

Woodrow Wilson High
2015-2016
Forecast Guide

“Diligence, Excellence, Integrity”

Wilson High School Motto, 1956

At Wilson High School it is our responsibility to provide you with the knowledge and experience necessary to help you succeed in a complex and rapidly changing world. We will also help provide you with a learning environment that promotes mental and physical health and encourages you to make the most of your talents.

**Cover created by:
Moni Kovacs,
Wilson High School Student**



**Shay James,
Senior Director**

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High School Students and Families,

Creating a schedule that optimizes opportunities for learning is critical to your student's success. Please take time to review the forecasting materials available from your school and to work with your student to build a full schedule tailored to your students' needs and interests.

What are the goals of a carefully planned schedule?

- Preparation for college and/or career
- Exposure to rigorous academic material
- Opportunity to explore a great variety of electives
- A transcript that is competitive for college applications
- The option to secure extra support in academic areas that are challenging
- Opportunity to earn college credit, reducing the cost of college
- Preparation for college admission tests (SATs and ACTs)

Students, the opportunities provided by our eight period schedule should prepare you to earn a high school diploma, ready you for college and career preparation, and help you to pursue your extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood for your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

As you go through the registration process, consult with your school counselor about any questions you may have about either courses available or the forecasting process. They are an excellent resource for your student!

I wish you the best for the new school year!

Sincerely,

A handwritten signature in blue ink that reads 'Shay James'.

Shay James
Senior Director



To Our Wilson Families:

The Woodrow Wilson High School 2015 – 2016 Forecast Guide is intended to give you the most current information about requirements and courses.

- All the courses listed in this guide may not be available, as this guide is produced prior to receiving our staffing allocations for the next year.
- We determine how we will allocate staff for class sections based on forecasts received from our students and our district staffing allocation.

We encourage students and parents to work closely with counselors to develop the best educational program possible.

- Please check prerequisite courses and prerequisite grades before forecasting for a leveled class. For example, a student who has not passed Algebra and Geometry with a C or better will struggle in Chemistry or Physics because they don't have the necessary math skills.
- Please make committed, informed choices during forecasting so that we can better meet the needs of all students.
- Please make sure you include an alternate for your elective choices in the event that you don't get scheduled into your first choice.
- All students should enroll in a full schedule of 8 courses.
- A monitored study hall will be made available if students choose to take a period of Study Hall.

Brian Chatard
Principal

WILSON STAFF:	
PRINCIPAL	Brian Chatard
VICE PRINCIPALS	Ayesha Freeman Maude Lamont
ACTIVITY DIRECTOR	Tim Loveless
ATHLETIC DIRECTOR	Mike Easton
BUSINESS MANAGER	Erica Meyers
	CAREER COORDINATOR Kate Morgan COUNSELORS Keith Brown Julie Fleming Kelly Milford Kathryn Wolff

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HOW TO USE THE FORECAST GUIDE

The student's goal in forecasting is to select classes that will fulfill his or her academic needs during the coming school year. Parent(s)/guardian(s) and students can consult with the student's counselor to be sure all courses chosen meet or exceed the requirements of the four-year plan required for each Wilson student; there is a worksheet provided on page 11. The Wilson staff is committed to helping all students make good decisions as they plan for their academic year.

Wilson students are required to enroll in at least five classes to be considered full-time. Students who are not full-time cannot participate in sports and other activities. Counselors must be consulted if the student wants to enroll in fewer than five classes. Parent(s)/guardian(s) must also consent to a reduction in the school day. In addition, OSAA athletes must take and pass a minimum of five classes to maintain their eligibility.

Closely read through this forecast guide. Review the graduation requirements. There are recommended years to take each required course. Become aware of this and make your choices accordingly. Certain courses require a prerequisite that must be completed before enrollment. For accelerated or advanced classes, students must meet all prerequisites and/or get the necessary permission for enrollment by having teachers sign the forecast sheet.

Students should make their course choices after talking with parent(s)/guardian(s), counselors, teachers and friends. When the student has finished making critical decisions, he or she will complete the information on the forecast sheet. Students should have their forecast sheet completed and signed by a parent/guardian by the date indicated for their grade level to forecast on our school calendar. Late forecasts may adversely impact a student's chances of being scheduled into his/her preferred course selections and our ability to staff our program to best meet our students' needs and preferences.

How to read the course descriptions:

EXAMPLE:

Visual Arts: Digital Media Design 1–2 Year 9 – 12 No prerequisite 1 unit, 1 period

Visual Arts: Digital Media Design 1–2: Course title.

Year 9 – 12: Identifies which year the student may take the course.

Prerequisite: Identifies other classes or special permission required for admission to class.

1 unit, 1 period: Shows how many units of credit may be earned in the class and how many periods the class is in session. Courses worth 1 unit are year-long, courses worth .5 unit are one semester.

COUNSELING INFORMATION

www.pps.k12.or.us/schools/wilson

PPS Standard Diploma Requirements

	Number of Credits Needed
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language – credits must be for the same language	2
Career & Technical Ed, The Arts, or World Language* *May be the 3 rd year of the same World Language (as above) or a different World Language	1
Electives	6
¹ Meet district proficiency for Oregon’s Essential Skills (ES) standards	Reading Writing Math
² Develop a Personal Education Plan & Profile	✓
³ Participate in Career Related Learning Experiences	✓
⁴ Complete an Extended Application	✓
Total Credits	24

¹ Essential Skills	Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork
² Personal Education Plan & Profile	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals
³ Career Related Learning Experiences	Educational experiences that connect learning to the world beyond the classroom
⁴ Extended Application	The application of academic and specialized knowledge and skills within the context of a student’s personal and career interests and post high school goals

PPS Modified Diploma Requirements

	Number of Credits Needed
English	3
Math	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career & Technical Ed, The Arts, or World Language	1
Electives	12
¹ Meet district proficiency for Oregon's Essential Skills (ES) standards	Read Write Math
² Develop a Personal Education Plan & Profile	✓
³ Participate in Career Related Learning Experiences	✓
⁴ Complete an Extended Application	✓
Total Credits	24

¹ Essential Skills	Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork
² Personal Education Plan & Profile	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals
³ Career Related Learning Experiences	Educational experiences that connect learning to the world beyond the classroom
⁴ Extended Application	The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post high school goals

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 and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.

To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.

Students may earn units of credit through regular education with or without modifications or accommodations and through modified courses.

A student who has been awarded a modified diploma and wishes to continue working toward meeting the requirements for a standard diploma may do so until the age of 21, as specified in PPS policy 400.2(4). Upon meeting these requirements, a standard diploma will be issued, but the student cannot again participate in graduation exercises.

Graduation Requirements: Extended Diploma

English	2 credits
Mathematics	2 credits
Science	2 credits
Social Studies	3 credits
Physical Education	1 credit
Health	1 credit
Career & Technical Ed/Fine Arts/ World Language	1 credit
TOTAL	12

An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable modifications and accommodations.

To be eligible for an extended diploma a student must:

1. Have participated in an alternative assessment beginning no later than grade six and lasting for two or more assessment cycles; or
2. 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 alternative assessments.
3. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
3. Have a documented medical condition that creates a barrier to achievement.
4. Earn 12 credits between grade nine through the completion of high school, as shown in the above table.

Alternative Certificate Requirements

1. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
2. An alternative certificate will be awarded based on a student's needs and achievement.
3. Requirements and procedures for awarding the certificate will be specified in an accompanying

Administrative Directive approved by the Superintendent.

Advanced Placement Program

Wilson High School has a long successful history of offering students college-level Advanced Placement (AP) courses. These courses and exams give Wilson students an edge:

- Rigorous courses provide thorough preparation for college
- Nationally recognized AP standards make your transcript stand out in the college admissions process
- Scores of 3 or more on the AP exam may earn credit or advanced standing at many colleges and universities
- Your investment in AP exams could save you money during college and/or allow you to advance toward your degree

Advanced Placement International Diploma

An option with AP that students may want to take advantage of here at Wilson is the Advanced Placement International Diploma (APID). It is a globally recognized certificate for students who are thinking they may want to apply to a university outside of the United States. This includes Canada, The Americas, South Africa, Asia, and the Pacific including China, Australia, Europe and Near East South Asia. It is recognized as part of the admission process at such schools as University of British Columbia, London Metropolitan University, Royal Academy of Music, London, and University of St. Andrews, plus many more. The APID is not a substitute for a high school diploma, but rather provides additional certification of outstanding academic excellence. Similar to an International Baccalaureate (IB) diploma, it challenges a student to display exceptional achievement on AP Exams across several disciplines.

To earn an APID, students must earn grades of three or higher on at least FIVE AP exams in the following content areas:

1. Two AP Exams from two different languages selected from English and/or world languages.
2. One AP Exam designated as offering a global perspective: World History and Comparative Government and Politics.
3. One exam from the sciences or mathematics content areas.
4. One (or two) additional exam(s) from among any content areas except English and world languages. These include the content areas already described as well as history and social sciences and the arts: Macroeconomics, Microeconomics, US History, World History, U.S. Government and Politics, Comparative Government and Politics, Psychology, Music Theory, Studio Art: Drawing, Studio Art: 2-D Design.

Wilson High School offers all the AP courses necessary to prepare to examine in these five areas. What a student must do is indicate on at least one AP Exam answer sheet that the results should be sent to a university outside the United States. For more information on the APID, please go to <http://www.collegeboard.com/student/testing/ap/about.html>.

ACADEMIC HONORS AT GRADUATION

Students at Wilson may receive recognition for excellence if they achieve cumulative grade point averages above 3.0. Honors are designated as follows:

Honors: 3.0–3.49

High Honors 3.5–3.79

Highest Honors 3.8–4.0

GRADING

The student grade is a means of reporting to the student and his/her parents the progress made in each course on a periodic basis. The letter grade indicates the teacher's evaluation of student work as reported each grading period. Each grade in a specific subject is cumulative. The last grade given at the end of the second and fourth semester is a final grade which is recorded on a student's permanent record. Student achievement, the grade, is judged on oral and written reports, objective and essay-type tests, projects/performance-based assessment and daily participation in individual, small or large group activities.

The Grading System

Teachers determine grades. Parents having questions about grades received by their students are to contact the teacher directly.

Grade Meaning

An "A" Grade is earned by a student who does superior work in all phases of work both inside and outside the classroom and, in addition, shows evidence of critical thinking, reflecting classroom learning.

A "B" Grade reflects a better than average performance level in all phases of the activities both within and outside the classroom.

A "C" Grade reflects average performance.

A "D" Grade is earned by a student who has achieved a level below that of "Average" in-class and/or out-of-class activities.

An "F" Grade is earned by a student who, regardless of ability level, does not perform up to minimum acceptable standards in-class and/or out-of-class activities. An "F" carries no credit.

Pass/No Pass Procedures

The Pass/No Pass (P/NP) program at Wilson is designed to encourage students to explore unfamiliar courses and attempt more difficult academic classes without a detrimental impact on their Grade Point Average (GPA). Students have an opportunity to take one unit of credit in a course not required for graduation (e.g. a fourth year of math, a third year of a world language, etc.) per year on a P/NP basis. Students may select one of the following options: take one full year course, take one semester course, or take two different semester courses.

To apply for Pass/No Pass consideration a student must see their counselor and have permission from their parent or guardian and vice principal. A student may apply for a P/NP credit during the first three weeks of the semester. A "P" is given as an alternative for a letter grade. A "NP" is given as an alternative for a letter grade of "D" or below.

Course Change and Course Drop

Students may be transferred from one course to another course during the first three weeks of each semester with parental and counselor approval when possible. After the third week of the semester, vice principal approval is needed to change a student's schedule. This does not apply to students who are transferring from another school.

The grade point average includes all subjects in which a student has received a letter grade. AP courses will be weighted with a full grade point in determining the GPA. If a student repeats a course, the GPA on the transcript is reflective of the higher grade earned.

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0

NG = No grade*

I = Incomplete *

P/NP = Pass/No Pass*

WF = Withdrawal/Fail**

WX = Withdrawal/Exception*

*NG, I, P and NP, WX designations are not calculated in the cumulative GPA

**Students receiving a WF elected to drop the course after the first three weeks of the semester. WF designations are calculated in the cumulative GPA as an F.

Students may not receive credit for the same course more than once. Repeated courses will have a “#” next to the lower grade. No credit will be issued; nor will it be calculated in the cumulative GPA.

WOODROW WILSON SCHOLARS

Wilson High School offers a scholars program to provide a framework for students to plan a rigorous course of study with attention to all disciplines. The curriculum exceeds the requirements of most colleges and is not mandatory for students planning to attend college. Students who complete seven semesters with a minimum 3.5 cumulative GPA and complete the requirements for the program, including community service, receive the “scholars” distinction at graduation.

Woodrow Wilson Scholars

To graduate as a Woodrow Wilson Scholar, a student must:

- ◆ successfully complete all course work designated in the Woodrow Wilson Scholars program, and
- ◆ meet all Portland Public School/State of Oregon graduation requirements, and
- ◆ attain a minimum cumulative GPA of 3.5 by the end of the seventh semester of the senior year, and
- ◆ complete a minimum of 20 hours of community service each year of high school for a total of 80 hours, tracked individually by students and reviewed 2nd semester of senior year with counselors. Students should track their hours in the resume builder in Naviance.

Course Work

- ✓ Four units of English (Honors or AP when available)
- ✓ Three units of Social Studies (Modern World History + any 2 AP social studies courses)
- ✓ Four units of Science, including one of the following: Advanced Chemistry 3–4, AP Biology 3–4, AP Physics C: Mechanics, or AP Environmental Science
- ✓ Four units of the same World Language
- ✓ Four units of Mathematics: including one of the following: Geometry 1–2 and Adv. Algebra 3–4 and Pre-calculus 1–2, and either AP Calculus (AB Level) or AP Statistics

WILSON 4-YEAR PLANNING WORKSHEET

NAME: _____

GRADE YEAR: _____

Requirements	Grade 9	Grade 10	Grade 11	Grade 12
English (4)				
Math (3)				
Science (3)				
Social Studies (3)				
World Language (2)				
PE/Health (1 each)				
Electives (6)				
Fine Arts, CTE, or World Language 3rd year (1) May be taken any year.				

**Electives(6) include, but are not limited to, Computer Science, Digital Media: Graphic and Web Design, Weight Training, Fine & Performing Arts, Leadership, Newspaper, Yearbook, Peer Counselor, Peer Helper, Community Mentor, Elementary Teacher's Aide and other core subject classes beyond graduation requirements.*



Personalized Learning Requirements (PLRs)

The state requires students earning either a standard, modified, or PPS state diploma to complete Personalized Learning Requirements (PLRs). Students earning an extended diploma are not required to meet this requirement. The District is phasing in these requirements as explained below. For additional explanation, refer to the chart below.

Graduates must complete one (1) Career Related Learning Experience (CRLE), resume and an Extended Application (EA).

Completion of a resume (documented in Naviance) and district defined career-related activities/reflections (documented in Naviance). The CRLE may be fulfilled in a variety of ways, including, but not limited to career day events, job shadows, internships, mock and informational interviews, guest speakers, and community service activities. The CRLE must be documented in Naviance.

By graduation year, students will complete Personalized Learning Requirements as indicated:

	Class of 2015 & Beyond	
	<i>PLR Requirements</i>	<i>Documentation</i>
Personal Education Plan and Profile ¹	Forecasting	Embedded in Transcript
	Resume	In Naviance
	District defined career-related activities/reflections	In Naviance
Career Related Learning Experiences (CRLEs) ²	One (1) CRLE	In Naviance
Extended Application (EA) ³	Required	In Naviance

¹ Personal Education Plan & Profile

Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals

² Career Related Learning Experiences

Educational experiences that connect learning to the world beyond the classroom

³ Extended Application

The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals

⁴ Naviance

A web-based college and career research planning tool

Academic Letter Award

In an effort to acknowledge academic success from students at every level of achievement, Wilson started the Academic Lettering Program in 2008. Each year students can be recognized for academic excellence if they meet the following criteria:

- 1) Earn a 3.5 grade point average for at least three of the four quarters in a single school year.
- 2) Students must take at least five classes that are graded on the grading scale of A through F (i.e., courses taken Pass/No-Pass courses do not count).

The first time a student earns this award they will receive an Academic Letter with attached Academic Pin. Each time thereafter they will receive an additional Academic Pin.

Students earning the award after third quarter will receive it during fourth quarter. Those earning the award as the school year comes to a close will receive it as they return the next fall. Seniors who earn the award after fourth quarter will receive a phone call after graduation so that they may come by the school and pick it up.

OTHER SPECIAL ACADEMIC PROGRAMS

Talented and Gifted (TAG) Education in High School

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG Plan addressing the needs of its TAG students and the state mandate. Identification of students; methods for providing appropriate instruction in the classroom; communicating with students, staff and parent(s)/guardian(s); and professional development for teachers are all a part of a school's TAG Plan. The School's TAG plan serves as the individual plan for each student. Parent(s)/guardian(s) and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact your school administrators. Individual student plans are only written upon request. Please contact your school counselor for more information.

Wilson offers a range of rigorous courses, including AP and honors options. Students who wish to be identified as TAG should see the TAG coordinator. Also, a TAG bulletin board is maintained in the main hall; TAG students are encouraged to check it periodically for additional enrichment opportunities.

Off Campus/Work Experience Learning Guidelines

(unpaid or paid work experiences)

The Portland School District and Wilson High School recognize that student involvement in worthwhile activities related to business enterprises, community agencies, government and private organizations and extracurricular arts activities provides valuable educational experiences for students.

