

Off-Site Release (Juniors and Seniors only)
Juniors are required to be enrolled in 8 classes. Seniors are required to be enrolled in 6 classes. Off-site is a privilege and student requests must be pre-approved by parents, counselors, and administration. Students risk losing their off-site privilege by transporting unauthorized students off campus or abusing the privilege in any way. Applications are available in the Attendance Office. Students must provide their own transportation. Any student who has an off-site release is required to leave the campus or obtain a pass to be in the library during that time!
Talented & Gifted Program (TAG)
TAG students should contact building TAG coordinator and/or counselor to explore the options available to meet student rate and level of learning based on individual needs and interests.

Transcript - Permanent Academic Record
A transcript is the official record of a student’s achievement in high school. It documents attendance, grade point average, class rank, grades, along with credits for all courses completed at HRVHS or transferred to high school. All colleges and most scholarship programs require a transcript. Transcripts can be requested through the HRVHS website under the counseling section. Senior transcripts for college admission and scholarships must be requested through Naviance.
Educate and support every student, every day, for success now and in the future.

Common Admission Requirements

Oregon Public University Admission (OPU)
While each university or college determines their own admission requirements, the following can be used can be used as a guide for most institutions in Oregon. These are general admission requirements; additional requirements may apply for scholarships and honors college, as well as the NCAA’s requirements for athletic eligibility. Please reference the admission requirements for each post secondary institution for specific requirements including GPA, test scores and other requirements.

<table>
<thead>
<tr>
<th>College Preparatory Subjects</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics (culminating in Algebra 2 or higher)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science (at least one year of laboratory science is recommended)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>World Language (Many institutions also will accept a satisfactory score on an approved proficiency assessment)</td>
<td>2 credits of the same language</td>
</tr>
</tbody>
</table>

SAT or ACT are required for admission to most colleges. A C- or greater must be awarded in each college-preparatory subject course for automatic admissions.

Freshman GPA Admission Requirements for Oregon Public University System

<table>
<thead>
<tr>
<th></th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UofO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School GPA</td>
<td>2.75*</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.75</td>
<td>3.0*</td>
<td>3.0*</td>
</tr>
<tr>
<td>Additional campus review required</td>
<td>below 2.75</td>
<td>2.50 to 2.99</td>
<td>2.75 to 2.99</td>
<td>2.70 to 2.99</td>
<td>below 2.75</td>
<td>**</td>
<td>2.75 to 2.99</td>
</tr>
</tbody>
</table>

*Minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes.

**Application reviewed through comprehensive review process.

Community College Requirements
Oregon community colleges have an open-door admission policy. At a community college, students can complete a certificate program, a two-year associate program, or prepare to transfer to a four-year college. Placement testing at community colleges is required before any courses can be scheduled. Students are not required to take the SAT or ACT for community college admission.

Private Colleges and Universities
Students may want to consider private colleges and universities. These institutions have their own entrance requirements. Consult your counselor and research the individual college/university’s requirements in the Counseling Center or online, or speak to an admissions representative.
Career Education Tasks

All students who graduate from an Oregon High School must meet career development requirements.

1. Develop an Education Plan and Profile
2. Demonstrate an Extended Application through a collection of evidence
3. Demonstrate career related knowledge and skills
4. Participate in career related learning and experiences

In order to meet these goals the following plan is in place:

Freshman Year:
1. Students develop a 4 year plan.
2. Students meet with their counselor in the spring to plan sophomore year classes
3. Students will be introduced to Oregon CIS and begin their activities chart and resume (www.oregoncis.edu).

Sophomore Year:
1. Students update their Activities Chart and resume.
2. Students review their 4-year plan with their counselor.
3. Students meet with their counselor in the spring to plan junior year classes.
4. Students complete the Interest Inventory in Oregon CIS.

Junior Year:
1. Students meet with counselor to update the 4 year plan, review graduation evaluation and plan senior year classes
2. Students take a career education class (see options on page 39) and complete the following:
   a. Update resume and Activities chart in Naviance
   b. Explore careers and clusters
   c. Career Interest Profiler
   d. Job Shadow
   e. Extended Application*

Senior Year:
1. Review graduation evaluation and goals for next year with counselor
2. Update resume and Activities Chart in Oregon CIS.
3. Individual support from counselor and Aspire/Summit staff.

*Extended Application

An Extended Application is a Career Related Learning Experience that is more in depth and requires students to apply skills they have learned. Students will choose a topic or career field that interests them, identify the skills they want to learn and apply the knowledge and skills they gain through the process. Students are evaluated on the rigor of the project, the relevance to real life application and the reflection of what was learned. The Extended Application will be completed by each student in their career education class in their junior year (see class options on page 39). Each student will present their project to a panel of judges at the end of the semester.

Students are strongly encouraged to take the Pathways to Career Success class and complete their Extended Application in this class. There are alternative ways to complete the EA project. For more details on these alternatives see page 39 of this guide.
Class Selection Process

FORECASTING
In early spring of each year, teachers and counselors will provide information to the students that will guide them in class selection for the following school year. Students are asked to select classes for both semesters and indicate alternate choices for each semester. Information in this booklet is very important in the class selection process. Students will be placed into English, math, world languages, science and intervention classes by current teachers and/or placement test data.

CHOOSING CLASSES
Students must make thoughtful decisions in class selection. Students should consult with classroom teachers, parents, and counselors in making choices and planning educational programs. Counselors must review and approve all requests; parent signatures will be required before schedule is created. Some classes require meeting specific grade, test score criteria, and/or class prerequisites. The typical four-year plan is a tool for advanced planning.

ALTERNATE CLASS SELECTION
It is very important that students select alternate choices with as much thought and care as any other choice. It is not likely that each student will get his/her first choice in all classes.

SCHEDULING
The school administration makes many important decisions based on the forecast information from students (number of class sections, staffing, book needs, etc.). Students are expected to take the classes they request during forecasting.

CHANGING CLASSES - DEADLINES AND CRITERIA
First Semester: In order to change your schedule you must attend Change Arena on registration day.

Second Semester: Changes to students schedules are discouraged between semesters. However, if changes are necessary, they must be completed during the designated schedule week; parent approval will be required.

Approved schedule changes must be made within the first 6 days of the semester. Classes dropped after the 6th day of the semester will be recorded on the a student’s transcript as “WF”. See your counselor for more details.

TIMELINE

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Academic Planning Guide available. Forecast week</td>
</tr>
<tr>
<td>March / April</td>
<td>Counselors explain scheduling and distribute materials to all students in grades 9, 10, 11; students plan schedules with parents. Students meet with counselors to review and submit requests.</td>
</tr>
<tr>
<td>April</td>
<td>Counselors host eighth grade student &amp; parent nights to complete schedule requests.</td>
</tr>
<tr>
<td>May</td>
<td>All schedule requests submitted to Data Processing. Student course requests tabulated; courses and sections determined. Master schedule planned. Preliminary schedule conflicts to counselors. Master schedule finalized.</td>
</tr>
<tr>
<td>August</td>
<td>Registration information and dates mailed to homes and publicized in the community. Counselors meet with new students.</td>
</tr>
<tr>
<td>September</td>
<td>Students receive final schedules at registration held on the first regular school day. Conflicts, misplacements, and incomplete schedules will be resolved during Change Arena held on same day.</td>
</tr>
</tbody>
</table>
### My Four-Year Education Plan

**Example of a Hood River Valley High School Four Year Plan**

<table>
<thead>
<tr>
<th>Name: Eduardo Eagle</th>
<th>Student ID #: 123456</th>
<th>Grade: 9</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>9th Grade</strong></th>
<th><strong>10th Grade</strong></th>
<th><strong>11th Grade</strong></th>
<th><strong>12th Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>English: Freshman English</td>
<td>English: Sophomore English</td>
<td>English: Junior English</td>
<td>English: Writing 115/121</td>
</tr>
<tr>
<td>Science: Patterns Physics</td>
<td>Science: Chemistry</td>
<td>Science: Research, Genetics, Bioethics</td>
<td>Science/Elective: Physics</td>
</tr>
<tr>
<td>Health or PE: PE</td>
<td>Health or PE: Health</td>
<td>Elective: French 2</td>
<td>Elective: French 2</td>
</tr>
<tr>
<td>Credits Earned: 4</td>
<td>Credits Earned:</td>
<td>Credits Earned:</td>
<td>Credits Earned:</td>
</tr>
<tr>
<td>Total Credits this year:</td>
<td>Total Credits this year:</td>
<td>Total Credits this year:</td>
<td>Total Credits this year:</td>
</tr>
</tbody>
</table>

**Education Plan and Education Profile**

<table>
<thead>
<tr>
<th><strong>9th Grade</strong></th>
<th><strong>10th Grade</strong></th>
<th><strong>11th Grade</strong></th>
<th><strong>12th Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 year plan is developed in the spring. Student meets with their Counselor in spring to forecast.</td>
<td>Student meets with Counselor in the spring to forecast and review and revise the 4 year plan.</td>
<td>Student meets with Counselor in the spring to forecast and review and revise the 4 year plan.</td>
<td>Student meets with Counselor in the fall to review the Senior Graduation status and future plans.</td>
</tr>
</tbody>
</table>
Educate and support every student, every day, for success now and in the future.

HOOD RIVER VALLEY HIGH SCHOOL FOUR YEAR PLAN

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID #:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>English:</td>
<td>English:</td>
<td>English:</td>
<td>English:</td>
</tr>
<tr>
<td>Math:</td>
<td>Math:</td>
<td>Math:</td>
<td>Math/Elective:</td>
</tr>
<tr>
<td>Science:</td>
<td>Science:</td>
<td>Science:</td>
<td>Science/Elective:</td>
</tr>
<tr>
<td>Social Studies or Elective:</td>
<td>Social Studies or Elective:</td>
<td>Social Studies or Elective:</td>
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<tr>
<td>Health or PE:</td>
<td>Health or PE:</td>
<td>Elective:</td>
<td>Elective:</td>
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<td>Elective:</td>
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<tr>
<td>Elective:</td>
<td>Elective:</td>
<td>Elective:</td>
<td>Elective:</td>
</tr>
<tr>
<td>Credits Earned:</td>
<td>Credits Earned:</td>
<td>Credits Earned:</td>
<td>Credits Earned:</td>
</tr>
</tbody>
</table>

Total Credits this year: Total Credits this year: Total Credits this year: Total Credits this year:

Note: All students must complete Algebra 1 level mathematics or higher to meet the diploma requirement in mathematics. Students are required to complete their extended application through coursework in the following areas: Pathways to Career Success, Cadet Teaching, Internship, Cooperative Work Experience, Student Firefighter, or as a CTE Completer in Agriculture Technology, Integrated Media or Engineering.

Four-year colleges typically require a minimum of two years of a World Language, please see the Counseling Office for more details.

Understanding a Course Description:

Name of course

0100228 HONORS SOPHOMORE ENGLISH (LA)
Grade: 10
Year = 1.0 credit → Length of course: Year
Semester = .5 credit → Prereq: 9th grade teacher recommendation, grade of B or better in 9th grade English, and one passing writing work sample
Alignment: College preparatory
Course Description → This rigorous course of study focuses on the study of literature, writing, critical thinking and communication skills with an emphasis on analytical and critical thinking skills. Homework is extensive.

←Classes you need to take before this course
The central goal of all English Department courses is to develop literacy skills in the processes of listening, reading, speaking, writing, and thinking. Due to the diverse range of students’ interests, needs, goals, abilities, skills, and learning styles, students are placed by the English teachers at the level to best meet student learning needs. Students may take more than one English class at a time only by taking one LA (Language Arts) class and one EL (elective).

**0100120  FRESHMAN ENGLISH (LA)**
Grade: 9  
Length of course: Year  
Prereq: 8th grade teacher placement  
Alignment: College preparatory  
The class will focus on meeting benchmarks of writing, speaking, reading, and listening. Homework is moderate.

**0100130  HONORS FRESHMAN ENGLISH (LA)**
Grade: 9  
Length of course: Year  
Prereq: 8th grade teacher recommendation and a recommended SRI score of 1000  
Alignment: College preparatory  
This accelerated course focuses on improving reading, writing, speaking, and listening. Independent reading and writing skills are expected. Homework is extensive at times.

**0100100  FOCUS ENGLISH (EL)**
Grade: 9-12  
Length of course: Year  
Prereq: English Language Learner (ELL), teacher recommendation (Not college prep)  
This course is offered to students whose development in language is not sufficient for success yet in the traditional classroom. Instruction in this course is designed to support students in continuing to develop skills and knowledge necessary to succeed in school at a foundation level while maintaining basic core course curriculum.

**0100210  SOPHOMORE ENGLISH (LA)**
Grade: 10  
Length of course: Year  
Prereq: 9th grade teacher placement  
Alignment: College preparatory  
This class focuses on the skills necessary to meet requirements in writing and speaking. Students will have a variety of experiences to read, write, and present. Homework is moderate. Students are expected to meet standards in writing and reading.

**010020  HONORS SOPHOMORE ENGLISH (LA)**
Grade: 10  
Length of course: Year  
Prereq: 9th grade teacher recommendation, grade of B or better in 9th grade English, and one passing writing work sample  
Alignment: College preparatory  
This rigorous course of study focuses on the study of literature, writing, critical thinking and communication skills with an emphasis on analytical and critical thinking skills. Homework is extensive.

**0105400  JUNIOR ENGLISH (LA)**
American Literature  
Grade: 11  
Length of course: Year  
Prereq: 10th grade teacher placement  
Alignment: College preparatory  
The class is aligned with the Common Core State Standards. Students will read different American works, write essays in a variety of modes, work on library research and MLA format, and study the fundamentals of English composition.

**0105200  HONORS JUNIOR ENGLISH (LA)**
Grade: 11  
Length of course: Year  
Prereq: 10th grade teacher recommendation, grade of B or better in 10th grade English class, and two passing writing work samples.  
Alignment: College preparatory  
This college-level class stresses the development of sophisticated reading, writing, analysis, and inquiry skills through the study of literature. Students will encounter a variety of demanding works in all literary genres, with a particular emphasis on fiction. A college classroom atmosphere is expected, and there will be a heavy reading and writing load. In addition to regular class reading and writing, students will be required to complete an independent research paper during the second semester.
### English / Language Arts Continued

#### 0105300 DRAMATIC LITERATURE (LA/FA)

**Grade:** 11, 12  
**Length of course:** Year  
**Prereq:** 10th or 11th grade teacher placement  
**Fees:** Transcript fee for college credit (Approximately $51)  
**Alignment:** Meets English/Fine Arts diploma requirement/CGCC (4 credits, ENG 105)

This college level class offers students the opportunity to continue learning writing and reading skills through the investigation of dramatic literature from a historical perspective. Students will explore the evolution of theatre from primitive performance to modern productions, comparing the social, political, and artistic currents of each period. Units of instruction include Primitive, Classical Greek, Medieval, Renaissance, Restoration, and Modern Theatre. Students will develop critical reading and writing skills through essay and term paper assignments, as well as improve speaking skills through oral reports and presentations.

#### 0100600 AP ENGLISH LITERATURE AND COMPOSITION (LA)

**Grade:** 12  
**Length of course:** Year  
**Prereq:** two passing writing work samples and instructor approval. Placement based on test scores.  
**Alignment:** College level  
**Optional CGCC transcript fee, approximately $150.**

This college-level class stresses the development of sophisticated reading, writing, and inquiry skills through the study of literature. Students encounter a variety of demanding works in all literary genres, with particular emphasis on fiction. A college-classroom atmosphere is emphasized with a heavy reading and writing load. Homework is extensive.

#### 0105460 HONORS SURVEY OF AMERICAN LITERATURE (ENG 253/254) (LA)

**Grade:** 11  
**Length of course:** Year  
**Prerequisites:** Admission by instructor approval only. Two passing writing work samples. Placement based on test scores.  
**Fees:** Transcript fee (approximately $100)  
**Alignment:** CGCC (8 credits, ENG 253 / 254)

In this college-level literature course students will read, discuss, research, and write about a variety of literature of the United States. The course organization and content are designed to coordinate with Advanced Placement U.S. History. Homework is extensive.

#### 0110420 WRITING 90/115 (LA)

**Grade:** 12  
**Length of course:** Year  
**Prerequisites:** Placement based on test scores and teacher recommendation.  
**Fees:** Transcript fee (approximately $51)  
**Alignment:** CGCC (7 credits, WR 90 / 115)

This course introduces college-level reading and writing, emphasizing the skills necessary for entry into Writing 121. Instruction includes sentence structure, grammar, punctuation, paragraph and essay development, written expression, and critical thinking skills. Homework is extensive.

#### 0100410 SENIOR ENGLISH (LA)

**Grade:** 12  
**Length of course:** Year  
**Prereq:** 11th grade teacher placement  
**Alignment:** College prep

Students will learn the reading and writing skills to be successful in entry-level college Writing and English courses, including writing skills and critical reading. Students read a variety of fiction and nonfiction materials. Homework is moderate.
English / Language Arts Continued

0110400 WRITING 115/121 (LA)
Grade: 12
Length of Course: Year
Prereq: Placement based on test scores. Six semesters of English, and have met essential skills requirements OR admission by class instructor approval.
Fees: Transcript fee (approximately $100) and cost of textbook
Alignment: CGCC (8 credits, WR 115/121)

WRITING 115: This class introduces college-level skills in reading critically, exploring ideas, and writing. Students compose essays and learn to revise for clarity and correctness. This course emphasizes the skills necessary for entry into Writing 121.

WRITING 121: This course focuses on the development of skills in analytical reading, critical thinking, and writing for academic and professional audiences. Students compose several essays, using a variety of strategies to present evidence in support of a thesis. Source analysis, documentation and research methods are incorporated.
Homework is extensive for both courses.

0110410 WRITING 121/122 (LA)
Grade: 12
Length of Course: Year
Prereq: Placement based on text scores, six semesters of English completed, must have met essential skills in reading and writing OR admission by class instructor approval.
Fees: Transcript fee, fee for textbooks (total approx $150)
Alignment: CGCC (8 credits, WR 121/122)

WRITING 121: This is the first course in the required college English Composition sequence focusing on the development of expository and critical writing skills, the ability to read critically, and the capacity to explore ideas and issues through class discussion and writing. Competence in written conventions and standard usage is expected. Homework is extensive.

