

# HOOD RIVER VALLEY HIGH SCHOOL



## 2023-2024 Academic Planning Guide

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*This guide is subject to change at any time and is an attempt to provide the most accurate information as of January 31, 2023*



### 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



**P**erseverance. **R**espect. **I**ntegrity. **D**iversity. **E**ngagement

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:

Columba Jones, Hood River Valley High School, Principal

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## Academic Planning Guide Overview

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 2023-2024 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 2023-2024 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. Hood River Valley High School encourages each student's pursuit of skill development, learning, and academic success through a variety of classes.

## Definition of Terms

### 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, have a strong work ethic, value learning, maintain a positive attitude, and take an interest in the subject. **AP Students are expected to complete the yearlong course. Course "drops" at semester will not be approved. Students earning an F or a D in the first semester will meet with their teacher, counselor and administrator to determine placement for the second semester.**

### 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. For students to compete in athletics they must be:

- Enrolled full time (at least 5 classes)
- Have passed and earned at least 2.5 credits the previous semester
- Are making satisfactory progress as defined by the Oregon School Activities Association for student eligibility.
- An athlete may not participate in practice or game if they have an absence during any period of the day.
  - Approved absences during the school day include medical appointments, bereavement, school sponsored field trip or family emergency.
  - Missing school for personal business or illness even if a parent calls in to excuse them will prevent them from participation in sports for that day.

### 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.

### AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

### 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 12th grade year 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 12th grade year will be permitted to continue in school so they may complete all graduation requirements pending administrator approval.

### Common Core State Standards

The Common Core State Standards (CCSS) are assessed by the Oregon Statewide Assessment that has identified the achievement standards above that are aligned with the CCSS.



### **Community College Dual Enrollment Credit (College Now Credit)**

HRVHS has a partnership agreement with multiple community colleges for college credit; 11th and 12th grade 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. Dual credit is available for 11th and 12th grade students (**grade 10 with a ‘Sophomore By Exception’ form signed by parent and course teacher**). 9th graders are not eligible for College Now credit. See list of dual credit courses following the list of all courses offered.

### **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:** The unit of record assigned to each student for the successful completion of any subject. Semester classes receive 0.5 credits. All courses, required and elective, receive the same amount of credit. Course credit is awarded in Semester blocks provided the student earns a grade of “D minus” or better. Zero period classes earn .5 credit per semester..

**Diploma (HRVHS):** 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.

### **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 office and must be completed by the last day of the school year preceding 12th grade 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 the last day of school of their 10th grade year (a minimum GPA of 2.75 is required). Students must meet with their school counselor 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.**

**Electives:** Students must also take a number of elective courses to meet graduation requirements.

### **Expanded Options Program**

This statewide program allows students to take courses at Oregon community colleges 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 your school counselor. Principal mails out a letter each Spring and the student must return the form to the counseling center by the deadline and attend (with a parent), a EOP meeting at HRVHS in order to participate. Students must pass all Expanded Options courses with a C- or better to continue to be eligible for this program. Please see your school counselor for more information regarding the Expanded Options Program and any necessary forms.

### **Forecasting**

In February 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 and indicate alternate choices. ***Students will be recommended for placement into English, math, world languages, science and intervention classes by current teachers.***

### **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	D = 1 point
B = 3 points	F = 0 points
C = 2 points	

GPA is computed at the end of each 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. Some students (who are on an IEP) may be eligible for a modified grade. See the student’s case manager or Assistant Principal for information before completion.

### **Grading Timeline**

Official grades and credits are reported at the end of each grading period and become part of the student’s permanent transcript. In addition,

advisory grades indicating a student's grade standing at mid-Semester are mailed home. Teachers communicate advisory grades to students at the midpoint of each grading period and send warning letters to students in danger of failure.

## **NCAA Division I and Division II, and NAIA**

### **Initial Eligibility Requirements**

Students who wish to play collegiate sports in NCAA Division I, Division II, or NAIA need to satisfy a number of requirements including minimum GPA, 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. 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 Athletic Director.

### **Off-Site Release (Not for 9th and 10th grade)**

Juniors are required to be enrolled in 8 classes each semester. Seniors are required to be enrolled in 6 classes each semester. 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.

### **Pass No/Pass Grade Option**

With administrative approval and communication with their school counselor, students may elect to be graded with Pass or No Pass (P/NP) on any class that gives letter grades. But no more than two (2) AP/College class credits can be switched to (P/NP) 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 office within five(5) school days following the end of the Semester progress report 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.

**Prerequisite:** Requirements or conditions which must be met in order to be eligible to participate in a course.

**Required Course:** A course that all students must take to graduate.

### **Talented & Gifted Program (TAG)**

TAG students should contact the 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 "About Us" section. Senior transcripts for college admission and scholarships must be requested through SchoolLinks. Only transcripts and credit from accredited schools will be accepted.

**Zero Period:** A course that occurs outside of our regular 8 period day. Zero period classes meet Tuesday - Friday from 7:10-8:05 am. Students must arrange their own transportation for zero period classes.

## Academic Program Diplomas / Graduation Requirements

**Diploma Requirements for Hood River County School District:** [See HRCSD Administrative Rule IKF-AR](#)

<b>COURSE AND CREDIT REQUIREMENTS (HRVHS DIPLOMA)</b>	<b>Credits</b>
Language Arts ( <b>LA</b> )	4.0
Mathematics ( <b>MA</b> ) must be Algebra 1 and above	3.0
Science ( <b>SC</b> ) must include Scientific Inquiry and Lab Experiences	3.0
Social Studies ( <b>GS, US, EC, GV</b> )	3.0
Fine Arts, Career Education, Career Technical Education, or World Languages ( <b>FA</b> )	3.0
Physical Education ( <b>PE</b> )	1.0
Health Education ( <b>HE</b> )	1.0
Electives ( <b>EL</b> )	8.5
<b>Total Credits</b>	26.5

### GRADUATION REQUIREMENT KEY:

CE: Career Education	FA: Fine Arts	MA: Math
EC: Economics	GS: Global Studies	PE: Physical Education
EL: Elective	GV: Government	SC: Science
LA: Language Arts	HE: Health	

***Essential Skills have been suspended until 2024. This section is informational only pending a change from the Oregon Department of Education.***

In addition to the required credits, 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 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 Oregon Statewide Summative Assessment. 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.

#### **Demonstration of Essential Skills for English Language Learners (ELL) Students**

All LEP students will have the option of demonstrating the Essential Skill of Applied Mathematics and Reading in their native language for the purposes of gaining a high school diploma.

	Reading	Math	Writing
ACT	18	19	19
AP (Calculus AB)	-	3	-
AP (English Lit., U.S. History, Government)	3	-	-
PRE ACT	18	19	-
PSAT	24	24.5	-
SAT	24	27	24.5
Oregon Statewide Summative Assessment	2515	2543	2583
WorkKeys	79	79	-

*Work Samples have been suspended until 2024. This section is informational only pending a change from the Oregon Department of Education.*

**Reading:** Students must complete 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.”

**\*Work Samples** are a requirement for students to complete pending other benchmarks that are not met.

### Academic Program Diplomas / Graduation Requirements - Continued

**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.

#### 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.

**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.



**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.

**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.

## Class Selection Process

### 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 review and approve all requests; parent signatures will be required before the schedule is created. Some classes require meeting a specific grade in a previous course, test score criteria, and/or class prerequisites. The sample 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:** There will be a course correction period before Semester 2. Changes to students' schedules are discouraged between Semesters. However, if changes are necessary (meaning open periods and misplacements), they must be completed during the designated schedule fix timeline; parent approval will be required.

Approved course corrections must be made within the first 5 days of the semester. Misplacements after the 5th day of the semester will require consultation with the school counselor. Schedule changes that are not misplacements may result in a WF (withdrawal and failing grade).

#### Timeline for Class Selection Process

<b>February / March</b>	Academic Planning Guide is made available to students and families. Focus on Forecasting Week in February. Students are required to complete online forecasting in the Home Access Center.
<b>March / April</b>	Counselors explain scheduling and distribute materials to all students in grades 9, 10, 11; students plan schedules with parents and classroom teachers. Students meet with counselors to review and submit requests.
<b>April</b>	Counselors host eighth grade open house
<b>May</b>	Student course requests are prepared. Courses and sections are determined based on student interest.  Preliminary schedule conflicts are resolved by school counselors.
<b>August</b>	Parents complete online registration. Counselors meet with new students. Students pick up their schedule and iPad Students receive their final schedule on the first regular school day. Conflicts, misplacements, and incomplete schedules will be resolved during Change Arena held on the same day.

#### Education Planning

<b>9th Grade</b>	<b>4 year plan is developed in the spring. Student meets with their School Counselor in spring to forecast.</b>
<b>10th Grade</b>	<b>Student meets with the School Counselor in the spring to forecast and review and revise the 4 year plan.</b>
<b>11th Grade</b>	<b>Student meets with the School Counselor in the spring to forecast and review and revise the 4 year plan.</b>
<b>12th Grade</b>	<b>Students meet with School Counselors in the fall to review their Senior Graduation status and future plans.</b>

## Courses offered at Hood River Valley High School:

**Please note:** The courses that will be offered will be determined by how many students forecast for each course. Not all courses listed in the Academic Guide will be offered next year.

HRVHS Courses			
<p><b><u>LANGUAGE ARTS (LA)</u></b>  LA 9  Honors LA 9  LA 10  Honors LA 10  LA 11  LA 12  AP English Literature and Composition  Writing 121/Writing 122  Reading 115/Writing 115</p> <hr/> <p><b><u>MATHEMATICS (MA)</u></b>  Algebra 1  Principles of Algebra  Geometry  Algebra 2  Advanced Algebra/Trig  Honors Pre Calculus  AP Calculus AB  AP Calculus BC  AP Statistics  Keys to Math in Society  Contemporary Topics in Math</p> <hr/> <p><b><u>SCIENCE (SC)</u></b>  Patterns Physics (with honors option)  Physics  AP Physics 1  AP Physics 2  Chemistry  Honors Chemistry  AP Chemistry  Biology (with honors option)  AP Biology  Research, Genetics and Bioethics  AP Environmental Science  Geology of the Pacific Northwest  Earth Science</p> <hr/> <p><b><u>SOCIAL STUDIES</u></b>  <b>Global Studies (GS)</b>  20th Century World History  World Geography  Women in World History  Latin America Studies  Contemporary World Issues  AP Human Geography</p> <p><b>U.S. History (US)</b>  U.S. History  AP US History</p> <p><b>Government (GV)</b>  Government  AP US Government &amp; Politics</p> <p><b>Economics (EC)</b>  Economics</p>	<p><b><u>MUSIC (FA)</u></b>  Concert Band  Wind Ensemble  Jazz Ensemble  Concert Choir  Music Independent Study  Music Theory and Composition  Chamber Singers</p> <hr/> <p><b><u>THEATRE (FA)</u></b>  Phoenix Theatre TA148  Intro to Theatre Tech TA111  Student Theatre Tech  Theater A/B  Improvisation TA144  Acting 1 TA141  Acting 2 / 3 TA142  Performance/Production TA180C</p> <hr/> <p><b><u>VISUALARTS (FA)</u></b>  Intro to Drawing  Intro to Painting  Advanced Drawing and Painting  AP Drawing  Independent Study-Drawing  Ceramics 1  Ceramics 2  Ceramics 3  AP 3D Art and Design  Photography  Craft Lab  Advanced Craft Lab  Integrated Arts &amp; Communications</p> <hr/> <p><b><u>CAREER EDUCATION (CE)</u></b>  Cooperative Work Experience  Internship  Community Works  Career &amp; Financial Literacy  Student Firefighter</p> <hr/> <p><b><u>AGRICULTURE SCIENCE &amp; TECHNOLOGY (CE/FA)</u></b>  Plant Science  Principles of Agriculture  Agricultural Leadership  Food Science and Safety  Animal Science  Cooperative Work Experience in Ag.  Veterinary Science  Horticulture/Floriculture  Mechanics and Construction  Wood Technology  Advanced Woods &amp; Construction  Metals Technology  Welding, Fabrication &amp; Metal Art  CTE Tech Mentor</p>	<p><b><u>BUSINESS (CE/FA)</u></b>  Career and Financial Literacy  Introduction to Entrepreneurship  Business 101</p> <hr/> <p><b><u>EDUCATION &amp; HUMAN SERV. (CE/FA)</u></b>  Child Development and Psychology  Elementary Internship  ECE Internship  Advanced Education Internship  General Psychology  Intro to Education</p> <hr/> <p><b><u>HEALTH SCIENCE (CE/FA)</u></b>  Future Healthcare Professionals of OR  Medical Terminology  Intro Anatomy &amp; Physiology 1  Healthcare Work Experience 1&amp;2  Mind-Body Connection  Public Safety &amp; First Responders</p> <hr/> <p><b><u>INTEGRATED MEDIA (CE/FA)</u></b>  Multimedia Design  Video Production  Advanced Multimedia</p> <hr/> <p><b><u>ENGINEERING (CE/FA)</u></b>  Robotics 1  Robotics 2  Robotics 3  STEM Makerspace  Advanced Engineering</p> <hr/> <p><b><u>COMPUTER SCIENCE (CE/FA)</u></b>  Exploring Computer Science  AP Principles of Computer Science  AP Computer Science A  Independent Study Computer Science</p> <hr/> <p><b><u>WORLD LANGUAGES (FA)</u></b>  Spanish 1  Spanish 2  Spanish 3  Spanish 4  AP Spanish Language &amp; Culture  French 1  French 2  French 3  French 4  Spanish for Spanish Speakers 1  Spanish for Spanish Speakers 2  Spanish for Spanish Speakers 3</p> <hr/> <p><b><u>HEALTH (HE)</u></b>  Wellness Health  Advanced Health</p>	<p><b><u>PHYSICAL EDUCATION (PE)</u></b>  Wellness PE 9  Advanced PE  Personal Fitness  Athletic Development  Athletic Development (Zero Period)</p> <hr/> <p><b><u>ELECTIVE (EL)</u></b>  AVID Elective  AVID Peer Tutor Middle School  AVID Peer Tutor High School  Attendance Aide  Child Care Assistant  Contemporary World Issues  Counseling Office Aide  Creative Writing  Film as Art  Foundations for Algebra  General Psychology  Intro to Folklore and Mythology  Introduction to Law  Journalism  Leadership  Library Assistant  Peer Tutor  Public Speaking  Sociology  Student Government/Leadership  Study Hall  Teacher Aide  Technical &amp; Professional Comm.  Yearbook</p> <hr/> <p><b><u>SUPPORT PROGRAM (EL)</u></b>  Academic Support Math  Senior Essential Skills  Reading Intervention  SOAR</p> <hr/> <p><b><u>ENGLISH LANGUAGE LEARNERS</u></b>  Beginner ELD  Early Intermediate ELD  Intermediate ELD  Early Advanced ELD  Reading Intervention-ELL</p> <hr/> <p><b><u>SPECIAL EDUCATION</u></b>  Job Club/YTP  Academic Seminar  Transition Planning  SLC Culinary Arts and Healthy Living  SLC Academic Skill Building  SLC Supported Study Hall  SLC Structured Learning Center  SLC Vocational Foundations  SLC ELD Extension  SLC Transitions-Independent Living Skills</p>

## Community College Dual Credit Courses (College Now)

Dual credit is available for 11th and 12th grade students and for 10th grade students upon school counselor approval.

Note: Dual credit classes depend on teacher certification and staff assignments.

HRVHS Course (College)	College Course	Credits
Acting 1	TA 141 (CGCC)	4
Acting 2/3	TA 141 (CGCC)	4
AP Calculus AB	MATH 251 (CGCC)	5
AP Calculus BC	MATH 252 (CGCC)	5
AP Literature and Composition	ENG 104/105/106 (CGCC)	12
AP Pre Calc/Honors Pre Calc	MATH 111/112 (CGCC)	10
AP Statistics	MATH 243 (CGCC)	5
AP US History	HST 201/202/203 (CGCC)	12
AP Environmental Science	ESR 171/172 (CGCC)	8
Cadet Teaching: Teachers Making A Difference	ED 101 (CGCC)	1
Child Development	HEC 226 (CGCC)	4
Exploring the Early Childhood Education Field	ECE 101 (CGCC))	1
Film as Art	ENG 195 (CGCC)	4
General Psychology	PSY201a (CGCC)	4
Healthcare Work Experience 1&2	BA 280A (CGCC )	1-3
Improvisation	TA 144 (CGCC)	3
Intro to ED: Purposes, Structure & Functions of Education in a Democracy	ED 216 (CGCC)	3
Intro to Folklore and Mythology	ENG 250 (CGCC)	4
Intro to Theater Tech	TA 111 (CGCC)	3
Intro Anatomy & Physiology	BI 121 (CGCC)	4
Keys to Math in Society	MTH 105 (CGCC)	4
Medical Terminology	MP 111 (CGCC)	4
Performance/Production	TA 180C (CGCC)	3
Phoenix Theater	TA 148 (CGCC)	3
Plant Science	HORT 100 (CGCC)	3
Public Speaking	COMM 111 (CGCC)	4
RD 115/ WR 115	RD 115/WR 115 (CGCC)	8
Spanish for Spanish Speaker 2	SP 101/102/103 (CGCC)	12
Spanish for Spanish Speaker 3	SP 201/202/204 (CGCC)	12
Technical and Professional Writing	WR227 (CGCC)	4
Welding, Fabrication and Metal Art	WLD 195 (CGCC)	3
WR 121/122	WR 121/122 (CGCC)	8
Metals Technology	AGM 221 (BMCC)	3
Future Healthcare Professionals	SCI 116 (EOU)	2
Video Production	IM 282, WA-90 (MHCC)	1

## Public College/University Admission Requirements

### Oregon Public University Admission (OPU)

While each university or college determines their own admission requirements, the following 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.

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

Some colleges require the SAT or ACT test for admission. A C- or greater must be earned in each college-preparatory subject course for automatic admissions.

### 9th grade GPA Admission Requirements for Oregon Public University System

	EOU	OIT	OSU	PSU	SOU	UofO	WOU
<b>High School GPA</b>	2.75	3.0	3.0	2.5	2.50	3.2*	2.75
<b>Additional campus review required</b>	below 2.75	2.50 to 2.99	2.75 to 2.99	below 2.49	below 2.50	**	below 2.75

\*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 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:

9th grade Year:

1. Students develop a 4 year plan.
2. Students will complete 'Find Your Path' in SchooLinks, as well as completing their post-secondary goals.
3. Students meet with their school counselor in the Fall for a 9th grade interview. Students meet with their school counselor in the Spring to plan 10th grade year classes and how it relates to their post-secondary goals.
4. Students will be introduced to Oregon CIS to begin their activities chart.