- The Off Campus Learning credit can be earned for non-paid experiences.
- The Work Experience credit can be earned for paid experiences.
- The student must be enrolled in the high school and his/her proposed program shall not infringe upon regularly scheduled classes. The student must be maintaining a 2.0 cumulative GPA or above.
- School personnel will not directly supervise Off Campus experiences.
- The number of credits a student can earn is limited to no more than 6 credits in their high school career between Off Campus and Work A student cannot earn more than 1 credit from each program during the school year.

- To earn Off Campus learning credit, a student shall be required to participate in a minimum 130 hours for a full credit and 65 hours for a ½ credit. To earn work–experience credit, a student shall be required to work 260 hours for a full credit or 130 hours for ½ credit.

GENERAL PROCEDURES FOR STUDENT PARTICIPATION

- 1) The interested student shall be responsible for developing a tentative proposal for an Off Campus credit program in relation to a specific setting. In developing the proposal the student will indicate the proposed place of the activity, the types of activities he/she will engage in, the expected learning outcomes, the tentative schedule for such activities and other factors, which the school may deem necessary. **Students may obtain the Off Campus Learning Program Student Application and Proposal form from their counselor.**
- 2) The student's counselor and vice principal shall review the proposal and when the proposal is satisfactorily completed it shall receive tentative approval.
- 3) The student shall, in person, present the proposal to the organization/person supervising the Off Campus experience, negotiate any modification in the proposal and obtain written approval by the person in that organization who is designated to be his/her supervisor.
- 4) When the proposal is approved by the parent, the Off Campus organization, the student's counselor, and the school vice principal, a copy shall be placed in the student's cumulative file. It is the student's responsibility to assure that the supervisor's report is returned and credit is granted. Time sheets must be submitted for paid work experiences.

Petition for Exception to Policy

Students and their parent(s)/guardian(s) may use the Program Exception Petition to request an exception be made to the prescribed course sequence or to an established prerequisite course(s) in a sequence. Forms are available in the Counseling Office or online on the Wilson website under Counseling Department/Academic Planning. Return the form to your counselor when completed.

Students requesting a program exception may be asked to complete or submit a work sample(s) and/or summer assignments to complete this process. Failure to complete these requirements, regardless of the exception being conditionally granted, will cause the student to be placed in the originally assigned course.

DUAL CREDIT WITH PORTLAND COMMUNITY COLLEGE

Portland Community College offers college credit for specific courses taken at Wilson High School under a special arrangement called "PCC Dual Credit". Students can earn PCC credit for the college course **in addition to** the high school credit. Go to <http://www.pcc.edu/prepare/head-start/dual-credit/> or contact the instructor (listed below) for more information.

Dual Credit Courses

Wilson Course Name	PCC Equivalent	Instructor
Computer Science 3-4	CS 161: Computer Science 1	Bartlo
Computer Science 5-6	CS 162: Computer Science 2 (pending approval)	Bartlo
Publications: Newspaper-Editor (The Trojan Horse Student Magazine)	Journalism 103: Introduction to Media Writing	Higbee
Digital Media Design & Production 3-4	Multimedia 230: Graphics for Multimedia	Douglass
Video Production 1-2	Multimedia 260: Video Production 1 (pending approval)	Rizzo
Video Production 3-4	Multimedia 230: Graphics for Multimedia (pending approval)	Rizzo
Woodworking/Metalworking 1-2	BCT 106: Hand Tool/Power Tool Use and Safety	Walmer
Architectural Drawing 1-2	CADD 160: Drafting Fundamentals (pending approval)	Walmer
Health Occupations	CG 130H: Introduction to Today's Careers: Health HE 112: Standard First Aid & CPR/AED (pending approval)	Olsen
Chamber Orchestra	Music 158A: Chamber Ensemble	Murer
Choir: Wilsingers	Music 220A: Music	Murer
Choir: WAVE	Music 221A: Chamber Chorus	Murer
Community Mentor	Pending approval	Campillo
Library/Technology Aide	Pending approval	Campillo

OTHER OFF CAMPUS CREDIT

Wilson students may earn up to six individual credits for education programs and classes other than in-school courses. These programs rarely conflict with scheduled classes at Wilson and may earn one-half (.5) to one (1) credit. To obtain credit for these programs, registration must be completed with the counselor prior to participation.

Reed College Young Scholars (http://web.reed.edu/outreach_programs/young_scholars)

Portland State University LINK Program (www.clas.pdx.edu/challink.html)

Lewis and Clark College Templeton Scholars (www.lclark.edu/dept/awards/templeton.html)

These programs provide opportunities for gifted high school students, usually seniors, to enroll in college-level coursework while still enrolled in high school. Typically, students have successfully completed all coursework offered at Wilson in a given academic discipline and wish to continue their studies. Coursework is rigorous; students are expected to spend a minimum of two hours of outside work for every hour spent in class. Tuition, books, supplies, and transportation are the responsibility of the family. Students interested in any of these programs need to inform their counselors at forecasting time.

COLLEGE ENTRANCE REQUIREMENTS

The minimum standards for admission to Oregon's public universities are subject to change so be sure to check with the university about all current requirements. Students planning to enter an Oregon University System college as a freshman must meet the following admission requirements.

1. **Minimum of 15 credits in core college preparatory courses – see list below. *Note: Students need to earn a C or higher in these courses for them to count toward meeting college entrance requirements.***

English (4 credits)

Mathematics (3 credits) Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3–4, or above. Additional math is highly recommended. Algebra and Geometry taken prior to 9th grade will be accepted.

Science (3 credits) Shall include two years of college preparatory science such as biology and chemistry.

Social Studies (3 credits) Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics (one semester of each.)

World Language (2 credits) Two successive years of the same world language.

Minimum High School GPA

	<u>GPA</u>	<u># of Students</u>	<u>% Admitted who Apply</u>
Eastern Oregon University	2.75	3,720	74%
Oregon Institute of Technology	3.0	3,750	64%
Oregon State University	3.0	19,500	81%
Portland State University	3.0	21,800	69%
Southern Oregon University	2.75	5,600	59%
University of Oregon	3.0	19,500	78%
Western University	2.75	5,300	88%

ART

The Fine Arts department at Wilson offers the opportunity for all students to develop their interests and talents in the areas of visual arts and publications. A wide variety of Fine Arts courses are offered which provide instruction and performance opportunities for all levels of ability and experience. Many programs are offered with four-year advanced curricula. Whether a student has years of experience or is someone with a curiosity about the Arts, everyone is encouraged to enroll. The Arts promote critical and imaginative thinking, problem-solving and self-discipline—qualities that contribute to improved student performance in all areas.

NEW: AP Art History Year 11 – 12
Prerequisite: None; Sophomores may petition for this class; see page 11. 1 unit, 1 period

AP Art History students will consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. They will examine styles, techniques, themes, and chronology, comparing and contrasting art forms from varied perspectives. The course focuses on a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

Drawing/Painting/Printmaking

Drawing, Painting and Printmaking (Draw-Paint-Print) Year 9 – 12 No prerequisite 1 unit, 1 period

Draw-Paint-Print explores problem-solving, creativity, design, and craftsmanship through a variety of two-dimensional media. Draw-Paint-Print will incorporate the visual elements and the principles of design, idea development, and will teach a variety of tools and techniques. This course is designed to give students a broad experience in a variety of materials like graphite, charcoal, ink, colored pencil, oil pastel, watercolor, gouache, acrylic, collage, mixed media, and relief

printmaking. Students are expected to keep a sketchbook of designs, drawings, and ideas. Hands-on art experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance.

3-D Design (Sculpture) Year 9 – 12 No prerequisite 1 unit, 1 period

3D Design explores problem-solving, creativity, design, and craftsmanship through a variety of three-dimensional media. 3D Design will incorporate the visual elements and the principles of design, drawing skills, idea



development, and will teach a variety of tools and techniques. Community and public art, environmental sculpture, and performance art may also be explored. Sculpture materials may include paper, wood, wire, plaster, clay, metal, fabric, plastic, organic materials, and found objects. Students are expected to keep a sketchbook of designs, drawings, and ideas. Hands-on art experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance.

Advanced Art Year 10 – 12 Prerequisite: Draw-Paint-Print. 1 unit, 1 period

Advanced Art is a course for students who wish to continue their studies in two-dimensional art.

Areas of study include drawing, painting and printmaking. A variety of media will be explored. Art History, criticism and aesthetics are integrated into the course work. Students are expected to keep a sketchbook of designs, drawings and ideas. Opportunities are available for students to explore art-related career opportunities and advanced educational options, meet professional artists and begin to create a body of work for a portfolio.



AP Studio Art: Drawing (AP Art) Year 11 – 12 Prerequisite: Advanced Art and teacher permission. 1 unit, 1 period

AP Studio Drawing is a course that addresses advanced concepts in drawing and painting using a wide range of media. Students will demonstrate their skills and ideas by creating observational, abstract and inventive works of art. Students are expected to keep a sketchbook of designs, drawings and ideas. Students will develop a portfolio of work exploring a broad range of conceptual approaches to drawing. In addition to works of art that demonstrate visual principles and material techniques, students will also create a body of work that demonstrates an in-depth investigation of a particular visual topic. This concentration idea will be developed based on a student's interest. Portfolios produced in this course may be submitted to the College Board for AP evaluation and potential college credit. Choosing to complete an AP Studio portfolio requires additional independent work outside class.

AP Studio Art: 2-D (AP Art 2D) Year 11 – 12 Prerequisite: Advanced Art and teacher permission. 1 unit, 1 period

AP Studio 2-D design is a course that studies the elements and principles of design. Students will demonstrate their skills and ideas by using the design principles on two-dimensional surfaces. Media may include one or more of the following: photography, digital imaging, graphic design, painting and printmaking. Students are expected to keep a sketchbook journal of ideas and class notes. Students will develop a portfolio of work demonstrating their understanding of the principles of design. In addition to works of art that demonstrate visual principles and material techniques, students will also create a body of work that demonstrates an in-depth investigation of a particular design concern. This concentration idea will be developed based on a student's interest. Portfolios produced in this course may be submitted to the College Board for AP evaluation and potential college credit. Choosing to complete an AP Studio portfolio requires additional independent work outside of class.



Ceramics

Ceramics Year 9 – 12 No prerequisites 1 unit, 1 period

Ceramics is an exploratory course in sculpture and design using clay. Students will develop abilities in forming clay by hand and by wheel. Emphasis will be on learning the clay process

and the sequential development of skills, from simple to complex. Awareness of aesthetic principles and craftsmanship will be developed through visual study and pottery production. Application of cultural and historical knowledge will lead to a more sophisticated understanding of pottery. Students may be expected to keep a journal or sketchbook of designs, drawings, and ideas. Design elements, drawing skills, and renderings will be developed. Students in Ceramics are expected to be self-motivated, self-directed learners who can work independently.

Advanced Ceramics/Sculpture Year 10 – 12
Prerequisite: One year of high school Ceramics or teacher approval. 1 unit, 1 period

Advanced pottery is designed for the serious art student who wants to develop ideas, skills and understanding of clay as a three-dimensional medium. Students will have the opportunity to refine technical skills related to hand building, sculpture, and wheel throwing. A variety of design possibilities will be presented, allowing students to choose styles and methods that facilitate the use of clay as a medium for fine arts and personal expression. Traditional and contemporary glaze application as well as kiln processes and firing will be studied. Each student may keep a journal/sketchbook of work, designs, and ideas. Each quarter students will participate in an outside activity relating to ceramics and the arts and provide a write-up evaluating the experience.

NEW: AP Studio Art 3-D Design: Ceramics
Year 11 – 12 Prerequisite: Advanced Ceramics (3-4) or teacher permission. 1 unit, 1 period

AP 3-D Design allows the experienced ceramics student to investigate specific areas of three dimensional form in depth. Students will produce a variety of self-directed and designed three dimensional works to include in their portfolio. Students who elect to take this course must be self-motivated and self-directed as well as cooperative, responsible art students. This course is especially directed toward those preparing art portfolios for college entrance. Students will produce a 3-D design portfolio which demonstrates their understanding of design

principles as they relate to depth and space. The portfolio needs to demonstrate their attention to quality, a concentration on an area of investigation, and a wide breadth of conceptual approaches to 3-D Design. Additionally students will produce written analyses of their work, keep a sketchbook, develop a written artist statement, and spend time out-of-class working on projects. Ongoing critiques and self-evaluations will be an integral part of this class. There is a fee for materials the student takes home.

Studio Technician

Studio Art Technician Year 11 – 12
Prerequisites: Motivation to learn studio operation, management skills and peer tutoring. Prior classroom experience with tools and materials is desirable. Permission of instructor required. 1 unit, 1 period

Studio Arts Technician (ST) is a support position to assist in the studio with daily operations and management of the studio classroom, office areas and exhibition areas. Students will learn skills applicable and transferable to jobs outside of school i.e. frame shop, tile factory, photography studio, artist assistant, gallery assistant etc. ST's specific tasks will vary according to the studio assignment in Ceramics, Photography, Draw/Paint/Print or Graphics studios and labs.

Photography



Visual Arts: Photography Year 9 – 12
Prerequisites: Students should have access to a 35 mm camera with an adjustable shutter speed and an f-stop. There are a number of school cameras available for student use. 1 unit, 1 period

The fine art of photography emphasizes aesthetic, compositional and technical photographic experiences using black and white processes. This course teaches the basic use of the 35mm manual camera and darkroom techniques. Students learn to create interesting photographic compositions by developing an eye for seeing and selecting images, camera operation for selective vision, recording light and exposing film, developing the negative, making the final print and evaluating their work. An introduction to photography related careers, the history of photography and digital photography will be integrated into the course.

Advanced Visual Arts: Photography Year 10 – 12
Prerequisite: One year of Visual Art Photography and a 35 mm camera with an adjustable shutter speed, f-stop and a light meter. There are a number of cameras available for student use. 1 unit, 1 period

From photojournalism to fine art prints, two and three-dimensional presentation of photographic images and alternative printing processes, this class explores a variety of photographic

approaches to photography, including digital photography. Aesthetics as well as technical skills will be emphasized. Contemporary, historical and career information will be presented. Students are expected to keep a sketchbook journal of ideas and class notes. Students are encouraged to develop their individual styles and prepare portfolios. Juniors and seniors who have taken at least one year of Advanced Visual Art Photography may choose to submit their portfolio for evaluation through the College Board, Advanced Placement Program. Choosing to complete an AP Studio Portfolio requires additional independent work based on an individual area of concentration.

Publications

Publications: Junior Troyan Year 9 – 11
Prerequisite: must have a grade of “A” or “B” in English and teacher approval. 1 unit, 1 period

This class prepares sophomores and juniors for yearbook staff. Students will explore all aspects of the publication process, including advertising design and sales, desktop publishing, writing copy, layout and headline design, photography and digital photography. Students will have daily access to the Macintosh publications lab and learn to use several desktop publishing programs. Students will publish the 28-page spring yearbook supplement as their final project. They will cover such activities as the Junior/Senior Prom, Rose Festival, spring sports, and graduation activities. This is a fun yet practical class with many group-oriented activities. Freshman participation limited to four students with instructor’s approval.

Publications: Yearbook Staff Year 11 – 12
Prerequisite: must have an “A” in Junior Troyan or Adv. Visual Art Photography and teacher approval. 1 unit, 1 period

This is a production course requiring considerable ability using the skills introduced in Junior Troyan. The class will combine the skills of artists, digital photographers, copywriters, computer technicians and business managers to

produce the school yearbook, Troyan, in the Macintosh publications lab. Students will use the following programs in the publishing process: InDesign CS2, Photoshop CS2 and Microsoft Office. Some have compared this class to a small business, where the students are the shareholders and the employees.

1905H Yearbook Staff Arts and Communication Honors Credit. For Editors only



Publications: Newspaper Year 9 – 12
Prerequisite: must have a grade of “A” in English or in Adv. Visual Art Photography and teacher approval. 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course Journalism 103: Introduction to Media Writing. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

If you have something to say, this is the place to do it! Students in this high-tech hands-on class publish the Trojan Horse, the student magazine. You will write, take pictures, sell advertising space, and design pages using state-of-the-art computer and photographic equipment. You will use In-Design, a professional desktop program, to combine digital photos, graphics, headlines, and copy onto pages that will then be published. The Trojan Horse needs strong writers, photographers, artists, editors, and advertising staff.

Arts and Communications Honors credit for Editors only.

Technical Arts

All of the courses in this section satisfy the Career Technical Education (CTE) graduation requirement.

Visual Arts: Digital Media Design 1–2 Year 9 – 12 Prerequisites: None. 1 unit, 1 period.

Working in our dedicated Mac Lab, students will learn the principles and theories of digital/graphic design. Using industry-standard software applications Adobe Photoshop, Adobe Illustrator, and PowerPoint, students will create professional graphic design layouts, design principle compositions and presentations that meet industry standards for entry-level graphic design. Students will learn to communicate their design ideas using hand sketches, digital composition and class critiques.

Advanced Visual Arts: Digital Media Design (DMD) 3–4 Year 10 – 11 Prerequisites: One year Digital Media and Design. 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course Multimedia 230: Graphics for Multimedia. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

DMD 3–4 is a hands-on course in digital imaging, more advanced graphic design principles using Adobe Photoshop, Power point, Illustrator and Adobe After Effects on a Mac platform. Students will develop a basic understanding of Photoshop, Illustrator, Power Point and basic graphic design principles. Students will start to learn how to present their design compositions with a disciplinary vocabulary of the design industry while interpreting the design principles of classmates' compositions through critique. Students will work on real-world and client projects. There is no text for this course, and all instruction is from handouts and video tutorials.

Visual Arts: Digital Media–Web Design Year 9 – 12 Prerequisites: None. 1 unit, 1 period. No coding required.

Web design encompasses many different skills and disciplines. Working in our dedicated Mac Lab, students will learn the basic concepts of web design principles using grid layout systems, golden ratio and rule of thirds. Students will learn best-practice user-experience design, image manipulation and file optimization using Adobe Photoshop and Adobe Muse. Instruction will focus on easy-to-use navigation, typography for the web, appropriate webpage layout for specific target audiences with basic animation and media including video and basic key framing animation using Adobe Edge.