WRITING 122: The second course focuses on argument as a means of inquiry, research writing, critical analysis and documented argument. Field research methods are introduced as well. Modern Language Association (MLA) format will be taught. Homework is extensive.

SENIOR ESSENTIAL SKILLS (EL)
Grades: 12
Length of course: Semester (0.25 Elective Credit - may be repeated for credit)
Prereq: have not met essential skills for writing
This is a support class for seniors who have not met the Writing or Reading Essential Skills required by the state of Oregon for graduation. The Senior Essential Skills time and support period will be half of the current 90-minute block. The other half of the period students will be enrolled in Study Hall, GAP Math, or Academic Seminar.

0106679 READING 115 (EL)
Grades: 11-12
Length of Course: Semester
Prereq: 9th and 10th grade English
Placed based on English teacher recommendation and Accuplacer scores. $51 transcript fee through Columbia Gorge Community College

This is a dual credit class offered at HRVHS through Columbia Gorge Community College. Students have the opportunity to earn high school and college credit for this course. This class will prepare you for college success! The class focuses on guiding students to improve critical reading skills, focusing on strategies to read challenging non-fiction texts and building vocabulary, so students are reading for college reading requirements. With a C or better, you can earn 4 college credits through Columbia Gorge Community College.
0106610  READING ENRICHMENT (EL)
Grades: 9
Length of course: Semester
Prereq: Students with lexile levels below 700 who are not in other support classes

This course is designed to align with lessons and units taught in Freshman English, to support struggling readers, ELA students, or those needing extra time due to fluency issues. The focus is creating or activating prior knowledge needed for the skills being practiced in the English classroom. Vocabulary development, citing texts for evidence to base opinions, the literary elements of fictional text, and oral language skills are emphasized and practiced. All course reading materials will be in the 700-1000 lexile range.

Students are also instructed in a Daily Oral language that encourages them to find and correct sentence structure in historical nonfiction text. Independent reading is highly emphasized and monitored. Reflection on stories read and interpretation of literary elements are part of the reading routine. Online platforms such as ThinkCerca, Quizlet, and Scholastic Reading Inventory are used. Hands on activities to foster reading for real life applications are created for every quarter of the school year.
**English / Language Arts Electives**

**0406119 HISTORY OF MEXICO (EL)**  
*Grades: 10, 11, 12*  
*Length of Course: Semester*  
*Prerequisites: One year of English credit at HRVHS*

This course will survey Mexican history from pre-Columbian to modern times. It will emphasize social, political, and cultural developments and contributions by a diversity of Mexico's peoples. Units will include a survey of pre-Columbian Native American civilizations, the highlights of the Spanish conquest, the colonial time, wars of independence, the early nation, 1911 revolution and national development, and 20th century conservatism. The course will also explore the history and trends of Mexican immigration into the US, including the Bracero program and contemporary immigration policies, as well as exploring elements of US History from the Mexican point of view (such as the Battle of the Alamo, the Gadsden Purchase, and Texan independence).

**0516819 FILM AS ART (EL)**  
*Grades: 10, 11, 12*  
*Length of course: Semester*  
*Prerequisite: 1 year of English credit at HRVHS*

Films are another form of literature that you can learn from when you have the tools to do so. This class will help broaden your horizons and learn aspects of visual storytelling. There will be opportunities to complete your writing samples and enhance your verbal and written skills. Enhance your understanding of film through analysis of film history and form. Develop your visual literacy and analysis skills by learning a range of tools to study any film. Analyze ways in which a film may both contribute and react to its time and culture; analyzes film through studying the techniques by which it was made.

**0110409 CREATIVE WRITING (EL)**  
*Grades: 10, 11, 12*  
*Length of course: Semester*  
*Prerequisite: None*

Focuses on writing short fiction for class discussion and analysis in a workshop setting. Explores the techniques, styles, and structures of the writings of established authors, as well as the creative writing process from development of an idea to revision of a manuscript.

**0106909 INTRODUCTION TO FOLKLORE AND MYTHOLOGY (EL)**  
*Grades: 10, 11, 12*  
*Length of course: Semester*  
*Prerequisites: 1 year of English credit at HRVHS*

The modern fantasy novel’s roots are in folklore and myth. This class starts with an examination of the modern fantasy novel, then reaches back to those roots. The class develops a cross-cultural perspective on myths, mythologies, and folklore from around the world. Explores different theories of the cultural meanings and functions of myth, past and present. Introduces various ways of interpreting and experiencing myth and folklore as texts with oral origins. Upon successful completion of this course, students will be able to:

- Identify major concepts, theories, genres and methodology within the academic field of folklore.  
- Interpret examples of major narrative folk genres such as myth, legend and folktales.  
- Evaluate the ways in which collection, transcription and scholarship constantly reinterpret an oral tradition.  
- Appreciate the role of myth and folklore within the cultures that produce them with an understanding of how oral performance shapes the meaning of a story.  
- Identify recurring mythological themes and motifs in traditional world myths and modern culture.  

Students taking the course for college credit will also . . .

- Write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style.
Educate and support every student, every day, for success now and in the future.

English / Language Arts Electives Continued

1104809 REAL WORLD WRITING (EL)
Grades: 10, 11, 12
Length of course: Semester
Prerequisite: 1 year of English credit at HRVHS
Optional Dual Credit offered through CGCC (WR 227: Technical and Professional Writing)
Student must have taken WR 121 or be currently taking it concurrently for college credit.

Introduces technical and professional communications. Students compose, design, revise, and edit effective emails, letters, memos, reports, descriptions, instructions, and employment documents. Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally and ethically. Upon successful completion of this course, students will be able to:
- Compose functional workplace and technical communications.
- Design effective documents such as emails, letters, proposals and employment documents.
- Revise and edit documents to increase clarity and to create simple, effective documents.
- Compose documents and communications that are targeted to a specific audience and for a specific purpose.

Note: This is NOT an essay-writing class.

0115209 SPEECH AND DEBATE (EL)
Grade: 10, 11, 12
Length of course: Semester
Prerequisites: Freshman or Honors Freshman English, plus teacher recommendation.

This course offers the opportunity to learn how to employ effective speaking skills supported by effective writing and thinking skills in formal and informal situations. Logic and reasoning, organization of thought and supported materials, and effective presentation of one’s voice and body are the focus of the class. Participation in competition is encouraged but not required.

0106309 LATIN AMERICAN LITERATURE (EL)
Grades: 10, 11, 12
Length of course: Semester
Optional Dual Credit offered through CGCC (English 213)
Student must have taken WR 121 or be currently taking it concurrently for college credit.

Explores fiction, creative nonfiction, poetry, drama, myth, and other texts from Latin America. Includes works from many cultures and ethnicities from Latin America. Upon successful completion of this course, students will be able to:
- Define the literary forms and elements in a variety of texts that are specific to the Latin American Literature genre.
- Analyze how literary themes and metaphors express particular world views.
- Define how the concept of borders reflects the search for identity as well as the theme of alienation present in the texts.

Students taking the class for college credit will also . . .
- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.
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Mathematics

Math Course Sequence

<table>
<thead>
<tr>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Advanced Math Placement (see options below)</td>
</tr>
</tbody>
</table>

Advanced Math Course Offerings:

<table>
<thead>
<tr>
<th>Advanced Algebra/Trigonometry</th>
<th>AP Calculus (AB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Pre-Calculus</td>
<td>AP Calculus (BC)</td>
</tr>
<tr>
<td>Honors Statistics</td>
<td></td>
</tr>
</tbody>
</table>

All students should take as much math at the highest level possible regardless of post high school plans. New students may be required to take a district or college placement test prior to enrolling in math class. Oregon Universities require a C- or better in all core classes up to and including Algebra 2. Math courses must be taken in sequence. The key to success in any math course is practice. Students should expect to spend time outside of class studying in order to become proficient in mathematical concepts. Many math courses are graded based on proficiency requiring students to master course standards at a C level or higher.

Required Materials for math classes: 3-ring binder (1 to 2 inches) containing loose-leaf paper, graph paper, pencils, ruler, and a calculator. A scientific calculator, such as a TI-30XIIs, is required for GAP Math, Contemporary Topics, Algebra 1, and Geometry. A graphing calculator, preferably a TI-83 or TI-84 or TI-Nspire series, is required for Algebra 2, Advanced Algebra Trig., Pre-Calculus, AP Calculus, and Honors Statistics. Students with TI-89, and TI-Nspire CAS calculators will not be permitted to use them during testing.
Mathematics Continued

0205200 ALGEBRA 1 (MA)
Grades: 9,10,11,12
Length of course: Year (may be repeated for elective credit to enhance skills)
Content of this course includes the study of properties and operations of the real number system, linear functions and inequalities, systems of equations and inequalities, translating word problems into equations, polynomials, quadratic functions, exponents and exponential functions, and statistics. This course is graded on proficiency.

PRINCIPLES OF ALGEBRA
Grades:
Length of course:
Principles of Algebra courses are offered off-sequence and are designed for students that need to prepare for next semester’s algebra success. Course topics combine the study of some pre-algebra and algebra topics with introductory geometry topics. These courses include the study of formulas, algebraic expressions, first degree equations and inequalities, and the rectangular coordinate system. Algebra skills may be introduced in the context of related geometry concepts and vocabulary including area, perimeter, and volume of geometric figures, and properties of triangles and circles.

0205801 PRINCIPLES OF ALGEBRA PART 1 (MA)
Grades: 9,10,11,12
Prereq: Approval by teacher
Part 1 is offered second semester and covers topics overlapping with the first semester of Algebra I, not limited to the study of properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, linear graphs, sets and logic, formulas, and solving first degree equations and inequalities.

0205802 PRINCIPLES OF ALGEBRA PART 2 (MA)
Grades: 9,10,11,12
Prereq: Approval by teacher
Part 2 is offered first semester and covers topics overlapping with the second semester of Algebra I, not limited to the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

0207200 GEOMETRY (MA)
Grades: 9,10,11,12
Length of course: Year (may be repeated for elective credit to enhance skills)
Prereq: Approval by teacher
This course is graded on proficiency.

0205802  PRINCIPLES OF ALGEBRA PART 2 (MA)
Grades: 9,10,11,12
Prereq: Approval by teacher
Part 2 is offered first semester and covers topics overlapping with the second semester of Algebra I, not limited to the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

0207000 ADVANCED ALGEBRA/TRIGONOMETRY
Grades: 9,10,11,12
Length of course: Year (may be repeated for elective credit to enhance skills)
Prereq: C- or better both semesters of Alg. 1 and Geometry
Fees: Graphing calculator is required
Alignment: Required for most university admissions
Content of this course includes linear functions and inequalities, quadratic functions and inequalities, exponential functions, logarithmic functions, rational functions, radical functions, sequences and series, trigonometric functions, statistics. Assessment is based on student performance on tests, quizzes, and tasks. Students should plan to spend at least 30 minutes of homework every day. This is a college prep course that is graded on proficiency.

0206000 ADVANCED ALGEBRA/TRIGONOMETRY
Grades: 9,10,11,12
Length of course: Year (may be repeated for credit)
Prereq: C or better in Algebra 2 OR comparable intermediate algebra course with qualifying score on college placement exam.
Fees: Graphing calculator is required
This course is designed to prepare students for College Algebra. The content from Algebra 2 will be expanded upon and the course includes an introduction to topics in trigonometry. Emphasis in this course will be placed on quadratic functions, rational functions, logarithmic functions, trigonometric functions and their applications.
Mathematics Continued

0211000 HONORS PRE-CALCULUS (MA)
Grades: 9,10,11,12
Length of course: Year (may be repeated for elective credit to enhance skills)
Prereq: C- or better in Advanced Algebra/Trig, OR B+ or better in Algebra 2 and a qualifying score on the adopted college placement test.
Fees: Graphing calculator is required. *Additional fee for students choosing to take this course for college credit.
This college level class prepares students to take Calculus 1 upon completion. Relations and functions are investigated graphically, numerically and symbolically. Exponential, logarithmic, polynomial, power, rational functions, trigonometry, vectors, polar coordinates, parametric equations and complex numbers are some of the topics explored. Applications are investigated from science and engineering perspectives. Students may choose to earn credit through Central Washington University.

0212400 AP CALCULUS AB (MA)
Grade: 10,11,12 Length of course: Year
Prereq: B or better in Pre-Calculus
Fees: Graphing calculator is required
This course is designed for those students who have demonstrated mastery of algebra, axiomatic geometry, and analytic geometry. Topics include functions, limits, differential calculus, and integral calculus. Students will be able to comprehend, apply, and interpret these concepts graphically, numerically, and algebraically. A considerable amount of homework is required (at least one hour per night). Assessment is based entirely on tests and semester final exams. Calculus is an entry level course for many colleges and is the basis for various fields such as engineering, sciences, social sciences, business and economics. Students may earn college credit for Math 251 through Columbia Gorge Community College.

0212500 AP CALCULUS BC (MA)
Grade: 10,11,12
Length of course: Year
Prereq: AP CALCULUS AB
Fees: Graphing calculator is required.
This course will be a combination of preparing students for the AP Calculus BC Exam in May as well covering the topics included in a traditional 2nd year college Calculus course. Units of study will include Methods of Integration (Integration by Parts, Partial Fractions, Improper Integrals, etc), Application of Integrals (Volume, Arc Length, Surface Area, etc), Parametric Equations and Polar Coordinates, Sequences and Series, Taylor Polynomials and Series, and an introduction to Vector Calculus (Dot Product, Cross Product, etc).

0220400 HONORS STATISTICS (MA)
Grades: 10, 11, 12
Length of course: Year
Prereq: C- or better in Algebra 2 or AAT
Fees: Graphing calculator is required.
This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Topics of probability will also be included such as distributions, sampling, and event probability. Assessment is based on tests, quizzes, projects, and class work.
Mathematics Continued

0207420 KEYS TO MATH AND FINANCES
Grade: 11
Length of course: Year
This course is designed for Juniors that have not earned their essential skills in mathematics for graduation and have not been successful in the traditional algebra/geometry sequence. This course is aligned with the Common Core Standards for high school mathematics, this course concentrates on math necessary to make informed decisions related to personal finances and realistic phenomena. The mathematics in this course build on previous math courses however will extend the students understanding of when and how to use in modeling real life situations. Instruction will use technology and manipulatives represented in multiple ways, such as concrete, pictorial, verbal, written, numeric, data-based, graphic, and symbolic.

0207400 CONTEMPORARY TOPICS OF MATH (MA)
Grade: 12
Length of course: Year
Prereq: Algebra 1
Alignment: Does not meet college entrance requirements
This course is an overview of various topics of Mathematics. Units include solving multi-step equations, proportional thinking, probability, counting techniques (permutations and combinations), graphing linear functions, finding equations of linear functions, solving systems of equations, and geometry in 2 and 3 dimensions. Higher level mathematics, such as trigonometry and conic sections, will be covered in this course as well.

SENIOR GAP (GEOMETRY, ALGEBRA, PROBABILITY SUPPORT) MATH (EL) - Pass/No Pass
Grades: 12
Length of course: Semester (.25 Elective credit; may be repeated for credit, if needed)
Students placed into this course will spend a minimum of half of the existing 90 minute block period getting extra time and support in mathematics (in addition to the regular math class they may be enrolled in) during the regular school day. The other half of the period will be spent in Study Hall or Academic Seminar. This class provides additional opportunities to review and practice in a smaller class setting will help students master the important skills needed to meet the Essential Skill requirement in mathematics, as established by the State of Oregon Department of Education.
Educate and support every student, every day, for success now and in the future.

## Science

### Science Course Sequence

<table>
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<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
</table>
| Patterns Physics (honors option)              | Conceptual Chemistry OR Chemistry OR Honors Introductory Chemistry (HIC) | General Life Science OR Biology (with honors option) | Elective options:  
  - See electives listed below |
| Honors Introductory Chemistry (HIC)           | Biology (with honors option)                  | Physics OR AP Physics                          | Elective options:  
  - See electives listed below |
| No doubling up with Science courses in the 9th grade year. | Patterns Physics students can double up with teacher approval | Elective options:  
  - See electives listed below | Elective options:  
  - See electives listed below |

The following is a list of **elective course** offerings for 11th and 12th grade students. These electives may be taken in ADDITION to a core science class listed above.

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<thead>
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<th>Alternative Energy Resources</th>
<th>AP Chemistry</th>
<th>AP Environmental Science</th>
<th>AP Physics 1 or 2</th>
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<tbody>
<tr>
<td>Animal Science</td>
<td>Conceptual Chemistry</td>
<td>Earth Science</td>
<td>Honors Med. Bio</td>
</tr>
<tr>
<td>Research, Genetics, Bioethics</td>
<td>Science Wizards</td>
<td>Veterinary Science</td>
<td></td>
</tr>
</tbody>
</table>

Elective options:
- See electives listed below
All students are encouraged to include science courses in their four-year plan beyond the three-year requirement. Science is about thinking, learning, understanding, and having fun!

**0316100 PATTERNS PHYSICS (SC)**
**0316120 HONORS PATTERNS PHYSICS (SC) *embedded**
**Grades: 9**
**Length of course: Year**
This is a conceptual physics course introducing students to the use of chemicals, characteristic properties of materials, and simple mechanics to better describe the world and nonliving matter. The course emphasizes precise measurements and descriptive analysis of experimental results. Topics covered may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts with materials and forces.

**0310120 HONORS INTRODUCTORY CHEMISTRY (SC)**
**Grades: 9**
**Length of course: Year**
**Prereq: Successful completion or concurrent enrollment in Geometry required**
This course, emphasizing the physical and chemical relationships of matter, is designed for the more motivated and responsible student and is laboratory and project based. Students will learn to write technical reports, develop their scientific processing skills, and hone critical thinking by analyzing data, and experimental design. Homework will be moderate, relating to specific laboratory experiments and projects. Evaluation is based on student lab reports, exams, and one inquiry based project for each semester (Three Blue Liquids and Sludge).

**0300100 EARTH SCIENCE (SC)**
**Grades: 11,12**
**Length: Year**
**Prereq: Successful completion of Patterns Physics**
This is a year-long course focused on the geophysical workings of planet Earth with particular emphasis on Environmental Geology and natural disasters. Topics include volcanoes, earthquakes, oceanography, meteorology, climate change, astronomy, and environmental science. The course will also focus on the natural processes which make the Hood River Valley and Columbia Gorge geologically unique. Assessments will include (but are not limited to) tests, projects and lab reports. Students should expect regular homework.