10th grade Year:

1. Students update their Activities Chart in Oregon CIS.
2. Students review their 4-year plan with their school counselor in their 10th grade year interview meeting..
3. Students meet with their school counselor in the spring to plan 11th grade year classes and how it relates to their post-secondary plan.
4. Students complete the Learning Style Assessment in SchooLinks.

11th grade Year:

1. Students meet with their school counselor to update the 4 year plan, review graduation evaluation and plan 12th grade year classes and how it relates to their post-secondary plan.
2. Students complete the following:
  - a. Update Activities chart in Oregon CIS
  - b. Complete a School search in Schoolinks to create an Explore College and Favorite Colleges Activity in SchooLinks.
  - c. Begin a conversation about how to meet the Extended Application requirements.

12th grade Year:

1. Review graduation evaluation and post-secondary goals with school counselor.
2. Update Activities Chart in Oregon CIS.
3. Individual support from school 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 requirements and process to complete the EA are under review at this time.*

# HOOD RIVER VALLEY HIGH SCHOOL SAMPLE FOUR YEAR PLAN

<b>NAME:</b>	<b>STUDENT ID#: 123456</b>	<b>GRADE: 9</b>
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Name:		Student ID#:				Grade:	
9th Grade		10 Grade		11th Grade		12 Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English <b>LA 9</b>		English <b>LA 10</b>		English <b>LA 11</b>		English <b>Writing 115/121</b>	
Math <b>Algebra 1</b>		Math <b>Geometry</b>		Math <b>Algebra 2</b>		Math/Elective <b>Honors Statistics</b>	
Science <b>Patterns Physics</b>		Science <b>Chemistry</b>		Science <b>Biology</b>		Science/Elective	
Social Studies or Elective <b>World Geography</b>	Social Studies or Elective <b>Latin America St.</b>	Elective <b>Biology</b>	Elective <b>Biology</b>	Social Studies <b>US History</b>		Social Studies <b>Economics</b>	Social Studies <b>Government</b>
Health or PE <b>PE</b>	Health or PE <b>Health</b>	Elective <b>Foreign Language</b>	Elective <b>Foreign Language</b>	Adv. Health	Adv. Health	Elective <b>Psychology</b>	Elective <b>Intro to Law</b>
Elective <b>Foreign Language</b>	Elective <b>Foreign Language</b>	Elective <b>Multimedia Design</b>	Elective <b>Multimedia Design</b>	Elective <b>Foreign Language</b>	Elective <b>Foreign Language</b>	Elective <b>Athletic Development</b>	Elective <b>Athletic Development</b>
Elective <b>CTE elective</b>	Elective <b>CTE elective</b>	Elective <b>Computer Science</b>	Elective <b>Computer Science</b>	Elective <b>CTE elective</b>	Elective <b>CTE elective</b>	Elective <b>Video Production</b>	Elective <b>Video Production</b>
Elective <b>Art Elective</b>	Elective <b>Art Elective</b>	Elective <b>Advanced PE</b>	Elective <b>Sports Medicine</b>	Elective <b>Advanced Multimedia</b>	Elective <b>Advanced Multimedia</b>	Elective <b>Internship</b>	Elective <b>Offsite</b>
Credits Earned <b>4</b>	Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned
Total Credits this Year		Total Credits this Year		Total Credits this Year		Total Credits this Year <b>Example</b>	

## BLANK - FOUR YEAR PLAN

<b>NAME:</b>	<b>STUDENT ID#: 123456</b>	<b>GRADE: 9</b>
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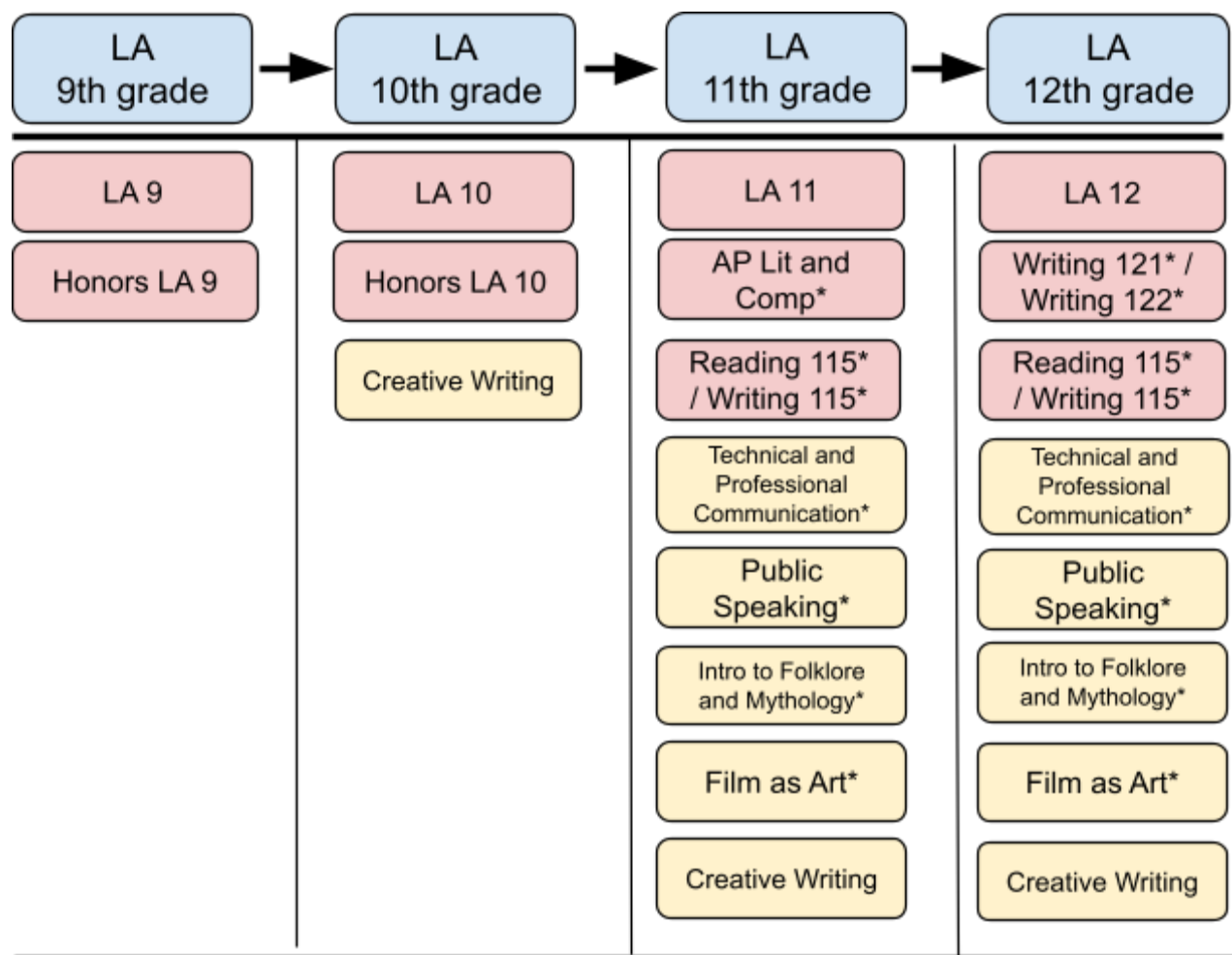
Name:		Student ID#:				Grade:	
9th Grade		10 Grade		11th Grade		12 Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English		English		English		English	
Math		Math		Math		Math/Elective	
Science		Science		Science		Science/Elective	
Social Studies or Elective	Social Studies or Elective	Elective	Elective	Social Studies		Social Studies	Social Studies
Health or PE	Health or PE	Elective	Elective	Adv. Health	Adv. Health	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned	Credits Earned
Total Credits this Year		Total Credits this Year		Total Credits this Year		Total Credits this Year	

## COURSE OFFERINGS AND DESCRIPTIONS

### Language Arts (LA)

You must earn 4 credits in LA to graduate. The central goal of all Language Arts courses is to develop literacy skills in the processes of listening, reading, speaking, writing, and thinking. Students should forecast for one language arts class per year. Students can forecast for as many Language Arts (electives) as they choose.

- Courses highlighted in **PINK** count as LA credit. Courses highlighted in **YELLOW** are for **elective** credit only.



- Students must earn a total of 4 credits in Language Arts (LA) to graduate.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit)
- Many LA courses require a teacher recommendation or have a prerequisite course that must be taken first. Scroll down to see the prereq details for each course.
- Each year it is possible to take ANY English class listed under your grade level, including honors and college credit courses, if you have a teacher recommendation. Talk to your English teacher.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course.

Course	Description
<b>0100190 LA 9 (LA)</b>	
<b>Grade: 9</b> <b>Length of course: 2 Semesters</b>	LA 9 will set the groundwork for four years of practice and development of written communication skills. A rigorous course of study in LA 9 prepares students to meet College Readiness and Common Core State Standards. Students will develop their voices as creative and analytical writers, will learn a strong vocabulary for the critical discussion of literature, and practice these skills in collecting citations in writing. The course will primarily use texts from our StudySync curriculum.
<b>0100170 HONORS LA 9 (LA)</b>	
<b>Grade: 9</b> <b>Length of course: 2 Semesters</b>	In addition to the goals and expectations of LA 9, this accelerated course offers highly motivated students the opportunity to experience more classics of English literature and further develop their analytical writing and speaking. Independent reading and writing skills are expected. Homework is extensive at times.
<b>0100290 LA 10 (LA)</b>	
<b>Grade: 10</b> <b>Length of course: 2 Semesters</b>	LA 10 continues to develop reading and writing skills from 9th grade. A rigorous course of study in LA 10 prepares students to meet College Readiness and Common Core State Standards. Students will practice collecting sources into an annotated bibliography which will lead to asking a research question. This class expects students to read independently and to complete a variety of clearly articulated written and oral responses to literature. The course will primarily use texts from our StudySync curriculum.
<b>0100260 HONORS LA 10 (LA)</b>	
<b>Grade: 10</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Teacher Recommendation</b>	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.
<b>0100320 LA 11 (LA)</b>	
<b>American Literature</b> <b>Grade: 11</b> <b>Length of course: 2 Semesters</b>	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. A rigorous course of study in LA 11 prepares students to meet College Readiness and Common Core State Standards. The course will primarily use texts from our StudySync curriculum which will take students through literary and nonfiction texts that explore how individuals cultivate identity through interactions with their environment, each other, and conceptualizations
<b>0100470 LA 12 (LA)</b>	
<b>Grade: 12</b> <b>Length of course: 2 Semesters</b>	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.



## 0100600 AP ENGLISH LITERATURE AND COMPOSITION (LA)

**Optional Dual Credit offered through CGCC (ENG 104/105/106)**  
**Grade: 11**  
**Length of course: 2 Semesters**  
**Prereq: Teacher Recommendation**  
**Alignment: College level**

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.

## 0110410 WRITING 121/122 (LA)

**Grade: 12**  
**Length of course: 2 Semesters**  
**Prereq: Teacher Recommendation**

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.

## 01009711,2 SENIOR ESSENTIAL SKILLS (EL) ([POSTPONED UNTIL 2024-2025](#))

**Grades: 12**  
**Length of course: 1 Semester**

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. **(0.25 Elective Credit - may be repeated for credit) Prereq: have not met essential skills for writing**

## 0110430 READING 115

**Grade: 11, 12**  
**Length of course: 2 Semesters**  
**Prereq: Teacher Recommendation**

READING 115: Focuses on expanding reading frequency and effectively reading complex college level texts; Emphasizes comprehension strategies, critical reading and thinking skills, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks. Homework is moderate.

WRITING 115: Students will work on developing their ability to read critically and write college-level essays in a variety of different writing contexts and situations. Emphasis is on learning to use the conventions of written language appropriately and skillfully for different purposes and to experience and use writing as a recursive, social, and collaborative process. Homework is moderate.

## 0106610 READING INTERVENTION (EL)

**Grades: 9**  
**Length of course: 1 Semester**  
**Prereq: Based on the STAR reading test — students in the “urgent intervention” category**

READ 180 is a reading intervention program that is highly structured and individualized. It directly addresses individual needs through instructional software, high-interest fiction and non-fiction texts, and direct instruction in reading and writing skills. Students work in small and large groups using cooperative learning strategies and interactive technology. Assessment at regular intervals on target skills help students and teachers track and analyze performance, and allow adjustments to instruction as required. The goal of READ 180 is to help students develop reading skills at grade level.

## 0106119 FILM AS ART (EL)

**Grades:** 11, 12 (grade 10 with a ‘Sophomore By Exception’ form signed by parent and current LA teacher)

**Length of course:** 1 Semester

**Prerequisite:** 2 Semesters of English credit

**Alignment:** College level course aligned with ENG 195 Film Studies: Film as Art

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; analyze film through studying the techniques by which it was made.

## 0110409 CREATIVE WRITING (EL)

**Grades:** 10, 11, 12

**Length of course:** 1 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. Must enjoy writing!

## 0106909 INTRODUCTION TO FOLKLORE AND MYTHOLOGY (EL)

**Grade:** 11, 12 (grade 10 with a ‘Sophomore By Exception’ form signed by parent and current LA teacher)

**Length of course:** 1 Semester

**Alignment:** College level course aligned with ENG 250

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

## 0110509 TECHNICAL AND PROFESSIONAL COMMUNICATION (EL)

**Grade:** 11, 12 (grade 10 with a ‘Sophomore By Exception’ form signed by parent and current LA teacher)

**Alignment:** College level course aligned with WR 227

**Length of course:** 1 Semester

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.**

**Grade: 11, 12 (grade 10 with a ‘Sophomore By Exception’ form signed by parent and current LA teacher)**

**Alignment: College level course aligned with COMM 111**

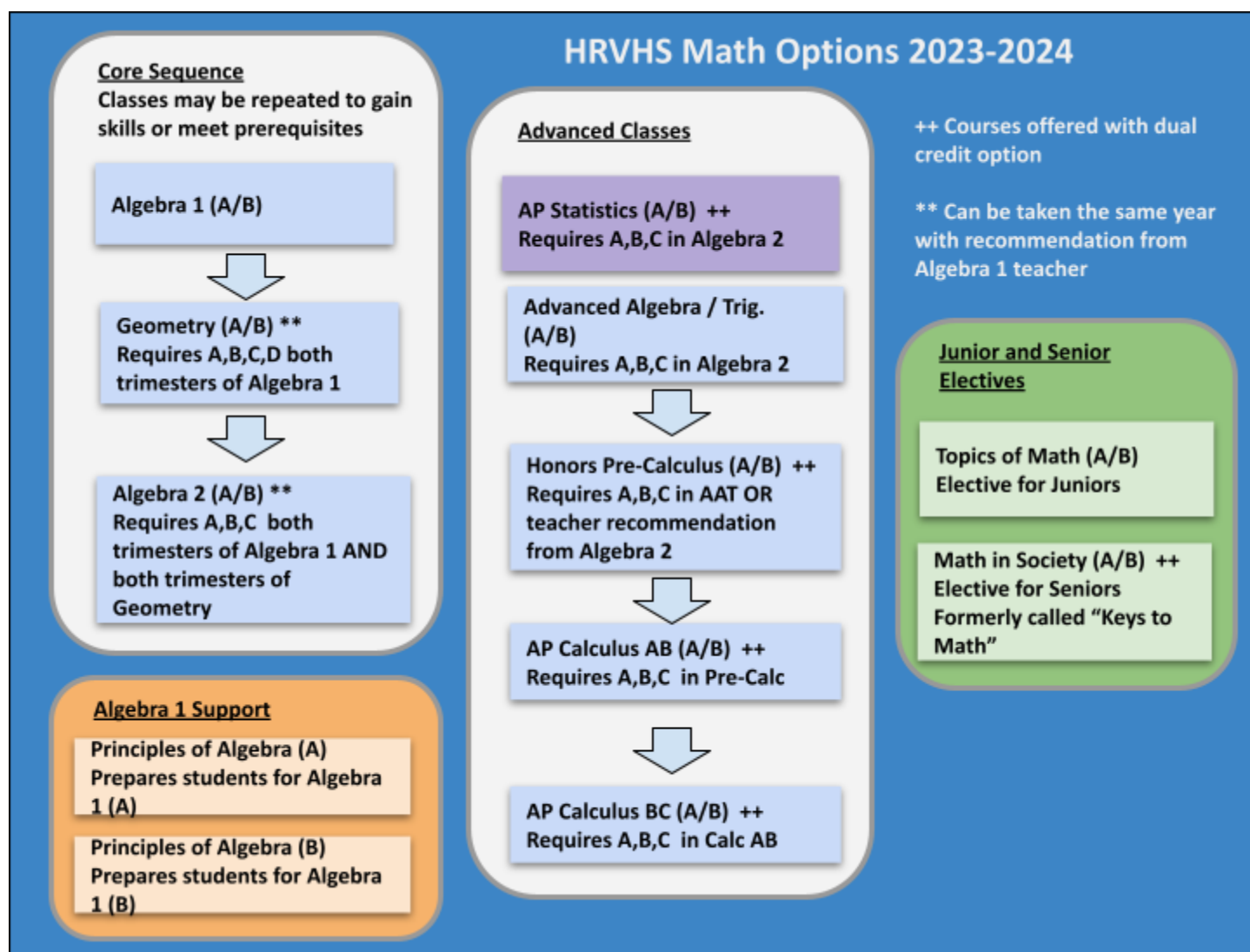
**Length of course: 1 Semester**

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.. Includes techniques for controlling speech anxiety, how to organize information to present to a variety of audiences, and physical and vocal delivery skills.

## Mathematics

You must earn 3 credits in Math to graduate. 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.

Note: All students must complete Algebra 1 level mathematics or higher to meet the diploma requirement in mathematics.



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 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., AP 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.

Course	Description
<b>0205200 ALGEBRA 1 (MA)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters (may be repeated for elective credit to enhance skills)</b>	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.
<b>0200309 FOUNDATIONS FOR ALGEBRA (EL)</b>	
<b>Grade(s): 9th</b> <b>Length of Course: 1 Semester</b> <b>Prereq(s): None</b>	Because this course is elective, curriculum topics can/will be adjusted according to the needs of the students. Collaboration with HRCSD middle school teachers will inform a finalized list of topics.. Operations with integers/rational numbers, Evaluating Expressions, Order of operations, Calculator Literacy, Coordinate Plane, Academic Language.
<b>0205802 PRINCIPLES OF ALGEBRA PART 1 (MA)</b>	
<b>Grades: 9,10</b> <b>Prereq: Approval by teacher</b>	Part 1 covers topics overlapping with the first half 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.
<b>0205801 PRINCIPLES OF ALGEBRA PART 2 (MA)</b>	
<b>Grades: 9,10</b> <b>Prereq: Approval by teacher</b>	Part 2 covers topics overlapping with the second half 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.
<b>0207200 GEOMETRY (MA)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters (may be repeated for elective credit to enhance skills)</b> <b>Prereq: D- or better both parts A &amp; B of Algebra 1</b>	Content in this course will include properties of plane and solid figures, deductive methods of reasoning and use of logic, geometry as an axiomatic system inducing the study of postulates, theorems, and formal proofs, rules of congruence, similarity, parallelism, perpendicularity, rules of angle measurement in triangles, including trigonometry, coordinate geometry, and transformational geometry, and probability. This course also revisits foundational algebra skills and introduces data science topics. This course is graded on proficiency.
<b>0205600 ALGEBRA 2 (MA)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters (may be repeated for elective credit to enhance skills)</b> <b>Prereq: C- or better both parts A &amp; B of Alg. 1 and Geometry</b> <b>Fees: Graphing calculator is required</b> <b>Alignment:Required for most university admissions</b>	Content of this course includes linear functions, polynomial (including 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 on homework every day. This is a college prep course that is graded on proficiency.