Digital Media Literacy Year 9 Prerequisite: None .5 unit 1 period

Digital Media Literacy is more than just using the Internet, it encompasses many interrelated elements that fall under a larger umbrella. The use of digital technologies ranges from using tools such as basic Internet and social media skills to the more sophisticated use of tools such as presentation software, word processing and layout skills, image capture and image manipulation to researching online. Understanding the digital realm is being fluent in a set of skills that allow students to become socially responsible online users and, develop critical thinking while being able to make informed decisions online and when it comes to digital literacy. In order to understand digital literacy students must be able to create and produce content and communicate effectively through imagery, moving imagery, sound and text. Being digitally literate is more than knowing how to use a word processing application, it involves being able to adapt to different forms of social media and to evaluate digital content through a developing critical thinking process with the use of different software devices such as pads and phones and, platforms. Digital literacy is more than technological know-how: it includes a wide variety of ethical, social, and reflective practices that are embedded in school work, learning, leisure, and daily lifestyle habits.

Digital Media: Special Effects Year 9 – 12 Prerequisite: None .5 unit 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course will align (pending approval) with a PCC course, course name available once approved. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

Introduces the student to the creation of motion graphics using the industry standard software Adobe After Effects. Students will be able to illustrate the basic concepts of motion graphics, as well as the functions and capabilities of the software tools including extensive compositing, green screen, keying, key frame animation, and special effects capabilities. Students will create animations for the web and for other viewing methods and learn about video compression using Adobe Media Encoder. Using special effects and associated plug-ins this class will be an overview in how to create special effects in motion through key-framing, sound using Adobe Audition and Garage Band for sound tracks, kinetic text and particle systems.

Architectural Drawing 1–2 Year 9 – 12 No prerequisite 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course will align with PCC course CADD 160: Drafting Fundamentals (pending approval). For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

Class members will learn the basics involved in home design and planning. Students will design and draw full plans and build a scale model for a medium-sized house. Students will learn to draw using Computer Aided Drafting equipment (CAD) and become aware of symbols, language and other techniques used in this field.

Architectural Drawing 3–4 Year 10 – 12
Prerequisite: Architectural Drawing 1–2 1 unit, 1 period

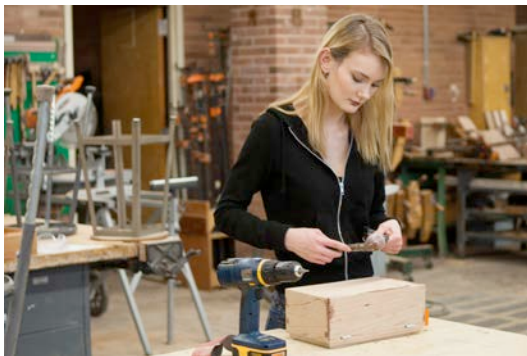
This course is for 2nd-year architecture students. It involves more technical aspects of architectural drawing. Units involving surveying, section drawings, foundations, framing, plumbing, electrical and landscape plans will be utilized. Students are responsible for a full set of personally designed house plans. A detailed scale model of this house will be constructed. Job shadowing opportunities are available through local industries for serious students.

Architectural Drawing 5–6 Year 11–12
Prerequisite: Architectural Drawing 3–4 1 Unit, 1 period

This course is for 3rd year architecture students. It will involve advanced techniques in architectural design and construction. Students will explore the latest technology in green design and building, working primarily as an independent study.

Architectural Drawing 7-8 Year 12
Prerequisite: Architectural Drawing 5-6 1 unit, 1 period

This course extends the depth of the serious architecture student's studies. Students in this 4th year course are allowed great flexibility in studying the area of architecture-related drafting which appeals to them most. Students work with the instructor to develop an individual plan for the year. Job shadowing opportunities are available through local industries for serious students interested in this career.



Woodworking/Metalworking 1–2 Year 9 – 12 No prerequisite 1 unit, 1 period.
Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course BCT 106: Hand Tool/Power Tool Use and Safety. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

The woodworking and metalworking courses are offered consecutively, combining for a full year, at each level as follows:

Fall Semester: Woodworking
Spring Semester: Metalworking

Woodworking: Learn how to use various woodworking tools and machines safely. Students will build introductory projects such as cutting boards and storage boxes. Individual projects will follow as time allows. Projects are designed to allow the student to gain an insight into the wood industry by safely using various machines and equipment to fabricate a finished project using accurate measuring skills and knowledge to produce a high quality project.

Metalworking: Learn valuable basic metal working skills in the areas of sheet metal fabrication, gas and arc welding, foundry and forging while exploring the basic processes used by industry to manufacture metal products. Students will construct both assigned projects and others of their choice while developing the skills which are a necessity for entry into jobs of a mechanical nature.

Woodworking/Metalworking 3–4 Year 10 – 12 Prerequisite: Woodworking/Metalworking 1–2 1 unit, 1 period

The woodworking and metalworking courses are offered consecutively, combining for a full year, at each level as follows:

Fall Semester: Woodworking
Spring Semester: Metalworking

Woodworking: A continuation of what was learned in first year woodworking. In addition to

what was learned in Woodworking /Metalworking 1–2, students will have the challenge to create designs for personal projects and also be able to construct large pieces. Students will have fewer required projects and more freedom to become more independent in woodworking. Project possibilities are intarsia wall hangings, shelves, jewelry boxes, speaker boxes and large segmented oval mirror frames.

Metalworking: Students will improve their metal skills and learn machinist operations while constructing both assigned projects and projects of their own choice. Advanced metal working skills will provide an advantage for entering metal working and other mechanical jobs. Job shadowing opportunities are available through local industries for serious students interested in this career choice.



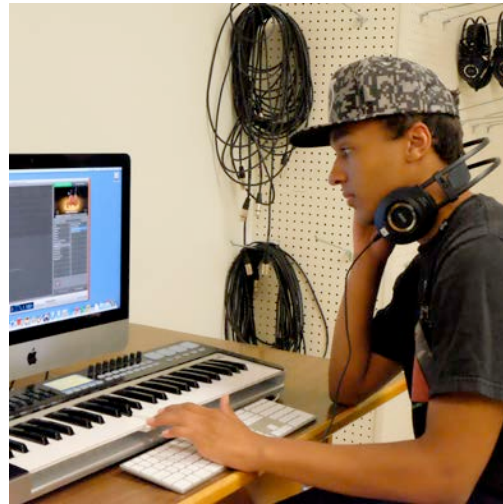
Woodworking/Metalworking 5–6 Year 11 – 12
Prerequisite Woodworking/Metalworking 3–4 1 Unit, 1 period

This course is for third-year woodworking/metalworking students. It will involve advanced techniques in construction and design. Students will explore various operations and procedures used to construct advanced projects, working independently on a mix of assigned and personal choice assignments.

Woodworking/Metalworking 7-8 Year 12
Prerequisite: Woodworking/Metalworking 5-6 1 unit, 1 period

Advanced students design and construct projects in all areas of woodworking. Emphasis will be placed on creating designs for personal projects and constructing larger pieces. Students will become more involved in the overall planning of

their projects. Students in this highly advanced level of metalworking will work closely with the instructor to develop a plan which will assist in developing a highly focused skill set in a specific area of metal fabrication. Students at this level are seriously considering a career in the metal working industry. Job shadowing opportunities are available through local industries for serious students.



Sound Engineering Year 9 – 12

Prerequisites: None. 1 unit, 1 period

This course is the study of music recording technologies. Students will work with digital and analog materials to record music. Students will work with different interfaces to assist with writing, recording, mixing and mastering music of different genres. This course will also introduce music theory and notation to those who have not had a classical background.



Video Production 1–2 Year 9–12 Prerequisite: None 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course will align with PCC course Multimedia 260: Video Production 1 (pending approval). For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This is a Project-Based course focusing on the use of current industry software (e.g., Final Cut Pro) in digital video editing and production. Units will be designed around the creation of projects for students to design, build, create, or perform. Video Production is one of two capstone courses in a high school course series to complete an introduction to a comprehensive multimedia design training.

Video Production 3–4 Year 10 – 12 Prerequisite: Video Production 1–2 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course will align with PCC course Multimedia 230: Graphics for Multimedia (pending approval). For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

Students will get instruction in advanced video production: multi-camera shoots, color correction, talent direction, storytelling and plot construction, etc. However, self-directed independent projects will be emphasized. Assignments (jobs) will be dispatched with the expectation of completion within a requested deadline. Students will be expected to make contact with their assigned clients, meet and discuss expectations with the clients, set up a shooting schedule, site-survey the location, assemble a crew as necessary, shoot, edit and present the product to the client for input and final approval. Typical clients include the school's sports program, outreach and groups (PTA, auctions, etc.), theater and musical performances, and local vendors/small businesses willing to participate in the program.

ENGLISH



Program Description: The English program emphasizes the development of communication skills for each student. Both regular and accelerated English classes provide opportunities for students in reading, composition, speaking, language development, and critical thinking. All courses are designed to meet the requirements of state assessment standards. Both regular and Honors English prepare students for continuing education and careers beyond graduation.

Graduation Requirements: Students are required to pass 4 years (units) of English for a regular diploma.

English 10 – 12 Honors/AP: Honors and/or AP English are open to those students who have earned a "B" or better in both semesters of the previous academic year or with teacher recommendation. Required Summer Reading lists may be obtained from the current English teacher.

Honors and AP English are intellectually rewarding, but academically rigorous. We do stress that, by enrolling in this class, students are committing themselves to the following expectations

1. The student is **self-motivated** and accepts responsibility for keeping pace with assignments and daily coursework.
2. The student will turn in his/her work **on time**.
3. The student works to **exceed** the standards set forth by the school, the

district, and the state for their particular grade level.

4. The student will maintain a **consistent "A" or "B"** in the class.
5. The student must be willing to accept the challenge of reading and carefully evaluating academically rigorous texts, essays, poems, and other works.
6. It is an expectation of all classes that students' behavior supports a positive and rewarding learning environment.

FRESHMEN

9th-Grade Communities

The Wilson High School 9th-Grade Community is required for all 9th-grade students and consists of three components: Biology 1–2, Modern World History 1–2, and English 1–2. All 9th-graders will also take College & Career Exploration. Please see the College & Career Exploration description below. The 9th-Grade Community is a small learning community designed to assist students in their transition from middle school to high school. Teacher teams, which include a Special Education teacher, meet regularly to discuss individual student needs and plan for student success.



College & Career Exploration Year 9

Prerequisite: None .5 unit, 1 period

Students in this course will develop an understanding of their own unique strengths and abilities, gain knowledge of essential skills such as communication, teamwork and problem solving, and explore a variety of

careers and post-secondary options. The course will emphasize high school success strategies, technology literacy, goal-setting and the development of an individual plan for high school and beyond.

Public Speaking / Debate Year 9

Prerequisite: None .5 unit, 1 period

In this one-semester course, students will learn the fundamentals of good oral communication by completing a number of public speaking projects, evaluating their peers, and through a variety of group communication exercises. In the second 9 weeks, students will organize as a Student Congress to learn about the principles of argumentation and debate and how parliamentary procedure is used in government and other public organizations to facilitate decision-making. This class works at a more basic level than Speech and Debate Team, but students who wish to participate on the team for extra credit may do so to try out competitive speaking before deciding on a commitment to the team.

English 1-2 Year 9 No prerequisites 1 unit, 1 period

Freshman language arts students examine the major genres through four themes related to personal identity and heroism. Students make meaningful connections of thematic units and extend understanding beyond the text. They read a balance of contemporary and classic works—short stories, essays, novels, poetry, dramas, and nonfiction—that encourages them to make inferences and to look at the world through archetypal patterns. Students improve their writing, reading, speaking, listening, viewing, and study skills.



Academic Literacy Support Year 9

1 unit, 1 period

This course is designed to accelerate reading comprehension skills of freshman students who need additional assistance.

SOPHOMORES

Sophomore language arts students develop an appreciation for and understanding about ideas and experiences from around the world. Through the lens of cultural encounters, students read a balance of contemporary and classic works (e.g., short stories, essays, novels, poetry, nonfiction, drama, and non-print media) that encourages examination of multiple points-of-view. Students work to become effective writers, critical thinkers, attentive readers, and engaging presenters.

English 3-4 Year 10 Prerequisite: English 1-2. 1 unit, 1 period

This course is a continuation of the work begun in Freshman English. Students continue to develop in-depth reading and literary analysis skill. Themes come from contemporary literature and current issues provide the source for analytical and creative writing. Sophomore English will focus on the state standards including writing in four modes: narrative, expository, imaginative, and persuasive. Reading for understanding historical and cultural context, students will continue to develop literary analysis and vocabulary skills required for success on state reading assessments and for Pre-college entrance.

English 3–4 Honors Year 10 Prerequisite: “A” or “B” in English 1–2 or teacher recommendation. See expectations on previous page. 1 unit, 1 period

This advanced-level of English, for sophomores who have achieved a high level of proficiency in literary analysis and composition, includes both contemporary and classic novels, plays, short stories, poetry, and essays. Students will read and write about current issues as well as themes in classical literature. Students continue to develop their language and vocabulary skills and are expected to work both independently and cooperatively and to contribute actively in class discussion and group projects.

JUNIORS

Junior-year language arts students read and interpret varied literature. All junior-level English classes prepare students for post-secondary study. Students explore what literature means in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students read literature (e.g., dramas, essays, novels, poetry, nonfiction, and short stories) and produce writing as vehicles to explore social, historical, economic, political, and artistic issues. All junior-level courses meet state, district, and school criteria for standards in reading and writing. Each will include extensive reading and writing opportunities. Juniors who wish to take a second English course may choose from the Senior Seminar list on the following pages.

To provide expanded opportunities in English, the Wilson English Department offers three options for completion of the junior-level English graduation requirement:

1. English 5 – 6
OR
2. English 5 – 6 Honors
OR
3. AP English Language and Composition

English 5–6

Year 11 Prerequisites: English 1–2, English 3–4 1 unit, 1 period

Within the scope of American Literature, English 5 - 6 focuses on developing the skills students will need to read and write in the post-high school environment. Basic language arts assignments are designed to develop understanding and proficiency in the following areas: grammar, information gathering, citing sources, organizing information for writing, preparing information for presentation, writing in a variety of formats and for various purposes, and publishing in the digital age. The Junior Project is designed to help students implement and combine a wide variety of reading and writing activities. Students begin by choosing a topic; continue with research, and finally organize, write, publish, and present their polished projects.

English 5–6 Honors Year 11
Prerequisites: English 1–2, “A” or “B” in English 3–4 or teacher recommendation. 1 unit, 1 period

This advanced course traces the major movements of American Literary thought from Puritanism to Post-modernism focusing on the interplay of history, culture, society, and tradition as it shapes literary expression. Extensive reading and frequent writing are required, as well as research needed to develop the Junior Literary Analysis Paper. Students will read from a variety of classic and contemporary American authors and are expected to actively and independently engage in the critical examination of sophisticated literature.

AP English Language and Composition
Year: 11 – 12 Prerequisites: English 1–2, English 3–4 1 unit 1 period

English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes,

audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

SENIORS

To provide for expanded opportunities in English, the Wilson English Department will offer four options for completion of the senior English graduation requirement:

1. One Senior English Seminar (see below)
OR
2. English 7–8
OR
3. AP English Literature & Composition
OR
4. AP English Language and Composition

All senior courses meet state, district, and school criteria for standards in reading and writing. Each will include extensive reading and writing opportunities. The seminars use a particular focus to emphasize the same grade-level skills in reading and writing. The AP classes satisfy criteria for the Wilson Scholars Program. Seniors may take AP English in conjunction with a senior seminar, if there is space available.

English 7–8 Year 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period

Senior language arts students examine the rights and responsibilities of the individual by studying world literature and using literary critical theories. In preparation for post-secondary education, senior English students read challenging dramas, essays, novels, poetry, nonfiction, and short stories. Students review the history, development, and politics of literature and language. Students further develop their creative and analytical writing skills by producing a personal/college essay, a critical literary analysis, and other writings.

AP English Language and Composition

Year: 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

AP English Literature and Composition [7–8H] (AP ENGL LIT) Year 12

Prerequisites: English 1–2, English 3–4, grade “A” or “B” in junior-level English class or teacher recommendation. 1 unit, 1 period

The honors level of Senior English prepares students for the Advanced Placement Exams and college-level reading and writing. Students study both classic and contemporary World, British and American literature. Students engage in close, detailed and critical examination of written text through discussions and critical analysis and on-demand essays. Themes include a study of the story patterns of tragedy, satire/irony, comedy and romance. Students learn to approach texts from a variety of critical perspectives. A focus is on developing personal and academic communication skills in formal, informal and creative writing dimensions. Students may take one or two English seminars in addition to AP English, space permitting.

Senior Seminars

Juniors may forecast for Senior Seminar courses as long as they have fulfilled the prerequisites and are concurrently enrolled in either English 5-6, English 5-6 Honors, or AP English Language and Composition. Students should select their first, second and third priorities when forecasting. We will make the best attempt possible to give students their first or second choice for seminars.

English 7-8: Film and Literature Year: 11 – 12 Prerequisites: English 1–2, English 3 – 4, and one junior-level English class. 1 unit, 1 period

Students in this course will study film, both as fiction and nonfiction, as a form of literature, as well as its history as a communication form. Students will be taught critical viewing and listening skills, essay and script writing, researching, storyboarding techniques, filming methods, and film editing. They will also produce their own fiction and nonfiction videos.