**0305100 GENERAL LIFE SCIENCE (SC)**
**Grades: 11,12**
**Length of course: Year**
**Prereq: Focus or Patterns Physics**
**Alignment: Elective Science credit (not 4-year college prep)**
This course will supply the student with a foundation knowledge in biology. Topics include cells, genetics, plants, animals, current events in science, and topics of individual interest. The curriculum is centered around hands-on activities supplemented by discussion, reading, and writing. Improving basic academic skills are priorities. Students will have little homework but will be expected to participate fully during class sessions.

**0305110 BIOLOGY (SC)**
**0305180 HONORS BIOLOGY (SC) *embedded option**
**Grades: 10,11,12**
**Length of course: Year**
**Prereq: Successful completion of General Life, Patterns Physics or Honors Introductory Chemistry.** This course teaches the concepts of biology - the study of life. Topics include: cells, genetics, evolution, microbiology, plants, and animals, diversity and interdependence. Students should have solid reading, writing, math, and study skills. Homework will be assigned nearly every class session. Tests, lab work, lab reports, homework, and presentations will be used to evaluate student learning. This course provides the knowledge/skills helpful to students interested in natural resources, health, and health technology. Students should expect regular homework to support student learning. Students should be at or above grade level with reading, writing and math skills.

**0310500 CONCEPTUAL CHEMISTRY (SC)**
**Grades: 10,11,12**
**Length: Year**
**Prereq: Placement by 9th grade teacher and/or counselor**
This is a year-long course that introduces high school students to chemistry. The chemistry presented to students builds vocabulary, thinking skills, problem solving, and lab techniques. This course will address real world issues through decision making activities and present the need to acquire technical knowledge to make intelligent decisions for themselves and for the communities in which they belong.
**Science Continued**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grades</th>
<th>Length of course:</th>
<th>Prereq:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0305900</td>
<td>RESEARCH, GENETICS AND BIOETHICS (SC)</td>
<td>Grades: 11, 12</td>
<td>Year</td>
<td>C- or better in Biology</td>
<td>Research, Genetics and Bioethics covers scientific research and the effect science has on society. In semester one, students will learn how professional scientific research is conducted in both animal models and human subjects. They will then use these research models to explore the science of HIV vaccines and embryonic stem cell research. In semester two, students will focus on genetics and biotechnology including genetic testing, gene therapy, genetically modified organisms, and bioinformatics. Throughout the year, students will analyze the ethical dilemmas brought up by each topic to better understand the way science impacts everyday life. Coursework will emphasize the importance of well reasoned judgements and the use of decision making models, applied to advanced biology concepts. Students will be assessed using a variety of methods including but not limited to: exams, research proposals, Socratic seminars, essays, lab reports, and debate.</td>
</tr>
<tr>
<td>0300300</td>
<td>ALTERNATIVE ENERGY RESOURCES (SC)</td>
<td>Grades: 11, 12</td>
<td>Year</td>
<td>NA</td>
<td>This course will focus on the alternatives available to change the world’s current reliance on non-renewable energy sources. We will first investigate the reasons for implementing a change in energy consumption including; current scientific evidence for global climate change and its link to energy consumption patterns, and the expected lifespan of current energy sources. The course will include; lab work, engineering and design projects, assigned reading of scientific reports, and independent research of assigned topics. There will be a moderate amount of homework. Completion of the course with a grade of C or higher will allow the option for college credit in RET 102 through Columbia Gorge Community College, for an additional modest fee.</td>
</tr>
<tr>
<td>0310100</td>
<td>CHEMISTRY (SC)</td>
<td>Grades: 10, 11, 12</td>
<td>Year</td>
<td>Geometry or concurrent enrollment, and successful completion of Patterns Physics or Honors Intro Chemistry</td>
<td>This course strikes a balance between the theoretical and practical application of the basic principles of chemistry. Technical vocabulary, mathematical principles, and laboratory experiments will be used to explain the principles of the nature of chemistry, the structure and interactions of matter, stoichiometry, the states of matter and chemical equilibrium. Students can expect tests, laboratories, and moderate homework, with outside work necessary at times.</td>
</tr>
<tr>
<td>0310600</td>
<td>AP CHEMISTRY (SC)</td>
<td>Grades: 11, 12</td>
<td>Year</td>
<td>Chemistry or Honors Introductory Chemistry</td>
<td>This course is the equivalent of a General Chemistry course usually taken during the freshman year in college. Homework will vary but may average approximately two hours for every hour spent in class. The first semester reviews most concepts taught in General Chemistry. Second semester includes states of matter and principles of reactivity. Students will be expected to access the online homework and testing site either at school or at home.</td>
</tr>
<tr>
<td>0320700</td>
<td>AP ENVIRONMENTAL SCIENCE (SC)</td>
<td>Grades: 11, 12</td>
<td>Year</td>
<td>Successful completion of two years of laboratory science. Students will be most successful if they earned a B or better in Biology and Chemistry.</td>
<td>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Major themes include: Science is a process; Energy conversions underlie all ecological processes; The Earth itself is one interconnected system; Humans alter natural systems; Environmental problems have a cultural and social context; Human survival depends on developing practices that will achieve sustainable systems.</td>
</tr>
</tbody>
</table>

**AP BIOLOGY Exam**

Prereq: Completion of AP Environmental Science and Honors Med Biology

A student who takes AP Environmental Science AND Honors Medical Biology will have covered the curriculum to prepare for the AP Biology exam. **Courses may be completed in either order.** Students who complete the coursework are strongly encouraged to take the AP exam.
Science Continued

**0305300 HONORS MEDICAL BIOLOGY (SC)**

**Grade: 12 (or teacher approval)**

**Length of course: Year**

**Prereq: Biology (B or better), Chemistry (B or better) and Teacher Approval**

This class will provide foundational knowledge and skills for students interested in the medical, molecular biology, and bio-technological professions. Medical Biology covers more than the medical sciences. This challenging course involves fundamental biochemistry, cell and organismal biology that are at the core of any biological or ecological college program. The course will emphasize two vast regions of biology: molecular and cell biology on the one hand, and human anatomy and physiology on the other. Activities will include challenging laboratory work, student presentations, abundant reading (both in text and in current scientific literature), discussion, note-taking, visual exploration of biological structures, investigating current and controversial medical issues, and visits with medical professionals. This class requires a high level of maturity for two reasons. First, the class will discuss medical issues surrounding birth, reproduction and death. Secondly, the 4th quarter anatomy lab requires intensive, “hands-on” work with a dead preserved cat for 4 weeks. This dissection will advance your understanding of anatomy and is standard practice to prepare for a career in the medical sciences. A student may not opt-out of dissection in this class. You should expect 2-6 hours of homework a week (very little of it graded), with a likelihood of much more at test times and during major labs. This class will help prepare the student for the intensity of collegiate science coursework.

**0315100 PHYSICS (SC)**

**Grades: 11, 12**

**Length of course: Year**

**Prereq: Successful completion (C or better) or concurrent enrollment in Algebra 2**

This course involves the study of static and dynamic objects, and the principles that govern each. Topics covered will allow students to strike a realistic balance between the theoretical and practical application of the basic principles of physics. Students will be using both mathematical models and laboratory experiments as tools for understanding the basic principles. Students can expect tests, labs, moderate homework, and outside research.

**0315510 AP PHYSICS 1 (SC)**

**Grades: 11, 12**

**Length of course: Year**

**Prereq: Successful completion (C or better) or concurrent enrollment in Honors Pre-Calculus OR instructor consent**

This course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Online and or classroom labs will help the student understand the concepts of physics and their application in solving problems in science and engineering. Students will be assessed primarily on tests and lab work.

**0315520 AP PHYSICS 2 (SC)**

**Grade: 12 | Length of course: Year**

**Prereq: Successful completion(C or better) of AP Physics 1 OR consent of instructor**

This course is equivalent to a second-semester college course in algebra-based physics. Fluid Mechanics, Temperature, Heat, Electricity and Magnetism, Optics, Atomic and Nuclear physics are just some of the topics treated in this class. Online and or classroom labs will help the student understand the concepts of physics and their applications in solving problems in science and engineering. Students will be assessed primarily on tests and lab work.
Science Continued

1810120 ANIMAL SCIENCE (SC/CE/FA)
Grades 10,11,12
Length of course: Year
Prereq: None (course will cover introductory life science content)
This course is a foundational level course where students explore the world of animal agriculture and develop a management guide for an animal of their choice. Areas of study include history and domestication, handling and behavior, anatomy and physiology, nutrition, reproduction, genetics, health, selection, and marketing. Students will identify careers and opportunities related to the production of livestock. This class gives students the opportunity to dissect fetal pigs and other various animal organs. Participation in FFA will be strongly encouraged and students will have opportunities to compete in public speaking and livestock judging career development events in the Mt. Hood FFA District.

0399900 SENIOR SCIENCE WIZARDS (SC)
Grade: 12 | Length of course: Year
Prereq: Successful completion (C or better) of Biology and Chemistry, or Teacher Approval
This course is for seniors who have successfully completed chemistry and plan to attend a four-year college. It is an extension of the first chemistry course with introduction to organic chemistry, qualitative analysis, and the sharing of science knowledge with others. Individual and small group projects will be developed by the ‘Science Wizards’ for presentations in elementary classrooms within our district. Homework and research will be moderate with the amount being directly related to the project or course deadlines. A lab coat is required and can be rented or purchased through the Science Department. Students must be able to obtain parent and school permission for travel off campus. Independent work habits and responsibility are key requirements for success in this class.
Social Science

The social science program connects students to their world. Courses develop the knowledge, critical thinking, and interpersonal skills necessary to be a responsible and responsive member of society (local, national, and global). Through study, simulation and application, students learn about conflict, social decision making, and social problem solving. Within their four-year program, all students take courses in global geography, American history, economics, and government. Students can expect to learn skills which apply to career opportunities in the fields of Human Resources and Business & Management such as law, economics, political science, business, social services, and education.

0405309 20TH CENTURY WORLD HISTORY (GS,EL)
Grades: 9,10,11,12
Length of course: Semester
Prereq: None
This semester-long course covers major events in world history from 1900 to present, including the Age of Imperialism, the World Wars, the Great Depression, the Cold War, and Colonial Independence. Particular focus will be placed on ideas and concepts that shape history like communism, capitalism, imperialism, totalitarianism, fascism, and colonialism, as well as cause-and-effect relationships that connect the history of the 20th century to today’s world.

0400109 WORLD GEOGRAPHY (GS,EL)
Grades: 9,10,11,12
Length of course: Semester
Prereq: None
This semester-long course will include placename and geographical recognition which will enable students to recognize and identify the regions and physical features of the world. By studying Geography students will understand the relationships that tie human activity together. The world is undergoing globalization on a large scale as a result of the rapid transfer of information and technology. The more we understand our world the better prepared we will be to address the issues that confront our future.

0406509 WOMEN IN WORLD HISTORY (GS,EL)
Grades: 9,10,11,12
Length of course: Semester
Prereq: None
Women comprise over half of the world’s population, but their contributions to history and the stories of their lives do not generally comprise half of what is taught or learned in general courses in World History. During the semester we will be looking at the events, eras, and trends that have made up our collective history, and the roles women have played around the world. There will be opportunities to learn about significant women that have made important contributions to our world, and to understand how they impacted political, economic, and social history. Activities may include reading, writing, discussions, film studies, tests, and a research project. Students will be expected to demonstrate higher level thinking skills and an ability to communicate effectively.

0406109 LATIN AMERICA STUDIES (GS,EL)
Grades: 9,10,11,12
Length of course: Semester
Prereq: None
This is a semester-long course to serve as an introduction to Latin America from the pre-Columbian era to the present. Using an interdisciplinary approach the course will examine the geography, history, culture, politics, economy, and environment of Latin America.

0406409 CONTEMPORARY WORLD ISSUES (GS/EL)
Grades: 10,11,12
Length of course: Semester
Who are we as individuals, communities, a nation, a world -- and what is the impact we have on one another socially, economically, environmentally, and politically? These questions will be the focus of Contemporary World Issues. The class will focus on events taking place in the world today. It will take into account historical background and geographical and cultural factors that led to these events as well as how these events will impact contemporary societies. The class will include reading, writing, and speaking tasks, and will assume an interest in events taking place in world society.
Educate and support every student, every day, for success now and in the future.

Social Science Continued

0400400  AP HUMAN GEOGRAPHY (GS)
Grades: 10,11,12
Length of course: Year
Prereq: 9th grade students need a 1300 lexile reading score and counselor and parent approval. 10th – 12 grade need a B or better in Freshman English and/or Global Studies and teacher approval.
Advanced Placement Human Geography is a rigorous course that focuses on the distribution, processes, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Students will be prepared for the AP Human Geography Exam in May. Seating is limited. Preference will be given to students in grades 10-12.

0425809 SOCIOLOGY (EL)
Grades: 10,11,12 | Length of course: Semester
Prereq: C or better in both Global Studies (or AP Human Geography) and 9th/10th grade English.
During this semester we will be learning about human society and how it functions. We will attempt to understand the different perspectives on sociology, the groups that make up the human landscape, and how different cultures interact in different ways. Students in this class will investigate why and how people act, react, and interact within their societies. Activities include reading, discussions, film studies, exams, and final sociological research project. Students will be expected to demonstrate higher level thinking and problem solving skills and an ability to communicate effectively. Homework is light and moderate.

0425409 PSYCHOLOGY (EL)
Grades: 10,11,12 | Length of course: Semester
Prereq: C or better in both Global Studies (or AP Human Geography) and 9th/10th grade English.
During this semester we will be exploring the human mind and how it functions. The focus will be on the individual and all the different ways our minds work. Among other things we will talk about the structure of the brain and nervous system, personality, memory, learning, sleep and dreams, perception and the senses, and how the mind can sometimes lose its ability to function at peak efficiency. Activities will include reading, discussions, writing, film studies, exams, and at least one group or individual project. Students will be expected to demonstrate higher level thinking and problem solving skills and an ability to communicate effectively. Homework will be light to moderate.

1505109  INTRODUCTION TO LAW (EL)
Grades: 10,11,12
Length of course: Semester
Prereq: None
This course is an introductory overview of the criminal justice system in the United States focusing on the police system, courts, correctional process, and careers in criminal justice. Students will compare and contrast local, state, and Federal law enforcement issues through interaction with guest speakers and class discussion. Students will be able to analyze crime and investigation studies, debate community issues involving police, courts, and corrections, and develop self-directed projects and papers. Moderate homework.
Group discussion will be a major part of the class. There will be minimal homework, with most tasks being completed in class, and there will be one major project required which will involve researching and writing about an issue.

0410309 20th CENTURY HISTORY & THE MEDIA (EL)
Grades: 10, 11, 12
Length of course: Semester
Prereq: Global Studies or AP Human Geography ( 10th graders will need written approval from their Global Studies or AP Human Geography instructor)
This semester class focuses on the history of the U.S. in 20th century through the lens of a variety of popular media; music, movies, radio, television, magazines, advertising, and animation. Students will critically observe and analyze media and its relationship to major historical events as well as the role and influence media plays in the day to day lives of citizens. Class participation is expected, including a research project of interest to the student.

0425501,2 PERFORMANCE PSYCHOLOGY (EL)
Grades: 10,11,12
Length of course: Semester
Prereq: None
Performance Psychology will examine psychological principles and their application to performance and athletic activities. While the main focus will be on application to athletic performance, these principles can be applied to drama/theater, business/work, test taking, etc. This interactive project-based class will focus on areas of motivation, intensities of effort, modeling, imagery, goal setting, injury, group cohesion and social/emotional factors involved in performance.
Social Science Continued

0410100 US HISTORY (US)
Grade: 11
Length of course: Year
Prereq: Global Studies or AP Human Geography
This course examines the history of the United States from the 1880s to the present day with an emphasis on how political, economic, and social developments shaped the conditions, attitudes, and values of present-day America. Subjects to be discussed in readings and in class include the Gilded Era, Progressive Era, the Roaring Twenties, the Great Depression, Roosevelt’s New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, Johnson’s Great Society, the student protest and counterculture movements of the 1960s, and social changes in recent decades.

0415000 GOVERNMENT (0415109(GV)
ECONOMICS (0420209) (EC)
Grade: 12
Length of course: Year
Prereq: US History
The Government portion of the course is a study of the various types of political and economic systems existent in the world today. The major emphasis, however, is on the American political system. Students will learn about: 1) the history and development of the major theories of governments; 2) the contemporary political and economic systems of the world; 3) the development, history, and application of the U.S. Constitution; 4) local and state governmental systems; 5) the American judicial system; and 6) political parties. The course is designed to help students understand and to be able to function within the governmental institutions that affect them.
The Economics portion of the course is a survey of the major economic activities of the modern world. The course explores a variety of topics, from trade-offs, scarcity, and opportunity costs, to supply and demand, international economics, and the role of government in the economic process. Students will engage in a variety of activities which incorporate all styles of learning, economic decision making, and problem solving.

0415010 AP US GOVT. & POLITICS (0415709) (GV)
ECONOMICS (0420209) (EC)
Grade: 12
Length of course: 1st semester with AP test prep seminars as scheduled by the instructor. Students take Economics 2nd semester - see description for Economics above.
Prerequisite: B or better in US History or C or better in AP US History.
Advanced Placement US Government and Politics is a college level course designed to give a comprehensive understanding of government and politics in the United States. The course will include the study of the broad concepts needed to understand US politics and governmental systems as well as analysis of specific examples. It will require familiarity with the ideas, individuals, groups, and institutions that make up US politics. Students must meet the high expectations for the course and share the responsibility for mastery of the course objectives. This will involve the careful “reading for understanding” of the text and other readings, class participation, and cooperation and collaboration with peers throughout the semester.

0410400 AP US HISTORY (US)
Grades: 11,12
Length of course: Year
Prereq: Passing Accuplacer score. English or AP Human Geography teacher recommendation.
AP U.S. History is a rigorous course focused on preparing students for the AP U.S. History test in May. Extensive college-level reading assignments and frequent writing assignments make strong academic skills a must. Expect three to four hours of homework a week, with more in the month preceding the AP test.
Visual Arts
courses give students the knowledge, skills and opportunity for creative visual self-expression. Students will research, journal, create, exhibit, and evaluate their work and the works of others. Students will employ critical, creative and reflective thinking skills.