## 0210600 ADVANCED ALGEBRA/TRIGONOMETRY (MA)

**Grades:** 9,10,11,12

**Length of course:** 2 Semesters (may be repeated for credit)

**Prereq:** C (72.5%) or better in Algebra 2 OR comparable intermediate algebra course.

**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.

## 0211000 HONORS PRE-CALCULUS (MA)s

**Grades:**9,10,11,12

**Length of course:** 2 Semesters (may be repeated for elective credit to enhance skills)

**Prereq:** C- or better in Advanced Algebra/Trig. OR A- or better in Algebra 2 and a recommendation from Algebra 2 teacher.

**Fees:** Graphing calculator is required.

**\*Additional fee for students choosing to take this course for college credit. Add**

**Alignment:** CGCC 5 Credits (MTH 111) and 5 Credits (MTH 112)

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.

## 0212400 AP CALCULUS AB (MA)

**Grade:** 10,11,12

**Length of course:** 2 Semesters

**Prereq:** B or better in AP Pre-Calculus

**Fees:** Graphing calculator is required

**Alignment:** CGCC(5 Credits) MTH 251

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:** 2 Semesters

**Prereq:** AP CALCULUS AB

**Fees:** Graphing calculator is required. Add

**Alignment:** CGCC (5 credits) MTH 252

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.

## 0220300 AP STATISTICS (MA)

**Grades:** 10, 11, 12

**Length of course:** 2 Semesters

**Prereq:** C- or better in Algebra 2 or AAT

**Fees:** Graphing calculator is required.

**Alignment:** CGCC (4 credits, MTH 243)

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.



## 0215300 KEYS TO MATH IN SOCIETY (MA)

**Grade: 12**

**Length of course: 2 Semesters**

**Alignment: CGCC (4 credits, MTH 105)**

This course is designed for Seniors 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 builds on previous math courses however will extend the students' understanding of when and how to use them 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: 11**

**Length of course: 2 Semesters**

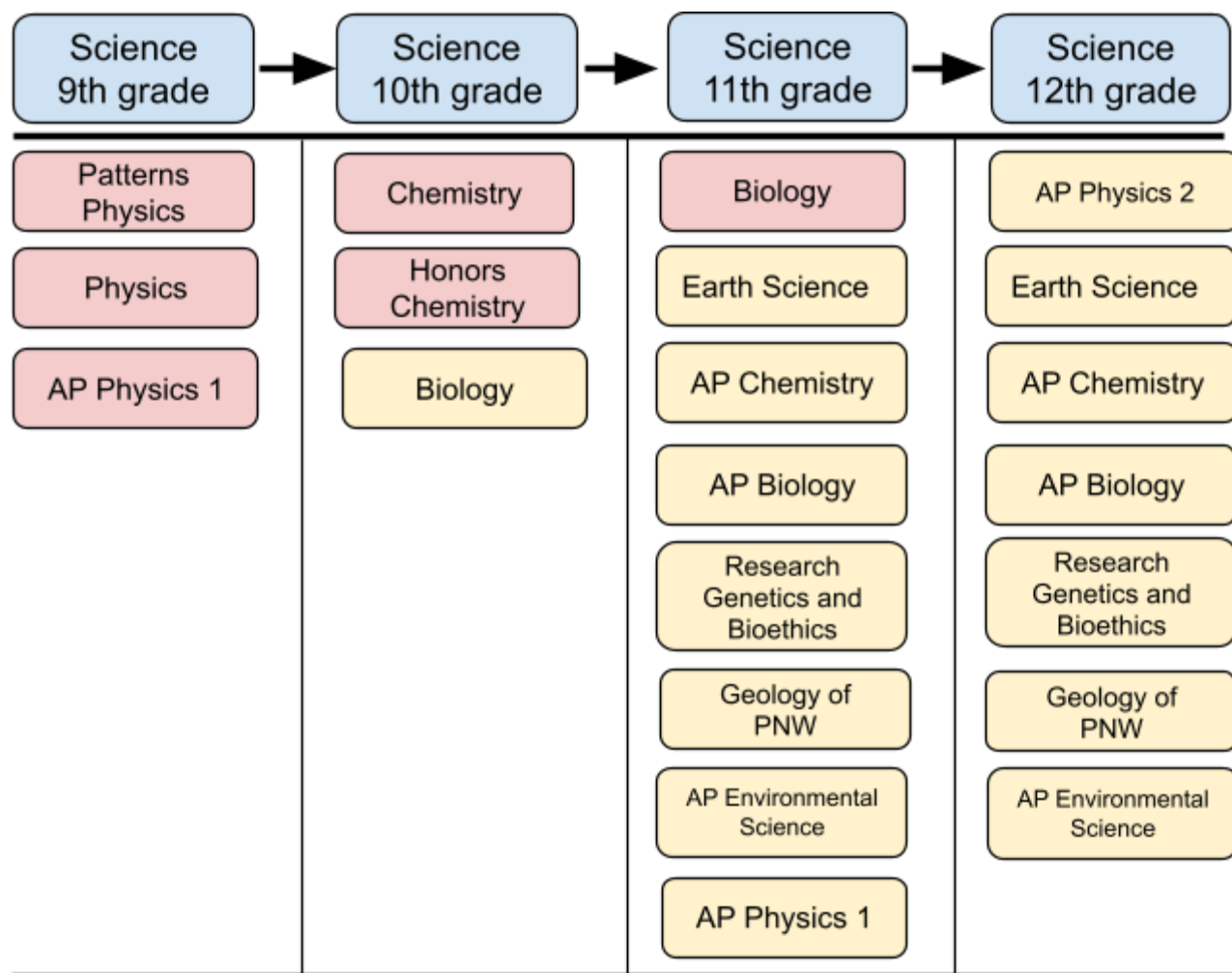
**Prereq: Algebra 1**

**Alignment: Does not meet college entrance requirements**

This course is an overview of various topics of Mathematics (previously titled, "Contemporary Topics of Math"). 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.

## Science

You must earn 3 credits in Science to graduate. 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!



- Students must earn a total of 3 credits in Science to graduate.
- Courses highlighted in PINK are the recommended core science classes. Courses highlighted in YELLOW can be taken in ADDITION to the core classes.
- Also, see additional Science related courses offered in the [CTE section](#).

Course	Description
<b>0316100 PATTERNS PHYSICS (SC) HONORS PATTERNS PHYSICS (SC) *embedded</b>	
<b>Grades: 9</b> <b>Length of course: 2 Semesters</b>	<p>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.</p>
<b>0315100 PHYSICS (SC)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Must pass Algebra 1 and Geometry with an A or B. And must be concurrently enrolled in Algebra 2 or Advanced Algebra Trig.</b> <b>Grades 9/10 by placement.</b>	<p>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.</p>
<b>0316500 AP PHYSICS 1 (SC)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Successful completion (C or better) or concurrent enrollment in Honors Pre-Calculus.</b> <b>Grades 9/10 by placement.</b>	<p>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.</p>
<b>0316600 AP PHYSICS 2 (SC)</b>	
<b>Grade: 12   Length of course: 2 Semesters</b> <b>Prereq: Successful completion(C or better) of AP Physics 1</b>	<p>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.</p>
<b>0310100 CHEMISTRY (SC)</b>	
<b>Grades: 10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Geometry or concurrent enrollment, and successful completion of Patterns Physics.</b>	<p>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.</p>
<b>0310130 HONORS CHEMISTRY (SC)</b>	
<b>Grades: 10</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Successful completion or concurrent enrollment in Geometry required</b>	<p>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 regular and writing intensive, 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).</p>

### 0310600 AP CHEMISTRY (SC)

**Grades:** 11,12

**Length of course:** 2 Semesters

**Prereq:** Chemistry or Honors Chemistry

This course is the equivalent of a General Chemistry course usually taken during the 9th grade 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.

### 0305110 BIOLOGY (SC)

**(HONORS BIOLOGY (SC) \*embedded option)**

**Grades:** 10,11,12

**Length of course:** 2 Semesters

**Prereq:** Successful completion of Patterns Physics or Honor 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 almost 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.

### 0305600 AP BIOLOGY (SC)

**Grades:** 11-12

**Length of course:** 2 Semesters

**Prereq:** Completion of Biology and Chemistry with a grade of B or higher, or approval by instructor

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

### 0305900 RESEARCH, GENETICS AND BIOETHICS (SC)

**Grade:** 11, 12

**Length of course:** 2 Semesters

**Prereq:** C- or better in Biology

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.

### 0320700 AP ENVIRONMENTAL SCIENCE (SC)

**Grades:** 11, 12

**Length of course:** 2 Semesters

**Prereq:** completion of

Physics, Chemistry

**Alignment:** CGCC ESR171, ESR172

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 cultural and social context; Human survival depends on developing practices that will achieve sustainable systems. Dual credit course with CGCC ESR 171 and ESR 172.

### **0300209 GEOLOGY OF THE PACIFIC NORTHWEST (SC)**

(\*Honors embedded option)

**Grade: 11, 12**

**Length of course: 1 Semester**

**Prereq: Patterns Physics, Earth Science  
Preferred**

Geology of the Pacific Northwest is a course designed for students to adventure through the topographic and geologic features of the PNW with an emphasis on geologic history. Covering the geographic area from Southeast Alaska to Northern California and as far east as Montana, this course will teach students about the processes that shape our dynamic Earth and the systems which make our natural environment so unique. The course objective is for students to gain an understanding of natural processes while also recognizing the extraordinary geologic features surrounding the Columbia River Gorge through hands-on experiences. Students will engage in on-site labs, quizzes and tests given a provided rubric, and 3 off-site field-study trips to Mt.Hood, Oregon Coast, & Columbia River Gorge. As we investigate topics by taking an in-depth look at the history of our Earth and the timeline we continue to construct living on it; this course will provide a curious understanding and environmental stewardship towards our ever-changing planet.

### **0300100 EARTH SCIENCE (SC)**

**Grades: 11,12**

**Length: 2 Semesters**

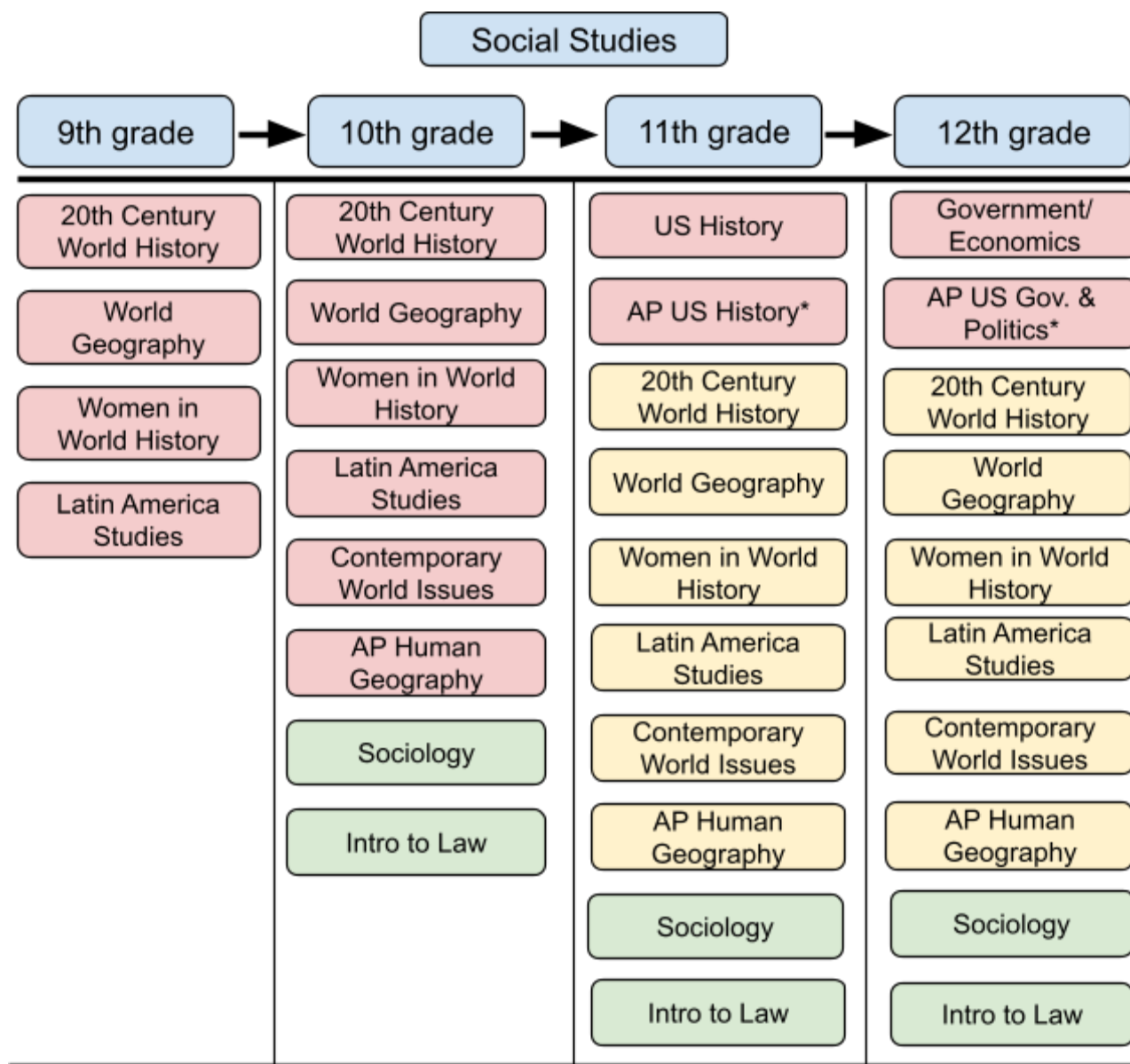
**Prereq: Successful completion of Patterns  
Physics**

This is a year-long course focused on the living systems of planet Earth with particular emphasis on our backyard, the Columbia River Gorge. . Topics include watersheds, glaciers, volcanoes, weather, climate change, renewable energy, food systems, and sustainability.. The course focuses on the natural processes which make the Hood River Valley and Columbia Gorge geologically, ecologically, and culturally unique. Assessments will include (but are not limited to) tests, projects and lab reports. Students should expect weekly exploration along the Indian Creek Trail as part of the class.



## Social Studies

You must earn 3 credits in Social Studies to graduate. The Social Studies 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.



- Students must earn a total of 1.0 credits in Global Studies (GS), 1.0 credit in US History (US), .50 credit in Government (GV), and .50 credit in Economics (EC) to graduate. Courses highlighted in PINK follow the recommended sequence. Courses highlighted in YELLOW are Global Studies credit that can be taken in addition to required US, GV, EC courses or if student has not met the requirement. Courses highlighted in GREEN are Social Studies elective courses.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit).
- Scroll down to see the length for each course and additional information.

Course	Description
<b>0405309 20TH CENTURY WORLD HISTORY (GS,EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 1 Semester</b> <b>Prereq: None</b>	<p>This 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.</p>
<b>0400109 WORLD GEOGRAPHY (GS,EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 1 Semester</b> <b>Prereq: None</b>	<p>This course will include place, name 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.</p>
<b>0406509 WOMEN IN WORLD HISTORY (GS,EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 1 Semester</b> <b>Prereq: None</b>	<p>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.</p>
<b>0406109 LATIN AMERICA STUDIES (GS/EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 1 Semester</b> <b>Prereq: None</b>	<p>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.</p>
<b>0406409 CONTEMPORARY WORLD ISSUES (GS/EL)</b>	
<b>Grades: 10,11,12</b> <b>Length of course: 1 Semester</b>	<p>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.</p>
<b>0400400 AP HUMAN GEOGRAPHY (GS/EL)</b>	
<b>Grades: 10,11,12</b> <b>Length of course: 2 Semesters</b>	<p>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.</p>

#### 0425809 SOCIOLOGY (EL)

**Grades: 10,11,12**

**Length of course: 1 Semester**

Sociology is the study of human society and social behavior. Studying sociology helps us to step back and look at our own society and others' in an objective way so we can try to understand social behavior with fresh eyes! In this course, we learn about the history & theories of sociology, the value of research methods, and learning to "see" with the sociological perspective and imagination. Topics we will study include culture, socialization & social norms, collective behavior, social structure, inequality, race & ethnicity, social stratification & mobility, deviance & social control, social change, and the influence of institutions like the family, religion, government & school.

#### 0425419 PSY201a: GENERAL PSYCHOLOGY (EL)

**(PSY 201a, dual-credit CGCC)**

**GRADE LEVELS: 11, 12**

**LENGTH OF COURSE: 1 Semester**

**PREREQUISITES: Writing 115, 121 or strong writing skills are prerequisites.**

This is a general psychology college-level course for juniors and seniors. Surveys major concepts, theories, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness and human development. Examines popular trends and overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism. Emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought and emotion. Satisfies a social science requirement for many majors, including Pre-Nursing, Education, and Early Childhood ED and family services degrees. This is a college level course with 4 CGCC credits optional. **There is a reduced requirement option for students seeking HRVHS credit only.**

#### 1505109 INTRODUCTION TO LAW (EL)

**Grades: 10,11,12**

**Length of course: 1 Semester**

**Prereq: None**

This course is designed to provide students with an introduction to America's legal system, as well as to provide insight into the causes and consequences of legal and societal problems relevant in the United States today. Throughout the course, students will have opportunities to explore landmark cases, legal careers, and contemporary issues in law.

#### 0410100 US HISTORY (US)

**Grade: 11**

**Length of course: 2 Semesters**

**Prereq: None**

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.

#### 0410400 AP US HISTORY (US)

**Grades: 11**

**Length of course: 2 Semesters**

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. **Students can earn Columbia Gorge Community College credit for History 201, 202, 203**

**GOVERNMENT (0415109) (GV)**  
**ECONOMICS (0420209) (EC)**

**Grade: 12**  
**Length of course: 2 Semesters**  
**Prereq: None**

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.