English 7–8:CWW (CREATIVE WRITING WORKSHOP) Year 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period

This course offers students who enjoy writing an opportunity to practice their skills in a variety of creative assignments. Using a wide variety of writers as models, this course will emphasize an exploration of various literary forms. Through the close reading of professional authors, students will learn to hone their own writing skills. Combined with exercises in writing the short story, drama, and poetry, this is a workshop for students interested in writing.

English 7–8:60s (THE SIXTIES) Year 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period

This course will explore the impact that various social movements had on American society and literature during the tumultuous decade of the 1960s. Through our study of novels, poetry,

song lyrics, essays, film, and other forms of media, we will recognize and determine some of the objectives of such movements as: the Counterculture, the Black Power movement, Women’s Rights, War Protests, Civil Rights, Songs of Protest, etc. We will also consider how these various movements have impacted contemporary America.

English 7–8:Sci-Fi (SCIENCE FICTION) Year 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period

Explore the wonderful genre of science fiction! We will read a variety of short stories by the best writers in the field and examine the various sub-genres of science fiction such as space opera, cyberpunk, high tech, alien life and others. Each student will design a realistic planet and alien life form. Students will have a choice of final project ranging from composing a story, making a film or writing a screenplay, to designing a plausible colony on another planet. Bring your creativity and imagination.

English 7–8:WL (WOMEN IN LITERATURE) Year 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period

This course will examine short stories, novels, plays, poetry and film written by, for and about women. Students will analyze and reflect on the changing roles of women and men across the literary landscape, using various critical lenses. Expect a variety of personal and formal essay responses and lively class discussion. Bring an enthusiasm for the subject and an open mind!

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is comprised of a series of courses ranging from beginning through advanced. Each course is designed to teach the limited English speaker the oral, written, and reading skills necessary to function in a mainstream class. Progress toward mastery is the goal of each course.

Curriculum is selected and designed to prepare students for eventual mastery of the state and district benchmarks.

English Language Development (ELD) is required for all students in the ESL program and is to be taken in conjunction with either a language arts class or a mainstream English class depending upon the student's English Language Proficiency Assessment (ELPA) level.

Year 9 – 12 Prerequisites: ELPA 1 or 2; concurrent enrollment in Language Arts E1 or E2 required 1 unit, 1 period

This course uses adopted textbooks, short stories and selected novels to begin preparing students for high school course work. The use of current events, maps, graphs, charts, a learning log, and various pieces of literature reinforce listening, speaking, reading and writing skills. Cooperative learning gives chances for social interaction and oral language development. This course must be taken in conjunction with Language Arts E1 or E2. This course receives elective credit.

Year 9 – 12 Prerequisites: ELPA level 3 or 4; concurrent enrollment in a mainstream English course required. 1 unit, 1 period

This course focuses on advanced-level students of English as a Second Language. Acquisition will be gained through conversation, reading, and writing. Students will focus on developing their English skills in order to transition to mainstream courses. Emphasis will be placed on language development through use of vocabulary, various types of literature and writing process activities. This course must be taken in conjunction with a mainstream English class. This course receives elective credit.

Language Arts E1

Language Arts E2 Year 9 – 12 Prerequisites ELPA 1 or 2; concurrent enrollment in ELD 1 or 2 required. 1 unit, 1 period

This course builds upon teaching in ELD 1 and 2 and is taught in conjunction. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical and creative multi-paragraph thematic essays and compositions, including completion of anchor assignments. Literature is studied as an accompaniment, to expose students to exemplary illustrations of various forms of writing. This course receives language arts credit.

HEALTH AND PHYSICAL EDUCATION



Health

The Health curriculum is cross-disciplinary in nature, focusing on the sociology, psychology, physiology, and biology of health. In this program, health refers to optimal functioning, a process of achieving mental, social, emotional and physical health.

Required for Graduation:

Health Year 9 – 12

No prerequisites. Health is a required one-semester course that meets one-half of the two-semester Health graduation requirement; .5 unit, 1 period

Content of this course is centered on developing a holistic understanding of health-related issues. Students will explore a wide range of relevant topics such as: stress management, decision making, fitness, nutrition, chemical dependency, first aid, safe living, AIDS, lifestyle issues, and consumer education. Additional focus will be placed on enhancing each student's capacity for personal self-assessment, goal setting, and behavior modification. Students must take this course for half of their Health requirement.

Once students have taken Health, they may choose any of the following options to fulfill the second half of the Health graduation requirement. If a student has already fulfilled the two-semester health requirement, they may take any of the following courses for elective credit.

Exercise Science & Sports Medicine

Year 9 – 12 Prerequisites: None. This course can be used to satisfy part of the health graduation requirement or it can be taken as an elective; .5 unit, 1 period

This is an exciting elective class, designed to teach the components of exercise science and sports medicine; including exploration of therapeutic careers, medical terminology, anatomy and physiology, first aid, injury prevention principles, sports nutrition, sports psychology, exercise physiology, biomechanics, and performance enhancement.

Nutrition for Health and Wellness Year: 9 – 12 Prerequisites: None. This course can be used to satisfy part of the health graduation requirement or it can be taken as an elective; .5 unit, 1 period

Are you tired of eating Ramen noodles and macaroni and cheese all the time? Are the foods you're eating literally making you sick and tired? Learn how to eat and prepare healthy, tasty food in Nutrition for Health and Wellness. You will learn about the foods you eat and how to fuel your body with what it needs for a long, healthy life. Topics include: nutrition concepts (learn about what you are eating); food safety and preparation (eat safely and be free from food-borne illnesses); consumer education (make your money last longer and go further at the grocery store). Explore possible careers in the food and nutrition industry, and learn where our food comes from and how it is produced. Highlights include: obtaining an Oregon Food Handler's Safety Card, in-class demonstrations and hands-on activities, visits from local chefs and nutritionists, and trips to learn about healthy

food production and agriculture (Bob's Red Mill, Zenger Farms, etc.).

Health Occupations Year 11 – 12

Prerequisites: "C" or better in Biology or Health. This course can be used to satisfy part of the health graduation requirement or it can be taken as an elective; .5 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC courses CG 130H: Introductions to Today's Careers: Health (2 credits); and HE 112: Standard First Aid & CPR/AED (pending approval). For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This course is designed to help students explore and better understand the health care field/industry. This course covers a broad range of topics including, but not limited to: an overview of the history and trends in the health care system; patient care (communication and assessment skills), human anatomy and physiology; medical terminology; safety and illness prevention; ethical and legal responsibilities in health care; and the basics of first aid and CPR procedures (w/AMRC certifications available). In addition, the course will also focus on specific health career training and experiences. Students will participate in class field trips, career/job preparatory training, guest lectures, as well as 10+ hours of practicum field experience.



Physical Education

The primary goal of physical education is to promote a lifetime of physical health and fitness. Classes are created with a focus on fitness that will enable each student to understand the long-range benefits of a wellness lifestyle. To accomplish this, the P.E. curriculum is designed to offer a variety of lifetime activities that will allow each student to make wise choices for later in life. Students will be introduced to individual, dual, and team sports. Every student will also experience fitness-related activities such as aerobic conditioning and weight training. Advanced training in weight lifting and aerobic conditioning are available to students as an elective.

Required For Graduation:

One year of P.E. is required for graduation. Wilson High School Physical Education standards are in alignment with district, state and national standards for Physical Education.

Physical Education 1–2 Year 9

No prerequisites 1 unit, 1 period

This class will provide each student with an introduction to a variety of activities emphasizing physical fitness, team and individual (lifetime) sports and recreation. Fundamentals, health practices, safety concerns, game rules, and basic strategies, and skill development will be emphasized in each activity. Freshmen will take this course to satisfy the graduation requirement.

Weight Training 1–2 Year 10 – 12

Prerequisite: Physical Education 1–2 1 unit, 1 period

A coeducational elective class, this course is for students who have little background in this area but want to begin a strength-training program. Lifting is done on a regular schedule with four core lifts. Workouts are designed for total body development and with a focus on overall fitness improvement. Safety and lifting

technique are the main focuses of instruction. Students who want to improve their overall fitness level or athleticism should sign up for this class.

Advanced Strength Training Year 10 – 12
Prerequisite: Weight Training 1–2 and Teacher Permission 1 unit, 1 period

This class is for advanced lifters or athletes who are serious about strength gains. The focus of this class is on force production, power development, speed, agility and athletic development through the use of four core lifts, olympic lifts and numerous auxiliary exercises. Lifting is done on a regular schedule and grades will be based on physical improvement of four core power lifts and active class participation

Cardio Blast Year 10 – 12
Prerequisite: Physical Education 1–2. .5 unit, 1 period

Get in shape! The Cardio–Blast class is designed to improve overall health and fitness levels and cardiovascular and muscular endurance. Activities include cycling, running, walking, and core and body strength training. We will also supplement our class with endurance activities develop aerobic capacity. Academically we will learn the skills necessary to develop personal fitness goals, create individual workout plans, and complete personal journals in order to track the benefits gained throughout the class. We will also dive into the anatomy and physiology of the body, weight loss, and principles of fitness.

Women’s Weight Training Year 10 – 12
Prerequisite: Physical Education 1–2 1 unit, 1 period

A weight training elective class just for women! If you are looking to build lean muscle and burn fat in a supportive environment, this class is for you. All ability levels are encouraged to join in order to improve their own physical well–being. This is a course where students will learn important lifting techniques and safety practices in a fitness environment. Students who want to improve their overall fitness level or train for

competitive athletics should sign up for this course.

Team Sports Year 10 – 12
Prerequisite: Physical Education 1–2 .5 unit, 1 period

This elective course is designed for students who are interested in learning skills and strategies of team sports. This course will include daily skill instruction and implementation of those skills in a competitive team setting. Sports may include but are not limited to Basketball, Volleyball, Ultimate Frisbee, Floor Hockey, Badminton, Soccer, and Flag Football. This course will also include daily activities to support cardiovascular fitness.

Mindful Studies courses are offered at Wilson through a partnership with Peace in Schools. Mindfulness programs help young people develop compassion, calm, emotional resilience, and self-awareness. Our programs use mindfulness to alleviate personal and social strife in real-world settings. The self-supportive practices we teach are tools for life. Mindful Studies courses are co-taught by a team made up of Wilson staff and instructors from Peace in Schools.

Mindful Studies I Year 10 – 12
Prerequisite: None .5 unit, 1 period

This class is about the student, for the student. It empowers you to cultivate a mindfulness practice of your own and to apply these skills in your daily life. Each class is half movement and half other mindfulness practice. In the yoga portion we learn postures and breath practices to improve body awareness, strength, flexibility, and injury prevention. Other mindfulness practices teach how to focus attention on the present moment without judgment, how to recognize and dis–identify from the inner critic, tools for accessing compassion, and conscious communication skills. This class is equally beneficial to males and females.

Mindful Studies II Year 10 – 12

Prerequisite: Mindful Studies I .5 unit, 1 period

This class is for those who have completed Mindful Studies I. (See course description). The tools from Mindful Studies are taken to a deeper level with a specific focus on integrating your yoga and mindfulness practices more fully into everyday life. In particular, this class focuses on how to move through the world from a place of authenticity, presence, strength and ease. This class is equally beneficial to males and females.

Wilson **Dance** courses are offered through a partnership with The Portland Ballet in their recently remodeled studios adjacent to the Wilson campus.

Dance 1 – 2 Year: 9 – 12 Prerequisite: None 1 unit, 1 period

This class is an introductory class to dance and movement. Students will explore contemporary dance, jazz, and ballet. This class aims to give students the building blocks to grow their technique. Learning how to stand correctly, stretch and condition the body, and move through space with intention are all components of this class. Students will be asked to use musicality and creativity to create movement phrases of their own, as well as learning larger phrases from the instructors.

Dance 3 – 4 Year 9 – 12 Prerequisite: Dance 1–2 or teacher permission 1 unit, 1 period

This class builds on the concepts covered in Dance 1 – 2. More focus will be directed toward the technique and execution of contemporary and jazz dance. This class will challenge students to use the every bit of space around them and to use their bodies fully. Improvisation will also be introduced at this level. Knowledge of all basic positions of the feet and arms and dance vocabulary is a must. Students will be graded on participation, dressing down, and demonstrating the use of learned dance concepts.

Dance 5 – 6 Year 9 – 12 Prerequisite: Dance 1 – 2 and Dance 3 – 4 or teacher permission 1 unit, 1 period

This is an advanced dance class that includes a progressive warm-up followed by across-the-floor and regular phrase work. The class moves at a quick pace and students can expect a demanding workout. Students also can expect to be asked to improv and choreograph as part of this class. Students will be graded on participation, dressing down, and skills tests.

MARKETING

Intro to Marketing 1-2 Year: 9-12

Prerequisite: None 1 unit, 1 period

This two semester course introduces students to the world of marketing. Students will learn about the scope of marketing, such as: planning and executing the concept, pricing, promotion, and distribution of ideas, goods, and services. Marketing is a process that starts with identifying and measuring consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets and developing marketing strategy and implementation program for an offering that satisfies consumers' needs better than the competition.

Intro to Sports Marketing 1-2 Year: 9-12

Prerequisite: None 1 unit, 1 period

This is a two semester course. The objective of the course is to introduce students to the fundamentals of Marketing through the sports and entertainment industries. The course topics will include the following: What is Sports and Entertainment Marketing, Product Marketing, Supply and Demand, Promotion, Promotional Planning, Selling Sports and Entertainment. Throughout this course there will be working in conjunction with the Wilson High School Athletic Department.



Advanced Marketing 3-4 Year: 10-12

Prerequisite: Intro to Marketing or Intro to Sports Marketing 1 unit, 1 period

This is a two-semester course. The purpose of this course will be twofold. First, students will help operate the student store which is open daily during lunch. Students will also support the Wilson High School Athletic Department. Contributions to the Athletic Department will include: Concession Sales, Website Management, Product Marketing, Promotion, Promotional Planning, Selling Sports and Fan Gear.

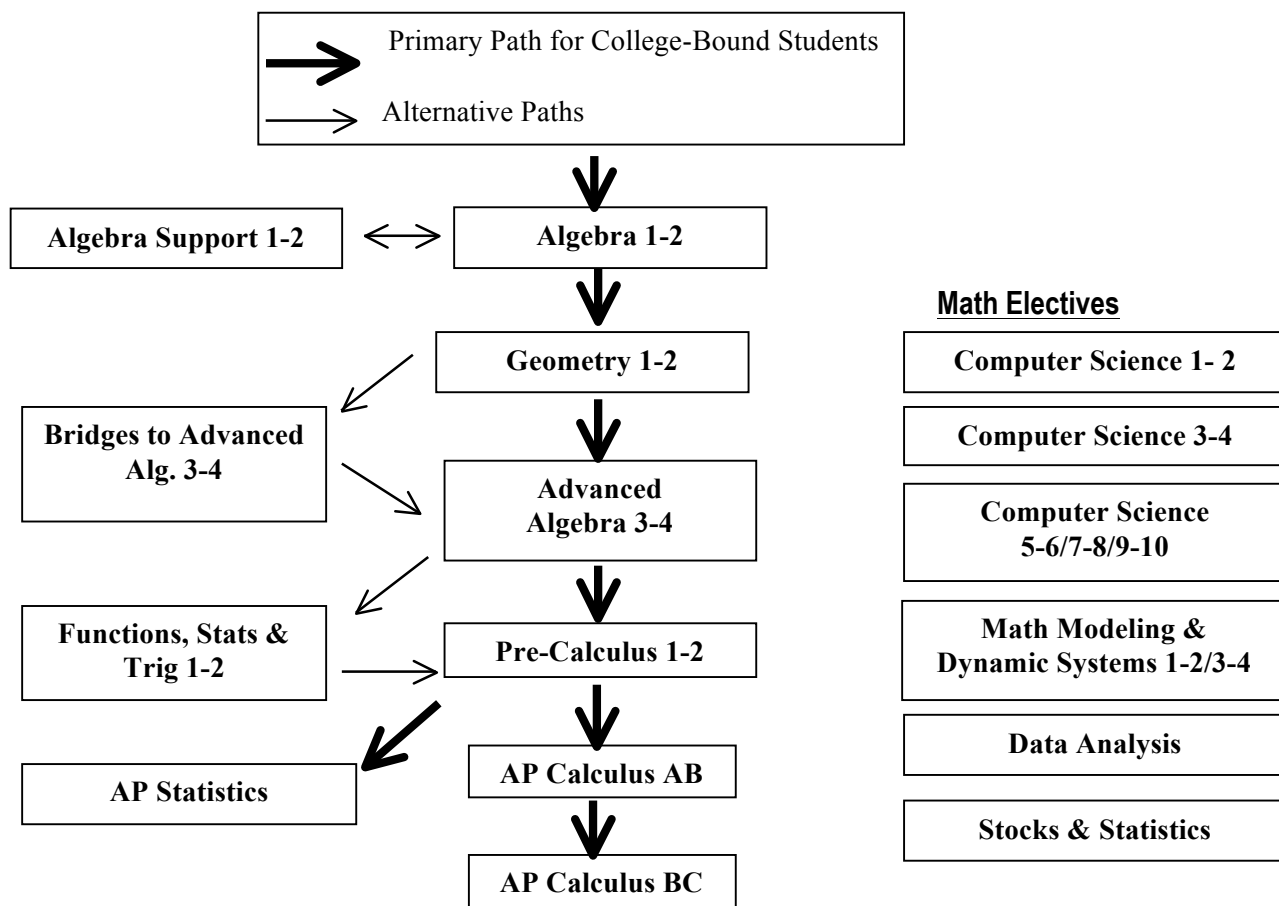
Marketing Special Projects Year: 10-12

Prerequisite: 1 Semester of Marketing and Instructor's Permission 1 unit, 1 period

Students will work on individual projects related to career or entrepreneurial interests. Projects will include management and operation of the WHS Store. Students will also be eligible for participation in DECA (marketing club).