**0515510 INTRO TO DRAWING/PAINTING (FA)**
Grades: 9, 10, 11, 12
Length of course: Year (may be repeated for credit)
Prereq: None
This class will teach beginning drawing and painting skills including **mark-making, line, surface, space, light and shade, and color composition**. Observational drawing and painting will be stressed as a foundation skill with a focus on building students’ personal voice through mark making, image research, art history study, in depth design process, and personal reflection about one’s work. Students will explore a variety of techniques and themes with emphasis on two-dimensional artwork. Mediums explored will range from pencil, sumi ink painting, charcoal, soft pastel, watercolor, acrylic paint, pen and ink, and mixed media.

**0515520 ADVANCED DRAWING/PAINTING (FA)**
Grades: 10, 11, 12
Length of course: Year
Prereq: Introduction to Drawing, or portfolio review.
Students who have successfully completed Introduction to Drawing may enroll in Advanced Drawing. In this class you will continue to explore drawing issues such as **mark-making, line surface, space, light and shade, color, and composition** using a variety of drawing and painting materials. Students will continue to develop their drawing and painting skills with a deeper emphasis on investigation, experimentation and development of a personal voice as an artist. Students will strive for synthesis of materials, processes, and ideas in finished works and will document their process, research, experimentation, and revision in sketchbooks and online. The class is imbedded in the AP Drawing and Independent Drawing classes.

**0517200 AP DRAWING (FA)**
Grades: 10, 11, 12
Length of course: Year
Prereq: Intro to Drawing + Advanced Drawing and Painting OR Portfolio Review
AP (Advanced Placement) Drawing is a program administered by the College Board to provide highly motivated high school students an opportunity to earn college credit in art with a drawing focus. In AP Drawing, students will create a portfolio of work exploring drawing using a variety of 2-dimensional mediums. The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. **Mark-making, line, surface, space, light and shade, and composition** are drawing issues that can be addressed through a variety of means, which could include painting, mixed media, installations, etc. Abstract, observational, and invented works may demonstrate drawing competence. AP Drawing is not based on a written exam; instead, students submit a portfolio in May to include 5 Selected Works (demonstrating drawing skills and synthesis of materials processes and ideas) and 15 Sustained Investigation images (demonstrating drawing skills, practice, experimentation, revision as well as synthesis of materials processes, and ideas) based on an investigation of the student’s choosing. Students will be encouraged to develop a strong personal artistic voice. The year will culminate with a gallery show. It is highly recommended that students considering applying to art school take this class.
0517270 INDEPENDENT STUDY
Grades: 10, 11, 12
Length of course: Year
Prereq: AP Drawing or Portfolio review
Students who have successfully completed an AP Drawing portfolio may enroll in Independent Study Drawing. In this class you will continue to explore drawing issues such as mark-making, line, surface, space, light and shade, and color composition with an emphasis on developing a body of work guided by an investigation and/or question of your choosing. Students may create one body of work all year or create several bodies of work. Students will strive for synthesis of materials, processes, and ideas in finished works and will document their process, experimentation, and revision in sketchbooks and online. This is an opportunity for students to deeply explore art making based completely on their own interests. It is highly recommended that students considering applying to art school take this class as often students’ most synthesized, meaningful work is created during this time. The year will culminate with a gallery show shared with the AP Studio Art students. The class is imbedded in the Advanced Drawing and Painting class and AP Drawing class. Independent Study will be about truly becoming an artist in terms of the content and quality of the art-work, work ethic/practice, building an audience, and sharing/selling work to the public.

0515930 ADVANCED CERAMICS AND 3D DESIGN(FA)
Grades: 10, 11, 12
Length of course: Year
Prereq: Teacher approval and B or better in Introduction to Ceramics. Cannot be repeated for credit.
Students will work with advanced techniques for clay and other 3D design materials. This class is for skilled students who want to challenge themselves and take their sculptural ability to the next level. Students must have previously demonstrated a good understanding of basic clay building methods and be self-motivated and responsible studio participants. Students will be expected to create and present an artist research project. Non clay materials may include wire, plaster, paper and fibers. Students will be expected to analyze and critique their own work and the work of other artists.

0517110 AP 3D ART & DESIGN (FA)
Grades: 11, 12
Length of course: Year
Prereq: Introduction to Ceramics and Advanced Ceramics with demonstrated ability and teacher approval
AP (Advanced Placement) 3D Art and Design is a program administered by the College Board to provide highly motivated high school students an opportunity to earn college credit in art with a three dimensional focus. Students will create a portfolio of work using ceramic or other sculptural mediums. There is no written exam; instead, students submit a portfolio in May to the AP College Board. The portfolio will include 15 Sustained Investigation images that will document your process and results of exploring your chosen concept through 3D materials and 5 Selected Works (5 finished works that best exemplify and showcase your work). Students will be encouraged to develop a strong personal artistic voice. Your grade for the class will be based on your completion of the portfolio, research and work habits as well as presentation of your work. The year will culminate with a gallery show. It is highly recommended that students considering applying to art school take this class.

0515910 INTRO TO CERAMICS AND 3D DESIGN (FA)
Grades: 9, 10, 11, 12
Length of course: Year long.
Prereq: None. Cannot be repeated for credit
This is a year long course in which students will primarily work with clay and will also explore three dimensional design with non-clay media. First semester students will explore pinching and coil construction techniques. Second semester students will explore slab construction and additive and subtractive sculpting techniques. Students will also be introduced to working on the pottery wheel. Students will have an opportunity to work with various clays and surface design techniques. Students will also be working with non-clay sculptural materials which may include wire, paper, plaster and fibers. Current and historical artists and art techniques will be studied and analyzed. Students will be expected to analyze and critique their own work and the work of other artists.
Visual Arts Continued

0517410 AP 2D ART & DESIGN (FA)
Grades: 11, 12
Length of course: Year
Prereq: Teacher Approval Required
Fees: Students are responsible for the replacement cost of batteries and the cost for matting.
AP 2D is focused on the Use of two-dimensional elements and principles – point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. This class is taught as a Digital Photography class to fulfill the AP requirements. A high level of independent and creative thinking is needed to be able to create a sustained body of work, as well as a tenacity to be able to create a lot of work in short periods of time. By the End of the Year Students will need to finish 5 Selected Works which demonstrate and synthesize materials, processes and ideas) and 15 Sustained Investigation images (demonstrating 2d skills, practice, experimentation, revision as well as synthesis of materials processes, and ideas) based on an investigation of the student’s choosing.

0515440 CRAFT LAB (FA)
Grades: 9, 10, 11, 12
Length of course: Year
Prereq: None. Can be repeated for elective credit
In this hands on studio makers class, students explore the art of craft as it relates to contemporary craft culture, professional industry practices, the DIY movement and college art and design preparedness. We focus projects around a wide variety of sustainable materials and technology new and old. We explore history and culture through craft and learn about these cultures through hands on making. Students are encouraged to bring their personal histories, great ideas and can do problem solving spirit into this hands on project based environment. Projects will cover clothing deconstruction, found object furniture making, toys and games, lights and upcycling, jewelry with the laser cutter, and sustainable felted wool fibers. Students will also experience the marketing and selling of goods both in the local community and online to expose them to the world of selling. Group and individual projects will build real world skills, higher expectation and an appreciation of oneself and others. All artworks created in this class can be used for all AP, College, and Employment applications.

0520110 INTERDISCIPLINARY ARTS AND COMMUNICATIONS (FA)
Grades 9, 10, 11, 12
Length of course: Year
Prereq: Counselor or Teacher Approval Required
This course explores communication across various art disciplines and medium. This is an elective class in which the emphasis is on receptive and expressive communication skills. Personal development of ideas and theme will be through the lens of family histories, culture, and experiences using a variety of mediums. Students participating will attend gallery and studio visits along with artists talks. Students will learn basic composition skills and be exposed to a variety of artistic modes in a way that helps students to construct, reinforce, or demonstrate their understanding of a subject. An environment where students communicate ideas and concepts into objects and visual experiences will be developed. Through a curriculum designed to introduce the importance, impact, and influence of visual arts on the individual and society, students receive hands-on instruction in a variety of media, while developing a critical understanding of their art practice within contemporary visual culture. Students must be recommended by a counselor, staff member, or case manager.
Performing Arts (Music)

Music courses offer performance opportunities for singers and instrumentalists at many levels and include historical and creative aspects of the arts. The department has a regional reputation for excellence. All classes require outside time for practice and performance. All music classes may be repeated for credit.

0510200 CONCERT BAND (FA)
Grades: 9,10,11,12
Length of course: Year
Prereq: None
This is a beginning to intermediate level band with an emphasis on basic technical principles and playing skills. No audition required, but some previous playing experience (middle school or privately) is recommended.

0510600 WIND ENSEMBLE (FA)
Grades: 10,11,12
Length of course: Year
Prereq: Audition only
This is an intermediate to advanced instrumental group that performs often throughout the year at concerts, school events, and festivals. Open by audition. Ensemble has toured England, San Francisco, Los Angeles and Canada.

0510610 JAZZ ENSEMBLE - Zero Period B days (FA)
Grades: 9,10,11,12
Length of course: Year (.5 credit)
Prereq: Current membership in any music class and by audition
Students must provide own transportation 7:05-8:00 a.m. This instrumental ensemble plays jazz and pop music, and explores beginning theory and improvisation. The group performs at basketball games, concerts, festivals and competitions. Open to grades 9-12. A simple audition is required; auditions for incoming freshmen will be done at the middle schools in Spring of the 8th grade year. Members must commit to ongoing practice.

0511000 CONCERT CHOIR (FA)
Grades: 9,10,11,12
Length of course: year
Prereq: None (music reading is helpful)
This is a beginning to intermediate vocal music class that covers the basics of individual singing and group performance. Strong emphasis on music reading practice and ear training. Low to moderate number of performances.

0511300 MUSIC INDEPENDENT STUDY (FA)
Grades: 10,11,12
Length of course: Year
Prereq: Instructor approval
Students will work on selected advanced topics in music theory, composition, technology, and music history. This course will help prepare students for the Advanced Placement Music tests. Students not interested in working towards the AP test will need to prepare a project proposal in their area of interest. Projects to be approved by the instructor.

0511110 SPECTRUM - Zero Period A-days (FA)
Grades: 9,10,11,12
Length of course: Year (.5 credit)
Prereq: Current membership in any music class and by audition
Students must provide own transportation 7:05-8:00 a.m. This select musical group sings and plays music in all styles. Membership is open by audition, and requires musical independence and a strong commitment to excellence. Members must be enrolled in a music class during the regular school day.

0511100 CHAMBER SINGERS (FA)
Grades: 10,11,12
Length of course: Year
Prereq: Audition only
This is an intermediate to advanced choral group that performs advanced musical literature. Open by audition. Singing experience not required but strongly recommended. Moderate to high number of performances and events. Group tours and public concerts are included.
Performing Arts (Theatre)

Theatre is a sequential program that allows students to take theatre class all four years. Each course relies on knowledge and skills developed in the previous year. By the fourth year, students will have an in-depth knowledge of acting and performance, and appreciate all aspects of theatre.

0500300 PHOENIX THEATRE (FA)
Grades: 10,11,12
Length of course: Year
Prereq: Current membership in any Theatre class and by Audition
Phoenix Theatre is committed to bringing live theatre to children of all ages. The traveling troupe will create, rehearse, and direct productions performed in elementary, middle schools, community events and festivals. Students will learn and be able to utilize the Jean LeCoq and Commedia techniques. Students are assessed on quality of performance and participation.

0505610 INTRO TO THEATRE TECH (FA)
Grades: 9,10,11,12
Length of course: Year
Prereq: None
This semester long course introduces the student to skills required for the operation of tools associated with theatre production and equipment. Instruction in the skills required for the operation of lighting and sound equipment will also be taught, as well as prop construction and theatre maintenance. Students are required to assist a Theatre Tech student with at least one Bowe event as a component of this course.

0505601,2 THEATRE TECH (FA)
Grades: 10,11,12
Length of course: Semester
Prereq: Teacher approval
Students must be self-motivated and able to work independently. Students will learn the fundamentals in theatre maintenance and production. No homework, however, students must work several of the many events that occur in the Bowe throughout the year. Some events will pay the student for their work.

0505100 THEATRE 1 (FA)
Grades 9,10,11,12
Length of course: Year | Prereq: None
Theatre 1 is an experiential class that teaches the basics of acting and provides confidence on stage. Students are expected to participate fully in such movement oriented activities as stage combat, Tai Chi, pantomime and improvisation. Creativity is encouraged through mini-performances. Voice, dance, theatre history and technical aspects of staging are introduced. Students are assessed through written assignments, objective tests and performances.

0505500 THEATRE 2 (FA)
Grades: 10,11,12
Length of course: Year | Prereq: Theatre 1
Theatre 2 focuses on the chronological history of western theatre. Students will learn components of the theater including: early stage design, evolution of the actor’s role, and the role that theatre has played in human cultural development. A variety of acting techniques will be studied as well as works by historically significant authors, set-building and other aspects of technical theatre. Standards in Aesthetics and Criticism and History and Culture are addressed. Moderate homework is required and students will be assessed through participation, performance, and objective tests, quizzes, and reading assignments.

0505700 THEATRE 3 & 4 (FA)
Grades: 11,12
Length of course: Year (may be repeated for credit)
Prereq: Theatre 2 | Fees: Transcript fee for college credit
Alignment: CGCC (5 credits, TA 141, TA 180A)
Theatre 3 & 4 allows students to experience the process involved in producing a play. Students will be involved in all aspects of a play, from selecting material and creating the characterizations, to designing and lighting the set. Students will be expected to perform on the stage regularly in groups and as individuals and will be required to fill all production positions, both onstage and offstage, at some time during the course. Students will be assessed through various written assignments, and objective tests, but primarily through individual and group performance. This course is based on a two-year curriculum plan that alternates each year, allowing students to repeat the course without repeating curriculum.
### Career Education

Career education is integrated into many classes at HRVHS. Students are also required to meet the Oregon High School career development requirements which are detailed on page 10 of this guide. The Extended Application is an Oregon State Diploma requirement. The Extended Application is a project where students are asked to take a deeper look into a topic of interest, apply knowledge and skills they have acquired in the past 11 years and come up with a finished culminating project, complete with reflections and conclusion. Students present their culminating project to a panel of judges at the end of the semester. Sophomores will determine with their counselor in the Spring how they plan on completing their EA project. There are different ways to complete the EA project. Students may do it in Pathways to Career Success, Internship, Cadet Teaching, as a CTE Completer or through the FFA State Degree. Interns and cadet teachers must be approved by staff in the Summit Career Center. CTE Completers must be approved by Agriculture, Engineering or Multimedia teachers. FFA State Degree students must be approved by agriculture teacher

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
<th>Length of course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>2215109</td>
<td>PATHWAYS TO CAREER SUCCESS (CE)</td>
<td>11</td>
<td>Semester</td>
<td>None</td>
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<td></td>
<td><strong>Length of course:</strong> Semester</td>
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<td></td>
<td><strong>Prereq:</strong> None</td>
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<td>This course gives eleventh grade students guidance</td>
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<td>and support in post-secondary planning which</td>
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<td>includes a required Job Shadow. Units taught</td>
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<td></td>
<td>are personality exploration, career exploration,</td>
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<td>college admissions testing (SAT, ACT), financial</td>
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<td>literacy, and scholarship research. Post-secondary</td>
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<td>training options are explored and compared</td>
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<td></td>
<td>including two year colleges, four year universities</td>
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<td>, certificated programs and apprenticeships.</td>
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<td>Students will update their career and education</td>
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<td>plan in CIS along with a working resume and cover</td>
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<td>letter. Students will complete the Extended</td>
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<td>Application (EA) required for an Oregon high</td>
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<td>school diploma in which Career Related Learning</td>
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<td>Standards are assessed. Students will receive</td>
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<td>instruction in public speaking and giving</td>
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<td>presentation in order to better present their EA</td>
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<td>to a panel of judges at the end of the semester.</td>
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<tr>
<td>1205109</td>
<td>INTRODUCTORY BUSINESS (CE)</td>
<td>11, 12</td>
<td>Semester</td>
<td>Successful completion of Alg. 1</td>
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<td></td>
<td><strong>Length of course:</strong> Semester</td>
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<td></td>
<td><strong>Prereq:</strong> Successful completion of Alg. 1</td>
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<td>Introductory Business will expose students to the</td>
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<td>varied opportunities in business administration,</td>
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<td>accounting, management, marketing and related</td>
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<td>business fields. It will explore concepts related</td>
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<td>finance, the role of government, banking,</td>
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<td>consumerism, credit, investment and management.</td>
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<td>This class is designed for students interested in</td>
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<td>a career in business.</td>
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<tr>
<td>2215311,2</td>
<td>COOPERATIVE WORK EXPERIENCE (CE)</td>
<td>11, 12</td>
<td>Semester</td>
<td>An application through Summit Career Center</td>
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<td><strong>Prereq:</strong> Cooperative Work Experience students</td>
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<td>earn credit for successful employment in a part-</td>
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<td>time job setting. It allows students an</td>
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<td>opportunity to develop positive and productive</td>
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<td>work habits before they graduate from high school.</td>
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<td>To enter the program, an application, available</td>
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<td>in Summit, must be completed and returned by the</td>
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<td>deadline date as noted on the application. Also,</td>
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<td>a completed work experience portfolio including</td>
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<td>a letter of application, resume, and a quarterly</td>
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<td>employment verification form is a requirement for</td>
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<td>credit. Students will be assessed on Career</td>
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<td>Related Learning Standards as well as work</td>
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<td>history and employer feedback.</td>
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<tr>
<td>2215151,2</td>
<td>INTERNSHIP (CE)</td>
<td>11, 12</td>
<td>Semester</td>
<td>Teacher approval (based on attendance) or case manager and counselor referral,</td>
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<td></td>
<td><strong>Length of course:</strong> Semester</td>
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<td>students must provide</td>
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<td><strong>Prereq:</strong> Teacher approval (based on</td>
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<td>attendance) or case manager and counselor</td>
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<td>referral, students must provide own</td>
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<td>transportation to internship, attendance is</td>
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<td>monitored</td>
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<td>Internship provides students with insights into</td>
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<td>career pathways through firsthand experience in</td>
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<td>the community. Students spend the first few</td>
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<td>weeks in the classroom fine-tuning their</td>
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<td>employment skills, resume/letter writing, and</td>
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<td>designing learning objectives and their notebook.</td>
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<td>Students will also receive guidance on completing</td>
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<td>the Extended Application as part of this class.</td>
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<td>Students must be able to complete all</td>
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<td>requirements independently or with minimal</td>
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<td>guidance. During the placement, students will</td>
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<td>work with their community sponsor at the job site</td>
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<td>to see the realities of possible career</td>
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<td>opportunities! Students complete their internship</td>
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<td>with a required project display and oral</td>
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<td>presentation as their final. Students are</td>
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<td>assessed on the quality of the notebook, journal,</td>
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<td>project, display, presentation and Career</td>
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<td>Related Learning Standards. Please note that</td>
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<td>students will not be placed at sites where</td>
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<td>family members are employees or owners.</td>
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</tbody>
</table>
Career Education Continued

2210420 LEADERS FOR TOMORROW (CE)
Grade: 11
Length of Course: 2 years (Credit offered in year 2 only)
Prereq: None
Students in this first year of a two-year program meet as a group on their own time with community liaison. First year students will explore different aspects of community service needs. This is a non-credit, non-graded course.