**AP US GOVT. & POLITICS (0415709) (GV)**  
**ECONOMICS (0420209) (EC)**

**Grade: 12**  
**Length of course: 1 Semester**  
**Prerequisite: passing grade 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. **Students can earn Columbia Gorge Community College credit for Political Science 201.**

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## **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.

Course	Description
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<b>2205431, 2 AVID HIGH SCHOOL PEER TUTOR - (EL)</b>	
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**Grades: 11, 12**  
**Length: 1 Semester (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 onsite at the high school. Students will earn a letter grade for this class based on their performance and consistency tutoring students. Additionally, there is mandatory training at the beginning of each term.

## 2205421, 2, AVID MIDDLE SCHOOL PEER TUTOR - Middle School (EL)

**Grades:** 11, 12

**Length:** 1 Semester (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 MS peer tutors will be needed at the middle schools and need to provide their own transportation.. Students will earn a letter grade for this class based on their performance and consistency tutoring students. Additionally, there is a mandatory training at the beginning of each term.

## 2200710 AVID 9 (EL)

**Grades:** 9

**Length:** 2 Semesters

**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.

## 2200720 AVID 10 (EL)

**Grades:** 10

**Length:** 2 Semesters

**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 skills, places 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.

## 2200730 AVID 11 (EL)

**Grades:** 11

**Length:** 2 Semesters

**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.

## 2200740 AVID 12 (EL)

**Grades:** 12

**Length:** 2 Semesters

**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.

## Career Education Electives

### 2215321, 2 COOPERATIVE WORK EXPERIENCE (CE)

**Grade: 11, 12 (10th grade by counselor approval as a 9th period class)**  
**Length of course: 1 Semester**  
**Prereq: Currently employed outside of school. Complete a required application.**

Cooperative Work Experience students earn credit for successful employment in a part-time job setting. It allows students an opportunity to develop positive and productive work habits before they graduate from high school. To enter the program, an application is required and must be completed and returned by the deadline date as noted on the application. You will learn to write a Cover Letter, Resume, and fill out timesheets. There will be an Employer Verification form due at the end of the term. This class has deadlines that are imperative to meet.

### 22151S1, S2 INTERNSHIP (CE)

**Grades: 11,12**  
**Length of course: 1 Semester**  
**Prereq: students must provide own transportation to internship, attendance is monitored**

Internship provides students with insights into career pathways through firsthand experience in the community. Students spend the first few weeks in the classroom fine-tuning their employment skills, resume/letter writing, and designing learning objectives and their notebook. Students will also receive guidance on completing the Extended Application as part of this class. Students must be able to complete all requirements independently or with minimal guidance.. During the placement, students will work with their community sponsor at the job site to see the realities of possible career opportunities! Students complete their internship with a required project display and oral presentation as their final. Students are assessed on the quality of the notebook, journal, project, display, presentation and Career Related Learning Standards. Please note that students will not be placed at sites where family members are employees or owners.

### 1515221, 2 STUDENT FIREFIGHTER (EL)

**Grades: 10,11,12**  
**Length of course: 1 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. 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 to be interested and planning to pursue a career in this or a related area.



Course	Description
<b>1700111,2 COMMUNITY WORKS VOCATIONAL EDUCATION (CE/FA)</b>	
<b>Grades: 10, 11, 12, 12+</b> <b>Length of Course: 1 Semester</b> <b>Prereq:</b>	<p>This course provides students with the opportunity to develop positive work attitudes and career-related skills in an off-site setting, at the former Wilson Street Fire Station. Through hands-on, project-based curriculum focused primarily on construction and manufacturing, students will:</p> <ul style="list-style-type: none"> <li>• Gain personal employment skills.</li> <li>• Develop positive work attitudes and work-related skills.</li> <li>• Engage in career exploration activities that increase a student's awareness of personal strengths, interests and post-secondary options.</li> </ul> <p>• Experience a variety of employment settings through opportunities made possible by community partnerships.</p> <p>Students will participate in school and community work sites for a portion of the Semester. Based on their skill level and performance in the Community Works classroom, students may work under varying degrees of supervision at the work site - in small groups, with a job trainer, or they may work independently. The purpose of work experience is to provide a platform for students to develop and enhance emerging employability skills like: being on time, working cooperatively with others, demonstrating initiative, receiving constructive feedback appropriately, etc.</p>

### 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.

Course	Description
<b>1110409 YEARBOOK (EL)</b>	
<b>Grades: 10,11,12</b> <b>Length of course: 1 Semester (may be repeated for credit)</b> <b>Prereq: None</b>	<p>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.</p>
<b>1110109 JOURNALISM (EL)</b>	
<b>Grades: 10,11,12</b> <b>Length of course: 1 Semester (may be repeated for credit)</b> <b>Prereq: None</b>	<p>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.</p>
<b>2210300 STUDENT GOVERNMENT LEADERSHIP (EL)</b>	
<b>Grade: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Elected to ASB or class office</b>	<p>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</p>

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.

## 2210109 LEADERSHIP (EL)

**Grade: 10,11,12**

**Length of course: 1 Semester (may be repeated for credit)**

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 must demonstrate commitment, personal responsibility, and focus to be successful in Leadership.

## Health & PE

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.

Course	Description
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### 0800109 WELLNESS PE 9 (PE)

**Grade: 9**

**Length of Course: 1 Semester**

**Required for 9th grade students - automatically forecasted**

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: 1 Semester**

**Required for 9th grade students - automatically forecasted**

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.

### 0800121,2, ADVANCED PE (PE)

**Grade: 10,11,12**

**Length of Course: 1 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.

## **0800531,2, PERSONAL FITNESS (PE)**

**Grades: 10,11,12**

**Length of course: 1 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**

**Length of course: 1 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.

## **0800921, 2 ATHLETIC DEVELOPMENT (PE)**

**Grades: 9,10,11,12**

**Grade 9 must also take the Required Wellness PE Course.**

**Length of course: 1 Semester (may be repeated for credit)**

**Students may only take one Athletic Development Course per Semester.**

This is a high-level strength & conditioning class designed for the motivated student looking to gain a competitive advantage. The strength training portion of this class will emphasize both Olympic style and Powerlifting lifts for a combination of explosion and power. The strength program will be complemented with a variety of auxiliary lifts to maximize student performance. Speed, power, and agility drills will round out the class program model to help students gain strength/speed throughout the year and help prevent injuries. Students will learn proper lifting and spotting techniques as well as correct body mechanics. Students will be evaluated on daily participation and class engagement. It is highly encouraged that all of our student-athletes take this course to help them get the most out of their athletic potential. From the traditional “varsity” sport athlete to the “gorge” athlete, or the driven student who just wants to improve their health and fitness, this class will be a beneficial, fulfilling challenge.

## **08009ZS1, S2 ATHLETIC DEVELOPMENT - Zero Period (PE)**

**Grades: 9,10,11,12**

**Length of course: 1 Semester (may be repeated for credit)**

**Prerequisite: Students must provide their own transportation 7:10-8:05 a.m.**

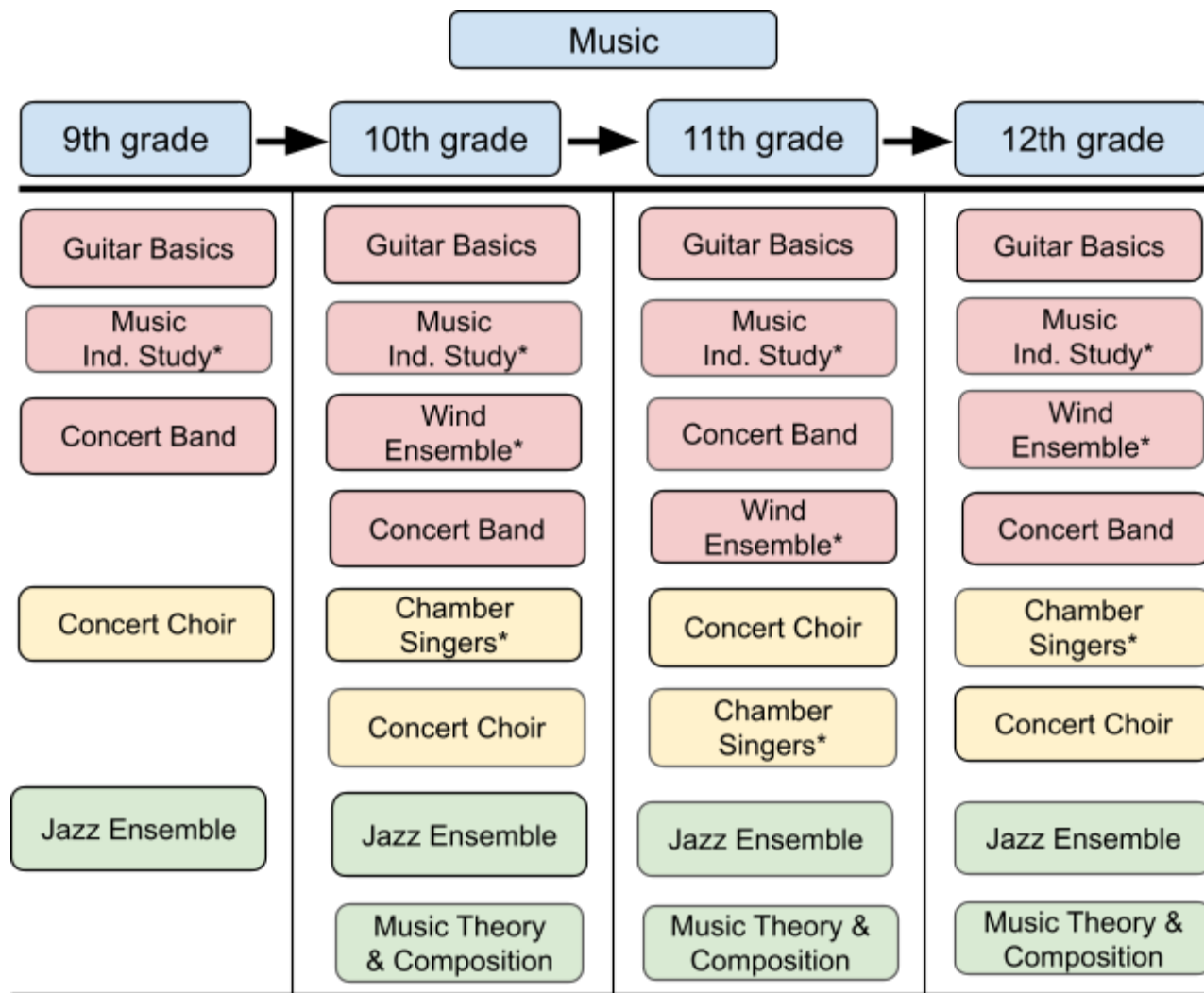
**Class will meet Tuesday, Wednesday, Thursday, and Friday mornings.**

**Students may only take one Athletic Development Course per Semester.**

This is a high-level strength & conditioning class designed for the motivated student looking to gain a competitive advantage. The class will meet four times a week in the morning before the regular start of the school day. The strength training portion of this class will emphasize both Olympic style and Powerlifting lifts for a combination of power and explosion. The strength program will be complemented with a variety of auxiliary lifts to maximize student performance. Speed, power, and agility drills will round out the class program model to help students gain strength/speed throughout the year and help prevent injuries. Students will learn proper lifting and spotting techniques as well as correct body mechanics. Students will be evaluated on daily participation and class engagement. It is highly encouraged that all of our student-athletes take this course to help them get the most out of their athletic potential. From the traditional “varsity” sport athlete to the “gorge” athlete, or someone who just wants to improve their health and fitness this class will be a beneficial, fulfilling challenge.

## 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.



- Courses highlighted in PINK are Instrument options. Courses highlighted in YELLOW are Singing options. Courses highlighted in GREEN are zero period options. The correct sequence is shown moving horizontally on the flow chart.
- Courses marked with an asterisk (\*) have a prerequisite..
- Student's may take courses of multiple sequences at the same time.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course and description.

Course	Description
<b>0510210 CONCERT BAND (FA)</b>	

**Grades:** 9,10,11,12

**Length of course:** 2 Semesters

**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.

#### **0510800 GUITAR BASICS (FA)**

**Grades: 9,10,11,12**

**Length of course: 1 Semester**

**Prereq: None**

This course is designed for beginner to intermediate guitar students to learn the basics of guitar. Topics covered include care/maintenance of the instrument, tuning, strumming, and basic chords. Music reading skills are helpful, but not required. This class will be a combination of group work on certain songs with the option to individually prepare songs of personal interest. Can be taken for one Semester or over multiple Semesters. Each term will culminate in an evening guitar recital showcasing students progress.

#### **0510210 WIND ENSEMBLE (FA)**

**Grades: 10,11,12**

**Length of course: 2 Semesters**

**Prereq: Instructor Approval**

This is an intermediate to advanced instrumental group that performs often throughout the year at concerts, school events, and festivals. Open by instructor approval.. This ensemble occasionally goes on local and international tours as student interest and fundraising permits.

#### **0510609 JAZZ ENSEMBLE - Zero Period (FA)**

**Grades: 9,10,11,12**

**Length of course: 1 Semester (.25 credit)**

**Prereq: Current membership in any music class and by Instructor Approval.**

Students must provide their 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 with instructor approval.

#### **0511009 CONCERT CHOIR (FA)**

**Grades: 9,10,11,12**

**Length of course: 1 Semester**

**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.

#### **0514700 MUSIC INDEPENDENT STUDY (FA)**

**Grades: 9,10,11,12**

**Length of course: 1 Semester**

**Prereq: Instructor approval**

This course is offered to students wishing to study non-traditional band instruments through self-guided study and performance objectives agreed upon with the instructor. Open to string players, pianists, guitarists, or any other instrument not typically found in a concert band setting.

#### **0511320 MUSIC THEORY AND COMPOSITION - Zero Period (FA)**

**Grades: 10, 11, 12**

**Length of course: 1 Semester (0.5 credit)**

**Prereq: Students must be concurrently enrolled in Wind Ensemble or Chamber Singers**

This course is designed to prepare students interested in pursuing music in college whether as a music major or minor, or for students interested in composing their own music. Students will learn the fundamentals of music notation, harmony, and melody. Students must provide their own transportation to class from 7:10-8:05 a.m. Students will be expected to complete bi-weekly theory coursework and exams, as well as composition projects.

#### **0511100 CHAMBER SINGERS (FA)**

**Grades: 10,11,12**

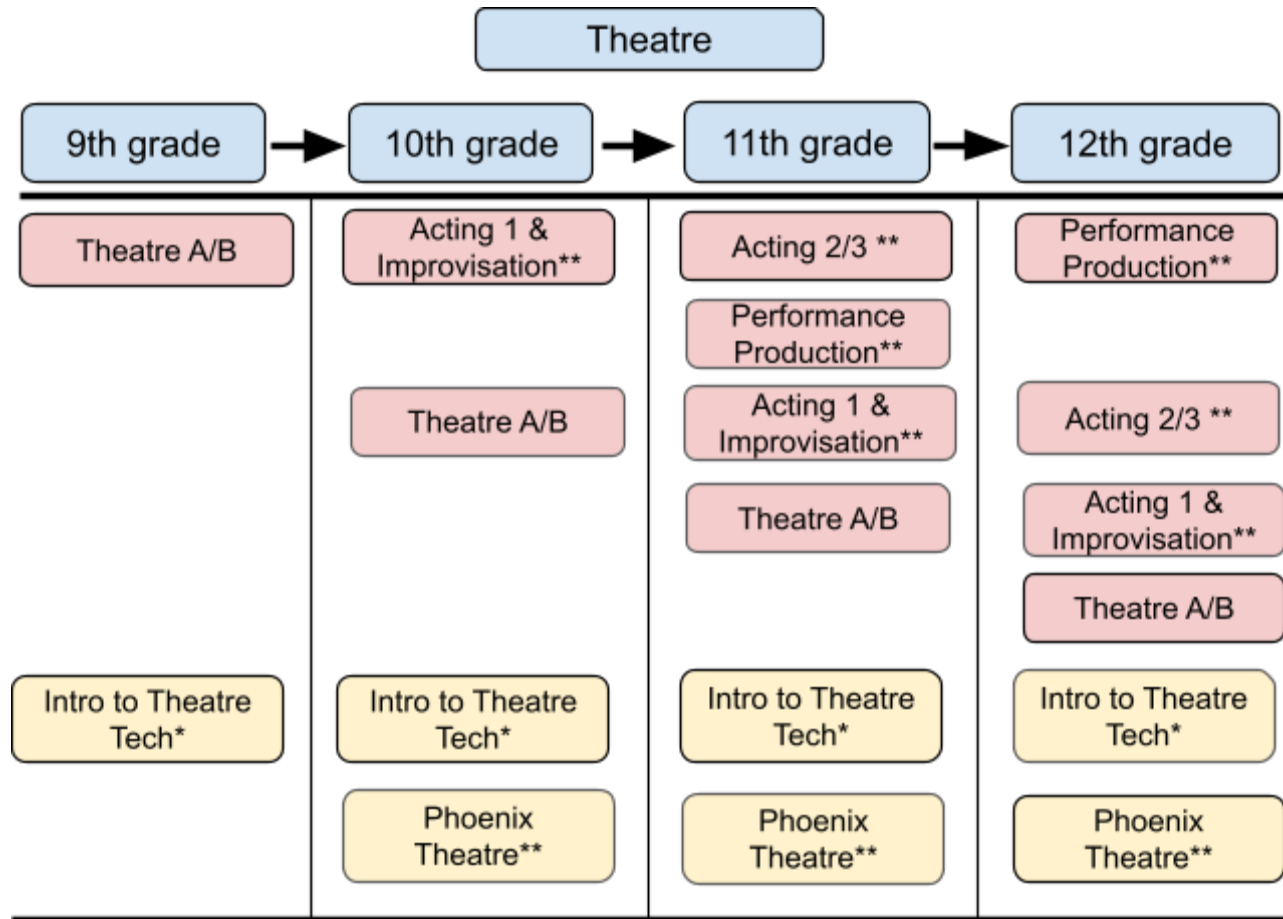
**Length of course: 2 Semesters**

**Prereq: Instructor Approval**

This is an intermediate to advanced choral group that performs advanced musical literature. Open by instructor approval.. Singing experience not required but strongly recommended. Moderate to high number of performances and events. This ensemble occasionally goes on local and international tours as student interest and fundraising permits.

## Performing Arts - Theatre

**Theatre** is a sequential program that allows students to take theater 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 theater.