MATHEMATICS/COMPUTER SCIENCE

PPS Math Graduation requirement – 3 years of math from Algebra 1-2 and above



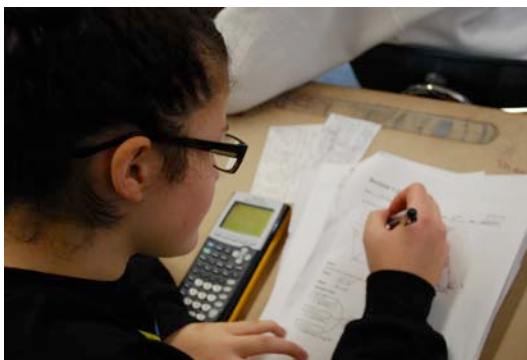
The Wilson High School Math Department takes pride in providing a broad course selection that will provide a foundation in mathematics appropriate for all students regardless of their abilities and future plans. The traditional sequence for college-bound students has been enhanced by the introduction of technology, an integrated approach and an emphasis on discrete topics. Course offerings will challenge gifted students as well as those students who may be seeking entry into the world of work or the community college environment.

***Algebra 1–2 Year 9 – 12 No prerequisite
1 unit, 1 period Mathematics Graduation Requirement***

In the first year course in algebra, the representation of functions is used as a unifying theme. Students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical and symbolic representations. Students learn to

solve linear equations, inequalities, systems of equations, and quadratic equations. They deepen their understanding of basic algebraic concepts using hands on activities, TI-84 calculator lessons, and problem solving and develop confidence in their ability to think mathematically as they work both individually and collaboratively. Homework is required in this class.

This course is aligned with Common Core Standards and Skills (CCSS).



Geometry 1–2 Year 9 – 12 Prerequisite: Algebra 1–2. 1 unit, 1 period

Mathematics Graduation Requirement

In this course students study 2 and 3 dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1–2 is reviewed with geometric applications. Students use the software available with the TI–84 calculator and/or Geometer’s Sketchpad to deepen their understanding of key ideas. Homework is required in this class.

This course is aligned with Common Core Standards and Skills (CCSS).

Bridges to Advanced Algebra Course: Upon successful completion, students can progress to AdvAlgebra 3–4 the following year.

NOTE: This third year of math meets the PPS graduation requirement, but does not meet the four–year college entry requirement of Advanced Algebra 3–4.

Bridges to Adv Algebra 3–4 Year 11 – 12 Prerequisite: D in Algebra 1–2 and/or teacher recommendation, Geometry 1–2. 1 unit 1 period

Mathematics Graduation Requirement unless satisfied by Advanced Algebra 3–4

This course is designed for students who struggled in Algebra 1–2 and want to develop a stronger understanding of algebraic thinking so they can succeed in Advanced Algebra 3–4 (Advanced Algebra). Students will apply concepts typically covered in first–year algebra and geometry to solve real–world problems. Students will be helped to visualize, represent, model and solve these real world problems in areas such a science, art, and business. The focus in the first semester will be on the modeling of linear and quadratic functions. The focus in the second semester will be on the modeling of exponential functions in the study of populations and in finance and trigonometric relationships in music and astronomy. The text used in this course will be the second part of *Modeling with Mathematics: A Bridge to Algebra II*. Technology, including the TI–84 calculator and spreadsheets, plays a major role in developing student understanding of these concepts. Homework is required.

Advanced Algebra 3–4 Year 9 –12 Prerequisite: Algebra 1–2, Geometry 1–2. 1 unit, 1 period

Mathematics Graduation Requirement (Note: PPS’s third–year mathematics graduation requirement can be fulfilled with Bridges to Advanced Algebra 1–2, which does NOT meet the four–year college entrance requirement for Advanced Algebra 3–4)

This course emphasizes modeling data and problem situations with functions, specifically linear, quadratic, polynomial, exponential, rational, radical and logarithmic functions. The course also introduces students to sequences and series, solving systems with and without matrices, complex numbers, problems in trigonometry and some discrete

topics such as probability. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply the mathematics and to communicate their reasoning. Students will use the TI-84 graphing calculator in class to study these topics. Homework is required in this class. This course is aligned with Common Core Standards and Skills (CCSS).

Pre-Calculus with Geometry Year 10
Prerequisite: Algebra 3–4, and should not have taken Geometry, Teacher Recommendation 1 unit, 1 period

This course is specifically designed for students who were accelerated by moving straight from Algebra 1–2 to Algebra 3–4. Topics will cover all the Pre-Calculus topics, as well as the geometry required for success in Calculus. Same CCSS as for current Geometry and Pre-Calc.

Pre-Calculus Year 10 – 12
Prerequisite: “C” or better in Advanced Algebra 3–4 or teacher recommendation. 1 unit, 1 period

Proficiency in algebra as the language underlying modeling is stressed in pre-calculus and the graphing calculator is used extensively. The particular functions that are explored in detail are: polynomial, rational, exponential, logarithmic, and trigonometric. In addition, the discrete topics of matrices, probability, counting, and sequences and series are covered. Conic sections and the polar coordinate system are also introduced.

Functions, Statistics and Trigonometry (FST) Year 11 – 12
Prerequisites: completion of Advanced Algebra 3–4 or teacher recommendation. 1 unit, 1 period

This course is for the student who is less interested in math and science, but wishes to continue the study of mathematics. The first semester covers topics in statistics, such as producing good data, organizing data, probability, and inference. The second semester covers an introduction to pre-

calculus topics such as functions and graphs, transcendental functions and matrices. A heavy emphasis will be placed on technological (i.e., nontraditional) methods of problem solving.

Data Analysis Year 11–12 Prerequisite: Algebra 3–4, Bridges or higher .5 unit, 1 period (elective credit)

This course is designed to build proficiency in using spreadsheets for data analysis. Students will learn to compile data in a spreadsheet, format spreadsheets for presentation, and produce professional quality tables and graphs. We will work with Microsoft Excel and with Google Spreadsheets. The intent is to focus on the use of technology for collaboration, communication and submission of work through problem-based learning. Students will use spreadsheets to analyze both linear and non-linear data, reinforcing Algebraic concepts. A culminating project demonstrating proficiency in using appropriate graphs and tables of data relating to an area of interest will be expected from each student. This course is for elective credit only

Stocks and Statistics Year 11 – 12
Algebra 3–4, Bridges or higher .5 unit, 1 period (elective credit)

This course will examine the stock market and personal finance with the tools of statistics and algebra. We begin with a budget project, exploring all the costs of supporting oneself. Embedded into the budget project will be an introduction to statistics and probability with lucky and unlucky events occurring to individuals during the project. The budget project ends with the introduction of finance, either a 7-year car loan, or a 30-year home mortgage, based on how much has been saved during the budget project. The course continues with a unit on public goods as they pertain to owning a home. The course finishes with investigating the stock market and the best way to “pick” stocks. Prior knowledge in

algebra, probability and statistics is needed. A lot of work will be done on spreadsheets, so some familiarity with Excel, or another spreadsheet program would be advantageous. This course is for elective credit only.

AP Calculus (AB Level) (AP CALC AB)
Year 10 – 12 Prerequisite: Pre-calculus or teacher recommendation. 1 unit, 1 period

This course offers a rigorous approach to basic calculus for accelerated students. Topics include, but are not limited, to those covered in the first two terms of college calculus (introduction to derivatives, integrals and differential equation). This is an Advanced Placement (AB level) course. Students are encouraged to take the AP exam that will provide college credit at most universities. Graphing calculator required.

AP Calculus (BC Level) (AP CALC BC)
Year 11 – 12 Prerequisites: AP Calculus AB or teacher recommendation. 1 unit, 1 period

This course offers a rigorous approach to basic calculus for accelerated students. Topics include, but are not limited to, those covered in the third term of college calculus (infinite series, polar and parametric equations, vectors and advanced integration techniques). This is an Advanced Placement (BC level) course. Students are encouraged to take the Advanced Placement exam that will provide college credit at most universities. Graphing calculator required.

AP Statistics (AP STAT) Year 11 – 12
Prerequisites: Pre-calculus. 1 unit, 1 period

This is the equivalent of a non-calculus based introductory college course in the social sciences, business, engineering, or health sciences. There are four conceptual themes: exploring data, planning a study, modeling, and statistical inference. Students are encouraged to take the Advanced Placement exam that will provide college

credit at most universities. Graphing calculators are required and computer statistics packages will also be used in the classroom. TI-84 or TI-89 calculator is recommended.

Computer Science

Computer Science 1–2 Year 9 – 12
Prerequisite: Algebra (“A” or “B” grade) or teacher recommendation. 1 unit, 1 period (elective credit)

This course is an introductory programming course designed to give students an opportunity to learn beginning structural programming. This course is intended for students who have no programming experience. The first part of this course covers webpage design using HTML/CSS and JavaScript. In the second part of the course we will use an introductory programming language to introduce a variety of topics including graphics, sound and simple games. Emphasis will be placed on programming techniques that will be used in Computer Science 3–4.

Computer Science 3–4 Year 9 – 12
Prerequisite: Concurrent enrollment in Advanced Algebra or higher-level math course or teacher recommendation or Completion of Comp Sci. 1–2. 1 unit, 1 period (elective credit). Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course CS 161: Computer Science 1. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This course provides an introduction to the C++ programming language and object oriented programming (OOP). The first semester will introduce programming structures and strategies through a combination of applied mathematics, graphics and simple games. The second semester will focus on data structures and culminate in a student-designed

programming project. Graphics lessons will be placed at intervals throughout the curriculum that will allow students to explore fractals, physics and the mathematics of designing games.

Computer Science 5–6 Year 10 – 12

Prerequisite: Comp. Sci. 3–4 or teacher recommendation. 1 unit, 1 period (elective credit). Students taking this class can earn college credit simultaneously with high school credit. This course will align with PCC course CS 162: Computer Science 2 (pending approval). For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This course is intended for students who have completed Computer Science 3–4. The goal of this course is to provide a deeper understanding of C++ including graphics, memory management and data structures. Students will have opportunities to explore larger projects on their own and in teams. Many students focus on a larger game–design project for the OGPC competition

Computer Science 7–8 Year 12

Prerequisite: Comp. Sci. 5–6 or teacher recommendation. 1 unit, 1 period (elective credit)

Students will work on advanced topics in computer science. Topics may include artificial intelligence, algorithms, UX design, App development, simulation, advanced computer graphics, among others. Students will form programming teams and work with the teacher using a programming language of their choice (typically C++ or Java). Students will be encouraged to take part in several national and statewide programming competitions.

Computer Science 9–10 Year 12

Prerequisite: Comp. Sci. 5–6 or teacher recommendation. 1 unit, 1 period (elective credit)

Students will work on projects determined jointly by the student and the teacher using a programming language of their choice (typically C++ or Java). Students will be encouraged to take part in several national and statewide programming competitions.

Math Modeling and Dynamic Systems 1–2

Year 9–12 Prerequisite: Advanced Algebra (A or B) or permission of instructor. 1unit, 1 period (elective credit)

Students will use mathematics and the Stella modeling software to explore real world problems. Students will develop and enhance modeling skills in the first semester. In the second semester students will choose a problem to research, interact with experts on the problem, and create an original model to analyze their problem. Problems can come from physical science, social science, health science, environmental science, business and/or other disciplines.

Math Modeling and Dynamic Systems 3–4

Year 10–12 Prerequisite: Math Modeling and Dynamic Systems 1–2. 1unit, 1 period (elective credit)

This course is a continuation of Math Modeling 1–2; students will further explore modeling techniques and different types of modeling software. Students will have an opportunity to study Agent–Based Simulation (using the NetLogo software package). This field of study is often used to simulate swarms, migration behavior and many social situations. Students will explore topics in Game Theory, Genetic Algorithms and Evolutionary Biology. Students will have the opportunity to pursue areas of their own interest through independent projects in the second portion of the class.

PERFORMING ARTS



The Wilson Performing Arts program offers the opportunity for students to develop their interests and talents in drama and music. Many programs are offered with four-year advanced curricula. Whether a student has years of experience or is just exploring a new interest, everyone is encouraged to enroll in a Performing Arts class.

Theatre

***Intro to the Theatre Arts* Year 9–12**

Prerequisite: None. 1 Unit, 1 Period

Students in this course will have the opportunity to learn theatre principles through a variety of readings and practical projects from across the theatre spectrum. Students will be introduced to such concepts as Acting, Playwriting, Styling, Stagecraft, Dramaturgy, and Directing. This course is intended for the person who has little or no practical theatre experience, or for the student who is looking to explore theatre art and is not yet interested in extended studies.

***Stagecraft: Fundamentals* Year 9–12**

Prerequisite: None. 1 Unit, 1 Period

Students in this course will have the opportunity to learn theatre principles through the lens of the Stagecraft Arts via a number of readings and practical projects. Students will develop the skills and foundational understanding necessary to be successful supporting a theatrical production technically, including carpentry, electrical, and others. This course is intended for the

person who enjoys hands-on work or wants to learn more about the technical side of Theatre, and is the foundation for all subsequent Stagecraft classes.

***Stagecraft: Practicum* Year 9–12**

Prerequisite: Stagecraft: Fundamentals OR Instructor Permission. 1 Unit, 1 Period

Students in this course will have the opportunity to strengthen and refine their experience in the Stagecraft Arts on the Technical side. Students will help build and run Wilson's theatrical productions and projects, expanding their skill base, and contributing to the school community. This course is intended for the person who has Technical experience and enjoys working on Theatre from a Technician's perspective. Note: This class may be taken multiple times for credit.

***Styling: Fundamentals* Year 9–12**

Prerequisite: None. 1 Unit, 1 Period

Students in this course will have the opportunity to learn theatre principles through the lens of the Styling Arts via a number of readings and practical projects. Students will develop the skills and foundational understanding necessary to be successful supporting a theatrical production technically, including costuming, makeup, and others. This course is intended for the person who enjoys hands-on work or wants to learn more about the styling side of Theatre, and is the foundation for all subsequent Styling classes.

***Styling: Practicum* Year 9–12 Prerequisite:**

Styling: Fundamentals OR Instructor Permission. 1 Unit, 1 Period

Students in this course will have the opportunity to strengthen and refine their experience in the Styling Arts. Students will help build and run Wilson's theatrical productions and projects, expanding their skill base, and contributing to the school community. This course is intended for the person who has Costume and Styling experience and enjoys working on Theatre

from a Stylist's perspective. Note: This class may be taken multiple times for credit.

Design for Theatre Year 11–12
Prerequisite: Stagecraft: Practicum OR Styling: Practicum, & Instructor Permission. 1 Unit, 1 Period

Students in this course will have the opportunity to reinforce their Stagecraft or Styling training by integrating Design into their Theatre practice. Students will build skills through a number of practical projects, and assume responsibility for designing elements of Wilson's Mainstage and Studio productions, as well as leading teams of their fellow artists in the execution of both their own designs and others. This course is intended for the student who is seriously considering continuing their theatre training at a post-secondary level, or is looking for a substantial creative challenge. Given hands-on implementation is not a major part of this course's curriculum, technicians and stylists are advised to take a Practicum course in addition to Design for Theatre.

Acting: Fundamentals Year 9–12
Prerequisite: Intro to Theatre OR Instructor Permission. 1 Unit 1 Period

Students in this course will have the opportunity to learn theatre principles through the lens of Acting Arts via a number of readings and practical projects. Students will develop the skills and foundational understanding necessary to be successful supporting a theatrical production by performing, including physical work, vocal work, and character creation. This course is intended for the person who enjoys performance or wants to learn more about public presentation, and is the foundation for all subsequent Acting classes.

Acting: Film/OneActs

-- OR --

Acting: Classical/Modern

-- OR --

Acting: Musical/Realism

Year 10–12 Prerequisite: Acting 1-2 OR Instructor Permission. 1 Unit, 1 Period

Students in this course will have the opportunity to refine their skills in theatrical performance through a series of interest-centered styles workshops. Students will rehearse and perform a variety of scenes, monologues, and auditions within their selected discipline in order to expand their flexibility in performance and hone their acting technique. These .5 credit courses are for those students who enjoy performance and wish to widen their skill base. The workshops are paired (Film/One Acts; Classical/Modern; Musical/Realism) and will be forecast together to create a 1-credit offering. Note: These courses can be taken multiple times for credit.

Acting: Advanced Concepts Year 11–12
Prerequisite: Acting 3/4A, Acting 3/4B, & Instructor Permission. 1 Unit 1 Period

Students in this course will have the opportunity to study advanced acting concepts and styles, culminating in performance opportunities, such as showcases, auditions, and regional acting competitions. Units may include (but are not limited to) Playwriting, Stand-Up Comedy, Meisner, Alexander, Devised Theatre, or Commedia dell'Arte. This course is intended for the student who is seriously considering continuing their theatre training at a post-secondary level, or who is looking for a substantial challenge. Given scene work is not a major part of the curriculum, it is recommended actors take a styles workshop (listed above) in addition to Advanced Concepts. Note: This class may be taken multiple times for credit.

Directing for Theatre Year 11–12
Prerequisite: Any Acting Workshops, Practicum, AND Instructor Permission. 1 Unit 1 Period

Students in this course will have the opportunity to study play analysis and directing techniques in order to direct a theatrical performance. Students will

analyze plays, execute staging exercises, study successful theatrical performances, and research a sound directorial process, all in preparation to direct their Acting peers, with whom they will study concurrently, in a series of One Act plays. This course is for the student who wants to take on a leadership role in the theatre and create works of theatrical art according to their own vision. Due to the self-directed and involved nature of the course, an Entrance Interview and Instructor Permission are required.

Instrumental Music



Concert Band 1–2 Year 9 Prerequisite: participation in middle school band program. 1 unit, 1 period. Ensemble for 9th grade band students. This course stresses music education through performance. A variety of musical styles will be performed. Musical technique for both individual and ensemble will be stressed. This group performs for school athletic events, assemblies, parades, and concerts. Students are also encouraged to participate in solo/ensemble festival in the spring.