2210430 LEADERS FOR TOMORROW (EL)
Grade: 12
Length of Course: 2 years (Credit offered in year 2 only)
Prereq: None
Students in this second year of a two-year program meet as a group on their own time with community liaison. Students develop a community service learning project. Students will learn strategies to design, implement, complete and evaluate the project and process. Students who choose Leaders for Tomorrow to meet their Extended application (EA) requirement must present in the spring of the second year. Students will be given guidelines and directions to complete this culminating project at the beginning of year one in Leaders for Tomorrow allowing them to complete the necessary work for the EA.

1515201,2 STUDENT FIREFIGHTER (EL)
Grades: 10,11,12
Length of course: Semester
Prereq: Advisor approval; Note: Student must be age 16, valid driver’s license, acceptance by local Fire Department into program (may be repeated for credit)
This is an after school course. Students are required to join a local fire department. Their local fire department drill instructors and the HRVHS student firefighter liaison will outline requirements for drills, skill testing, potential school-wide assemblies, and other activities. Student fire fighters learn the chemistry and behavior of fires, stages of flame behavior, and appropriate suppression methods. Students complete the Oregon State Fire Marshal’s Basic Firefighter Course. Students have the option of becoming proficient in Emergency Medical Procedures. Student choosing to complete their Extended Application (EA) requirement must be enrolled in and be a full participant in the Student Firefighter Program for at least one school year prior to presenting their EA culminating project. Students must also have the Chief of their respective Fire Station sign off on being a mentor for the student. Choosing this path to complete the EA project requires the student be interested and planning to pursue a career in this or a related area.

1919811, 2 CADET TEACHING (CE)
Grade: 11,12
Length of course: Semester
Prereq: Elementary Aid or Little Learners Assistant. Interest in the field of education, application, transportation, good attendance.
Cadet Teaching is a course for students who have an interest in the field of education. It offers students organized exploratory teaching experiences at the elementary through upper middle school levels or in the High School Life Skills classes. Students must complete an application to be considered for the Cadet Teaching program. Grade point average, history of attendance, tardiness, and conduct, the quality of the application, teacher recommendations, the interview, and past experience with children are all factors that are considered when selecting students for the program. Students spend time in coursework and in practicum work with a mentor teacher. Students work with their classroom teacher (mentor) to experience the grade level curriculum, activity planning, and instructional delivery. Students continue to meet as a group with the cadet instructor throughout the year. Transportation to the teaching site is the student’s responsibility. Evaluation is based on weekly journal completion, day-to-day practical performance, class work, projects, and final presentation (EA project). Students will receive guidance on completing the Extended Application (EA) as part of this class. Students not maintaining a certain level of performance can be removed from the program.

1999810 UNIFIED CADET TEACHING
Refer to 1919811,2; open to grades 10, 11 and 12
Length of Course: Semester
Prereq: Counselor and Advisor approval
Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. In Unified Sports, teams are made up of people of similar age and ability. Volunteers improve their physical fitness, sharpen their skills, and learn acceptance and inclusion while participating in Unified Sports. A primary goal of Unified Sports is to equalize the ability level of Special Olympics athletes with their partners and to promote inclusion through team practice and competition.
1700100  COMMUNITY WORKS VOCATIONAL EDUCATION (CE)
Grades: 11, 12, 12+
Length of Course: Semester
Prereq: Counselor Recommendation
This course provides students with the opportunity to develop positive work attitudes and work-related skills. This course will cover such topics as: Gaining and maintaining personal employment skills. Development of positive work attitudes and work related skills. Career exploration and self-awareness of areas of interest and abilities. Exposure to a variety of employment environments and opportunities. In addition to receiving instruction regarding the above topics, Community Works students will participate in school and community work sites for a portion of the semester.
The purpose of work experiences is for students to develop and enhance emerging work skills. These include such features as being on time, working cooperatively with others, demonstrating initiative, taking feedback appropriately, etc.

JOB CLUB / YTP (CE)
Grades: 11, 12
Length of Course: Year
Prereq: Case Manager and counselor approval
Students work with a Youth Transition Specialist to enhance workplace and social skills to be employable.

2215101,2 TRANSITION PLANNING (CE)
Grades: 11, 12
Length of course: Semester
Prereq: Case manager and counselor approval
Alignment:Alternative for Pathways to Career Success
Students will explore a variety of post-education options that match their interest and ability level. Activities will include a range of career exploration activities including interest/skills inventories, occupation research, careerlearning/education options, and employment experiences. It will also cover some skills necessary for independent living as adults such as money management. The course will also provide support in completing the Extended Application project required for graduation.
Educate and support every student, every day, for success now and in the future.

Career Technical Education

The Career and Technical Education Department is committed to students who work with their hands as well as their minds. The academically oriented student will find opportunities to put theoretical learning to the real life test through creative problem solving and project construction. Other students find these courses teach principles of math, science, and communication that might not seem useful in the academic classroom. Because of the inherent danger in some courses (machinery, chips, hot metal, etc.) the following dress code is in force: any student using the, wood, or metal lab must wear full-length pants, closed shoes, and appropriate protective wear. Unacceptable clothing includes, but is not limited to, open-toed shoes, shorts, and sleeveless shirts.

A **CTE Completer** is a student who completes 360 hours of sequenced Career and Technical Education class time. The designation of who is considered a completer, however, does vary across some school districts. Smaller schools with fewer resources, for example, will offer the most complete sequence they can, but it may be fewer than 360 hours. These schools may still consider the students who finish the sequence to be completers. CTE completers will complete their Extended Application by taking these courses, completing the requirements of the EA and presenting in fall or spring of their completed sequence/project. The EA and presentation are a graduation requirement as specified on page 10.

**Agriculture / Science**

Courses in agriculture have a wide application and integration in many other areas of study: science, math, personal finance, economics, business, leadership, and communication. All students will be introduced to many careers and opportunities related to agribusiness including agriculture sales, marketing, service, wildlife and forest management, water and land management, veterinary assistant, landscape design/maintenance, greenhouse management, and college preparation. Membership in FFA is strongly encouraged.

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. FFA increases awareness of the global and technological importance of agriculture and supports wise management of economic, environmental, and human resources of the community. All students will be encouraged to have a SAE (Supervised Agricultural Experience) project. Students can earn money and class credit while maintaining a profitable work experience or entrepreneurial project related to agriculture. The curriculum for an agriculture course is based on the Oregon State Department Ag Science & Technology curriculum.
### Career Technical Education

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<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Grades</th>
<th>Length of Course</th>
<th>Prereq</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1805200</td>
<td>PLANT SCIENCE (CE/FA)</td>
<td>9, 10, 11, 12</td>
<td>Year (Dual credit with LBCC)</td>
<td>None</td>
<td>This course will introduce students to greenhouse management and landscape materials and designs. The course includes horticultural and agricultural career development, leadership, plant growing principles, pruning and grafting techniques, plant marketing techniques, and a ‘hands-on’ approach to learning plant propagation methods. A student will be able to propagate a variety of plants, identify and define the purpose of plant parts, identify several varieties of common plants used in greenhouse and landscaping operations, and identify careers related to greenhouse and landscaping operations. Through the course students will learn concepts and skills necessary to draw and create a landscape design, and maintain a landscape. Advanced students may have opportunities for independent studies in tissue culture, greenhouse management, aquaculture, and hydroponics. There will be opportunities for involvement in FFA for soils, nursery, and floriculture career development events in the Mt. Hood FFA District.</td>
</tr>
<tr>
<td>1800100</td>
<td>PRINCIPLES OF AGRICULTURE (CE/FA)</td>
<td>9,10,11,12</td>
<td>Year</td>
<td>None</td>
<td>This hands-on course will allow students to experience a sampling of the agricultural industry. Students will gain practical skills in various agricultural topics such as safe tractor operation, caring for and raising livestock animals, growing and marketing ornamental plants and crops, and identifying and learning how to conserve Oregon’s natural resources. Students will find that this is a “learning by doing” class that involves real world situations and applications by providing travel and competitive opportunities for students interested in competing in career development events such as parliamentary procedure, agricultural sales, tractor driving, soils and livestock judging, and public speaking. FFA membership is required.</td>
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<tr>
<td>1820300</td>
<td>AGRICULTURAL LEADERSHIP (CE/FA)</td>
<td>11,12</td>
<td>Year (Dual credit with BMCC)</td>
<td>Requires Teacher Approval</td>
<td>Agricultural Leadership is a year-long course designed for students in 11th and 12th grade at Hood River Valley High School. This course emphasizes the leadership components for an Agriculture student that is in their third or fourth year of Agricultural Education and has instructor approval. This is a technical course intended to introduce and reinforce fundamentals of leadership development. This class is designed for students that are meeting their Extended Application requirements through FFA, for FFA officers, for Juniors and Seniors that will continue Agricultural Education at the Postsecondary level, and for CTE Program Completers in Agriculture at Hood River Valley High School.</td>
</tr>
</tbody>
</table>
1810120 ANIMAL SCIENCE (SC/CE/FA)  
Grades 10,11,12  
Length of course: Year (dual credit with LBCC)  
Prereq: None  
This course is a foundational level course where students explore the world of animal agriculture and develop a management guide for an animal of their choice. Areas of study include history and domestication, handling and behavior, anatomy and physiology, nutrition, reproduction, genetics, health, selection, and marketing. Students will identify careers and opportunities related to the production of livestock. This class gives students the opportunity to dissect fetal pigs and other various animal organs. Participation in FFA will be strongly encouraged and students will have opportunities to compete in public speaking and livestock judging career development events in the Mt. Hood FFA District.

1810510 VETERINARY AG SCIENCE (SC/CE/FA)  
Grades: 11,12  
Length of course: Year (Dual credit with LBCC)  
Prereq: Instructor approval  
This course will provide motivated students with foundations in veterinary science applications or raising and breeding animals. First semester will focus on livestock and companion animals. Students will study and apply techniques regarding various treatments and basic vet care. Topics of study will include anatomy and physiology, diseases, parasites, viruses, and preventative care. Students will explore career opportunities in veterinary related fields. FFA membership is required.

1805310 HORTICULTURE / FLORICULTURE (CE/FA)  
Grades: 9,10,11,12  
Length of course: Year (course may be repeated for credit)  
Prereq: None, 2nd year requires teacher approval  
This class will cover the elements and principles of design, examine the uses of fresh-cut flowers and foliage, explore the mechanics and safety of a variety of flower designs, and teach students to apply design concepts used in the class through hands-on activities. Students will learn about line and line mass arrangements, accessories, bases and backgrounds, dried flowers, and how to complete flower arrangements for special occasions. Students will also learn how to merchandise floral designs.

1850400 ENVIRONMENTAL SCIENCE (CE/SC)  
Grades: 10,11,12  
Length of course: Year  
Prereq: Life Science or Biology  
Students will apply classroom instruction to hands on projects related to natural resource systems such as fisheries and wildlife, forestry, rangeland resources, and soil and water conservation. Students will explore these topics as they relate to agriculture. Students will have the opportunity to develop their own supervised agricultural experience (SAE) project relating to their area of interest. Students will improve public speaking and public relations skills through studies in parliamentary procedure, committee work, and leadership opportunities.
### Mechanics / Metals / Woods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Grade Levels</th>
<th>Length of Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840100 AG MECHANICS/CONSTRUCTION (CE/FA)</td>
<td>Grades: 9,10,11,12</td>
<td>Length of course: Year (may be repeated for credit with teacher approval)</td>
<td>Prereq: None</td>
<td>In this course, students will develop and apply skills in the wide ranging field of mechanics. Students will work with small gas engines, gas and diesel engine systems, and work with various other systems found on vehicles and machines. In addition to mechanical skills related to machines and vehicles, students will explore and apply skills in construction. The skills will include concrete work, structures, plumbing and basic wiring.</td>
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<tr>
<td>1840200 AGRICULTURAL POWER AND TECHNOLOGY (CE/FA/MA) (dual credit with CGCC)</td>
<td>Grades: 9,10,11,12</td>
<td>Length of course: Year</td>
<td>Prereq: C- or better or concurrent enrollment in Algebra I</td>
<td>The focus of Agricultural Power and Technology (APT) is to expose to students to mechanics, power, technology, and career options in the world of agriculture. Students participating in the APT course will have experiences in various mechanical and engineering concepts with exciting hands-on activities, projects, and problems. Student’s experiences will involve the study of energy, tool operation and safety, material properties, machine operation, and structural components. Students will acquire the basic skills to operate, repair, engineer, and design agricultural tools and equipment. Throughout the course, students will apply the engineering principles to the construction of machines and structures. Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.</td>
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<tr>
<td>1844920 AG WOOD TECHNOLOGY (CE/FA)</td>
<td>Grades: 9,10,11,12</td>
<td>Length of course: Year (may be repeated for credit with teacher approval)</td>
<td>Prereq: None</td>
<td>The first half of this year-long class will provide instruction in basic woodworking operations and procedures. Students will learn proper use of woodworking tools and machines, and will use those tools and machines to construct required projects. The focus for the second semester of the class will be on joinery, tools, machine operation and maintenance. This is a very hands-on class, good participation and attendance is required.</td>
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<tr>
<td>1840400 AG WELDING AND FABRICATION (CE/FA)</td>
<td>Grades: 10,11,12</td>
<td>Length of course: Year (dual credit with BMCC)</td>
<td>Prereq: AG Metals Technology; 2nd year requires teacher approval</td>
<td>Students will be introduced to the properties, uses, and applications of various metals. Students will become proficient with Oxy-Fuel, Arc, MIG and TIG welding. Students will develop layout and fabrication skills and explore career opportunities in the industry. This is a very hands on class. Good participation and attendance is required.</td>
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<tr>
<td>1844910 AG METALS TECHNOLOGY (CE/FA)</td>
<td>Grades: 9,10,11,12</td>
<td>Length of course: Year Year (may be repeated for credit with teacher approval)</td>
<td>Prereq: None</td>
<td>The beginning metals class is designed to develop an understanding and skills in safety, basic metal working, machine operation, welding processes, and aspects of metal art and fabrication. Students will use a variety of tools and machines to construct projects. This class is very hands on and student participation is required.</td>
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Career Technical Education Continued

1105100 MULTIMEDIA DESIGN (FA/CE)
Grades: 9,10,11,12
Length of course: Year (may be repeated for credit)
Prereq: Teacher approval 2nd & 3rd year
Allows a student to develop skills used in computer graphics, animation, graphic design, web design, and video production. Students will design and create projects using Adobe Illustrator, Adobe Photoshop, Adobe Indesign, Adobe Dreamweaver, Adobe Flash, and Adobe Premiere, while learning and applying good design techniques. Students will also demonstrate fluency with a computer operating system and learn digital file management. Students are encouraged to use their creativity as long as they follow school appropriate material guidelines (see Appropriate Material and Internet/Network Use Guidelines).

1105120 VIDEO PRODUCTION (FA/CE)
Grades: 10,11,12
Length of course: Year (may be repeated for credit)
Prereq: Teacher approval or B or better in Multimedia Design
Fees: Transcript fee for college credit
Alignment: MHCC (1 elective credit)
Video Production is a computer course that allows students to develop skills used in careers involving Video and Multimedia. Students will be using music creation software, Adobe Premiere, and After Effects. They will be learning proper pre-production, production, and post-production techniques through a variety of video productions. Students are encouraged to use their creativity long as they follow school appropriate material guidelines (see Appropriate Material and Internet/Network Use Guidelines). Success in the class depends on the student using class time wisely and being able to work on projects at times without direct instruction. Students will be required to develop a portfolio of their work at the end of each semester.

1105110 ADVANCED MULTIMEDIA DESIGN (FA/CE)
Grades: 10,11,12
Length of course: Year (may be repeated for credit)
Prereq: Teacher approval
Advanced Multimedia Design is an advanced computer projects course that allows students to further develop their design skills through research and practice. Students will choose the projects and research they will be working on during each semester with the guidance of the instructor. Each student will also be required to complete at least two projects for the school or community per semester- this is a must or the student will not be allowed to remain in class the next semester. Students must also be able to come up with their own project(s) with the help of the instructor and work independently.

Each semester students will be required to present a portfolio of their work to the instructor and give an oral/visual presentation of their work to the class. Students have a lot of choices. Students are encouraged to use their creativity as long as they follow school appropriate material guidelines (see Appropriate Material and Internet/Network Use Guidelines). Success in the class depends on the student using class time wisely and being able to work on projects at times without direct instruction. Students may also be called on to assist first and second year students.

2100400 ENGINEERING ROBOTICS 1 (CE)
Grades: 9 and 10
Length of course: Year
Prereq: Algebra 1 or concurrent enrollment
This course focuses on computer science and building of robotic systems. Students will learn how to program in Java and will have the option to compete in the First robotics FTC program. Fabrication of custom parts and shop safety will be integrated into the robotics platform. Students are required to complete daily notes and engineering reports.