- Courses highlighted in PINK follow a sequence, moving horizontally on the flow chart. Courses highlighted in YELLOW don't follow a sequence.
- Acting 2/3 and Performance Production can be repeated.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit).
- Courses marked with two asterisk (\*\*) provide the option of earning dual credit and have additional prerequisites.
- Student's may take courses of multiple sequences at the same time.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course and description.

Course	Description
<b>0500300 TA148: PHOENIX THEATRE (FA)</b>	

**Grades: 10,11,12**

**Length of course: 2 Semesters**

**Prereq: Current membership in any Theatre class and by Audition**

TA148 is committed to bringing live theater 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 the quality of performance and participation.



#### 0505639 TA111: INTRO TO THEATRE TECH (FA)

**Grades:** 9, 10, 11, 12

**Length of course:** 1 Semester

**Prereq:** None

This course introduces the student to skills required for the operation of tools associated with theater 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.

#### 0505621, 2 STUDENT THEATRE TECH (FA)

**Grades:** 10, 11, 12

**Length of course:** 1 Semester

**Prereq:** Teacher approval

Students must be self-motivated and able to work independently. Students will learn the fundamentals in theater 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.

#### 0505110 THEATRE A/B (FA)

**Grades** 9,10,11,12

**Length of course:** 2 Semesters

**Prereq:** None

Theater A 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 pantomime, classical mime, improvisation and scene work. There will be a historical component to make the students aware of our early traditions in this art form. Students are assessed through written assignments, objective tests and in class performances.

Theatre B takes the scene work farther and then moves into skills actors should have in order to perform safely on stage. Stage combat, and other forms of movement will be taught and all students are expected to participate at all times. Students are assessed through written assignments, objective tests and in class performances.

#### 0505509 TA144: IMPROVISATION (FA)

**Grades:** 10,11,12

**Length of course:** 1 Semester

**Prereq:** Theater 1 (Theatre A/B)

TA144 Using strategies from the Brody Theatre, Upright Citizens Brigade, Second City, students will develop their skills in improv theater. Through classwork and small group practice, the students will be able to perform 45 minute Harolds by the end of the term.

#### 0505519 TA141: ACTING 1 (FA)

**Grades:** 10, 11,12

**Length of course:** 1 Semester

**Fees:** Transcript fee for college credit

**Prereq:** Theatre A/B

**Alignment:** CGCC

TA 141 focuses on the chronological history of western theater. Students will learn the components of the theater including: evolution of the actor's role and the role that theater has played in human cultural development. A variety of acting techniques will be studied as well as works by historically significant authors.. Standards in aesthetics and criticism, history, and culture are addressed. Moderate homework is required and students will be assessed through participation, performance, and objective tests, quizzes, and reading assignments.

#### 0505529 TA142: ACTING 2 / 3 (FA)

**Grades:** 11,12

**Length of course:** 1 Semester (may be repeated for credit)

**Prereq:** Theatre A/B, Acting 1, Improv. | **Fees:**

**Transcript fee for college credit**

**Alignment:** CGCC

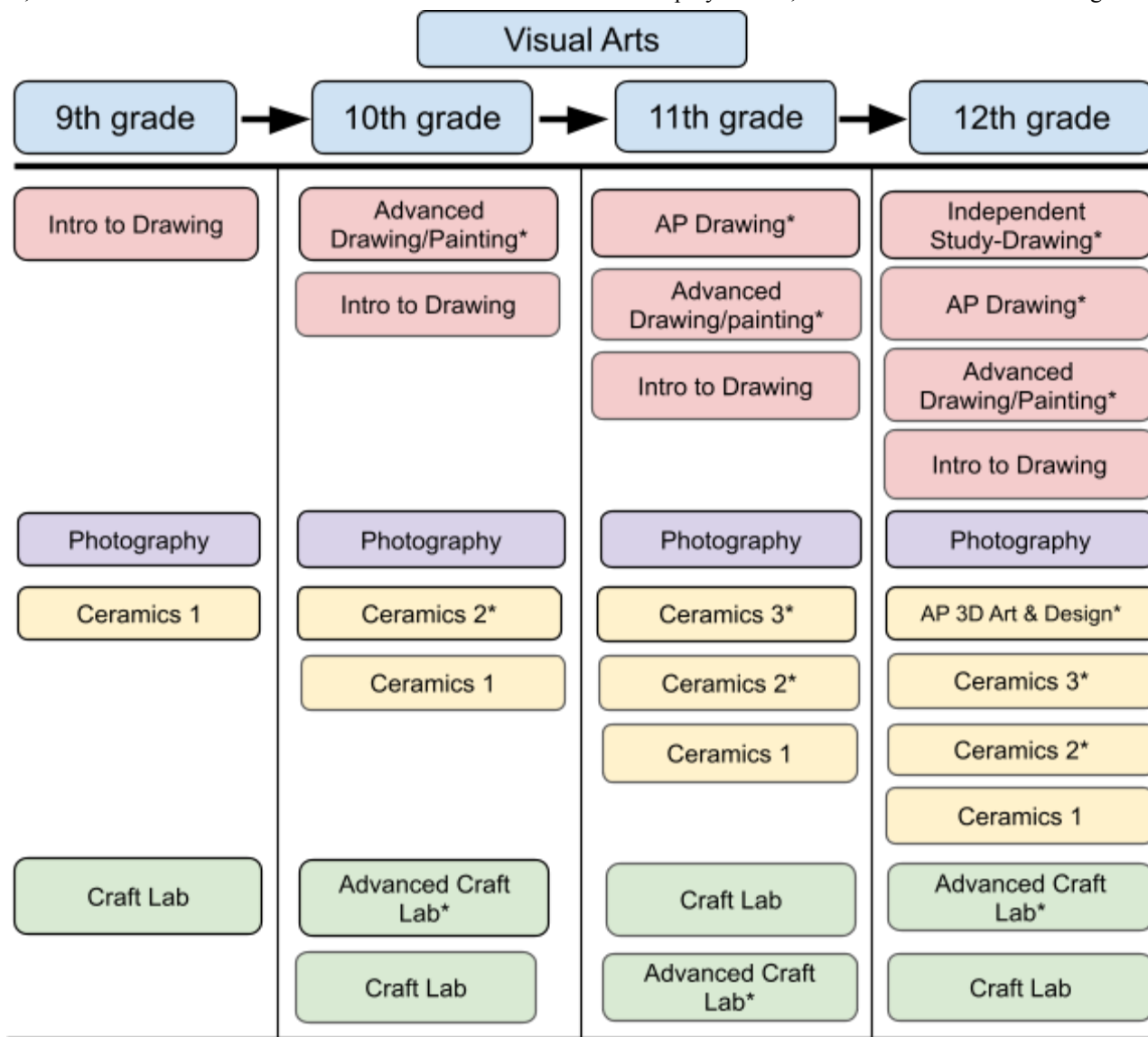
Students will develop skills in high theatre practice, using strategies from Devised Theatre, Viewpoints, Rasa Boxes, Verbatim Theatre and Theatre of the Oppressed. Through these concepts, students will create performance pieces using one or all of the above styles. Students will develop skills in stage combat as well, learning the technique for stage combat using weapons. Students will be assessed through participation and performance.

**Grades: 11,12****Length of course: 1 Semester (may be repeated for credit)****Prereq: Theatre A/B, Acting 1, Improv. | Fees:****Transcript fee for college credit****Alignment: CGCC**

Performance/Production 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 on and off stage at some time during the course. Students will be assessed through various written assignments, and objective tests, but primarily through individual and group performance.

### Visual Arts

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.



- Courses highlighted in **PINK** are Drawing options. Courses highlighted in **PURPLE** are Photography options. Courses highlighted in **YELLOW** are Ceramics options. Courses highlights in **GREEN** are Craft Lab options. The correct sequence is shown moving horizontally on the flow chart.
- Courses marked with an asterisk (\*) have a prerequisite or a portfolio review. Student's may take courses of multiple sequences at the same time.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course and description.

## **0515510 INTRO TO DRAWING & PAINTING (FA)**

**Grades: 9,10,11,12**

**Length of course: 2 Semesters**

**Prereq: None**

This course is designed for beginners and will teach the fundamentals of observational drawing. An emphasis will be placed on still life drawing, perspective drawing, and work in using value. The assignments and projects will be designed around the elements of art. This course will greatly enhance any further course study in the visual arts program.

## **0515530 ADVANCED DRAWING (FA)**

**Grades: 10, 11, 12**

**Length of course: 2 Semesters**

**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. This is a two Semester course which is required before moving on to AP Drawing and Independent Study.

## **0517210 AP DRAWING (FA)**

**Grades: 10, 11, 12**

**Length of course: 2 Semesters**

**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-DRAWING**

**Grades: 10,11,12**

**Length of Course: Semester**

**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. Students may use class time to work on their applications to art school including documenting art, writing about art, and completing applications. 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 embedded 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.

### 0515919 CERAMICS 1 (FA)

**Grades: 9,10,11,12**

**Length of course: 1 Semester**

**Prereq: None. May not be repeated for credit.**

In this Semester long course students will learn the basics of working with clay. Students will explore foundational pinching and coil construction techniques through multiple creative hand building projects and learn to work with various tools in a studio class setting. Students will have an opportunity to work with several different glazes and acrylic paint. This class will introduce students to the Elements and Principles of Design and other entry level art concepts. Students will learn about current and historically relevant working ceramic artists. Students will be expected to analyze and critique their own work and the work of other artists.

### 0515950 CERAMICS 2 (FA)

**Grades: 10, 11, 12**

**Length of course: 2 Semesters**

**Prereq: Teacher approval and passing grade in Ceramics 1**

Students will be introduced to solid sculpting, slab construction, and other more advanced techniques for clay arts, building on the skills and concepts learned in Ceramics 1. Students must have previously demonstrated a good understanding of the clay building methods covered in Ceramics 1 and be self-motivated and responsible studio participants. Students will learn about current and historically relevant working ceramic artists. Students will be expected to analyze and critique their own work and the work of other artists.

### 0515960 CERAMICS 3 (FA)

**Grades: 10, 11, 12**

**Length of course: 2 Semesters**

**Prereq: Teacher approval and passing grade in Ceramics 2**

Students will take on more challenging and complex clay projects that will include a Ceramic Artist Research project, making a teapot set and working with found objects. Students will have the opportunity to do projects on the pottery wheel as well as handbuilding with clay. This class is for students who are strongly motivated to continue with ceramics after successfully completing Ceramics 1 and both Semesters of Ceramics 2. Students will learn about current and historically relevant working ceramic artists. Students will be expected to analyze and critique their own work and the work of other artists.

### 0517500 AP 3D ART & DESIGN (FA)

**Grades: 11, 12**

**Length of course: 2 Semesters**

**Prereq: Teacher approval and B or better in Ceramics 1, 2 and 3**

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. Students submit a portfolio of artwork in May to the AP College Board. The portfolio will include 15 Sustained Investigation images that will document your process and results of exploring a chosen concept through 3D materials and 5 Selected Works (5 finished works that best exemplify and showcase the students work). Students will be encouraged to develop a strong personal artistic voice. Grades for the class will be based on completion of the portfolio, research and work habits as well as presentation of work. The year will culminate with a gallery show. It is highly recommended that students considering applying to art school take this class.

### 0516709 PHOTOGRAPHY (FA)

**Grades: 9, 10,11,12**

**Length of course: 1 Semester**

**Prereq: None**

This is an Introduction to Photography Course, which delves into the use of the Digital Camera both the Cellphone and the DSLR. DSLR Cameras provided, or bring your own. Students will learn about the elements and principles of photography, history and evolution of the photographic image to more current day contemporary practices and applications. Students should be ready and willing to take a lot of photographs, be challenged with a number of creative projects that push their inquiry skills, such as documentary, fashion, black and white, interviews, color, nature, landscape, action,

abstraction, and projects which build independent choice. Students will learn editing applications on Adobe Lightroom and Photoshop, print and frame images for display and learn how to hone in and start their own independent Photography hobby and practice at a higher level.

#### **0515409 CRAFT LAB (FA)**

**Grades: 9, 10, 11, 12**

**Length of course: 1 Semester**

**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 the 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 expectations and an appreciation of oneself and others. All artworks created in this class can be used for all AP, College, and Employment applications.

#### **0515450 ADVANCED CRAFT LAB (FA)**

**Grade level: 10, 11, 12**

**Length of course: 2 Semesters**

**Prereq: Craft Lab or AP Art Course**

Advanced Craft Lab is for students that are looking to hone their advanced maker skills. To focus more independently on projects of your own and create a line or body of work, product, clothing brand, fashion portfolio, laser cut sculptures, screen printing, lamps, Block prints or something well beyond the scope of what happened in the original Craft Lab. Students will need to be able to work independently, be very self motivated, keep an engaged sketch book and design portfolio while being able to work on big projects that take research, design problem solving, prototyping and time. This is an awesome class for people who want and or love to make things, who enjoy processes, techniques, and experimenting and enjoyed Craft Lab. This class can also be taken for AP 3D credit.

#### **0520109 INTEGRATED ARTS AND COMMUNICATIONS (FA/EL)**

**Grades: 9,10,11,12**

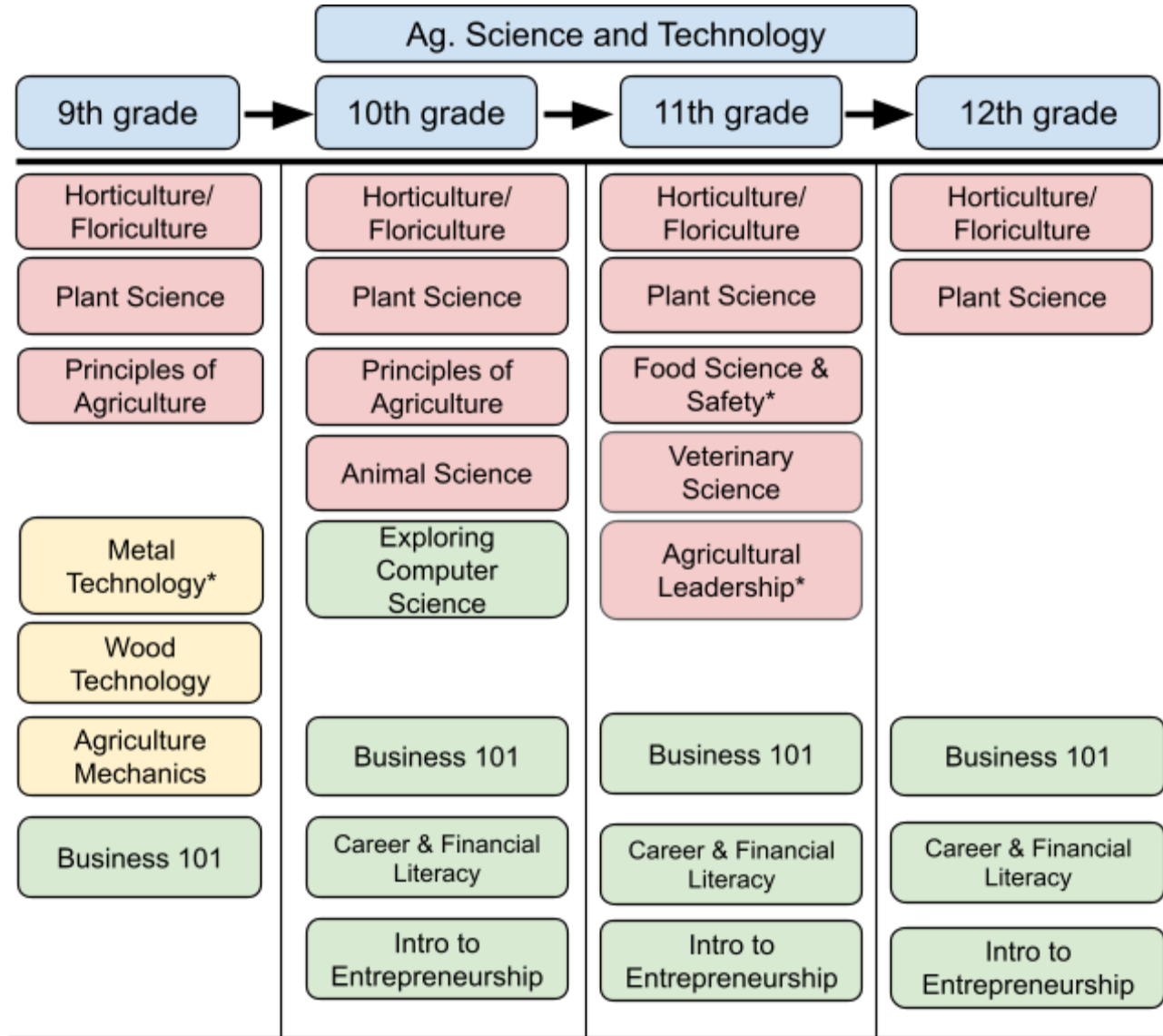
**Length of course: 1 Semester**

This course explores communication across various art disciplines and mediums. This is a 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 artist 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 culture.

## Career Technical Education (CTE)

The Career and Technical Education (CTE) Department allows students to experience hands-on learning and acquire skills that are transferable to future careers and post-secondary training and education options. CTE prepares students for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in an experiential context. National studies have proven that the high school graduation rate for students who earned 1 or more credits in a CTE program of study is about 90% - 15 percentage points higher than the national average. Each Program of Study offers students a sequence of classes (including some for college credit) the academic knowledge and technical skills to provide a foundation for future careers. Each of the 6 Program of Study offers a CTE Capstone Course, which allows **CTE Concentrators** (students who have successfully completed at least 2 credits within their chosen Program of Study) to engage in a workplace-based internship directly related to their chosen career pathway. Any student who completes the CTE Capstone will earn .5 credits and fulfill the EA requirement for graduation. Please note: In some CTE programs, students will be working in a shop setting (i.e. Wood Technology, Metal Technology, Metal Fabrication) where appropriate attire will be enforced - full length pants, closed-toed shoes, and protective eyewear.

### AGRICULTURE SCIENCE AND TECHNOLOGY



- Courses highlighted in **PINK** are Robotics options. Courses highlighted in **YELLOW** are Engineering options. Courses highlighted in **GREEN** are Computer Science options. The correct sequence is shown moving horizontally on the flow chart.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit)
- Each year it is possible to take more than one pink colored course. Scroll down to see the prerequisite details for each course.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course.