Symphonic Band 3–4 Year 9 – 12. Prerequisite: 1 year of high school band, teacher recommendation. 1 unit, 1 period. This course stresses music education through performance. A variety of musical styles are performed. Continued technical development of individual and ensemble is addressed. The group performs for school athletic events, assemblies, parades, and

concerts. Students are encouraged to participate in solo/ensemble festival in spring.

Jazz Band 1–2 Year 9 – 12 Prerequisite: Concurrent enrollment in Symphonic Band or Wind Symphony, instructor permission / audition required. 1 unit, 1 period

Playing/performing in jazz idiom with emphasis on individual and ensemble jazz techniques and improvisation. Additional costs may be required for trips, uniforms, etc. Enrollment in Concert Band or Wind Ensemble is required.

Chamber Orchestra Year 9 – 12 Prerequisite: Two years of orchestra experience on a string instrument (private lessons are strongly encouraged). 1 unit, 1 period. Audition recommended. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course Music 158A: Chamber Ensemble. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This course stresses music education through performance. Musical technique for both individuals and the ensemble will be stressed. This group performs for concerts, festivals and contests as well as selected community events. A variety of musical styles will be performed as well as various combinations of students for smaller ensemble or solo playing. A \$50 suggested contribution supports sheet music and transportation costs.

Beginning Guitar 1–2 Year 9 – 12 No prerequisite 1 unit, 1 period

This course is the study of music fundamentals through the performance on the guitar. Students will learn to play the guitar in a classical style while incorporating music reading, rhythm training and basic music fundamentals. Students must provide their own acoustic guitar for this class.

Intermediate Guitar Year 10 – 12
Prerequisite: One year of H.S. Beginning Guitar passed with a final grade of “A” or B”. Instructor recommendation and audition required. 1 unit, 1 period

This course is a continuation of first-year Beginning Guitar. Class work is based on method book use as well as students' own materials. Students will continue to further their knowledge of different styles of guitar. Music fundamentals of reading music are stressed and enriched. Students must provide their own acoustic guitar for this class.

Choral/Vocal Music



Wilson Women Year 9 – 12 Prerequisite: Basic pitch matching strongly recommended 1 unit, 1 period

Students will be given opportunities to improve their basic choral musicianship skills through choral performance preparation, as well as daily rehearsals including sight singing, ear training, choral tone building and music theory. Designed for women's voices.
Out of class time requirement: Numerous required performances, competition and extra rehearsals.

Wilson Men Year 9 – 12 Prerequisite: Basic pitch matching strongly recommended 1 unit, 1 period

Students will be given opportunities to improve their basic choral singing technique through WHS sight singing and daily work on music fundamentals, ear training and choral

tone building designed for male voices and music theory.
Out of class time requirement: Numerous required performances, competitions and extra rehearsals.

Wilsingers Year 10 – 12 Prerequisite: Audition for Director. 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course Music 220A: Music. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This course is advanced choral music at the high school level. Students work together to create a concert choir dedicated to the highest level of choral excellence within its grasp. Daily rehearsals include sight singing, building of a choral tone and preparations of various pieces within the standard choral repertoire literature.

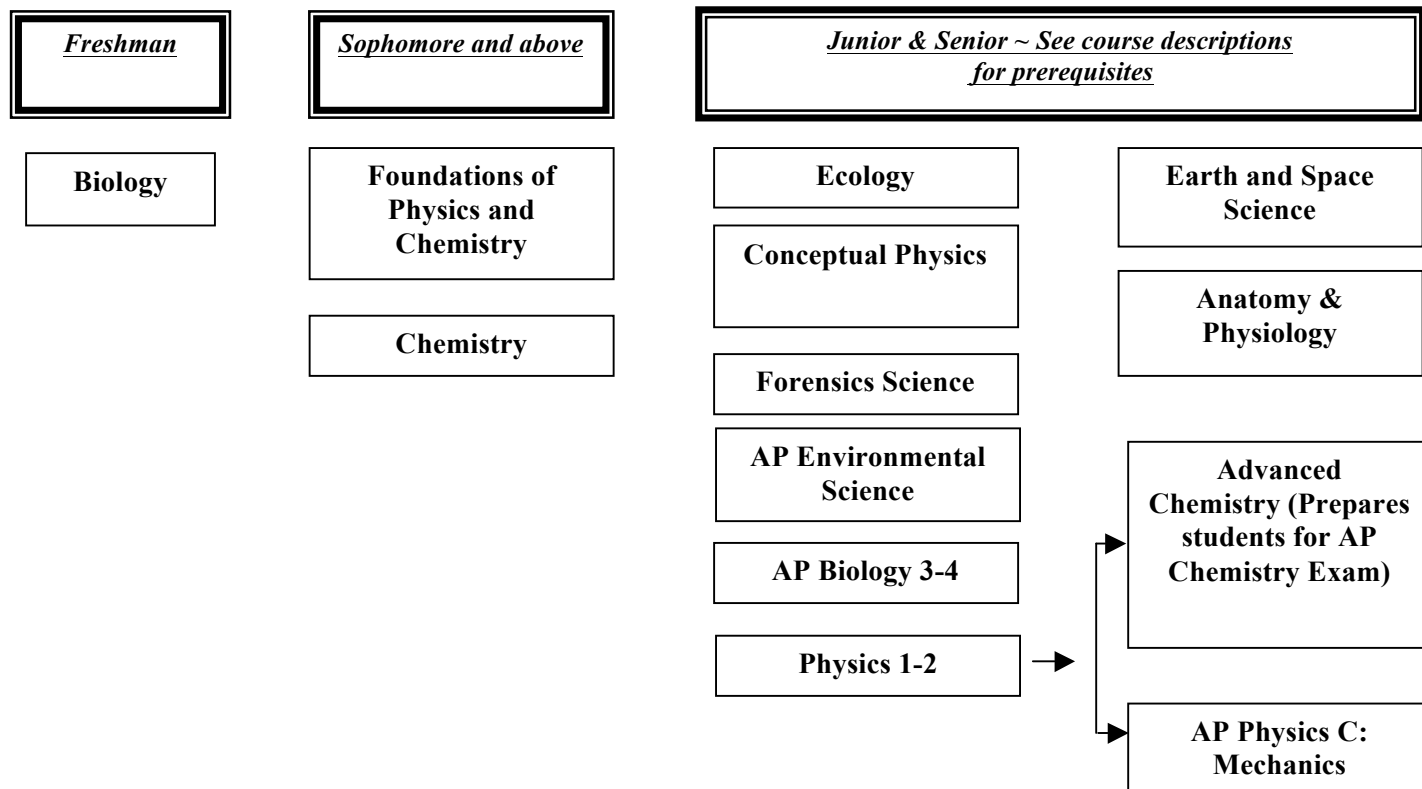
Out of class time requirement: Numerous required performances, competitions and extra rehearsals.

Wilson Advanced Vocal Ensemble (WAVE) Year 11 – 12 Prerequisite: Audition for Director/ Concurrent Enrollment in a Wilsingers. 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course Music 221A: Chamber Chorus. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

This course is a select, mixed-vocal ensemble in which students work together to create a small, cohesive choral organization capable of musical excellence in many areas, including madrigal, jazz, and pop music. An extensive performance schedule is an integral part of this course.

Out of class time requirement: Numerous required performances, competitions and extra rehearsals.

SCIENCE



Students at Wilson are encouraged to take more than the required three years of science and are provided with a wide range of options to encourage them to do so (shown above). The goal of the department is to help Wilson students understand what science is, what it can do, and how it will affect their lives. Wilson's Science Department has been a strong focus of the school since it opened in 1957. While the staff and students have changed, quality remains a unifying theme. In the last ten years, the Science Department staff and students alike have received some outstanding honors:

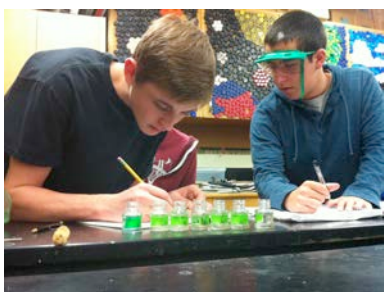
- Numerous students have received Science Honors through the Academic All-Stars program.

- Every year, Wilson students are chosen for the Apprenticeships in Science and Engineering Program (ASE), a highly competitive organization that allows students to participate in research during the summer.
- Every year, Wilson graduates go on to get degrees in science and engineering from schools across the country.
- Wilson students compete in the Science Olympiad, North-West Science Expo, and OHSU's Partnerships in Scientific Inquiry.
- Wilson is the only high school in Portland that offers advanced courses in Biology, Chemistry, Physics, and AP Environmental Science. More than 80% successfully complete Advanced Placement exams in each of these areas.

CORE SCIENCES

9th-Grade Communities

The Wilson High School 9th-grade Community is required for all 9th-grade students and consists of three components: Biology 1–2, Modern World History 1–2, and English 1–2. All 9th-graders will also take College & Career Exploration (see the description in the English section). The 9th-Grade Community is a small learning community designed to assist students in their transition from middle school to high school. Teacher teams, which include a Special Education teacher, meet regularly to discuss individual student needs and plan for student success.



Biology 1–2 Year 9 Lab Science. **Prerequisite(s): None. 1 unit, 1 period**

This course is a laboratory-centered approach to the study of living organisms and concepts of plant and animal life. Topics covered include basic cell structure, organization, classification of life, and relationships between organisms and the environment. All students are involved in problem-solving and critical thinking as self-directed learners, both individually and in groups.

Foundations of Physics & Chemistry 1–2 **(Fnd of Physics & Chem) Year 10 – 11 Lab Science. 1 unit, 1 period**

Foundations of Physics and Chemistry is a lab-oriented, rigorous science class designed to develop students' understanding of fundamental scientific knowledge and the ability to think like scientists. Topics studied will include science skills, properties of

matter, states of matter, atomic structure, the periodic table, chemical bonds, chemical reactions, solutions, acids and bases, motion, forces and motion, work, power and machines, energy, thermal energy and heat, mechanical waves and sound, the electromagnetic spectrum, optics, Earth's interior, Earth's surface, weather and climate, the solar system, and exploring the universe. Interesting learning activities will be provided to stimulate comprehension, retention and a sense of valuing of the topics studied. Concept-oriented, hands-on learning activities will be used whenever possible. Cooperative teamwork is a major component of this course. Coursework will be planned to insure that the student reaches or exceeds PPS and Oregon State Standards.

Chemistry 1–2 Year 10 – 12 Lab Science. **Prerequisites: a grade of “C” or higher in Algebra 1–2, a grade of “C” or higher in Biology. 1 unit, 1 period**

This course is designed to offer students a good foundation in the basic concepts of chemistry, with integrated laboratory experiences. The information presented in this course can be used in everyday living as well as in post-high school training or college. Students must have a scientific calculator; see an administrator if the cost is prohibitive.

Ecology 1–2 Year 11 – 12 Lab Science. **Prerequisite: 2 credits of science. 1 unit, 1 period**

Ecology focuses on ecosystems, ecosystem dynamics, and human interference in ecosystems. Topics to be covered include: principles of ecosystems, population dynamics, natural cycles, endangered invasive species, water as a resource, climate change, and community projects. Students explore ecological concepts through an inquiry approach oriented towards collecting data, analyzing the information and drawing conclusions that are supported by the data to create their solutions. Labs will be held both in the classroom and outdoors. In this year-long course, students will build on principles learned

in biology and chemistry to develop a solid understanding of complex ecosystems and their components. Students should be self-motivated and ready for a challenging and exciting year of study.



Forensic Science 1–2 Year 11 – 12 Lab Science. Prerequisites: 2 credits of science. 1 unit, 1 period

This class puts students at the scene of crimes and provides them with the skills, laboratory experience and knowledge to assist in solving those crimes. The students will gain a proficiency in the identification of fingerprints, hair follicles, drug screening, poisons, minerals, soils and any other evidence present. We will introduce students to the criminal investigative process beginning from the time the crime is committed, through the identification, collection, preservation and presentation of evidence. This class provides the opportunity for students to take a first-hand look at exciting career opportunities in law enforcement.

Earth and Space Science Year 11 – 12. Prerequisite: 2 credits of science or teacher permission. 1 unit, 1 period

Students will study astronomy, meteorology, environmental science, and structural and historical geology in this project-oriented, problem solving class. Methods of investigation will include the use of telescopes, computer simulations, and outside materials.

Conceptual Physics Year 11 – 12 Lab Science. Prerequisite: a grade of “C” or higher in Geometry (or concurrent enrollment) and 2 credits of science. 1 unit, 1 period

“Physics for Poets” is the study of the basic relationships fundamental to understanding the world around us. In the conceptual physics class, these relationships are expressed and used conceptually, rather than mathematically, and then applied to “real world” situations. Laboratory work, including use of computers, is a vital part of the course. Conceptual physics is designed for college-bound students who may not need a mathematically based physics class.

Physics 1–2 Year 11 – 12 Lab Science. Prerequisites: a grade of “C” or higher in Adv. Alg. 3–4 and 2 credits of science with a grade of “C” or higher. 1 unit, 1 period

Physics is the study of the basic relationships fundamental to understanding the world around us. In this physics class, these relationships are expressed and used in mathematical format. Laboratory work is an essential component of the course and uses a variety of tools, including computer technology. This course is strongly recommended for all students interested in science-related opportunities in professional and technical areas.

Anatomy & Physiology Year 11–12 Prerequisite: Biology 1 unit, 1 period

This lab science course covers the basic human anatomy and physiology. Students will study human body systems from the cellular to system level and these systems interact. It is a rigorous course intended for students who enjoy science and will be valuable for those interested in a variety of medical or health science related careers. A major portion of the course will be devoted to laboratory work.

Advanced Science

AP Biology 3–4 Year 11 – 12 Lab Science. **Prerequisite: grade of “C” or higher in Biology and Chemistry. 1 unit, 1 period**

This course involves in–depth studies of selected topics in biology, including laboratory work involving AP Biology Labs, various class activities and an annual field trip to OHSU. Biochemistry, cell biology, genetics, biotechnology, evolution, human anatomy and physiology, and plants are studied throughout the year. Students must be willing to dedicate an adequate amount of academic effort to master the college–level content of this course. This course is recommended for students planning to continue as biology majors in college, including those considering careers in fields such as medicine, dentistry, or nursing.



AP Environmental Science Year 11 – 12 Lab Science. **Prerequisite: grade of “C” or higher in Biology; “C” or higher in Chemistry or Physics; “C” or higher in Advanced Algebra 3–4 (or concurrent enrollment with math teacher recommendation) or teacher permission. 1 unit, 1 period**

This year–long AP class embraces numerous subjects and disciplines. This course is designed to prepare students for the AP Environmental Science exam. In addition, this course will delve in depth into traditional ecology, and to encompass a local and global understanding of current environmental issues. Students will explore earth systems and their resources, population dynamics, resource usage, global

change, energy flow in the ecosystem, and the relationships between social/cultural/economic systems and ecological issues. The study of local and global ecosystems, impact of human activities on the environment, and potential solutions to ecological problems will be explored through reading, writing, modeling, research, and class discussions. Students will participate in an advanced year–long field study of local Portland area streams. Research experience, field trips, and class debates are important aspects of this course. Students should be self–motivated and ready for a challenging and exciting year of study.

Advanced Chemistry Year 11 – 12 Lab Science. **Prerequisite: “C” or higher in Chemistry and a “C” or higher in Physics (or concurrent enrollment in Physics) or teacher permission. 1 unit, 1 period**

This is a laboratory–based science course designed for students who will be pursuing careers in the sciences, engineering, or medicine. It covers topics of freshman college courses and students may take the Advanced Placement exam to receive college credit.

AP Physics C: Mechanics Year 11 – 12 Lab Science. **Prerequisite: a grade of “C” or higher in Physics, AP Calculus AB or concurrent enrollment and/or teacher permission. 1 unit, 1 period**

This is a second year physics course which provides instruction in the following 6 content areas: Kinematics, Newton’s Laws of Motion, Work, Energy and power, Systems of Particles and Momentum, Circular Motion and Rotation, Oscillations and Gravitation. The course will be focused on the application of introductory differential and integral calculus to solving problems in the content areas listed. Introductory differential and integral calculus is used throughout the course. The course utilizes guided inquiry and student–centered learning to foster the development of critical thinking skills. The course includes a lab component equivalent to 20% of the students class time. A detailed lab journal will be kept by all students.

SOCIAL STUDIES

The Social Studies content area provides Wilson students a balance of three years of required courses along with electives and civic-oriented experiences. Social Studies elective credit may be earned within the school curriculum as well as through extra-curricular activities. Course offerings challenge students to deliberate on public issues, to understand human diversity and to interpret the human experience in order to help them become more familiar with their own history and more aware of the world around them.

Wilson's Social Studies courses have been designed to give students a common base of knowledge and to provide for their individual needs with the end goal of preparing students for life in the 21st century. Strong emphasis is placed on the development of process skills such as researching, organizing, and analyzing data, communicating effectively both in written and oral formats and working effectively as individuals and group members.

Advanced Placement Courses:

1. The student is **self-motivated** and accepts responsibility for keeping pace with assignments and daily coursework.
2. The student has an **exemplary** attendance record.
3. The student carried an **"A" or "B"** in his/her prior social studies course or the student must receive **teacher approval** before enrolling in an AP course.
4. The student will be **expected** to take the AP exam.
5. It is an **expectation** of all classes that students' behavior supports a positive and rewarding learning environment.

Honors Courses:

1. The student is **self-motivated** and accepts responsibility for keeping pace with assignments and daily coursework or the student must receive **teacher approval** before enrolling in an Honors course.
2. **It is an expectation** of all classes that students' behavior supports a positive and rewarding learning environment.