2100900 ENGINEERING ROBOTICS 2 (CE)
Grades: 10, 11,12
Length of course: Year
Prereq: Robotics or Engineering 1
This course is based on the First robotics FTC or FRC platform (www.firstinspires.org) Students will learn to program in Java, build mechanical systems using Tetrix robotic hardware, fabricate custom components, and learn shop safety. Students will be required to complete an engineering notebook following the engineering process. Through the first robotics scholarship programs students will be eligible to apply for college scholarships. Out of class time is required for robotic preparation.
2101010 COMPUTER TECH FAB LAB (CE/FA)
Grades: 9, 10, 11, 12  Length of course: Year (may be repeated for credit)
Prereq: Completion of Algebra 1 for 1st year, 2nd year: teacher approval
Fab labs provide widespread access to modern means for invention. They began as an outreach project from MIT's Center for Bits and Atoms (CBA). Fab labs have spread from inner-city Boston to rural India, from South Africa to the North of Norway and now to HRVHS. Activities in fab lab will range from technological empowerment to peer-to-peer project-based technical training to local problem-solving to small-scale high-tech business incubation to grass-roots research. Projects being developed and produced in fab lab will be student driven. Examples of projects include jewelry, lamps, signs, stickers, cell phone cases, robots and other technological devices. Fab lab students will have access to: computer-controlled laser cutter (for press-fit assembly of 3D structures from 2D parts), CNC milling machine, vinyl cutter (to produce signs and stickers), precision 3D printer, programming tools for low-cost high-speed embedded processors, Solidworks 3D software, Rhino 3D software, AI graphic software, and Fusion 360.

1001220 EXPLORING COMPUTER SCIENCE (CE)
Grade: 9, 10, 11, 12  Length of course: Year
Prereq: concurrent enrollment in Algebra 1 or above
Never programmed before and wondering if computer science is for you? Yes it is and this class is for you!

Computer Science is changing everything! Entertainment, medicine, transportation, communication, public policy, agriculture, fashion, art, energy, society, and design all rely on computer science. There are 500,000 jobs that require computing knowledge in the United States today. These jobs are in every industry and every state and are projected to grow at twice the rate of all other jobs.

Computer Science is not just about programming. It includes how data is captured and used, how technology controls your life experience, how technology influences society and how to create new technology instead of consuming others’ creations. Understanding how computing works is the new super-power needed to help change the world. Be part of that change.

1001120 AP PRINCIPLES OF COMPUTER SCIENCE (CE)
Grade: 10, 11, 12  Length of Course: Year
Prereq: Exploring Computer Science, or currently enrolled in Geometry and higher
The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Students will have the option to take the APCSP exam to earn college credit.
Welcome to Future Health Professionals of Oregon! This class is designed for students interested in healthcare careers. Students will discover the fundamental skills required to be successful in various healthcare careers, allowing them to expand their understanding of the requirements of healthcare fields. FHPO gives students an opportunity to explore numerous career options. You will be able to fulfill your EA project within this class. Job shadows and/or community outreach work with partnering to local healthcare providers will be part of this class. Field trips, guest speakers, and college visits will be included in the curriculum. You will be able use this class as a reference for future job internships, job applications, or college admissions.

1405509 PUBLIC SAFETY & FIRST RESPONDERS (CE)
Grade: 9-12
Length: semester
Prerequisites: None. Potential Certifications: ICS 100 & 200, CPR
This course will teach the knowledge, skills and community systems involved with emergency situations. Topics include; police/judicial agency involvement, criminal justice, clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, mental health crisis, drug and alcohol risk/prevention, brain development, responding to cardiac arrest, and public health resources. We will explore legal and ethical issues of our criminal justice system, agency coordination in emergency response, public safety, and first responder roles. Our high school police officer will be a primary contributor to this course, representing Hood River County Sheriff's office. Field trips, guest speakers, and hands-on equipment exposure will be part of this exciting course.

1415400 MEDICAL TERMINOLOGY (CE)
Grade: 10-12
Length: Year
Prerequisites: Passed all previous year core classes with C or better or has successfully completed a Dual Credit course within this program. Dual Credit: CGCC, 4 credits: MP 111
This course is a “must do” for anyone interested in a healthcare career. This is a vigorous college level course where you can be successful. Students will learn how to interpret medical terms by analyzing their components. There is an emphasis on defining medical prefixes, root words, suffixes, and abbreviations. Students will develop oral and written skills in the language used to communicate in health care professions. This class will alternate year-to-year with Intro to Anatomy/Physiology I since together they also complete prerequisites for a one year program through CGCC to become a Medical Assistant. Topics covered: Body organization, Pharmacology, Mental Health, Imaging, Surgery, and the following systems; Skin, Musculoskeletal, Cardiovascular, Digestive, Blood, Lymph, Immune, Respiratory, Reproductive, Urinary, Nervous, and Endocrine.

0305310 INTRO ANATOMY & PHYSIOLOGY I (CE)
Grade: 11-12
Length: Year
Prerequisites: Passed all previous year core classes with C or better or has successfully completed a Dual Credit course within this program. Dual Credit: CGCC, 4 credits: BI 121
This course is a “must do” for anyone interested in a healthcare career. Students will study the human body and biological systems in great detail. In order to understand the structure of the human body and its functions, students will learn anatomical terminology, cells and tissues, functional systems, study biochemistry, and perform mammal dissection and modelling labs. This is a vigorous college level course where you can be successful. This class will alternate year to year with Medical Terminology since together they complete prerequisites for a one year program through CGCC to become a Medical Assistant. Topics covered: Atoms, biological compounds, organelles, cells, tissues, organs and organ systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, integumentary).
Health Science CTE Continued

1499819 HEALTHCARE WORK EXPERIENCE 1
Grade: 10-12
Length: semester
Prerequisites: Must have passed at least one semester of a dual credit course within this CTE program.
Dual Credit: CGCC, 1-3 credits: BA 280A or EOU
This class sets up healthcare internships for students who are independent, motivated, reliable, and committed. The course instructor will guide, train, and support students in these internships. These students will receive real job training and experience which is extremely valuable for employment or college admissions. Work experience is a great way to set yourself up for an advantage over students who only take classes. Local employers are prepared to provide opportunities and guidance to help students pursue their healthcare dreams. Many of these employers are even looking for future employees. Students will make valuable professional contacts and relationships during these internships. Students who are determined and serious about college or employment in healthcare would be a great fit for this class.

1499829 HEALTHCARE WORK EXPERIENCE 2
Grade: 11-12
Length: semester
Prerequisites: Successful completion of Healthcare Workplace Experience 1.
Dual Credit: CGCC, 1-3 credits: BA 280A or EOU
This class is for students who want to continue to seek opportunity for healthcare training as they pursue jobs or advanced college degrees. After taking Healthcare Workplace Experience 1, students in this class will focus their work on areas of personal interest, much like an independent study. Students will form goals and projects in partnership with area professionals and employers to increase their internship participation and responsibility. This is the pinnacle of the CTE program in that a student who completes this class will have multiple college credit courses, certifications, job experience, and professional connections in their resume upon enrollment in this class.

0805509 WILDERNESS FIRST AID & SURVIVAL
Grade: 11-12
Length: semester (double period course)
Prerequisites: Must have passed at least one semester of a dual credit course within this CTE program. Potential Certifications: First Aid, Leave No Trace, CPR, CERT, MyPI
This course provides students with an orientation to the local healthcare opportunities in outdoor recreation, guiding, emergency medical responders, ski patrol, search and rescue teams, and forest service. Topics covered may include an overview of healthcare delivery; patient care, including assessment of vital signs, body mechanics, and diet; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities, snowpack analysis, topographic map study, off trail navigation, wilderness survival skills, backpacking, hiking, and Leave No Trace practices will also be explored in this course. Field experience will require outdoor activities in cold, wet weather including travel to the mountain and our National Forests. Use of safety and outdoor gear including shelters, stoves, ropes, clothing, skis, snowshoes, mountaineering equipment, and fire starting will be practiced and perfected in this class.
World Languages

Any student planning to enter the Oregon University System (OUS) is currently required to have passed two years of the same world language with a C or higher. Completion of two consecutive years of French, Spanish, or Spanish for Spanish Speakers with a C or higher meets the OUS entrance requirements for second language. Because language acquisition is a building process, those students who earn below a C can retake the same level class for elective credit. Taking one each of two different language classes does not, however count as the second year required for university admission.

2440200 MANDARIN 1 (FA)
Grades: 9,10,11,12
Length of Course: Year
Prereq: None
In this course, basic words and daily conversational sentence patterns are taught, enabling students to do simple daily communications in Chinese. Students will have a better understanding of China through knowing more about geography, history, and culture of China. The most exciting part is that the students have chances to experience the Chinese culture personally by various activities such as reciting ancient poems, paper cutting, writing calligraphy, and do Chinese painting.

2440300 MANDARIN 2 (FA)
Grades: 9,10,11,12
Length of Course: Year
Prereq: Successful completion of Mandarin 1 and teacher approval
In this course students will learn more authentic Mandarin daily expressions, sentences and characters. They will learn more about Chinese food, tourist attractions, arts, customs and culture. Moreover, they will have opportunities to enjoy excellent Chinese films and do some traditional crafts.

2440400 MANDARIN 3 (FA)
Grades: 10, 11, 12
Length of course: Year
Prereq: Successful completion of Mandarin 2 and teacher approval
In Mandarin 3, students will double their Chinese vocabulary and reinforce their Chinese handwriting and typing. More attention will be spent on communicative conversations such as travel, shopping, transportation and sports. We also will learn how to express one’s requirements, emotions and feelings, give suggestions and reasons, do comparisons, show one’s opinions and ask others’ opinions. After completion of this course students should be ready to travel to China on their own.

2405200 SPANISH 1 (FA)
Grades: 9,10,11,12
Length: Year (may be repeated for elective credit)
Prereq: Native Spanish speakers who are in an ELD Lab and/or have not reached benchmark on the reading portion of the Smarter Balanced Test are strongly urged to take Spanish for Spanish Speakers 1.
This first year serves as an introduction to the language. Students will gain basic grammar and vocabulary that lets them communicate at a novice level. By the end of the year, students will be able to ask and answer basic questions, maintain a conversation on familiar, memorized topics, give and follow instructions, create basic sentences with subject and verb agreement, describe objects, people, actions and common situations. Students will need to demonstrate an openness to other cultures and be willing to reinforce language study with practice.

2405300 SPANISH 2 (FA)
Grades: 9,10,11,12
Length of course: Year (may be repeated for elective credit)
Prereq: French 1/Spanish 1 (C or better) & teacher approval
Level 2 students are expected to progress to the Novice-Mid Proficiency benchmark. Grammatical structures from the first year are reviewed and new structures are learned and practiced. Students are expected to ask and answer predictable questions and give simpler personal information and descriptions; demonstrate understanding of simple verbal language on familiar topics from authentic sources; comprehend short, predictable readings; and write short messages and express simple ideas using memorized phrases and sentences. Activities include conversations, role plays, short readings, cultural videos, listening exercises, and written and oral tests. Significant homework and practice is required.
2405400 SPANISH 3 (FA)
Grades: 10,11,12
Length of course: Year
Prereq: French 2/Spanish 2 (C or better), teacher approval
Level 3 students are expected to progress to the Novice High Proficiency benchmark. Grammatical structures from the first two years will be reviewed and new, complex structures are introduced and practiced. Students are expected to ask and answer questions, engage in conversations on familiar topics; comprehend main ideas and details of verbal language from a variety of authentic sources; comprehend main ideas and some details of print materials, and write original sentences, descriptions, paragraphs and short essays. The class is primarily taught in the target language and students are expected to communicate in the language as much as possible. Activities include conversations, role plays, essays, readings, cultural videos, listening exercises and written and oral tests. Significant homework and practice is required.

2405500 SPANISH 4 (FA)
Grades: 10,11,12
Length of course: Year
Prereq: Spanish 3 (C or better) & teacher approval
Level 4 language students are expected to progress to the Intermediate-Low Proficiency benchmark. After a brief review, students begin to learn and use advanced grammatical concepts. Students will increase their skills in reading through authentic texts and literature and will begin to express themselves in writing through letters and narratives. Students will create and present an informative oral presentation to the class and will participate in informal conversations with peers. The class is taught in the target language, and students are expected to communicate using their second language. Students will complete tasks that will prepare them for AP Spanish.

2410200 FRENCH 1 (FA)
Grades: 9,10,11,12
Length: Year (may be repeated for elective credit)
Prereq: French 1 or teacher approval
This course, language acquisition begins with students listening to and co-creating stories that then become reading materials. Instruction will utilize TPRS (Teaching proficiency and reading through storytelling), CI (Comprehensible Input), Movie Talk and Embedded Reading. The approach shelters vocabulary, un-shelters grammar and focuses on high frequency structures in the language. Students will be expected to do their part in the classroom by participating and showing understanding through choral responses, movements and signals. As students are ready, they will be encouraged to use the language to communicate. Many aspects of culture will be learned through stories and short articles. Starting second semester, students will be given free voluntary reading time with magazines at their comprehension level. Students will also read their first short novel at their reading level. Novels read in class across all levels will be tied to a cultural theme. In Level 1 students explore the city of Paris and France via stories and storytelling. Language acquisition at the intermediate level at the end of 4 years is the goal of this program.

2410300 FRENCH 2 (FA)
Grades: 9,10,11,12
Length: Year (may be repeated for elective credit)
Prereq: French 1 or teacher approval
Students will continue to hear and create stories, as well as watch authentic short video clips to move forward with language acquisition. Instruction will utilize TPRS (Teaching proficiency and reading through storytelling), CI (Comprehensible Input), Movie Talk and Embedded Reading. Students will also be able to read and comprehend novels written at their level. Students will also benefit from and enjoy extensive free voluntary reading opportunities. At least one novel will be taught as a class and will be tied to our cultural exploration for that level. In Level 2 students explore French speaking Canada via stories, storytelling, film and authentic resources.

2410400 FRENCH 3 (FA)
Grades: 9,10,11,12
Length: Year (may be repeated for elective credit)
Prereq: French 2 or teacher approval
Students will continue to hear and create stories, as well as watch authentic short video to move forward with language acquisition. Instruction will utilize TPRS (Teaching proficiency and reading through storytelling), CI (Comprehensible Input), Movie Talk and Embedded Reading. Students will also be able to read and comprehend novels written at their level. Students will also benefit from and enjoy extensive free voluntary reading opportunities. At least one novel will be taught as a class and will be tied to our cultural exploration for that level. In Level 3 students explore French Polynesia and Les Antilles via stories, storytelling, film and authentic resources.
World Languages Continued

2406400 AP SPANISH LANGUAGE & CULTURE (FA)
Grade: 12
Length of course: Year
Prereq: Spanish for Spanish Speakers 3, Spanish 4, or teacher approval
Advanced Placement students continue to improve their proficiency in speaking, reading, and writing through translations, literature studies, written composition and research. Students will be expected to be able to communicate effectively using all tenses of the indicative and subjunctive. Language skills, when measured by the AP exam in May, should demonstrate an intermediate command of the language in speaking spontaneously, in writing a good essay, and in reading and understanding advanced level prose. Summer homework will be assigned.

2405710 SPANISH FOR SPANISH SPEAKERS 1 (FA)
Grades: 9,10,11,12
Length of course: Year
Prereq: Spanish as first language
This course sequence is designed for native speakers of Spanish who want to improve their reading and writing skills in their first language. Students should have at least a minimal level of proficiency in reading and writing in Spanish. Students will study rules of accentuation, punctuation, standard Spanish and common spelling and grammar, and Hispanic cultures.

2405720 SPANISH FOR SPANISH SPEAKERS 2 (FA)
Grade: 10,11,12
Length of course: Year
Prereq: Spanish for Spanish Speakers 1 (C or better) or teacher approval
CGCC (12 credits, SP 101, SP 102, SP 103)
Fees: Transcript fee for CGCC
Students will continue to improve their reading and writing skills in Spanish, study accentuation, punctuation, dialectal variations of Spanish, and more complex grammatical constructions. Students will also continue their study of Hispanic cultures.

2405730 SPANISH FOR SPANISH SPEAKERS 3 (FA)
Grade: 10,11,12 | Length of course: Year
Prereq: C or better in Spanish for Spanish Speakers 2 and/or teacher approval
CGCC (12 credits, SP 201, SP 202, SP 203)
Fees: Transcript fee for CGCC
Students will continue to improve their proficiency in speaking, reading and writing through written exercises, composition and some translations, and they will also continue to study Hispanic cultures. Students who complete the third year will be proficient at an advanced level and will be well prepared to continue their Spanish studies at the Advanced Placement and university level Spanish.

2496109 ADV. WORLD LANGUAGES SAMPLER (FA)
Grades: 10, 11, 12
Length of course: Semester
Prereq: earn an A or B in 2nd year of World Language course or Native Speakers course.
In class, students will reinforce their second languages (e.g., French, Spanish, other) by being introduced to the Portuguese, Italian, and German languages. Students will, in effect, begin learning 4 new languages in addition to those already studied (e.g., English/Spanish or English/French). Students will draw on their previous knowledge/ability of their first and second languages to facilitate learning their third, fourth, fifth, and sixth languages all to be studied at the same time.
Students are required to actively participate in each of the units of study and held responsible for introducing and presenting new vocabulary to other students in the class. Major units of instruction will parallel those of students in the first-year world languages classes including, but not limited to: greetings and goodbyes, numbers, telling time, describing nouns, prepositions, vocabulary, activities, basic questions, and cultural differences among many of the countries that speak those languages.
The department of Health and PE is strongly committed to developing each student’s ability to achieve and maintain a state of lifelong health and wellness. Central to leading such a lifestyle is the application and knowledge of wellness, prevention, fitness, recreation, and motor skill development. Because students vary in their strengths and weaknesses, we encourage each student to achieve success through his/her individual strengths. Students are assessed based on levels of participation, sportsmanship and personal fitness improvements. All courses are coed.

Students may be enrolled in one of each offered PE class per semester (Athletic Development, Personal Fitness, & Advanced PE) and should have no more than one PE class per day. With teacher approval (out of necessity) a student possibly could take an additional Personal Fitness or Advanced PE class. **Students shouldn’t have two Athletic Development courses in one semester**

**0800109 WELLNESS PE 9 (PE)**
Grade: 9  
**Length of Course: Semester**  
Wellness PE’s main focus is improving student fitness. Fitness testing is our way to gauge, and monitor, improvement throughout the semester. The F.I.T.T. principle will be used to guide our activity, in all fitness that we do. Our other focus will be on playing, building skill, and learning strategy of various individual and team games.

**0805109 WELLNESS HEALTH  (HE)**
Grade: 9  
**Length of Course: Semester**  
Wellness Health is designed to assist students in the development of skills and behaviors centered around the following units: fitness and exercise; nutrition and eating disorders; mental health (body image, depression, suicide prevention, coping skills); tobacco, alcohol, illegal substance abuse, refusal skills; and reproductive health.