Course	Description
<b>1805200 PLANT SCIENCE (CE/SC/FA)</b>	
<b>Grades: 9, 10, 11, 12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: None</b>	<p>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.</p>
<b>1800100 PRINCIPLES OF AGRICULTURE (CE/FA)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: None</b>	<p>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.</p>
<b>1820300 AGRICULTURAL LEADERSHIP (CE/FA)</b>	
<b>Grades: 11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Requires Teacher Approval</b>	<p>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 the 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.</p>
<b>1830500 FOOD SCIENCE AND SAFETY (FA/SC) (Not offered in 2023-24)</b>	
<b>Grades: 10, 11, 12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Principles of Ag or Animal Science</b>	<p>Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of Food Science, including food safety, food chemistry, food processing, food product development, and marketing. Students will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. In addition, students will explore the connections between Food Science and Safety lessons, Supervised Agricultural Experience, and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating solutions to their peers and members of the professional community.</p>



#### **1810120 ANIMAL SCIENCE (SC/CE/FA)**

**Grades 10,11,12**

**Length of course: 2 Semesters**

**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.

#### **1899811, 2 COOPERATIVE WORK EXPERIENCE IN AGRICULTURE (CE/FA)**

**Grades: 11,12**

**Length of course: 1 Semester (may be repeated for credit)**

**Prereq: meet with instructor**

Students will meet with the instructor to develop a plan for a supervised agricultural experience project. The student and instructor will work together to form guidelines to meet the student's goals for the SAE project. The student will apply for FFA District Proficiency with their SAE project. This class will require the student to work independently.

#### **1810520 VETERINARY SCIENCE (SC/CE/FA)**

**Grades: 11,12**

**Length of course: 2 Semesters**

**Prereq: B or better in Biology or Animal Science**

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.

#### **1805320 HORTICULTURE / FLORICULTURE (CE/FA)**

**Grades: 9,10,11,12**

**Length of course: 2 Semesters**

**Prereq: None**

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.

#### **1840120 AGRICULTURAL MECHANICS (CE/FA)**

**Grades: 9,10,11,12**

**Length of course: 2 Semesters**

**Prereq: None**

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.

#### **1700600 WOOD TECHNOLOGY (CE/FA)**

**Grades: 9,10,11,12**

**Length of course: 2 Semesters**

**Prereq: None**

The first half of this 2 Semesters 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.

## 1701700 ADVANCED WOODS AND CONSTRUCTION (CE/FA)

**Grades:** 10,11,12

**Length of course:** 2 Semesters

**Prereq:** Wood Technology

Using prior knowledge, students will continue to grow as woodworkers. Students will increase skills and craftsmanship to produce finished pieces of increasing quality and precision. Measurement tolerances will increase and finish skills will improve. CAD skills will be added to their planning process and precision cutting mills and lasers will be added to the mix of tools available for student use. The theme of service to HRV will continue as we find areas around school in need of our skills. Students will plan and complete a personal project. Attendance is key to acquiring necessary skill sets. In Semester 2, students will learn skills in a hands-on way to construct and rebuild structures on the land lab at HRV. Students will meet a wide range of contractors in the community. Students will add job site tool skills, site prep and layout, construction site safety protocols.

## 1844950 METALS TECHNOLOGY (CE/FA)

**Grades:** 9,10,11,12

**Length of course:** 2 Semesters

**Prereq:** None

**Dual Credit with BMCC**

In these courses students gain knowledge and skills in particular aspects of welding and metal work. Examples include individual courses in each of the following types of welding: gas metal, stick (SMAW), mig (GMAW), cutting torch, and forging.

## 1840420 WELDING, FABRICATION & METAL ART (CE/FA)

**Grades:** 10,11,12

**Length of course:** 2 Semesters

**Prereq:** Metals Technology

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.

## 2205419 CTE TECH MENTOR (CE)

**Grades:** 10,11,12

**Length of course:** 1 Semester

**Prereq:** Advanced students in CTE courses.

**Teacher approval required**

This course is open to students in any CTE course offering (Agricultural Science & Technology, Engineering, Integrated Media, Health Sciences, Human Services, and Community Works)

### **COURSE DESCRIPTION:**

This course is intended for students seeking a mentorship or tutoring experience that goes beyond that of a teacher's aide. Participants are expected to be advanced students, who will act as mentors to beginning-level "apprentice" students. Mentors will assist in teaching.

## BUSINESS

### 2215119 CAREER AND FINANCIAL LITERACY (CE)

**Grade:** 10, 11, 12

**Length of course:** 1 Semester

**Prereqs:** none

Do you want to know more about money? Step into this course specifically designed to help you understand the different aspects of making, saving, and growing your money. The financial world can be complicated, but this class makes it simple. In this class you will learn how to manage your money and invest it wisely. We will also work together to find a career that fits you, using personality, skills, and aptitude tests. You will learn how to manage debt, credit, and loans wisely. You will also learn about real estate and taxes, new financial technologies such as cryptocurrencies and blockchain technology, and finally, you will participate in a business activity that pairs you with your classmates as either an employer or an employee in an organization. These things may seem complex now, but after this course you will have the knowledge and tools to become financially successful after high school.

### 1205309 INTRODUCTION TO ENTREPRENEURSHIP (CE)

**Grade:** 10, 11, 12

**Length of course:** 2 Semester

Introduces the managerial practices of successful entrepreneurship in all types of organizations. Evaluates the business skills, leadership skills, traits, and commitment necessary to successfully operate an entrepreneurial venture. Reviews the challenges and rewards of entrepreneurship. Examines entrepreneurial businesses in the United States and their impact on the economy. Consider recent trends in social entrepreneurship.

### 1205119 BUSINESS 101 (CE)

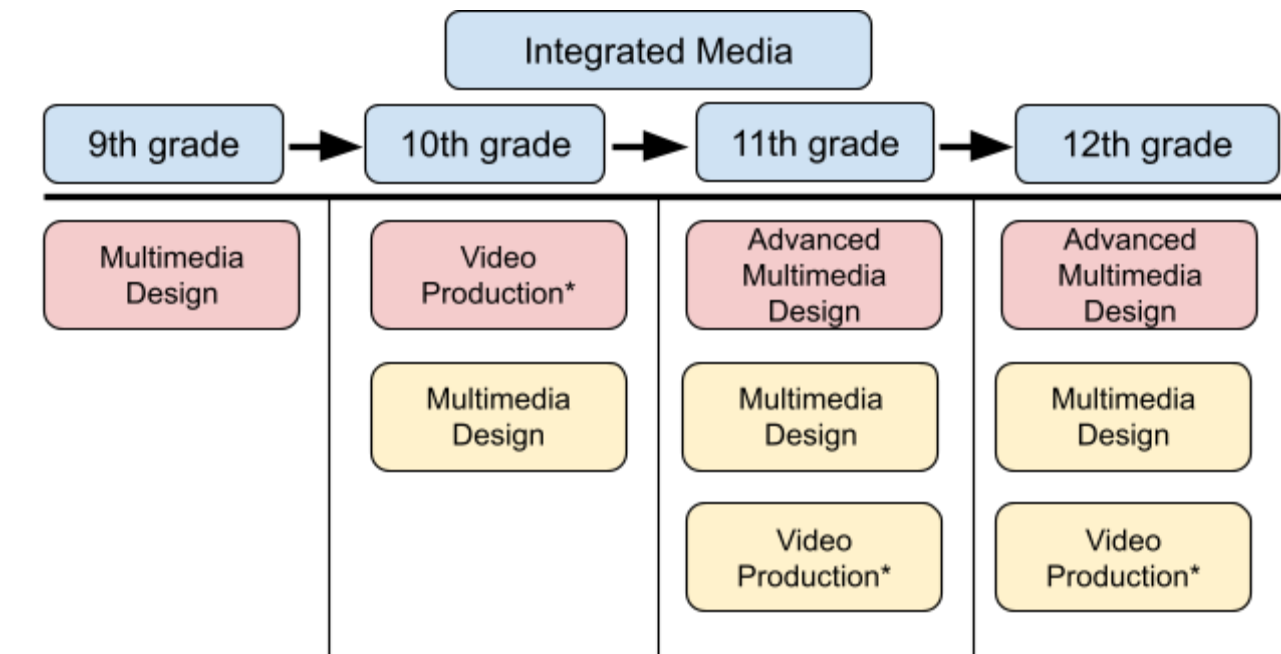
**Grade:** 9, 10,11,12

**Length of course:** 1 Semester

**Prereqs:** none

Are you interested in business? Could you see yourself starting a business? Could you see yourself working in a business organization? In this class you will learn the terms, concepts, and skills necessary to enter the world of business. In many ways, that world has its own language, and in this class you will learn how to speak the language of business. The business concepts you learn can be applied to many different avenues of business, and the skills you learn will be applicable to success in any field.

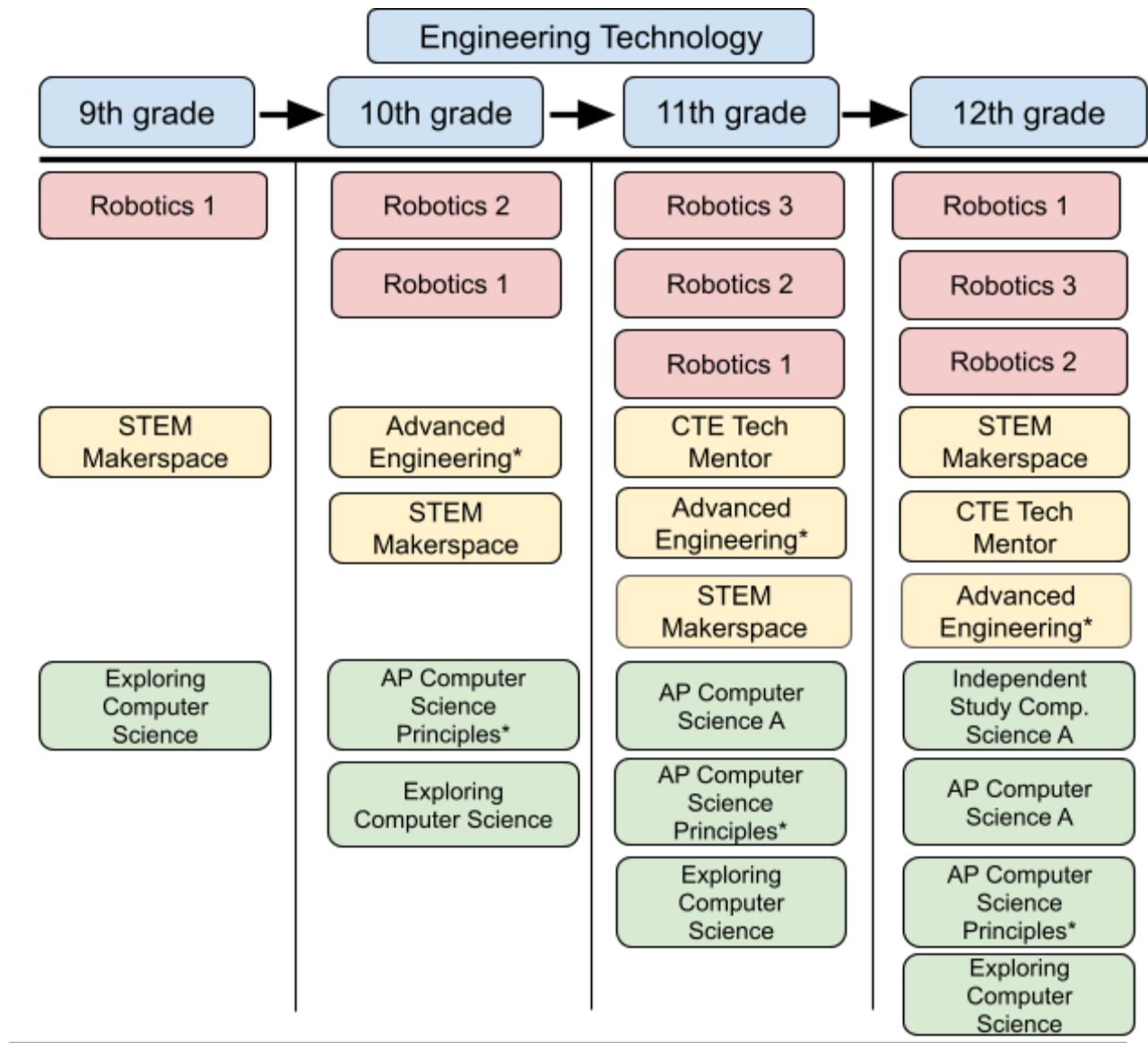
## INTEGRATED MEDIA



- Courses highlighted in **PINK** is the correct sequence. Courses highlighted in **YELLOW** are prerequisites to the pink course.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit)
- These courses earn 1.0 credit (2 terms). Scroll down to see additional details about each class.

Course	Description
<b>1105100 MULTIMEDIA DESIGN (FA/CE)</b>	
<b>Grades:</b> 9,10,11,12 <b>Length of course:</b> 2 Semesters (may be repeated for credit) <b>Prereq:</b> Teacher approval for 2nd & 3rd year repeats	Multimedia Design is a computer course that allows a student to develop skills used in graphic design, web design, and video production. Students will design and create projects using Adobe Illustrator, Adobe Photoshop, Adobe Indesign, Adobe Premiere, Adobe Fresco, Garage Band, iMovie, and various iPad apps, 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).
<b>1105120 VIDEO PRODUCTION (FA/CE)</b>	
<b>Grades:</b> 10,11,12 <b>Length of course:</b> 2 Semesters (may be repeated for credit) <b>Prereq:</b> B or better in Multimedia Design and/or teacher approval <b>Fees:</b> Transcript fee for college credit <b>Alignment:</b> MHCC (1 elective credit)	Video Productions is a computer course that allows students to develop skills used in careers involving Video and Multimedia. Students will be using Garage Band, Adobe Photoshop, Adobe Premiere, Adobe After Effects, and other media software and apps. Students will be learning proper pre-production, production, and post-production techniques through a variety of software applications and camera equipment. 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 will be required to develop a portfolio of their work at the end of each Semester.
<b>1105110 ADVANCED MULTIMEDIA DESIGN (FA/CE)</b>	
<b>Grades:</b> 11,12 <b>Length of course:</b> 2 Semesters (may be repeated for credit) <b>Prereq:</b> B or better in Video Productions and/or 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 encouraged to complete a project for the school or community per 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.

## ENGINEERING AND COMPUTER SCIENCE PROGRAM



- Courses highlighted in **PINK** are Robotics options. Courses highlighted in **YELLOW** are Engineering options. Courses highlighted in **GREEN** are Computer Science options. The correct sequence is shown moving horizontally on the flow chart.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit)
- Each year it is possible to take more than one pink colored course. Scroll down to see the prerequisite details for each course.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course.

### 2100420 ROBOTICS 1 (CE)

**Grades: 9, 10, 11,12**

**Length of course: 2 Semesters**

**Prereq: Algebra 1 or concurrent enrollment.**

Robotics 1 is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Students will use the Carnegie Mellon Robotics Academy curriculum to learn mechanical foundations and C++ programming. We will use the VEX V5 robotics system as our platform. Students will work in small teams to complete a variety of robot construction and programming challenges. Students will follow the Engineering Design Cycle and will record their progress in a detailed Engineering Notebook.

## 2100930 ROBOTICS 2 (CE)

**Grades:** 9, 10, 11, 12

**Length of course:** 2 Semesters

**Prereq:** Robotics 1 or teacher approval.

**Robotics from middle school counts.**

Robotics 2 is a student-driven engineering course where small teams of students build and program advanced VEX V5 robots for the VEX Robotics Competition (VRC). Students will follow the Engineering Design Cycle to construct a custom drivetrain as well as lifts, arms, accumulators, launchers, and other components as needed for each year's VRC game. Students will have the opportunity to compete against other schools in local robotics competitions throughout Oregon and Washington. Students will record their progress in a detailed Engineering Notebook.

## 2101020 STEM MAKERSPACE (CE)

**Grades:** 9, 10, 11, 12

**Length of course:** 2 Semesters (may be repeated for credit)

**Prereq:** Completion of or concurrent enrollment in Algebra 1.

STEM Makerspace is an introductory engineering course that provides project-based experience with modern tools for invention and design. After initial training on equipment, students will design, engineer, and create their own engineering and design projects. Students can choose to make microcontroller electronics projects, robots, jewelry, lamps, signs, stickers, cell phone cases, and other practical tools to solve everyday problems. Students have access to Arduino microcontrollers, 3D printers, and a laser cutter. Students will learn coding and CAD skills through the Arduino IDE, Autodesk Fusion 360, Rhino 3D, Adobe Illustrator, and GIS software. Students will use the Engineering Design Cycle to invent a unique new product to solve a need in the world. This course encourages teamwork, creative thinking, and professionalism.

## 2100940 ROBOTICS 3 (CE)

**Grades:** 10, 11, 12

**Length of course:** 2 Semesters

**Prereq:** Completion of Robotics 2

Robotics 3 is an advanced student-driven engineering course that develops student leadership capacity within the VEX robotics program. Robotics 3 students will lead teams, organize events, and coordinate fundraising as part of the VEX Robotics Competition (VRC). Robotics 3 students will use the Engineering Design Cycle to construct a custom drivetrain as well as lift arms, accumulators, launchers, or other components as needed for each year's VRC game. Students will have the opportunity to compete against other schools in local robotics competitions throughout Oregon and Washington. Students will record their progress in a detailed Engineering Notebook (Robotics 3 is concurrent with Robotics 2).

## 2100500 ADVANCED ENGINEERING (CE)

**Grades:** 10, 11, 12

**Length of course:** 2 Semesters

**Prereq:** Completion of Algebra 1 & STEM Makerspace, or teacher approval

Advanced Engineering is a hands-on course that combines lab activities, mathematics field trips, and scientific inquiry to prepare students to work with automated electronic technologies in a variety of industries, including renewable energy (wind, solar, hydro) advanced manufacturing, robotics, avionics, unmanned aircraft systems, food and beverage approval manufacturing, precision agriculture, and all engineering fields. This course introduces the basic concepts of SI units, engineering notation and prefixes, unit conversion, definition of conductors and insulators, current, voltage, resistance, power, work/energy, capacity factor and efficiency. Lab activities include construction and analysis of series, parallel, and series/parallel DC circuits using Ohm's Law, Kirchhoff's Circuit Laws, Thevenin's Theorem, and Norton's Theorem. Introduces breadboard circuit construction projects, Arduino coding in C++, circuit simulation software, safe lab practices, soldering and desoldering, schematic reading and troubleshooting, and lab equipment and instrumentation. Students will complete a variety of electrical engineering construction and programming challenges by following the Engineering Cycle. This course culminates in a final engineering project. This course offers Dual credit with CGCC for EET111 DC Circuits.



## 2205419 CTE TECH MENTOR CE)

**Grades:** 10,11,12

**Length of course:** Semester

**Prereq:** Advanced students in CTE courses.

**Teacher approval required**

This course is open to students in any CTE course offering (Agricultural Science & Technology, Engineering, Integrated Media, Health Sciences, Human Services, and Community Works).

**COURSE DESCRIPTION:** This course is intended for students seeking a mentorship or tutoring experience that goes beyond that of a teacher's aide. Participants are expected to be advanced students, who will act as mentors to beginning-level "apprentice" students. Mentors will assist in teaching.