In addition, students may elect to become involved in Model United Nations, Mock Trial, or Outdoor School as extended activities and can also choose any of the elective courses of Psychology and Leadership in order to have authentic social science experiences. Students who choose to earn the Woodrow Wilson Scholars designation can meet their requirements by taking rigorous courses and by getting involved in many of the elective opportunities.

FRESHMEN

9th-Grade Communities

The Wilson High School 9th-Grade Community is required for all 9th-grade students and consists of three components: Biology 1–2, Modern World History 1–2, and 1–2. All 9th-graders will also take College & Career Exploration (see the description in the English section). The 9th-Grade Community is a small learning community designed to assist students in their transition from middle school to high school. Teacher teams, which include a Special Education teacher, meet regularly to discuss individual student needs and plan for student success.

Modern World History 1–2 Year 9 No prerequisites 1 unit, 1 period

This course will explore selected topics in world history from the enlightenment to the present. Students will learn about the influential people, events and ideas that have shaped our world. Major units of study will include World Geography, the Industrial Revolution, Imperialism, World War I, Revolutions, the Rise

of Dictators, World War II, the Cold War and regional units such as Africa and the Middle East. Additional skills taught include those involving reading, writing, researching and presenting.

SOPHOMORES

U.S. History Year 10 Prerequisite: Modern World History. 1 unit, 1 period

U.S. History is a one-year course designed for 10th graders. It covers significant people, movements, and events in American history. The course is divided into units of study that are designed to give students an overview of the key people, ideas, movements, and events that have contributed to the nation America has come to be. Not all sections will require the same amount of time, but all will be included during the course. In addition, students will focus on current events to help them understand the connection between the past and the present.

ELECTIVES

The following courses in the social sciences are designed to provide students with challenging opportunities to study areas of special interest.

NEW: AP Art History Year 11 – 12 Prerequisite: None; Sophomores may petition for this class; see page 11. 1 unit, 1 period

AP Art History students will consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. They will examine styles, techniques, themes, and chronology, comparing and contrasting art forms from varied perspectives. The course focuses on a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

AP United States History (AP US HIST)

Year 11 – 12 Prerequisite: “B” or better in Modern World History and US History; Sophomores may petition for this class; see page 11. 1 unit, 1 period

The Advanced Placement Program of U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. This course prepares students for intermediate and advanced college courses. Students will learn to assess historical materials and their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. It is expected that each student enrolled in this course will register for and complete the College Board’s Advanced Placement Test in U.S. History in May of the academic year. A superior attendance pattern and work ethic is a prerequisite for this course. Each student will be expected to work at an accelerated pace equal to a college-level course. Students will have homework everyday.

One semester of Political Science and one semester of Economics are required to fulfill the state graduation requirement. These courses are offered at three levels in order to meet the needs, interests, and abilities of the students. A student must sign up for the same level in both courses. That is, one may take Political Science/Economics or Honors over one year or take our two-year AP sequence. This two-year sequence consists of AP Macroeconomics and AP Microeconomics one year and AP US Government and Political Science with AP Comparative Government and Politics in the other year. Each AP course is one semester long. The AP course pairs will be offered in alternating years.

Economics Year 12 Prerequisites: Modern World History, U.S. History .5 unit, 1 period

This course provides students with an examination of both micro- and macro-economics with an emphasis on applying economic theory to real life economic conditions and problems at the international, national and local levels. Students will apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues, such as how to balance the federal budget and the economic impacts of NAFTA or GATT.

Government Year 12 Prerequisites: Modern World History, U.S. History .5 units, 1 period

This regular course provides a study of both practical and theoretical aspects of political science as they apply primarily to the United States on the local, state, national, and international levels.

AP Microeconomic and Macroeconomics (AP MACRO, AP MICRO) Year 11 or 12 Prerequisites: Modern World History, "A" or "B" in U.S. History, intention to take the AP exam and teacher permission. 1 unit, 1 period

This course undertakes an academically rigorous study of the principles of economics to include the basic concepts; microeconomics: supply, demand and product markets; factor markets: land, labor and capital; applied microeconomics: international trade; government and environment; macroeconomics: the study of economic growth and business cycles; economic growth and macroeconomic policy; and unemployment, inflation and economic policy. The objectives of this course are to successfully teach each student one year of university level economics and to prepare each student to pass the Advanced Placement examinations in microeconomics and macroeconomics and therefore earn college credit for this course. In so doing, and emphasis will be placed on vocabulary, graphs, processes, computations and

standardized test taking skills and strategy. It is a clear expectation that those enrolled in this course will also enroll in Advanced Placement United States Government and Politics and Advanced Placement Comparative Government to complete a two year sequence. Enrollment in this course requires a teacher recommendation based on an excellent attendance pattern and a commitment to taking the Advanced Placement examination issued by the College Board.

AP Comparative Government and Politics / US Government and Political Science (AP Comp/US Gov. and Pol. Sci.) Year 11 or 12 Prerequisites: Modern World History, "A" or "B" in U.S. History, intention to take the AP exam and teacher permission. 1 unit, 1 period

AP United States Government and Politics – One Semester:

This course undertakes an academically rigorous study of the structure and function of the government of the United States to include the development of the U.S. federal system, the United States Constitution, federalism, political beliefs and behaviors, public opinion and polling, political parties, campaigns and elections, interest groups, lobbies, political action committees, media, the legislative branch, the executive branch, the federal bureaucracy, the judicial system and civil liberties, the federal budget and economic policies, domestic policy development, foreign policy and national security. The objectives of this course are to successfully teach each student one year of university level United States government and politics and to prepare each student to pass the Advanced Placement examination in this subject matter and therefore earn college credit for the course. It is a clear expectation that those enrolled in this course will also enroll in AP Comparative Government, AP Microeconomics, and AP Macroeconomics to complete a two-year sequence. Enrollment in this course requires a teacher recommendation based on an excellent attendance pattern and a

commitment to taking the Advanced Placement examinations issued by the College Board.

AP World History (AP WOR HIST) Year 11 – 12 Prerequisite: Teacher permission. Sophomores may petition for this class; see page 11. 1 unit, 1 period

The Advanced Placement program in World History provides students with a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge in conjunction with leading interpretive issues and types of historical evidence that have set the current human stage. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. It is expected that each student enrolled in this course will register for and complete the College Board's Advanced Placement Test in World History in May of the academic year. A superior attendance pattern is a prerequisite for this course.

Psychology 1–2 Year 11 – 12 No prerequisites 1 unit, 1 period

First semester: What is the nature of human nature? Introduction to Psychology allows students to investigate the social and scientific reasons behind human behavior. Topics include bystander intervention, the nature–nurture controversy, personality, learning, intelligence, and memory. Normal reactions to common problems will be analyzed. The brain is examined to uncover explanations. Psychological theories and perspectives will

be examined and students will perform experiments to test theories and write a paper each quarter. Group interaction is stressed. Second semester: Dreams, “the royal road to the unconscious mind,” are interpreted using various theories and students do an experiment and paper. Continuing to examine why people are the way they are, the course studies life–span development, gender communication, death fears, and abnormal personality development. Group interaction is stressed.



AP Psychology Year 11 –12 1 unit, 1 period

AP Psychology teaches students to critically analyze all incoming information, to expose them to the history of the subject, the theories and experiments of those psychologists of the past and present and to understand the different perspectives and approaches which are being used by psychologists today. These include: psychoanalytical, biological, behavioral, cognitive, humanistic, socio-cultural, evolutionary and positive perspectives. The main objective of this class is to instill in students a desire for knowledge, to think for themselves, to generate an interest in Psychology, and to prepare students to pass the Advanced Placement Exam.

U.S. Government: Constitution Team/Economics Year 11 – 12

Prerequisite: U.S. History 1 Unit, 1 period

The Constitution Team is a hybrid class and extracurricular activity that prepares students to participate in the annual *We The People* competition. Much more than a civics class, it is a rigorous and comprehensive study of the

philosophy, history, and interpretation of the U.S. Constitution. Classroom Law Project, the Oregon convener of *We The People*, describes the program: "Each January, the acclaimed *We The People* competition brings together high school teams from around the state. Students demonstrate their understanding of constitutional principles and have opportunities to evaluate, take positions and ultimately defend those positions on relevant historical and contemporary issues during a simulated congressional hearing. Regional competitions in Portland, Pendleton and Eugene precede the state final, which determines the team that will represent Oregon at the national competition in Washington, D.C." In addition to regular class time, students will be expected to meet with community volunteer coaches one to two times per week outside of school hours. This course will satisfy your U.S. Government/Economics credit requirements. Second semester will focus on Economics course content.

***Social Justice* Year 11 – 12 Prerequisite: Modern World History 1 unit, 1 period**

The students will study historical and contemporary social movements and activism for social justice and the methods that have been used, especially nonviolent direct action. We will study activism and movements on issues of climate justice, corporate power, globalization, political reform, police brutality, militarism, racism, imperialism, prison industrial complex, living wage/labor, health care, sexism and education. The course will also incorporate materials from Class Room Law Project's Project Citizen, the Zinn Education Project and Beautiful Solutions/This Changes Everything.

***Introduction to Philosophy* Year 11 – 12**

Prerequisite: none. 1 unit, 1 period

The aim of this course is to introduce students to some of the main philosophical problems by engaging them in critical thinking. The leading idea is that the best way to learn philosophy is to learn to philosophize, rather than to memorize facts about philosophers and their arguments. To achieve this aim, there have to be small group discussions and presentations besides lectures. The course focuses on philosophical problems in the theory of knowledge, metaphysics, and the philosophy of mind.

***Leadership 1-2* Year 9 – 12 Prerequisite: election to Student Body, class or senate office. 1 unit, 1 period**

This course is required of all students holding elective student body, class, or student senate offices, as well as students who have been appointed to office. Students will explore leadership style as well as their own potential, practice goal setting and time management, work on public relations and project planning, and acquire skills in decision-making and conflict resolution. Leadership students are responsible for planning and implementation of most of the assemblies held throughout the year and work closely with the Activities Director to plan human relations activities. All other extracurricular activities such as dances and clubs flow through the leadership class. Students are encouraged to participate actively in both school and community service projects.

EXTRA-CURRICULAR SOCIAL STUDIES OPTIONS

***Mock Trial Team* Year 9 – 12 Offered both first and second semesters. 0.5 unit**

This team is for students who are interested in participating in Mock Trial competition. This team will not meet during regular class time. At the beginning of the semester we will coordinate as a group for the most appropriate meeting times. The purpose of Mock Trial team is to prepare students to compete in the regional, state and potentially in the national mock trial competition. There may be travel expenses. This class may extend beyond first semester. Due to the academic nature of the team, it qualifies for one semester of social studies elective credit.

***Model United Nations* Year 9 – 12 No prerequisites .5 unit is earned for 2 years of active participation, including the conference.**

Model United Nations is an extracurricular club that provides opportunities for students to partake in global decision-making. Independent research and public speaking are used to address current world issues in a United Nations format. Participation in the statewide Model United Nations Conference in April develops leadership skills in global problem solving. There are travel expenses which the student will incur.

SPECIAL EDUCATION PROGRAM

Wilson High School provides a comprehensive Special Education Program for eligible students. To be admitted into the Special Education Program, a student must have an existing Individual Education Plan (IEP) or be referred to the Building Screening Committee through the student's school counselor if an educational disability is suspected. Academic, behavioral, social and vocational needs are addressed in creating each student's IEP. Support for meeting State Benchmarks is designed for each student through the IEP process. Students and parent(s)/guardian(s) are expected to participate as members of the IEP team.

Academic Support (SS)

Students receive specially designed instruction based on their IEP's and support for general education classes. Students receive elective credit toward a standard or modified high school diploma for successful completion of the course.

COURSE:

ACADEMIC SUPPORT

Year 9 – 12 No prerequisites 1 unit, 1 period

Academic support activities may include:

- Individualized and/or small group direct instruction in the basic skills of reading, writing, and math.
- Study skills instruction is offered in the Academic Support class and can be scheduled as needed.
- Consultative support services in content area classes such as math, English, health, science, and social studies.
- Assistance and advocacy with program development, scheduling, and post graduation (transition) planning.
- Case Management of Individualized Education Plans

WORLD LANGUAGE

Enter a world language classroom and you will hear the buzz and excitement of students speaking a world language. Courses at Wilson place greater emphasis on spontaneous speaking and writing in the target language in real-life situations.

We encourage students to enroll in the language of their choice. The workload and the level of difficulty among the languages are comparable. The World Language Department requires students to earn grades of “A”, “B” or “C” in order to continue on to the next level. Any student receiving a “D” will be given credit for the class, but will not be allowed to continue on to the next level. **In order to continue on to the next level, students earning a “D” or an “F” will have to repeat the class in summer school, night school, or at some other off-campus location. Students will only be allowed to repeat a class on campus if space is available.**

College Entrance Requirements: all public Oregon universities require two years of the same World Language (C or better). PPS requires two years of the same world language for a standard diploma.

French

French 1–2 Year 9 – 12 No prerequisite. 1 unit, 1 period

The focus of this course is to develop proficiency in listening, speaking, reading and writing. The student will learn elementary vocabulary and structural patterns. Emphasis will be placed on developing good pronunciation habits. Cultural activities may include games, songs, videos, films and class projects about French-speaking countries. Possible history topics to be addressed include: Notre Dame de Paris, the

Middle Ages, Louis XIV period, and the French Revolution.

French 3–4 Year 9 – 12 Prerequisite: a grade of “C” or better in first-year French. 1 unit, 1 period

This course continues to develop the proficiency begun in first-year French. Emphasis is placed on new structures of the language after a review of first-year grammar. Students will continue to work on the basic skills of communicating: reading, writing, listening, and speaking. French culture will be examined through a variety of activities.

French 5–6 Year 10 – 12 Prerequisite: a grade of “C” or better in second-year French. (Highly recommended: grade of “B” or better.) 1 unit, 1 period

After a grammar review, the student will be introduced to French literature through poetry, magazine articles, and short stories and novels such as Le Petit Prince. The study of French culture will also continue. Students will also learn to write short compositions and participate in class discussions in French regarding literature and media.

French 7–8 Year 11 – 12 Prerequisite: a grade of “C” or better in third-year French. (Highly recommended: a grade of “B” or better) 1 unit, 1 period

After a grammar review, students will study French literature and culture through poetry, art, magazine articles, short stories, plays and novels. They will learn to respond through written papers and class discussions. Students continue to learn about the culture of French-speaking countries. Literary works by 20th-century authors will be presented. Preparation for the Advanced Placement exam in French will be a part of this coursework.

French 9–10 Year 11 – 12 Prerequisite: a grade of “C” or better in fourth-year French. (Highly recommended: a grade of “B” or better.) 1 unit, 1 period

Study of different literary works and philosophies will continue. Grammar will be reviewed and studied as needed. Time will be devoted to conversation skills.

Spanish



Spanish 1–2 Year 9 – 12 No prerequisite. 1 unit, 1 period

Students learn practical vocabulary and basic sentence structure through listening, speaking, reading, and writing. An emphasis is placed on developing oral communication and listening comprehension skills in authentic, real-life situations. Students will learn about customs, history and geography of Spanish-speaking countries through the use of the textbook, videos, games, music, magazines, and other authentic materials.

Spanish 3–4 Year 9 – 12 Prerequisite: a grade of “C” or better in Spanish 1–2. 1 unit, 1 period.

As students continue to learn vocabulary and sentence structure, they consolidate their understanding of the first-year material. Communication takes a more realistic form as students integrate language taught in class. Students will learn about customs, history and geography of Spanish-speaking countries through the use of the textbook,

videos, games, music, magazines, and other authentic materials.

Spanish 5–6 Year 10 – 12 Prerequisite: a grade of “C” or better in Spanish 3–4. (Highly recommended: a grade of “B” or better.) 1 unit, 1 period

The study of grammatical structures continues along with vocabulary expansion in this course. Students build toward communication at a more sophisticated level using stimulating and engaging activities, which include dramatizations, cultural projects, guest speakers, and oral proficiency interviews. Students are expected to speak only Spanish in this class and this course is taught primarily in Spanish.

Spanish 7–8 Year 11 – 12 Prerequisite: a grade of “B” or better in Spanish 5–6. 1 unit, 1 period

Literature, poetry and films will be used as a point of departure to enhance and expand communication at a more challenging level. Advanced grammar topics are taught in the context of reading and discussions. Writing, an integral part of the course, includes reports, essays and correspondence. This course is taught primarily in Spanish and students are required to speak only Spanish.

AP Spanish Language Year 11 – 12 Prerequisite: a grade of “B” or better in Spanish 7–8. (Due to the rigor of the Spanish Advanced Placement test, students must receive an “A” or “B” in fourth-year Spanish, or have the permission of the instructor, in order to continue on to AP Spanish.) 1 unit, 1 period

This advanced level of Spanish prepares students for the Advanced Placement Exam in Spanish and upper-level college courses. The skills students have developed throughout the previous four years will define the course; it will be structured to meet student needs and will include Spanish AP exam-related activities and a rigorous preparation for the test in May as well as the study of advanced structures

and vocabulary. Novels, plays, short stories, poetry and film will be used to increase vocabulary and performance in reading comprehension and students' writing skills. Texts will be studied through a cultural and socio-political lens. This course is taught entirely in Spanish and students are required to speak only Spanish.

American Sign Language

***American Sign Language 1–2* Year 9 – 12 Prerequisites: None 1 unit, 1 period.**

American Sign Language (ASL) 1–2 is for students with no prior or minimal skills and knowledge of ASL. The course is designed for students to develop basic receptive skills (understanding what is seen) and then expressive skills (signing ability) using language situations they may encounter in the local Deaf community. Students will learn to respect and better understand Deaf people and ASL with an appreciation for linguistic and cultural diversity. ASL Grammar and Cultural information will be introduced through the target language of ASL, with written English as a secondary means of communication. The functional-notional teaching approach will be implemented, which focuses on how language is used in real life situations and allows students to personalize how they might communicate in those situations.