**0800101,2 ADVANCED PE (PE)**
Grade: 10,11,12  
**Length of Course: Semester (may be repeated)**  
**Prereq:** Wellness PE 9  
Advanced PE will build on the concepts and activities taught in Wellness PE 9. Students will improve and maintain personal fitness levels (cardiovascular endurance, muscular strength, muscular endurance, and flexibility), and learn lifelong fitness activities. Fundamentals, skills, strategies, and rules will be taught as they connect to a variety of activities/sports. Students will be expected to participate in activities that are both individual and team oriented.

**0800501.2 PERSONAL FITNESS (PE)**
Grades: 10,11,12  
**Length of course: Semester (may be repeated for credit)**  
**Prereq:** Wellness PE 9  
This course teaches components of fitness and the optimum level of fitness concepts: development of cardiovascular strength, specific muscle training, flexibility, circuit training, and lifelong fitness techniques are part of this semester course. Students will be evaluated on daily participation, pre and post test evaluations, and the development of an individual fitness program. Analysis and application of responsible behavior and learning to critique personal activity, and proper use of practice and conditioning, team games, yoga, and outdoor pursuits are also part of this class.

**0805709 ADVANCED HEALTH (HE)**
Grades: 11,12  
**Length of course: Semester**  
**Prereq:** Wellness Health 9  
This course builds on the concepts discussed in Wellness Health. The format assumes a more mature attitude toward topics presented and discussed. Topics include decision making and goal setting, introspection and self-assessment, mental health, substance abuse, reproductive responsibility, environmental health, marriage and family issues, consumer health, and death and dying. Personal introspection is essential for students to become advocates for their own physical, mental, and social health. Numerous guest speakers, presenting varying points of view, are included in the curriculum. Students will learn how to access community and school resources for assistance in resolving personal health issues. Students will be evaluated through projects, role plays, exams, and written work.
0800901.2 ATHLETIC DEVELOPMENT (PE)
Grades: 10,11,12
Length of course: Semester (may be repeated for credit)
Prereq: Wellness PE 9, teacher permission
This course is designed to maximize conditioning of student athletes. The class focus is on heavy strength and endurance development through weight training. Plyometrics, speed, agility, and flexibility workouts are included to improve overall athletic ability. Proper spotting and lifting techniques will be stressed as well as personal lifetime fitness. Students will be evaluated on daily participation and development of an individual fitness program. Students may only take one Athletic Development Course per semester.

0800911.2 ATHLETIC DEVELOPMENT - Zero P. (PE)
Grades: 9 (teacher permission required) 10,11,12
Length of course: Semester (may be repeated for credit)
Prereq: Wellness PE 9, teacher permission
Students must provide own transportation 7:10-8:05 a.m.
This specialized course meets Tuesday to Friday and is designed for athletes to be taken in combination with their in-season sport. Focus is on the development of muscular strength and endurance through weight training and agility drills. This class is for students with specific interest in athletics.

1406209 SPORTS MEDICINE / ATHLETIC TRAINING (CE, EL)
Grades: 10,11,12
Length of course: Semester
Prereq: Wellness PE 9
This course is designed to meet the needs of the interscholastic athletic program at HRVHS. The specific objectives are to: 1) train students to assist in athletic practice/events with injury identification and management, 2) teach students emergency preparedness and pre-event protocol, 3) participate in central training room facility under adult supervision, 4) assist with post-injury protocol and management. All students must attend some events and/or practices after school to meet the practicum component of the class. Evaluation is based on student performance in practicum situations, content-based tests, and skills assessments.
Communications / Leadership

Students find that a blend of Leadership, Communications and Computer Education courses not only provides a great foundation for a career in the business world but also provides an extremely useful foundation for personal success in almost any career area.

1110400 YEARBOOK (EL)
Grades: 10,11,12
Length of course: Year (may be repeated for credit)
Prereq: Teacher approval
Yearbook is a production class in which students design and produce the school’s yearbook. Students work in all phases of production: writing, designing, advertising, graphics, layout, photography, and distribution. Students are evaluated on their ability to meet deadlines, quality and quantity of work produced, and ability to work with others. Students must be dedicated, mature, and attend class regularly. Background in writing, photography, and graphic arts skills is helpful. This class will help students interested in careers in journalism and communications. Second year students will accept lead roles in yearbook production.

1110100 JOURNALISM (EL)
Grades: 10,11,12
Length of course: Year (may be repeated for credit)
Prereq: Teacher approval
This is a combined theory and application course. Students should come with good writing and computer skills. Students learn journalistic research, writing, and publishing. Then they put their skills to work to write and publish the school newspaper, The Talon. Students need to be able to work in teams and accept responsibility for meeting deadlines. Second year students will accept lead roles in the class and production of the paper.

2210300 STUDENT GOVERNMENT LEADERSHIP (EL)
Grade: 9,10,11,12
Length of course: Year
Prereq: Elected to ASB or class office.
Students will conduct student government business relating to their elected positions. Students will enhance their leadership, teamwork, problem solving, and organizational skills. ASB meetings, assemblies, community service, homecoming, public relations, leadership training, calendar work, and budget expenditures, are just a few of the activities students will be involved in. Students are expected to dedicate at least 30 hours outside of class time to school/community service activities EACH quarter. If for some reason, a student is asked to step down from his/her elected office, the student will be required to withdraw from the class.

2210110 LEADERSHIP (EL)
Grade: 10,11,12
Length of course: Year (may be repeated for credit)
Prereq: Teacher signature
Leadership students will develop leadership, teamwork, problem solving, and organizational skills. Assemblies, community service, staff appreciation, homecoming, Link Leader activities, public relations, and leadership training, are just a few of the class activities. Leadership will focus more on student-directed activities allowing students to create, execute, and evaluate their own ideas. Students will need to dedicate at least 30 hours outside the classroom to school/community service activities each quarter. Students must demonstrate commitment, personal responsibility, and focus to be successful in Leadership. If a student is not successful in class and unable to earn a C or higher by 1st semester, they will be removed from the class.
AVID Electives

AVID (Advancement Via Individual Determination) is a college readiness program that targets students who are capable of honors level work and success at a four year college with a little additional support and structure. AVID is a program that gives students the support and skills they need to do well in high school and be prepared for college. AVID has a proven track record in bringing out the best in students and helping them reach their academic potential. AVID students will develop the determination to push themselves, succeed in higher level classes, and be prepared for college. Additionally, AVID classes do yearly college visits, community service, and team building activities.

2205411.2 AVID PEER TUTOR (EL)
Grades: 11, 12
Length: Year (may be repeated for credit)
Prereq: AVID teacher approval and selection through application process.
Students will learn to facilitate and guide students during the group tutorials. Additionally, tutors will serve as role models for good note taking and organizational skills. AVID peer tutors will be needed at the high school and middle schools. Students will earn a letter grade for this class based on their performance and consistency tutoring students.

2200340 AVID 9
Grades: 9
Length: Year
Prereq: Selection through application.
The AVID 9 course is designed to prepare students for the challenges they will face in a rigorous course of study in high school. We will focus on time management, studying, note taking, and leadership. Many of our activities will be rooted in the WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) as the skills are the backbone of all classrooms. Students will receive tutorial time in order to gain a greater understanding of difficult subject matter from their classes. Since this is a college prep class, students will need to commit to community service and extra-curricular expectations. Concurrent enrollment in advanced courses is required to promote college eligibility.

2200350 AVID 10
Grades: 10
Length: Year
Prereq: Successful completion of AVID 9 or selection through application and counselor approval.
AVID 10 is designed to prepare students for the rigor involved with succeeding at a four-year college. AVID 10 builds upon students’ critical thinking and organization skill, places emphasis on test taking strategies to prepare students for college entry exams, and goes more in-depth into career exploration, resume building, and habits of successful students. Furthermore, students will receive tutorial time in order to gain a greater understanding of difficult subject matter from their classes. Since this is a college prep class, students will need to commit to community service and extra-curricular expectations. Concurrent enrollment in advanced courses is required to promote college eligibility.

2200360 AVID 11
Grades: 11
Length: Year
Prereq: Successful completion of AVID 10 or selection through application and counselor approval.
AVID 11 is designed as the next foundational level of the 4-year high school sequence. Students will engage in higher levels of thinking, reading, writing and oral language skills that are needed to prepare students for the level of work required to produce their culminating college and scholarship applications for senior year. Students will also engage in college bound activities, methodologies and tasks that will facilitate success in their AP and college credit classes (while also getting weekly tutorial support). Topics include testing, preparation, exploration and college fit, and finances. Since this is a college prep class, students will need to commit to community service, extracurricular, and ACT/SAT expectations. Concurrent enrollment in advanced courses is required to promote college eligibility.

2200370 AVID 12
Grades: 12
Length: Year
Prereq: Successful completion of AVID 11 with ACT/SAT scores.
AVID 12 is the culmination of the AVID program and prepares seniors for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. Students will receive specialized guidance while applying for colleges, scholarships, and financial aid. AVID students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns. Since this is a college prep class, students will need to commit to community service and extra-curricular expectations. Concurrent enrollment in advanced courses is required to promote college eligibility.
Teacher Aide and Teaching Assistant Program

Students wishing to devote some of their time to assisting others with instructional, operational, or clerical tasks have several opportunities from which to choose. Because these positions require independence, honesty, and reliability, students who do not maintain those qualities may be “fired” from the position and dropped with a “no pass” or “F” grade. Teacher Aide positions are graded with a pass/no pass. (Note: Teacher aide class and office aide positions may only be repeated one time for credit.) Teaching Assistant positions carry a letter grade therefore may be repeated for credit. Attendance, Main Office and Counseling aide will be required to adhere to strict confidentiality expectations.

2205121,2 TEACHER AIDE (Pass/No Pass) (EL)  
2205131,2 ATTENDANCE AIDE (Pass/No Pass) (EL)  
Grades: 10,11,12  
Length of course: Semester  
Prereq: Approval of supervising staff member  
Students may elect to work as a teacher aide, performing basic clerical and/or materials production tasks for a particular staff member. Students enrolling as aides must be responsible in behavior and attendance and should enjoy helping others. Though teachers who use aides are expected to have daily responsibilities for them, students should be prepared to use unscheduled time for outside reading/studying and remain under supervision of the staff member. Please note that students will not be placed in the classrooms of family members.  
Note: Attendance aide will be required to adhere to strict confidentiality expectations.

1909811,2 CHILDCARE ASSISTANT (EL)  
Grades: 10, 11, 12  
Length of Course: Semester  
Prereq: Instructor approval  
Students who love to work with young children and infants will want to include this course in their plan. Students will work directly with children from the ages of newborn to three years in the HRV Child Care Center. Students will learn specific skills necessary to care for small children and demonstrate knowledge of age-appropriate play and instruction, discipline strategies, proper nutrition and hygiene.

2205111,2 MAIN OFFICE ASSISTANT Graded (EL)  
Grades: 10,11,12  
Length of course: Semester  
Prereq: Approval of supervising staff member, keyboarding, office etiquette skills preferred but not required  
Students learn responsible office management techniques as they receive and direct telephone calls to different areas in the building, assist visitors, and deliver passes and messages. Students learn that confidentiality is an important quality as they deal with teachers, administrators, other students, parents, and the general public in an objective and respectful manner. A professional business demeanor and appearance is expected at all times. Regular attendance and punctuality are required for an above average grade to be obtained.

2205301,2 LIBRARY ASSISTANT (Graded) (EL)  
Grades: 10,11,12  
Length of course: Semester  
Prereq: Instructor approval  
Students learn library science, specifically the HRVHS library facility: procedures and services and library operations. This experience provides students an awareness of the value of libraries as sources for lifelong learning. Students are required and expected to maintain a professional business demeanor and appearance. Detail orientation, dependability, regular attendance and punctuality are required for an above average grade to be obtained. Students are assessed on Career Related Learning Standards.
2205101,2 TEACHING ASSISTANT (Graded) (EL)
Grades: 10,11,12
Length of course: Semester
Prereq: Approval of supervising teacher
Advanced students in a particular subject area may elect to work as an instructor/tutor for beginning students in situations where a classroom teacher requires instructional assistance. Such instructional aide situations must be established and approved prior to scheduling and students must be qualified to provide assistance to other students. Students are assessed on Career Related Learning Standards, participation, and quality of work. Please note that students will not be placed in the classrooms of family members.

2205211,2 COUNSELING OFFICE AIDE (EL)
(Pass/No Pass) Grades: 10,11,12
Length of course: Semester
Prereq: Approval of supervising staff member, keyboarding, office etiquette skills preferred but not required
Students learn responsible office management techniques as they receive and direct telephone calls to different areas in the building, assist visitors, and deliver passes and messages. Students learn that confidentiality is an important quality as they deal with teachers, administrators, other students, parents, and the general public in an objective and respectful manner. A professional business demeanor and appearance is expected at all times. Regular attendance and punctuality are required for an above average grade to be obtained.

1909801,2 LITTLE LEARNERS PRESCHOOL ASSISTANT (EL) Graded with curriculum
Grades: 11, 12
Length of Course: Semester
Prereq: Teacher Approval
Located at HRVHS, students will work directly with children aged 3-5 years in the Little Learners Preschool Program and learn problem-solving techniques that are critical to early childhood development. Students will get the opportunity to work with children in both a group setting and one on-one within our classroom. Age-appropriate activities and developmental milestones are focal points of this hands-on class, with each student being given the opportunity to lead our classroom. Written work will also be required. Students wishing to take this class for a third semester must get the teacher’s written permission before signing up.
Support Programs/Interventions

WRITING LAB (EL)
Grades: 9,10,11,12  No credit offered
Length of course: Drop in (first-come, first-served)
The Writing Lab will provide students with the opportunity to work with English Department faculty one-on-one to improve their writing skills. Teachers staffing the lab will provide assistance in shaping writing assignments from the prewriting and drafting stages to the final editing and polishing. This assistance will also be available to students who need help with college or scholarship application materials. In addition, if a student needs practice with punctuation and/or grammar, he/she can find help in the Writing Lab.

2200550 ACADEMIC SUPPORT-MATH (EL)
Grades: 9, 10
Length of course: Year long
Prereq: Counselor Recommendation
This course will provide academic support for selected students. Small group instruction and one-on-one tutoring, along with enhancing the students’ study skills will be the focus of the course. Students may receive help in one or several subjects.

SENIOR ESSENTIAL SKILLS (EL)
Grades: 12
Length of course: Semester (0.25 Elective Credit - may be repeated for credit)
Prereq: have not met essential skills for writing
This is a support class for seniors who have not met the Writing or Reading Essential Skills required by the state of Oregon for graduation. The Senior Essential Skills time and support period will be half of the current 90-minute block. The other half of the period students will be enrolled in Study Hall, GAP Math, or Learning Center.

0805600 TEEN PARENTING (EL)
Grades: 9,10,11,12
Length of course: Semester (may be repeated for credit)
Prereq: Counselor recommendation
Students will gain knowledge and experiences needed to raise a healthy child. Students will learn specific skills and resources available to meet the challenges of a young parent. Individual goal setting, problem-solving and life skills are emphasized. Credit will be granted through documentation of successful parenting skills and participation in small group seminars or community workshops approved by Teen Parent Coordinator, counselor, and administration.

SENIOR GAP (GEOMETRY, ALGEBRA, PROBABILITY SUPPORT) MATH (EL) - Pass/No Pass
Grades: 12
Length of course: Semester (.25 Elective credit; may be repeated for credit, if needed)
Students placed into this course will spend a minimum of half of the existing 90 minute block period getting extra time and support in mathematics (in addition to the regular math class they may be enrolled in) during the regular school day. The other half of the period will be spent in Study Hall or Academic Seminar. This class provides additional opportunities to review and practice in a smaller class setting will help students master the important skills needed to meet the Essential Skill requirement in mathematics, as established by the State of Oregon Department of Education.

2200601,2 STUDY HALL (EL)
Grades: 9,10,11,12 No credit offered
Length of course: Semester
Study Hall provides students with the opportunity and time to complete classroom or homework assignments within the school day. Students will be expected to use this time productively. This class is strongly recommended for students who do not have a time or place to do school work at home or for those with a busy schedule with athletics, work, or other outside activities. Enrollment in Study Hall does NOT meet OSAA requirements for athletic eligibility. Students must be enrolled and pass five classes to be considered eligible for athletics or activities.

2205401,2 PEER TUTOR (EL)
Grades: 10, 11, 12
Length: One Semester (may be repeated for credit)
Prereq: counselor approval
This course is designed for students who are interested in working with students one-on-one or in small groups to provide assistance and support. Students need to have demonstrated proficiency in several curricular areas and be willing to work with all levels of students. In addition, good interpersonal communication skills and ease in relating to people from varying education backgrounds is important. This program is looking for students who are responsible, reliable and punctual. Appropriate and professional behavior is expected at all times.
SUMMIT Career Center offers four semester-long career education classes, which allow students to explore a career of interest to them during their scheduled class period. School to Career Advisors place each Internship student at a local business based on that student’s career interest. For students considering a career in education, Cadet Teaching gives them the opportunity to work in an elementary or middle school classroom of their choice. In Cooperative Work Experience (CWE), seniors that still need to meet the career education requirement can earn Pass/No Pass credit by having a job where they work at least eight hours every week. An elective class that is operated out of the SUMMIT office is Elementary Aide, another option for students who want to help an elementary or middle school teacher, but Elementary Aides are graded Pass/No Pass whereas Cadet Teachers receive a letter grade. See page 46 in this guide for more information.

In addition to utilizing the career education classes available in SUMMIT, students are encouraged to take advantage of the center’s ASPIRE (Access to Student Assistance Programs in Reach of Everyone) Program. One of SUMMIT’s School to Career Advisors serves as the ASPIRE Coordinator, recruiting, training, and scheduling community volunteers to work with students. ASPIRE Volunteers and SUMMIT Staff can help students research careers and find the education or training that is best for them. Students can also get the assistance they need to apply for school, financial aid, and scholarships through the ASPIRE Program in the SUMMIT Career Center.
Educate and support every student, every day, for success now and in the future.

Special Education

The Special Education support services at HRVHS are available to assist in the provision of a free and appropriate public education for students who are found eligible according to the State of Oregon and the federal Individuals with Disabilities Education Act. Programs provide a variety of learning experiences and supports designed to meet a wide range of academic, physical, mental, social, and emotional abilities.