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## COMPUTER SCIENCES

### 1001209 EXPLORING COMPUTER SCIENCE (CE)

**Grade:** 9, 10, 11, 12

**Length of course:** 1 Semester

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 .

### 1001120 AP PRINCIPLES OF COMPUTER SCIENCE (CE)

**Grade:** 10, 11, 12

**Length of Course:** 2 Semesters

**Prereq:** B or better in Algebra 1 and concurrent enrollment in Geometry or 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.

### 1001900 AP COMPUTER SCIENCE A (CE)

**Grades:** 11, 12

**Length of course:** 2 Semesters

**Prereqs:** Completion of AP Principles of Computer Science with a B or higher.

In this course, we use the definition, "Computer science is the study of how we use computers to solve human problems." This definition focuses on the problem-solving aspect of computer science. One major theme of AP Computer Science A, and really CS in general, is problem-solving. It's about developing solutions that can scale up from simple problems to complex problems. On the AP CS A exam, you will be using the programming language Java to solve problems, design strategies, debug, and analyze potential solutions. Any AP course is challenging and AP Computer Science A is no exception. Even if you have programming experience or like to code for fun, you will still be challenged in AP Computer Science A. We will begin with the basic building blocks of programming in Java. By the end of the course, you will use Java to solve some pretty complex problems!



**Grades: 11, 12**

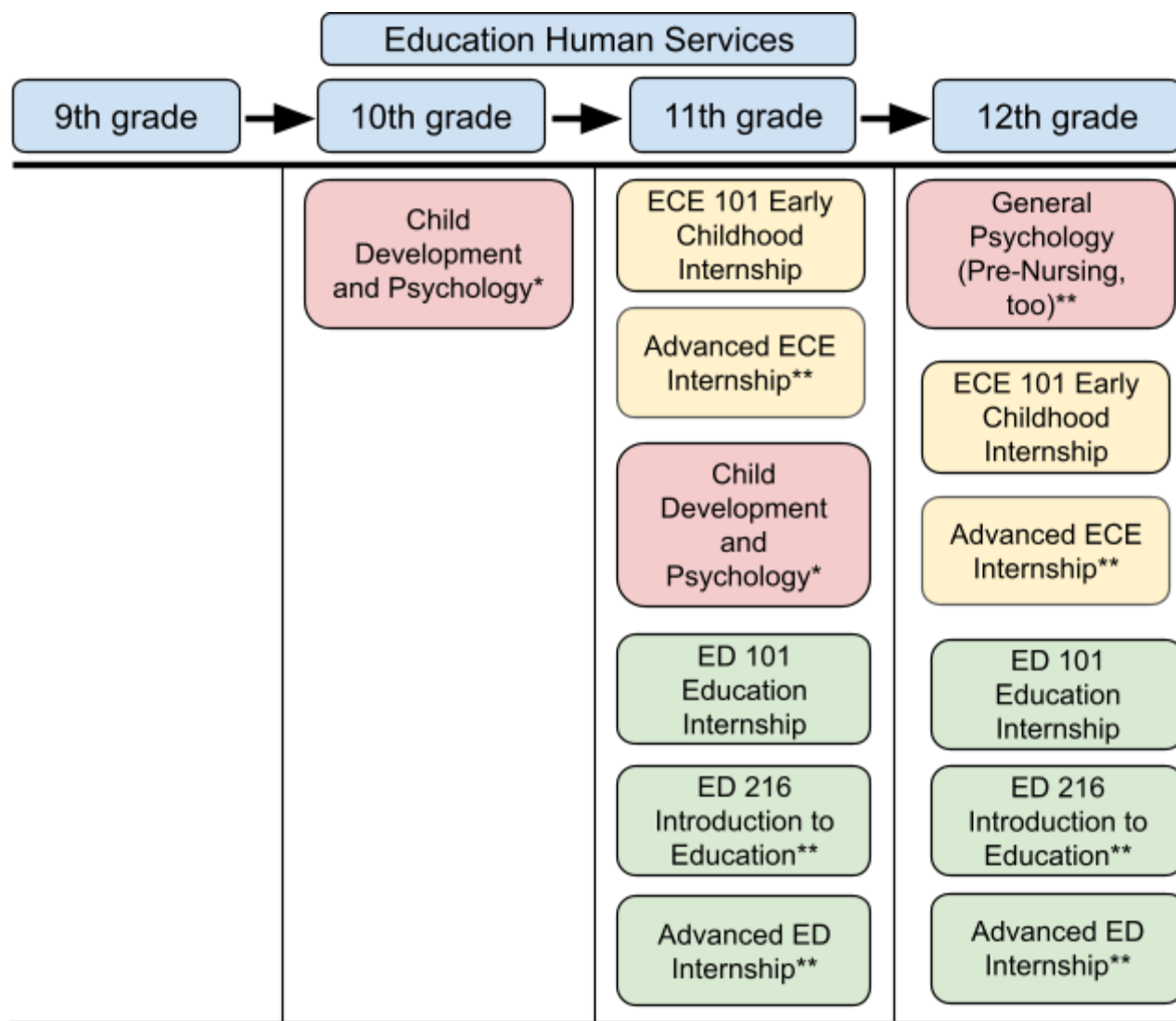
**Length of course: 1 Semester (May be repeated for Credit)**

**Prereqs: B or better in AP Computer Science A.**

Students who have successfully completed AP Computer Science A(Java) may enroll in Independent Study Computer Science. In this class you will continue to explore coding languages using online platforms guided by an investigation and/or question of your choosing. This is an opportunity for students to explore another coding language based completely on their own interests. Success in the class depends on the student using class time wisely and being able to work on projects without direct instruction. Students will document their process, experimentation, and learning in an online portfolio final project.

## EDUCATION and EARLY CHILDHOOD EDUCATION PROGRAM

Courses highlighted in PINK are recommended for both education pathways. Courses highlighted in YELLOW are specific to the Early Childhood Education pathway. Courses highlighted in GREEN are specific to the Teacher/Educator Pathway.



- Child Development and Psychology can be taken 10th, 11th, or 12th grade.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit).
- Courses marked with two asterisk (\*\*) provide the option of earning dual credit and have additional prerequisites.
- After successfully completing Child Development & Psychology you can choose to follow the Early Childhood Education or Teacher/Educator Pathway differentiated by color above.
- Some courses earn .5 credits (1 term) and some courses earn 1.0 credit (2 terms). Scroll down to see the length for each course.

Course	Description
<b>1905210 CHILD DEVELOPMENT &amp; PSYCHOLOGY (CE)</b>	
<b>(Dual-credit option CGCC)</b> <b>GRADE LEVELS: 10-12</b> <b>LENGTH OF COURSE: 2 Semesters</b>	<p>Are you interested in understanding the most influential forces that shape who we become as individuals? Do you think you might want to work with children or families in an education, social service, or a healthcare profession? This is the foundational course in the human services/education CTE career pathway. Students will evaluate basic theories, research and principles of physical, cognitive, language, social and emotional development of children from prenatal stages through adolescence and gain an understanding of how families, genetics, society, schools, and trauma shape child development. Active Learning and application of concepts to the real-world are integrated into class assignments. Child Development is a community college level course and may be taken for 4 credits at CGCC. Credits also transfer to WOU, OSU-hybrid, and OSU Cascades toward a degree in Elementary Education or elective credit in other programs. This is also an excellent course to take concurrently or before ED101: Elementary Internship, or ECE101: Internship: Exploring the Early Childhood Education Field.</p>
<b>1919819 ELEMENTARY INTERNSHIP: TEACHERS MAKING A DIFFERENCE - ED 101 (CE)</b>	
<b>(Dual credit CGCC)</b> <b>GRADE LEVELS: 11-12</b> <b>LENGTH OF COURSE: 1 Semester</b>	<p>Do you think you might enjoy working in the school system or being a teacher? Want a dynamic, challenging career that makes a positive difference in the lives of children and families in your community? This class is a great way to explore the modern teaching profession and the benefits of being an educator in the 21st century. Students will learn about the many roles of a teacher, professional standards and career opportunities, as well as basic strategies in the classroom. An internship teaching experience will give students the opportunity to work with a mentor teacher in Kindergarten through 6th grade classrooms 4 days per week and design a mini lesson or activity. Class meets once per week for instruction, guidance, and reflection. Option for 1 dual-credit for ED101 at CGCC. Excellent Attendance is mandatory for this course.</p>
<b>1915329 ECE INTERNSHIP: EXPLORING THE EARLY CHILDHOOD EDUCATION FIELD, ECE 101 (CE)</b>	
<b>(Dual-credit CGCC)</b> <b>GRADE LEVELS: 11, 12</b> <b>LENGTH OF COURSE: 1 Semester</b>	<p>ECE101 examines the current field of ECE and the opportunities for teaching and working with infants and young children as a rewarding, valuable profession. Provides real-life experience in ECE settings alongside professional early childhood educators with opportunities to reflect on learning. Expands knowledge about career opportunities, workday, skillset, requirements and responsibilities of an early childhood educator in various program settings. Students will gain knowledge about and demonstrate developmentally appropriate professional practice and observe and assist each week in ECE settings during 1st period 4 days per week in local preschools, kindergartens, or childcare settings. Additionally, students will design and lead an activity or mini lesson, and reflect and present on their learning experience and possible interest in the field of ECE or related fields of study. Once the internship starts, students meet once a week for instruction and reflection at HRVHS. Option for 1 dual credit for ECE 101 at CGCC. Excellent Attendance is mandatory for this course.</p>
<b>1919829 ADVANCED EDUCATION INTERNSHIP (CE)</b>	
<b>Grade: 11,12</b> <b>Length of course: 1 Semester</b> <b>Prereq: ECE 101 OR ED 101, Child Development &amp; Psychology concurrent enrollment preferred.</b>	<p>This course is part of the Education and Human Services CTE program. This class offers a second round of application based work experience in the field of Education or Early Childhood Education. This class may be taken any period of the day as arranged in person with the instructor. Any student who has completed ECE or ED101 has the opportunity for a second, more focused internship experience in the Pre-K-6 or other specialized educational setting. Students schedule online or in person work sessions with the instructor, on Google Classroom, but spend class time in their internship setting 5 days per week. The capstone experience of this class is designing and delivering a lesson or product and reflecting on the experience and continued interest in the field of education.</p>

**(PSY 201a, dual-credit CGCC)****GRADE LEVELS: 11, 12****LENGTH OF COURSE: 1 Semester****PREREQUISITES: Writing 115, 121 or strong writing skills are prerequisites.**

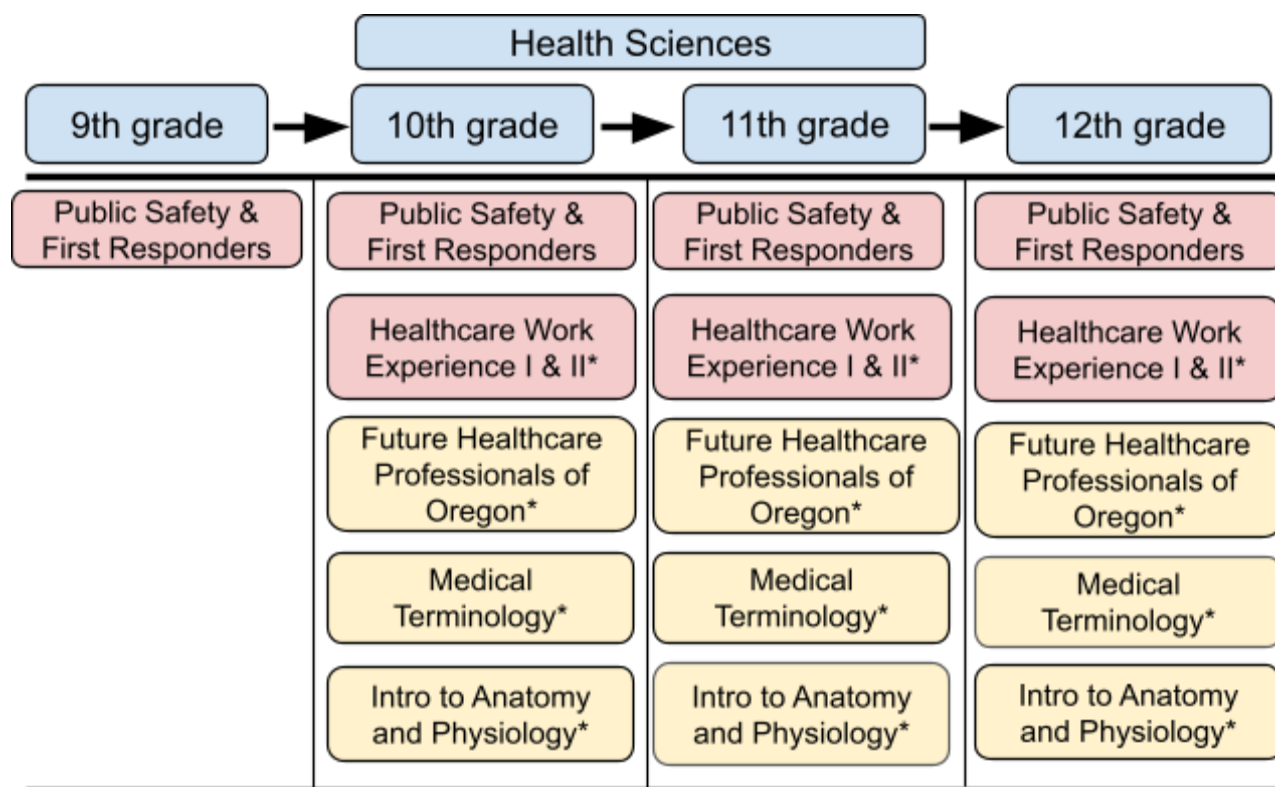
This is a general psychology college-level course for juniors and seniors. Surveys major concepts, theories, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness and human development. Examines popular trends and overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism. Emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought and emotion. Satisfies a social science requirement for many majors, including Pre-Nursing, Education, and Early Childhood ED and family services degrees. This is a college level course with 4 CGCC credits optional. **There is a reduced requirement option for students seeking HRVHS credit only.**

**1915409 INTRODUCTION TO EDUCATION: PURPOSES, STRUCTURE AND FUNCTION OF EDUCATION IN A DEMOCRACY (CE)**
**(Dual-credit, CGCC, ED216).****GRADE LEVELS: 11-12****LENGTH OF COURSE: 1 Semester**

**PREREQUISITES: Child Development and ECE or ED101 internship preferred prerequisite or concurrent. Passing Grades of C or better in all core courses, Child Development and/or Writing 115 or 121 concurrent or prerequisite.**

Are you interested in pursuing a career in Education? This course examines teaching and related careers and explores current issues in Education as well as historical, philosophical, social, political, legal and economic foundations of education in Oregon and the United States. By the end of the course, students will explore and begin to form their own philosophy of teaching and a better understanding of the benefits and challenges of being an educator at different grade levels and in different settings. Addresses the following questions: What are the origins of public education? What are the components of a successful school? How do differences in power and discrimination impact education? What are the major causes of failure in public education? How does public education play a role in a democracy? What are some ethical concerns for educators? How is public education funded and organized? What reform movements have shaped and continue to shape education? This is a college credit (3) option course aligned with ED216 at CGCC and OSU.

### HEALTH SCIENCES PROGRAM



Course	Description
<b>1400109 FUTURE HEALTHCARE PROFESSIONALS OF OREGON (FHPO) (CE)</b>	
<b>Grade:</b> 10, 11, 12 <b>Length:</b> 1 Semester <b>Prerequisites:</b> Passed 9th grade core classes with C or better (Science, English & Math), or instructor approval. <b>Dual Credit:</b> EOU, 2 credits: SCI 116	Part of our Health Science CTE program, welcome to Future Health Professionals of Oregon! FHPO is designed for high school and early college students interested or curious about health careers. FHPO teaches students fundamental skills required to be successful in health careers, allows them to expand their understanding of the requirements of health care fields, and gives them an opportunity to explore numerous career options. Field trips, guest speakers, and college visits will be a part of this exciting course. After completion, you will be able to use your experience as a reference for future job internships, job applications, and/or college admissions.
<b>1405509 PUBLIC SAFETY &amp; FIRST RESPONDERS (CE)</b>	
<b>Grade:</b> 9, 10, 11, 12 <b>Length:</b> 1 Semester <b>Prereq:</b> None <b>Potential Certifications:</b> CPR, First Aide, Stop the Bleed, QPR	This course is an introductory overview of the criminal justice and public safety system in the United States focusing on law enforcement, firefighting, emergency medical service, courts, correctional process, and careers in public safety. Students will compare and contrast local, state, and federal public safety issues through interaction with guest speakers, class discussion and video. Students will be able to analyze crime and investigation studies as well as debate community issues involving public safety. Students will receive certification in CPR, First Aide, Stop the Bleed, and QPR (Question, Persuade, Refer).
<b>1415420 MEDICAL TERMINOLOGY (CE, SC)</b>	
<b>Grade:</b> 10, 11, 12 <b>Length:</b> 2 Semesters <b>Prerequisites:</b> Passed all previous year core classes with C or better or A or B in FHPO, or instructor approval. <b>Dual Credit:</b> CGCC, 4 credits: MP 111	Part of our Health Science CTE program, this course is a “must do” for anyone interested in a healthcare career. Medical terminology is like another language. This is a vigorous college level course where you can be successful. Students will learn how to interpret medical terms by analyzing their components. This course emphasizes defining medical prefixes, root words, suffixes, and abbreviations. Students will develop both oral and written skills in the language used to communicate within health care professions. This class works together with Intro to Anatomy/Physiology I since together they complete prerequisites for a one year program available through CGCC to become a Medical Assistant. These two classes are also highly valuable for any student interested in other healthcare careers or college degrees. Topics covered: Body organization, Pharmacology, Mental Health, Imaging, Rehab, Surgery, Oncology and the following systems; Integumentary, Musculoskeletal, Cardiovascular, Digestive, Blood, Lymph, Immune, Respiratory, Reproductive, Urinary Systems, Nervous, and Endocrine.
<b>0305320 INTRO ANATOMY &amp; PHYSIOLOGY I (CE, SC)</b>	
<b>Grade:</b> 10, 11, 12 <b>Length:</b> 2 Semesters <b>DUAL CREDIT:</b> CGCC, 4 credits: BI 121 <b>Prerequisites:</b> Passed all previous year core classes with C or better; also must have earned a C or better in chemistry and biology, or possible instructor approval.	Part of our Health Science CTE program, 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 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 modeling labs. This class works together 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, and integumentary).