***American Sign Language (ASL) 3–4* Year 10 – 12 Prerequisite: "C" or higher in ASL 1–2 or teacher permission 1 unit, 1 period**

This intermediate course is designed to build on what the students learned in ASL 1–2. Students will have the opportunity to communicate in a wider array of situations, to further develop their language fluency and to advance their level of comprehension of American Sign Language in culturally appropriate ways. This language immersion experience course will focus on vocabulary, grammar, and a further understanding of the Deaf culture and the Deaf community. Students will need to be active participants in the learning process and will be encouraged to take risks in their language development, make mistakes, infer meaning, and become self-driven learners.

SPECIAL PROGRAMS/ ELECTIVES



Community Mentor Year 12 Prerequisite: Counselor recommendation and approval of Vice Principal 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course will align (pending approval) with a PCC course, course name available once approved. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

Students have the opportunity to peer mentor and tutor students in the 9th grade Biology, English, Modern World History or Algebra classroom. The coursework involves learning career and college readiness skills and attending some tutor training/strategy sessions. Students who choose this course should be outgoing and dedicated scholars who enjoy coaching younger students in both small group and individual situations. Please list a focus area: Biology, Language Arts, Algebra and Modern World History on the forecast sheet

Elementary Education Teacher's Assistant Year 11–12 Prerequisite: Minimum 2.5 GPA 1 unit, 1 period

This course is designed for Juniors and Seniors who are interested in a career in Education. Students enrolled in this class



are placed in an elementary school classroom, PE, student support or the main office to assist the school, students, teachers and parents. Students learn a variety of skills such as; classroom management, tutoring, classroom and academic support, and working with parents. This class fulfills the career related experience graduation requirement. Students receive a mandatory orientation on the first day of school, as well as a monthly meeting that requires their attendance. At the meeting, students discuss required readings on the topic of Child and Family Development

Laboratory Assistant Year 10–12 Prerequisite: Students must have previously taken the class and received a C or better. Instructor approval required.

Students who are selected as laboratory assistants will help the instructor in lab design, set-up, repair, and clean-up. Additionally, lab assistants will peer mentor students who need to make up labs after school or during tutor time. Students who are selected as laboratory assistants will help the instructor in lab design, set-up, repair, and clean-up. Additionally, lab assistants will peer mentor students who need to make up labs after school or during tutor time.

Library/Technology Aide Year 10–12
Prerequisite: Basic knowledge of how a library is organized would be helpful. Librarian approval required 1 unit, 1 period. Students taking this class can earn college credit simultaneously with high school credit. This course will align (pending approval) with a PCC course, course name available once approved. For more information go to <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

Students in the Library/Technology Aide class will learn to assist in all aspects of information literacy, computer usage, and library collection maintenance. Students will be asked to perform many of the tasks required of library pages or assistants in academic and public library environments. This is a graded class with some required projects.

Peer Counseling Year 11–12
Prerequisite: Selection through application, recommendations, and interview. 1 unit, 1 period.

This course will introduce students to active listening skills and community resources and will serve as a potent learning experience for those considering careers in the helping professions. Students who are selected as peer counselors will have many opportunities to contribute to the well-being of our school community in their role as goodwill ambassadors of Wilson High School. Students will be actively involved with staffing a peer counseling drop-in space, welcoming new students to Wilson, giving presentations to students in our feeder schools, presenting to WHS students in health and homeroom classes, and working to promote a positive atmosphere at Wilson. Students must be highly motivated to make a positive difference, open minded, and willing to learn new interpersonal skills.

Peer Helper Year 9–12 Prerequisite: Teacher permission required 1 unit 1 period

This course offers service learning experience working with people with disabilities, tutoring and coaching in academic, social, and functional skills

Teacher Assistant Year 9–12 Prerequisite: Teacher permission required 1 unit 1 period

Perform routine clerical assistance for a particular teacher. The student is expected to be regular in attendance and to be on task during the period. Specific responsibilities are per contract with the particular teacher. This is a pass/no pass class.



Counseling Office Assistant Year 9–12
Prerequisite: Counseling Office Staff permission required 1 unit 1 period

Perform routine clerical assistance for the Counseling Office. The student is expected to be regular in attendance and to be on task during the period. Specific responsibilities are per contract with Counseling Office. This is a pass/no pass class.

STUDENT ACTIVITIES

“Learn Responsibility Through Involvement”

Wilson offers a variety of activities to all students. Many clubs are available to meet each student’s individual needs and unique interests. Clubs are run with volunteer help from parent(s)/ guardian(s) and faculty. Below is our 2013–2014 club list and they change early. For questions, contact Tim Loveless, Activities Director.

Air & Space	Greek Mythology	Tea
Anime Club	Israel	Ultimate Frisbee
Athiest Syndicate	Japanese Learning	Unified friends
Badminton	Jewish Student Union	Wilson International
Battle of the Books	Key Club	Student Klubb (WISK)
Black Student Union	Lacrosse	Women’s Construction
Bocce	(Men’s)	Young Life
Chess	Lacrosse	
Dance	(Women’s)	Extracurricular Club
Dragonboats	Mock Trial	activities:
Drake & Josh	Model United Nations	Clubs Associated with
Earth	Mural	Classroom Instruction:
Electronics	Ski Team	Thespians – drama
Equestrian	Snowboard	Trojan – yearbook
eSports	Speech and Debate	The Trojan Horse –
Exotic Sports	Students for	Student Magazine
Feminist Union	Environmental Action	
French Culture		

Everyone is welcome to participate in Wilson activities! A Club Fair will be held in the fall with representatives of all the organizations present and membership information available. Club meetings are announced in the Daily Bulletin.

Student Body Officers include President, Vice President, Secretary, Treasurer, Activity Director, Athletic Director, and Human Relations Liaisons.

Class Officers include President, Vice President, Secretary, and Treasurer.

Elections for Student Body and Class Officers are held every spring for the next school year. Freshman class officers for the current year are held in early October.

Leadership Year 9 – 12 1 unit, 1 period: Students who are elected to a position must enroll in Leadership class. Freshman officers will be enrolled in the class for second semester as long as the change does not cause undue disruption to their schedules. However, they will not be required to enroll in the class in order to fulfill their obligations.

STUDENT ATHLETICS

Wilson provides students with a wide range of athletics opportunities. As a member of the Portland Interscholastic League (PIL), Wilson maintains every sport sponsored by the league on all levels of competition. Participation is the key to a successful athletic program. The more students participate in Wilson activities, the more the school becomes “their school”. Please come join the fun and excitement of Wilson athletics!



FALL SPORTS:

- Football
- Dance
- Cheer
- Cross-country
- Men's Soccer
- Women's Soccer
- Volleyball



WINTER SPORTS:

- Wrestling
- Men's Basketball
- Women's Basketball
- Swimming
- Dance
- Cheer



SPRING SPORTS:

Softball
Baseball
Men's Tennis
Women's Tennis
Track
Men's Golf
Women's Golf

Student athletes need to meet certain requirements to compete. At least five subjects from the previous semester must have been passed to be eligible and during the season a student must be enrolled in and passing a minimum of five subjects. Student athletes must maintain a 2.0 GPA and no F's or a 2.5 GPA with one F or they will be placed on academic probation. In addition, all athletes must be under 19 years of age.

The following information will help you get started:

REQUIREMENTS FOR TURNING OUT FOR A SPORT:

1. Must be currently enrolled at Wilson and passing a minimum of five classes per grading period
2. Physical exam form must be dated and signed by physician and parent or guardian. A physical is good for two years.
3. Some sports must purchase a \$10.00 lock from the athletic director for safekeeping of valuables.
4. Must complete online sports registration at FamilyID.com/Wilson-hs
5. An athletic participation fee of \$202.00 per sport must be paid, with a maximum of \$404.00 per year or \$800 per family (Free and Reduced rate is available).

If you have any questions regarding the Wilson Athletic program, please feel free to call the Athletic Director, Mike Easton at 503-916-5280 ext. 75236.



NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.000.

DIVISION I 16 Core-Course Rule
16 Core Courses: 4 years of English. 3 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II 14 Core-Course Rule
14 Core Courses: 3 years of English 2 years of mathematics (Algebra 1 or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 2 years of additional English, mathematics, or natural/physical science. 2 years of social science 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

If you are a student planning to play college sports please note: The rules regarding software-based credit recovery, virtual, online, independent study and correspondence courses have changed. These types of courses, which are identified by the NCAA Eligibility Center as nontraditional courses, must meet new guidelines in order to be used for college-bound student-athletes who are planning to attend an NCAA Division I college or university. **Students should check with their counselor prior to taking any a course to be certain your course will qualify under these new rules.**

STUDENT FEES AND CONTRIBUTIONS

Under Oregon law students cannot be required to pay a fee for classes that are part of the regular school program.

Costs and contributions on the Student Fee and Contribution Form that you will see at Fall Registration will provide you with more information about specific fees and contribution options for Wilson High School. The Student Fee and Contribution Form includes voluntary contributions and required costs for athletic participation and certain courses (for example, Ceramics). Classroom and extracurricular activities for students are greatly enhanced by parent contributions to help provide supplies and equipment. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class.

You are not required to pay the requested contribution in order to enroll in the class. Wilson High School is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish their own and other non-instructional expenses. The school may also require a deposit for a lock or a locker. Required costs can be waived or reduced for eligible students—no student will be denied access to PPS programs based on ability to pay.

Portland Public School Nondiscrimination Policy

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. This standard applies to all Board policies and administrative directives.

Board of Education Policy 1.80.020-P

Escuelas Públicas de Portland Declaración de No Discriminación

Las Escuelas Públicas de Portland reconocen el valor y la diversidad de todos los individuos y grupos y sus roles en la sociedad. Todos los individuos y grupos deberán ser tratados con justicia en todas las actividades, programas y operaciones sin distinción de edad, color, creencias, discapacidad, estado civil, nacionalidad, raza, religión u orientación sexual. Política de las directivas Educativas 1.80.020-P (Spanish)

Положение об отсутствии дискриминации в Портлендском школьном округе

Портлендский школьный округ признаёт своеобразие и ценность отдельного человека и групп людей и их роль в обществе. Ко всем: и к индивидуальным личностям, и группам людей должны относиться справедливо во всех видах их деятельности, программах или образовательном процессе независимо от возраста, цвета кожи, убеждений, инвалидности семейного положения, национальной принадлежности, расы, вероисповедания, пола или сексуальной ориентации. Board of Education Policy 1.80.020-P (Правила, установленные руководством системы образования) (Russian)

Tuyên Bố về Chính Sách Không Kỳ Thị của Sở Học Chánh Portland

Sở Học Chánh Portland công nhận sự đa dạng và giá trị của tất cả cá nhân và tôn giáo và vai trò của họ trong xã hội. Tất cả các cá nhân và tôn giáo phải được đối xử công bằng trong tất cả các sinh hoạt, chương trình và hoạt động xã hội không phân biệt tuổi tác, màu da, tín ngưỡng, khiếm tật, tình trạng hôn nhân, nguồn gốc dân tộc, chủng tộc, toàn giáo, giới tính, tình hình hôn nhân. Theo quy định số 1.80.020-P của Hội Đồng Giáo Dục. (Vietnamese)

Dugsiyada Dadweynaha Portland wuxuu aqoonsan yahay doorka hawleed ee kala gadiisnaanta iyo qiimaha qofka kasta, kooxaha ee bulshada dhexdeeda. Waxaa dhammaan xubin kasta iyo kooxaha loola dhaqmi dhinac kasta oo ka mid ah hawlhooda ah, barnaajimadooda iyo hawl fulintooda si cadaaaladi ku jirto iyada oo

aan loo fiirineyn da' dooda, midabkooda, caqiiqadooda, itaal-daradiisa, xaaladiisa jinsi ahaaneed, wadankey asal ka soo jeedaan, diintooda, jinsiglisa ama doorashada jinsiga uu jaaika la noqonayo. Maamulka Siyaasada Waxbarasha 1.80.020-P (Somalian)

Громадянські Правові Закони

Пункт VI Громадянських Прав Рішення 1964 року: РАСА, КОЛІР КОЖИ, чи НАЦІОНАЛЬНІСТЬ

Пункт XI Освітніх Виправок 1972 року: РІД

Частина 504 Рішення про Реабілітацію 1973 року: НЕПРАЦЕЗДАТНІСТЬ

Пункт Возрастной Дискримінації 1975 року: ВІК

Пункт II Американський Закон Непрацездатності (ADA) 1990 року: НЕПРАЦЕЗДАТНІСТЬ

(Ukrainian)

Portland Zuangx zangc Horqc Dorngh Nyiemc maiv kouei sou

Portland Zuangx zangc Horqc Dorngh sienx gorngv zixx fingx yiem naaiv nyei mienh gorqv zeic maaih ninh mbuo nyei buonc zangc tengx ceix mbuo ganuoz nyei horngc zangc. Da-duah horpc duqv siouc duqv zipv guoqv zangc liepc faaux daaih maiv bun kouei zinc nyei baengh lez caux tengx nyei jauv maiv bun kouei zinc laaix hnyangx jieiv gox, ndopv nyei setv zeiv, wuaaic fangx, sienx fim jauv, cuotv sex guoqv, mienh fingx, m'jiangc fai m'sieqv, caux hnyiouv nyunc oix nyei jauv. Horqc dorngh gunv sic mienh nyei lez 1.80.020-P (Mien)

Translation of Board of Education Policy 1.80.020-P – Nondiscrimination (01-23-07)

Civil Rights Laws:

- **Title VI of the Civil Rights Act of 1964: RACE, COLOR or NATIONAL ORIGIN**
- **Title IX of the Education Amendments of 1972: GENDER**
- **Section 504 of the Rehabilitation Act of 1973: DISABILITY**
- **Age Discrimination Act of 1975: AGE**
- **Title II of the Americans with Disabilities Act of 1990: DISABILITY**
- **ORS 339.351 to 339.364: HARRASSMENT**
- **ORS 339.337: CHILD ABUSE**

School Compliance Officers:

If you believe you have been treated unfairly because of your race, color, national origin, gender or sexual orientation you should contact:

Brian Chatard, Principal, Wilson High School, 1151 SW Vermont, Portland, Oregon 97219, 503-916-5280 email: bchatard@pps.net

If you believe you have been treated unfairly because of a disability or you are in need of additional

accommodations in order to attend or participate in an event or program at Wilson High School contact:

Maude Lamont, Vice Principal, Wilson High School, 1151 SW Vermont, Portland, Oregon 97219, 503-916-5280 email: mlamont@pps.net

Ayesha Freeman, Vice Principal, Wilson High School, 1151 SW Vermont, Portland, Oregon 97219, 503-916-5280 email: afreeman@pps.net

District Compliance Officers:

District Title VI & Title IX Contact: Greg Wolleck, HS Regional Administrator, 503- 916-3963, 501 N Dixon, Portland, OR 97227 email: gwollek@pps.net

504 Contact: Tammy Jackson, Director, Student Services, 503-916-5460, 501 N Dixon, Portland, OR 97227 email: tjackson@pps.net

American Disabilities Act Contact: Human Resources, 503-916-3544, 501 N Dixon, Portland, OR 97227

STUDENT AND PARENT/GUARDIAN COMPLAINT PROCEDURES

Informal

If the problem relates to the classroom, the parent/guardian or student should first contact the classroom teacher or informally discuss the matter with the Principal.

Formal

If a student or parent/guardian believes the school's staff has not followed specific laws or policy, a conference may be requested with the principal. Below are outlined the steps included in filing a formal complaint.

If the student or parent/guardian complaint relates to a student expulsion, expulsion appeal procedures should be used.

Level 1 – Principal

1. The parent/guardian or student sends a letter to or telephones the Principal asking for a conference. The letter or call should give detailed information about the problem.
2. The Principal arranges a conference. Teachers will be included if appropriate. The conference must be scheduled within seven (7) working days of the request. Interpreters may be requested by students or parent(s)/guardian(s)/guardians who cannot understand English.
3. The conference is held with the Principal.
4. The Principal sends a written decision in the home language to the parent/guardian or student within seven (7) working days of the conference. A copy of the decision is sent to the school's Area Director and appropriate staff members.

Level II – Area Director

1. If dissatisfied with the Principal's decision, the parent/guardian or student asks, in writing or by telephone, for a conference with the Area Director within ten (10) working days of the Principal's decision. The letter should give the reasons for dissatisfaction. A copy of the letter should be sent to the Principal.
2. The Area Director arranges for a conference. An interpreter may be requested by students or parent(s)/guardian(s)/guardians who do not speak English. The conference must be scheduled within seven (7) working days of the request.
3. The conference is held with the Area Director. The Principal will attend if this is considered necessary by the Director.
4. The Area Director sends the parent/guardian or student a written decision within seven (7) working days after the conference. Copies of the decision are sent to the Superintendent, the Principal, the person making the complaint, and appropriate staff members.

Level III – Superintendent

1. If dissatisfied with the decision of the Area Director, the parent/guardian or student asks for a review by the Superintendent within ten (10) working days of that decision. The review request must identify a violation of law or School District policy. A copy of the letter is sent to the Area Director.

2. The Superintendent or his/her designee reviews the matter and may choose to hold a conference or a formal hearing. An interpreter may be requested by student or parent(s)/guardian(s)/guardians who do not speak English.
3. The Superintendent makes a decision within seven (7) working days of receiving a report from the Area Director or within seven (7) working days after the conference. The Superintendent sends his/her written recommendation to the School Board.

Reference: 4.50.030-P, 4.30.010-P, 4.30.020-AD