2225400  STRUCTURED LEARNING CENTER
Prereq: IEP placement in SLC program, Teacher approval
Students receive individualized instruction in functional academics, pre-vocational skills, independent living skills and social and communication skills.

2225430  SLC SUPPORTED STUDY HALL
Prereq: IEP placement in SLC program, Teacher approval
Students receive content area support in a small group setting.

2200570  ACADEMIC SEMINAR (EL)
Grades: 9,10,11,12
Length of course: Year (may be repeated for credit)
Prereq: IEP team placement, case manager approval
Alignment: Elective
The Academic Seminar at HRVHS is designed to develop, strengthen, and improve skills for positive academic performance and achievement. Through specially designed instruction and content area coursework, cognitive learning strategies are taught which focus on comprehension and memory skills, organizational and study skills, test taking, and the enhancement of oral and written expression.

Self-advocacy skills, development of a growth mindset and exploratory activities aimed at developing a Transition Plan that supports post high school plans are also part of the instructional program. Students' progress is monitored and reviewed throughout the year according to their IEPs (Individual Educational Plans) and progress in academic classes needed for graduation.

Reading:
Placement determined by Case Manager
A or B half period of instruction in reading for students with reading goals on their IEP. Individualized instruction in word attack skills, vocabulary development, comprehension and fluency determined by individual student needs and Lexile level. Students will be scheduled in an Academic Seminar and pulled for instruction from there.

0800720 – UNIFIED SPORTS (PE)
Prereq: IEP placement, Case Manager approval
This course is designed for the high needs students at HRVHS. Unified Sports will meet the student's individual needs in the following areas: gross motor movements, mobility, flexibility, endurance, strength, body awareness, sport skills, recreational skills, and leisure skills.

LIFE SKILLS CORE INSTRUCTION
Grade: 9, 10, 11, 12
Length: Year (may be repeated for credit)
Prereq: Case manager and counselor approval

0200110  FOUNDATIONS IN MATH (MA-Modified)
0200130  FOUNDATIONS IN MATH (EL)
Placement determined by Case Manager or Prior Case Manager (middle school)
Individualized math instruction as well as math applied to money management, independent living, recreation and work. The course is designed to develop basic math skills necessary to also be ready to take Algebra during the Sophomore year. It can be a modified math credit for students on a Modified Diploma track or elective credit for students who need the math skills but are working toward a Standard Diploma.

2221020  PERSONAL FINANCE 1 (MA-Modified)
2221010  PERSONAL FINANCE 2 (MA-Modified)
This course is a comprehensive study of personal financial literacy. Using the Foundations in Personal Finance: High School Edition curriculum by Dave Ramsey, students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. The course is organized into 4 units: Saving & Budgeting, Credit & Debt, Financial Planning & Insurance, and Income, Taxes & Giving. An integral component of the financial literacy curriculum is the application of decision-making skills that enables students to become more responsible consumers for lifetime success -- the goal is to ensure students are empowered and equipped to make smart financial decisions for every major event in life!
Special Education Continued

2215101.2 TRANSITION PLANNING (CE)
Grades: 11, 12
Length of course: Semester
Prereq: Case manager and counselor approval
Alignment: Alternative for Pathways to Career Success
Students will explore a variety of post-education options that match their interest and ability level. Activities will include a range of career exploration activities including interest/skills inventories, occupation research, career learning/education options, and employment experiences. It will also cover some skills necessary for independent living as adults such as money management. The course will also provide support in completing the Extended Application project required for graduation.

0100970 - ENGLISH LITERACY (LA-Modified)
Grade: 11,12
Length: Year
Prerequisite: Placement determined by case manager. English Literacy is designed to involve the student in applying reading, writing, listening, and speaking skills in an independent manner. Access to the material is based on their individual reading and skill level. Students will continue to develop an appreciation for reading and writing as well as an emphasis on developing skill based strategies to improve their comprehension and written expression. The class is designed to meet the needs of students on a modified diploma and for students who require more individualized instruction.

0399920 LIFE SKILLS SCIENCE (SC-Modified)
Placement determined by Case Manager
Modified instruction in life and physical science for students working toward a Modified Diploma or Extended Diploma. It is for students who have disabilities that keep them from being successful in high school science classes but need credit toward graduation. Offered alternatively every other year with Life Skills Social Studies.

2215270 VOCATIONAL FOUNDATIONS
Grades
Prereq:
The course serves students in a instructional program for students with intellectual disabilities or Autism. The course offers a small structured classroom with an emphasis on functional academics, life skills, social and pragmatic communication skills.
Students will learn skills to be productive in the work environment. Employment skills are the focus of this course development of soft skills and specific skills to be successful with employee.
A transition plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition plan is based on a high school student's individual needs, strengths, skills, and interests.

JOB CLUB / YTP (EL)
Grades: 11, 12
Length of Course: Year
Prereq: Case manager and counselor approval
Students work with a Youth Transition Specialist to enhance workplace and social skills to be employable.

2220700 TRANSITIONS - INDEPENDENT LIVING SKILLS (CE, EL)
Grades: 12+
Length of course: Year
Prereq: Case manager and counselor approval
For students aged 18-21 who will be requiring developmental disability services and/or mental health. They will be learning about work experiences, understanding their housing options developing life skills, developing communication skills, promoting self-advocacy skills expanding their repertoire of leisure activities and social skills.
Educate and support every student, every day, for success now and in the future.

Special Education Continued

0426010 LIFE SKILLS SOCIAL STUDIES (SS-Modified)
Placement determined by Case Manager
Modified instruction in skills and knowledge needed to be a productive U.S. Citizen. Citizenship requirements and knowledge of U.S. History and Government as well as Community involvement and developing a role in civic life as an adult. The class is designed for students working toward a Modified Diploma or Extended Diploma. Offered alternatively every other year with Life Skills Science.

1605470 CULINARY ARTS AND HEALTHY LIVING
Grades: 9, 10, 11, 12,
Prereq: IEP placement in SLC program, Teacher & Case Manager Approval
This course addresses several topics of healthy living: nutrition, stress relief, self care, recreation, and relationships. It is designed for students who need direct instruction and hands-on learning supported by visuals and adult guidance.

2225100 SLC COMMUNITY TRAINING
Grades 9, 10, 11, 12
Prereq: IEP placement in SLC program, Teacher & Case Manager Approval
This course is designed for students that need direct instruction to be safe in the community and access community services.

2215250 TRANSITIONS - SOCIAL COMMUNICATION / LEISURE ACTIVITIES (CE, EL)
Grades: 12+
Length of Course: Year
Prereq: Case manager and counselor approval
See description from 2220700

2215260 TRANSITIONS- PRE-EMPLOYMENT SKILLS (CE, EL)
Grades: 12+
Length of Course: Year
Prereq: Case manager and counselor approval
See description from 2220700

2200560 SUPPORTED STUDY SKILLS
Grades: 09, 10
Length of course: Year
Prereq: Case manager and counselor approval
This course is designed for students with disabilities that significantly impact their ability to access regular academic classes. It is designed to develop study, organizational and self-advocacy skills needed for academic success as well as provide assistance with modifying academic curriculum (when appropriate), or investigating and training in methods of accessing curriculum that will support student success in high school. These skills will also be needed to be successful and independent as adults

2200380 - ACADEMIC SUPPORT/STUDY SKILLS
Educate and support every student, every day, for success now and in the future.

English Language Learners

As English Language Learners, students are expected to develop fluency in their native language as well as English. The philosophy of the department supports English immersion, expecting students to use English whenever appropriate and native language whenever appropriate. Excellent attendance and good motivation are critical to accomplish this goal.

0100810 BEGINNER ENGLISH LANGUAGE DEVELOPMENT
Grades: 9,10,11,12
Length of course: Year
Prereq: ELPA21 Score and/or ELL Committee recommendation.
Instruction will focus in two areas: developing academic skills and vocabulary, and improving English usage and communication skills. Students will learn how to write compound sentences to better express their likes and dislikes; to compare and contrast; and to summarize written and oral passages. The following grammar will be emphasized: verb tenses, prepositions, pronouns, possessive nouns, and possessive adjectives.

0100820 EARLY INTERMEDIATE ENGLISH LANGUAGE DEVELOPMENT (EL)
Grades: 9,10,11,12
Length of course: Year
Prereq: Completed Beginners ELD and/or ELPA Score and/or ELL Committee recommendation.
Students will improve skills through more advanced work in developing academic skills and vocabulary, and improving English usage and communication skills. Students will learn to write complex sentences to summarize, to hypothesize and to persuade. Emphasis will also be placed on helping students acquire skills needed to meet state English language proficiency standards and academic success, through reading, writing, listening and speaking.

0100830 INTERMEDIATE ENGLISH LANGUAGE DEVELOPMENT (EL)
Grades: 9,10,11,12 | Length of course: Year
Prereq: Completed Early Intermediate ELD and/or ELPA score and/or ELL Committee recommendation
Students will improve skill through more advanced work in developing academic skills and vocabulary, and improving English usage and communication skills. Students will write paragraphs to summarize, to evaluate, to describe and to explain cause and effect. Emphasis will also be placed on helping students acquire skills needed to meet state English language proficiency standards and academic success, through reading, writing, listening and speaking.

0100840 EARLY ADVANCED ENGLISH LANGUAGE DEVELOPMENT (EL)
Grades: 9,10,11,12
Prereq: Completed Intermediate ELD and/or ELPA21 score and/or ELL Committee recommendation
Students will improve skill through more advanced work in developing academic skills and vocabulary, and improving English usage and communication skills. Students will write short essays that support opinions, evaluate passages, and analyze literature. Emphasis will also be placed on helping students acquire skills needed to meet state English language proficiency standards and academic success in core classes, through reading, writing, listening and speaking.

0100890 FOCUS READING (EL)
Reading Enrichment: ELL
This course is designed to align with standards taught in ELA classes to support level 1 or 2 English learners. The focus is creating or activating prior knowledge needed for the skills being practiced in the English classroom. Vocabulary development, citing texts for evidence to base opinions, the literary elements of fictional text, and oral and written language skills are emphasized and practiced.
Talented and Gifted

The Talented and Gifted (TAG) program at HRVHS offers services to students through the following options as appropriate. Students and parents should contact the counselor for any particular request, question, or accommodation to the student’s program. Generally, requests must be approved by counselor and/or administration. **At the high school level, students are expected to become advocates for their own educational program with parent and teacher support.** Contact the TAG coordinator and/or counselor with any request or suggestion for TAG services.

1. **Advanced Courses:** These are courses with high-level academic opportunities, Advanced Placement curriculum or other college level courses. HRVHS offers Advanced Placement courses in: English Literature, Chemistry, Physics, Human Geography, US History, US Government and Politics, Calculus, Spanish Language, Art and Statistics. In addition, we offer college transfer credit for college level courses (see table on page 9).

2. **Accelerated Program:** Students who already have a high level of skill and interest in a particular curricular area may “skip” foundation classes to pursue more advanced courses, either at the high school or college level. Students must show proficiency in the foundation course before being allowed to “skip”. Students will develop a Personal Education Plan (PEP) with their counselor to allow progression through the typical education program more quickly.

3. **Course Accommodations:** Teachers are able to accommodate student differences in rate or level of learning through differentiated instruction. Have your student talk to their teachers to discuss the possibilities.

4. **Challenge Exams:** Students may have the opportunity to take challenge exams based on administrator approval. See your student’s counselor for current course selection and contact information. The cost of challenge exams is the responsibility of the student/parents.

5. **Internships:** Specialized internships based on student need and interest can be arranged. Contact the SUMMIT Career Center and your student’s counselor for specific ideas and opportunities.  (see description for Internship)

6. **Research/Independent Study/Special Project Classes:** Most departments offer an option that allows students flexibility in determining course content and methods for elective credit. Encourage your student to talk to their teachers for ideas and options.

7. **Credit through Proficiency:** This option requires prior planning for earning credit through experiences that may or may not be gained through the traditional high school experience. Please see the counselor for an application.

8. **Expanded Options Program:** This statewide program allows students to take courses at Oregon community colleges, OUS schools, or OHSU, to earn high school and college credit at no cost to the student. Students must be 16 years old, a junior or senior, meet program criteria, and have a referral from their counselor. Students must notify their counselor in the spring prior to planned enrollment in college classes for the following fall. Contact the Counseling Office for complete information about this exceptional opportunity.

9. **Early Graduation:** Early grad plans may be developed with the counselor to allow students to reach post high school goals at an accelerated pace. Students may plan to graduate a semester early or a full year in advance.

10. **Summer Credit Opportunities:** Many opportunities to earn high school credit exist through a variety of agencies such as OMSI, Bonneville Power, US Forest Service, etc. Students should contact their counselor if they have information about a program and want to verify that HRVHS would accept the credit. Associated costs are borne by the student or parents.

11. **Other:** If students wish to explore other possibilities not included above, please have them contact the teacher, counselor or an administrator.
Alternative Credit Options

Hood River Valley High School offers several options to students who wish to earn credits other than through enrolling in the traditional classroom. **ALL of these options require prior counselor approval or referral.** Courses count toward HRVHS diploma.

**CREDIT THROUGH PROFICIENCY**

Grades: 11, 12  
Prereq: Approval of administrator, counselor, parent, and supervising licensed teacher  
Students who will be participating in a relevant learning opportunity may earn credit toward a diploma for that experience. A student may earn only one credit through proficiency. Examples of appropriate experiences may include: educational-based travel, summer experiences such as internships or other work-related experiences, advanced training in an area or others as approved through application. This option is for students who are very self-motivated and can demonstrate proficiency in a subject area through methods not usually associated within a classroom. Students must develop a plan and receive approval prior to the experience.

**SUMMER CREDIT OPPORTUNITIES**

HRVHS SUMMER SCHOOL  
Many opportunities to earn credit exist through a variety of agencies such as OMSI, US Forest Service, Cascade Mountain School, etc. And we offer summer school classes at the high school for specific subject areas depending on student need. Contact the Counseling Office if you have information about a program and want to verify that HRVHS would accept the credit. Prior approval by counselor or school administration is required to award summer earned credit. If parents choose outside organizations they will be responsible for any payments required by the agency or organization.

**CREDIT RECOVERY**

Grade: 10, 11*, 12  
Prereq: Counselor Approval and Referral  
Students needing to makeup core required classes MAY have the option of taking a credit recovery class on campus. Credit Recovery classes are limited and placement is determined by the student’s counselor. Students are limited to earning 1.5 credits per semester. This placement is determined by the student’s school counselor.

**BEHAVIOR SUPPORT PROGRAM**

Prereq: IEP team placement or administrative approval  
This program is designed and available for students who may be more successful in a smaller, structured classroom environment.

**PART-TIME ATTENDANCE**

Part-time attendance may be arranged for special circumstances through careful planning with the counselor. You must be a full-time student in order to participate in the graduation ceremony (a student is considered full-time when enrolled in six or more classes at HRVHS. Expanded options courses count towards full-time enrollment).

**EXPANDED OPTIONS PROGRAM**

This statewide program allows students to take courses at Oregon community colleges, OUS schools, or OHSU, to earn high school and college credit at no cost to the student. Students must be 16 years old, a junior or senior, meet program criteria, and have a referral from the counselor. Students must notify the counselor in the spring prior to intended enrollment in college classes for the following year. See the Counseling Office for complete information about this exceptional opportunity.

**COLUMBIA GORGE COMMUNITY COLLEGE**

CGCC provides classes in Hood River, The Dalles, and on-line. See www.cgcc.cc.or.us for specific information about courses and pathways.

**CORRESPONDENCE COURSES**

Prereq: Counselor Approval and Referral  
Correspondence courses are available to students as an alternative method in which to earn credit toward high school graduation. All correspondence courses must be arranged and approved with the student’s counselor prior to enrolling. There is a fee associated with Correspondence courses. The fee is the responsibility of the student and/or family. Correspondence courses do not count towards a student’s full-time enrollment. Correspondence will be transcripted in the semester in which the course(s) was completed.

**THE OREGON PLAN**

The Oregon Department of Education recently endorsed the Oregon National Guard’s credit proficiency program known as The Oregon Plan. The Oregon Plan allows high school students serving in the Oregon National Guard an opportunity to receive credits towards high school graduation. Students interested in the Oregon Plan as an option should discuss it with their counselor. Students may earn up to four (4) credits in total for participation in the Oregon Plan.
Alternative Programs

Students may access alternative education options to earn credit toward an Oregon high school diploma.

Hood River Options Academy - Alternative Programs

Web Academy
Online learning is changing the face of education and providing students with expanded learning options. With personalized web-based learning, students are able to learn at their pace and with their own unique learning style on a flexible schedule. Hood River Options Web Academy is an option for highly motivated students in Hood River County to access classes online entirely or as a hybrid program where the student attends HRVHS for up to three electives along with the completing their online coursework.

Academy High School & GED Prep
The Hood River Options Program's Academy High School is a campus-based learning environment that is designed to support students re-engaging with the school environment. The design of the HROA Academy High School centers on personalized learning that targets the credits and essential skills needed for graduation. There will be a mix of online and classroom-based learning. Beyond traditional learning, students will participate in a variety of community-based opportunities (work experience, internships, and project based service learning activities) that enhance and connect classroom learning to our community and options beyond high school. We also have the option to support students preparing for the GED test as an alternative to a high school diploma.

Early College Program
Early College students are able to earn dual credit from both the local community college as well as earning a high school degree from the Hood River County School District. It is designed for students 16 years and older. Students who are younger, may be considered for admission if they meet the entrance requirements which include appropriate performance on the college placement test as well as demonstration of adequate maturity necessary for success in the college classroom.

If you are interested in learning more about any of the HROA programs, please your school counselor or call HROA staff at: 541-387-5040.

NATIONAL GUARD OREGON YOUTH CHALLENGE
This program is operated by the Oregon National Guard. NGOYC offers classroom and project-based credits toward a diploma or GED. Further information is available at https://www.jointservicessupport.org/NGYCP/

JOB CORPS
Job Corps is a vocational program that allows students to earn a diploma or GED and attend career programs in a number of areas. Contact Job Corps directly for enrollment criteria and complete information. Location and openings vary. Contact information is available in the Guidance Office. http://www.jobcorps.gov/home.aspx
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Educate and support every student, every day, for success now and in the future.

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