## 0805119 MIND-BODY CONNECTION (CE, EL)

**Grade:** 9, 10, 11, 12

**Length of Course:** 1 Semester

**Prereq:** None

In this dynamic and experiential course students will understand how the mind and the body are connected. Students will investigate for themselves what “health” means and learn to understand what factors contribute to their own personal health. Students will expand their learning with guest speakers and field trips to visit professional health practitioners. Through their investigation of health, students will be exposed to health modalities and career pathways in alternative health practices such as naturopathic medicine, chinese medicine, herbal medicine, massage, and the body arts (such as yoga, tai chi, and martial arts). Students will walk away from this class with concrete tools to enhance their mental and physical health. Students will also walk away from this course having completed a course in Trauma-Informed Care. This training gives students, our future health care professionals, the tools to recognize trauma and create culturally sensitive environments that facilitate healing. Trauma-Informed Care is a foundational training for many, if not all, healthcare practitioners, educators, and others in the healing professions.

## 1499839 HEALTHCARE WORK EXPERIENCE 1 & II (CE)

**Grade:** 10, 11, 12

**Length:** 2 Semesters

**Prerequisites:** None

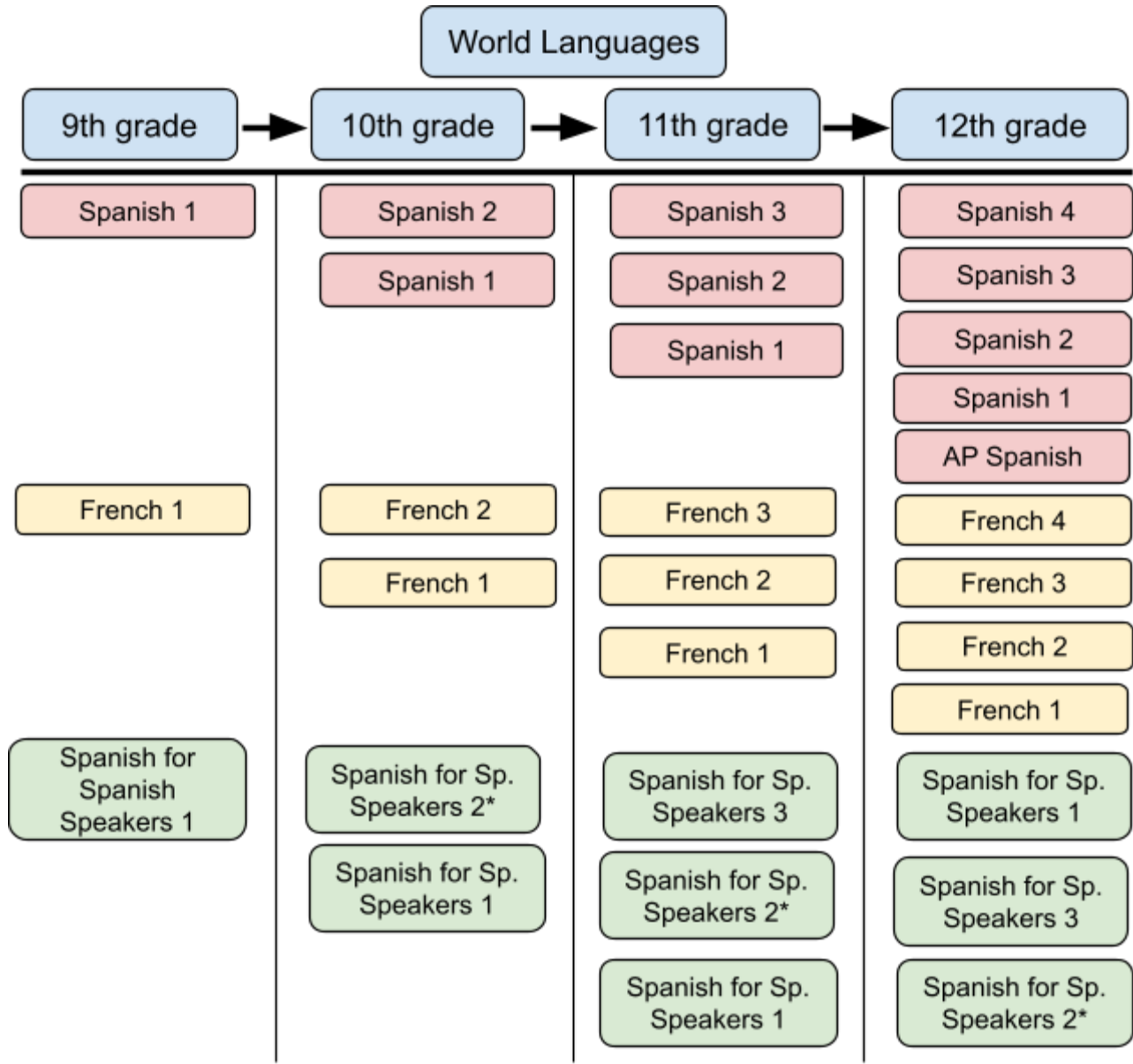
**Dual Credit:** CGCC, 1-3 credits: BA 280B & BA280A

Part of our Health Science CTE program, this class sets up healthcare workplace experiences through running the HOSA club, volunteer projects, and workplace experiences such as job shadows and internships. The course instructor/club advisor will guide, train, and support students in these endeavors. These students will receive real job training and experience which is extremely valuable for employment or college admissions. Local employers are prepared to provide opportunities and guidance to help students pursue their healthcare dreams. Students will make valuable professional contacts and relationships during this class. Students who are determined and serious about college or employment in healthcare would be a great fit for this class. Credit will be earned through performance standards set and monitored by the club and advisor. Access to more advanced opportunities will be offered to students who demonstrate leadership capacity, reliability, and durability.

## World Languages

### Overview

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.



- Courses highlighted in **PINK** are Spanish options. Courses highlighted in **YELLOW** are French options. Courses highlights in **GREEN** are Spanish for Spanish Speakers options. The correct sequence is shown moving horizontally on the flow chart.
- Note: French 3 and 4 courses are combined.
- Courses marked with an asterisk (\*) provide the option of earning dual credit (college credit in addition to high school credit)
- To move on to the next year of world language a C- must be earned.
- Each year it is possible to take more than one language.
- These courses earn 1.0 credit (2 terms). Scroll down to see additional details about each class.



#### 2405200 SPANISH 1 (FA)

**Grades: 9,10,11,12**

**Length: 2 Semesters (may be repeated for elective credit)**

**Prereq: none**

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. **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.**

#### 2405300 SPANISH 2 (FA)

**Grades: 9,10,11,12**

**Length of course: 2 Semesters (may be repeated for elective credit)**

**Prereq: 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: 2 Semesters**

**Prereq: 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: 2 Semesters**

**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.

#### 2406400 AP SPANISH LANGUAGE & CULTURE (FA)

**Grade: 12**

**Length of course: 2 Semesters**

**Prereq: Spanish for Spanish Speakers 2, Spanish 4**

Students continue to improve their proficiency in speaking, reading, and writing through translations, literature studies, written composition and research. Students will be expected 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.

## 2410200 FRENCH 1 (FA)

**Grades: 9,10,11,12**

**Length: 2 Semesters (may be repeated for elective credit)**

In 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 choice 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: 2 Semesters (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 choice 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: 10,11,12**

**Length: 2 Semesters (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 choice 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.

## 2410500 FRENCH 4 (FA)

**Grades: 10,11,12**

**Length: 2 Semesters (may be repeated for elective credit)**

**Prereq: French 3 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 choice 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 4 students explore French speaking Africa via stories, storytelling, film and authentic resources.

## 2405710 SPANISH FOR SPANISH SPEAKERS 1 (FA)

**Grades: 9,10,11,12**

**Length of course: 2 Semesters**

**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:** 2 Semesters

**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:** 2 Semesters

**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.

### Teacher Aide & Teaching Assistant Program Overview

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: Students can earn a maximum of 2.0 credits for aide positions.) Attendance, Main Office and Counseling aide will be required to adhere to strict confidentiality expectations.

Course	Description
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1200431, 2 TEACHER AIDE (Pass/No Pass) (EL)

1200411, 2 ATTENDANCE AIDE (Pass/No Pass) (EL)

**Grades:** 10,11,12

**Length of course:** 1 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 for 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.

## 1909821, 2 CHILDCARE ASSISTANT Graded (EL)

**Grades:** 10, 11, 12

**Length of Course:** 1 Semester

**Prereq:** Approval of supervising staff & enrollment in Child Development & Psychology preferred.

*To participate in this program, students are required to be vaccinated against Covid 19*

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.

### 2225001, 2 LIBRARY AIDE (Pass/No Pass) (EL)

**Grades:** 10,11,12  
**Length of course:** 1 Semester  
**Prereq:** Instructor approval

Students Work as part of our library team at HRVHS caring for daily functions and the greater science of what the library is: learning all aspects of the library including, but not limited to, cataloging, numerical and alphabetical filing, emphasis on customer service, engaging with the public, use of technology. Students who have a desire to learn new things are flexible and adaptable to what is needed on a daily basis will be most successful. This experience provides students an awareness of the value of libraries as sources for lifelong learning which goes beyond the books and resources that are available. Other expectations include a professional business demeanor and appearance, detail oriented, regular attendance and punctuality. Students are assessed on Career Related Learning Standards, this class is offered as a Pass No Pass course.

### 1200421, 2 COUNSELING OFFICE AIDE (Pass / No Pass ) (EL)

**Grades:** 10,11,12  
**Length of course:** 1 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.

## Support Programs / Interventions

Course	Description
<b>WRITING LAB PROGRAM</b>	
<b>Grades:</b> 9,10,11,12 <b>No credit offered</b> <b>Length of course:</b> 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.

### 01009711,2 /01009721,2 SENIOR ESSENTIAL SKILLS (EL) **\*Not Currently Offered\***

**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.

### 22003FST1, 2, 3 SOAR INTERVENTION (EL)

**Grades:** 9  
**Length of course:** 2 Semesters

This class focuses on student Social Emotional Learning, Opportunity, and Academic Readiness (SOAR) with the goal of supporting students achieving on-track for graduation status in their first year at HRVHS. Topics include: setting goals, organizing materials, developing schedules, tracking assignments and grades, working with teachers, and accessing academic support. Targeted tutoring and instruction in skills that support academic success help students adapt to high school expectations. The course also teaches social and emotional strategies to improve learning and manage stress.

## 2200611,2, STUDY HALL (EL)

**Grades: 9,10,11,12**

**Length of course: 1 Semester**

**Students earn .25 credits per Semester**

**P/NP grading only**

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.

## 22054S1, 2 PEER TUTOR (EL)

**Grades: 10, 11, 12**

**Length: 1 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

### Overview

SUMMIT Career Center offers 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), juniors and 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.

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.

## Special Education

### Overview

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.

#### 2200570 ACADEMIC SEMINAR (EL)

**Grades: 9,10,11,12**

**Length of course: 2 Semesters (may be repeated for credit)**

**Prereq: IEP team placement, case manager approval**

**Alignment: Elective Credit and Letter grades awarded**

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

#### 2215270 SLC VOCATIONAL FOUNDATIONS (EL)

**Grades 10, 11, 12+**

**Credit: Non-credit: P/NP**

**Length of Course: 2 Semesters**

**Prerequisite: Casemanager & teacher approval**

Students will explore a variety of employment options that match their interests and ability levels; as well as pre-employment soft skills. Course activities include interest inventories, interview preparation, and the creation of a person-centered plan or resume.

There will be an emphasis on workplace vocabulary and communication. Instruction is designed for students working on an Extended Diploma or Certificate of Attainment.

#### JOB CLUB / YTP (EL)

**Grades: 11, 12**

**Length of Course: 2 Semesters**

**Prereq: Case Manager Approval**

Students work with a Youth Transition Specialist to enhance workplace and social skills to be employable.

#### 2220700 SLC TRANSITIONS - INDEPENDENT LIVING SKILLS (CE, EL)

**Grades: 12+**

**Length of course: 2 Semesters**

**Prereq: Case manager 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

#### 2215250 TRANSITIONS - VOCATIONAL TRAINING (SOCIAL COMMUNICATION / LEISURE ACTIVITIES) (CE, EL)

#### 2215260 TRANSITIONS- PRE-EMPLOYMENT SKILLS (CE,EL)

**Grades: 12+**

**Length of Course: 2 Semesters**

**Prereq: Case manager and counselor**



approval  
See description from 2220700

#### 1605470 SLC CULINARY ARTS AND HEALTHY LIVING (EL)

**Grades:** 9-12+  
**Credit:** Non-credit, P/NP  
**Length of Course:** 2 Semesters  
**Prerequisite:** Case Manager, and teacher approval

This course addresses several areas of healthy living: nutrition & cooking, stress relief & self-regulation methods, self care, recreation and relationships. Field trips around the community may be included. Instruction is designed to support students working towards an Extended Diploma or Certificate of Attainment

#### 2225451,2 SLC ELD EXTENSION (EL)

**Grades:** 9-12+  
**Credit:** grade is part of their ELD class  
**Length of class:** 2 Semesters  
**Prerequisite:** ELD teacher & SLC Teacher approval

In this class, an instructor will review content from the students' ELD class and students will be provided with guided, extended practice to acquire new skills. This class is designed for dual identified, ELD & Structured Learning Center students. ELD teacher and SLC teacher approval required \*\*\**This course was created during Comprehensive Distance Learning and may possibly not be offered during In Person instruction.*

#### 2225400 STRUCTURED LEARNING CENTER

**Grades** 9-12+  
**Credit:** non-credit; P/NP  
**Length of Course:** 2 Semesters  
**Prerequisite:** Placement by IEP Team, Casemanager approval

This course is for students who need full support to work on and receive instruction in functional academics, pre-vocational skills, social communication and skills, and independent living skills. This course is for students working towards a Certificate of Attainment

#### 2225430 SLC SUPPORTED STUDY HALL

**Grades** 9-12  
**Credit :** Non credit P/NP  
**Length of Course:** 2 Semesters  
**Prerequisite:** Case Manager and teacher approval

General Education class content is reviewed at students' instructional level. Frequent review and extended practice is provided to acquire new skills. Course is designed for students working towards an Extended Diploma or Certificate of Attainment

#### 2200390 SLC ACADEMIC SKILL BUILDING (EL) 2225410 SLC ACADEMIC SKILL BUILDING-MATH (EL) 2225440 SLC ACADEMIC SKILL BUILDING-READING (EL)

**Grades:** 9-12  
**Credit:** Non credit P/NP  
**Length of Course:** 2 Semesters  
**Prerequisite:** Casemanager and IEP placement in SLC

Students will work in small groups to gain skills in reading, writing or math at their individual level. Instruction is designed to support students working towards an Extended Diploma or Certificate of Attainment

## English Language Learners

### Overview

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.

Course	Description
<b>0100810 BEGINNER ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: ELPA21 Score and/or ELL Committee recommendation.</b>	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.
<b>0100820 EARLY INTERMEDIATE ENGLISH LANGUAGE DEVELOPMENT (EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Completed Beginners ELD and/or ELPA Score and/or ELL Committee recommendation.</b>	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.
<b>0100830 INTERMEDIATE ENGLISH LANGUAGE DEVELOPMENT (EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Completed Early Intermediate ELD and/or ELPA score and/or ELL Committee recommendation</b>	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.
<b>0100840 EARLY ADVANCED ENGLISH LANGUAGE DEVELOPMENT (EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of course: 2 Semesters</b> <b>Prereq: Completed Intermediate ELD and/or ELPA21 score and/or ELL Committee recommendation</b>	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.
<b>0100880 READING ENRICHMENT-ELL (EL)</b>	
<b>Grades: 9,10,11,12</b> <b>Length of Course: 2 Semesters</b> <b>Prereq: ELL Teacher/Committee recommendation</b>	This course is designed to align with standards taught in ELA classes to support level 1 or 2 English learners. The focus is supporting skills and standards addressed in the ELA 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

### Overview

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 school 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.
- 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 your school 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 school counselor. Students must notify their school 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 school counselor to allow students to reach post high school goals at an accelerated pace. Students may plan to graduate a term early or a full year in advance. The deadline to apply is May 31st of each school year.
- 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, school 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.

Course	Description
<b>CREDIT THROUGH PROFICIENCY</b>	
<b>Grades: 9, 10, 11, 12</b> <b>Prereq: Approval of administrator, school counselor, parent, and supervising licensed teacher</b>	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 extended 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.
<b>SUMMER CREDIT OPPORTUNITIES**</b> <b>HRVHS SUMMER SCHOOL</b>	
	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 the school 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.
<b>CREDIT RECOVERY</b>	
<b>Grade: 10, 11, 12</b> <b>Prereq: School Counselor Approval and Referral</b>	Students needing to make up 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 school counselor. Students are limited to earning 1 credit per term. This placement is determined by the student's school counselor.
<b>PART-TIME ATTENDANCE</b>	
	Part-time attendance may be arranged for special circumstances through careful planning with the school counselor and 504 Coordinator. You must be a full-time student in order to participate in the graduation ceremony (a student is considered full-time when enrolled in four or more classes at HRVHS). Expanded options courses count towards full-time enrollment.
<b>EXPANDED OPTIONS PROGRAM</b>	
	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](http://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 school 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 transcribed in the Semester in which the course(s) was completed. PRIOR to enrolling in any type of correspondence course (offered by an accredited institution) your school counselor must approve the course and the program for HRVHS credit. The attached contract must be completed and on file with your school counselor and data processing before credit is awarded. Please be aware that not all correspondence courses are approved by the California State University system or for NCAA Eligibility.

## 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 & Remote Learning Programs**

Students may access the following alternative and remote learning education options to earn credit toward an Oregon high school diploma.

### **HOOD RIVER OPTIONS ACADEMY (HROA)**

#### **HROA General Program Remote Learning Program**

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 own pace and with their own unique learning style on a flexible schedule. This program is an option for highly motivated students in Hood River County to access classes entirely online. The program has a capped enrollment and a lottery system is used if there are more applicants than spots available. During the week, teachers are available to support learning at the HROA building (1011 Eugene Street) as well as online through virtual meetings. More information is available on the HROA website available through the HRCSD main website.

#### **HROA Advisory High School & GED Prep Program**

The Advisory High School is a campus advisory-based learning environment that is designed to support students re-engaging with the school environment. Limited to no more than 50 students, the Advisory Program focuses on a highly personalized learning plan that targets the credits and essential skills needed for graduation. Advisory students will set goals and meet with a dedicated staff member each week to review progress and problem solve any obstacles that impact a student's long term, post-high school goals. We also have the option to support students preparing for the GED test as an alternative to a high school diploma. There is a cap of 10 students in the GED program, who will work with HROA staff to stay on track with studying, schedule GED tests and access help as needed while preparing for the four GED tests.

#### **HROA 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 diploma 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 contact your school counselor or call HROA staff at: 541-387-5100.

### **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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