

**Metropolitan Learning Center
High School Course Guide
2019-2020**



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Message from Alexa

Dear MLC Students and Families,

This course guide has been designed with your academic journey in mind. It will allow you to see the “big picture” of the path to earning your diploma, while simultaneously allowing you to select choices that will set your plan for the 2019-20 school year. Our goal is to provide learning experiences in which students finish their years at MLC set up for success beyond high school. We encourage students to “own” their learning through challenging themselves in a rigorous college and career-focused environment and guided reflection designed to deepen understanding and develop higher-level thinking.

We urge students and families to work closely with our administration, counselor, college and career coordinator, and teachers to develop an individual four year plan. This requires intentionality, commitment, and a degree of resilience in order to design and complete courses that will lead students to get the most out of their MLC experience. Forecasting classes is part of this process.

It is important to review the information in this course guide and work with our staff to be thoughtful in your selections and planning. Setting goals and planning your education can be a very exciting endeavor. We are committed to working with every student to ensure their school success, while affirming them for who they are and who they will be when they graduate from Metropolitan Learning Center.

Warm Regards,

Alexa Pearson
Principal

MLC Mission Statement

Metropolitan Learning Center is a Kx12 alternative school in Portland, Oregon that utilizes the diversity of the city and its resources to provide a challenging learning environment to empower students. MLC honors students’ identities, strengths, and learning styles so they can be themselves, find themselves, and find a sense of belonging in our school community. At MLC we use courage, compassion, respect, self-discipline, and integrity as anchors for student behavior and learning. Through building relationships with each other and our world, we observe, create, imagine, and think critically about how we can influence positive change.

MLC High School Mission Statement

In our small high school community, educators know each student by name and aim to creatively engage them in a rigorous college and career focused learning environment. We facilitate mindful inquiry and teach students strategies for reflecting on their learning. We support our students in examining their identities, beliefs, and education through multiple social, personal, historical, and cultural views.

Community Life

Attendance

MLC is an experience-based school which makes attendance critical to student success. Students lose valuable learning when they don't actively and regularly participate in every class. For a student to be successful in our classes, daily, on-time attendance is required. Portland Public Schools is assisting all schools with an automatic calling system called Autodialer. Students who are absent will get an evening phone call to their parents stating the absence. Along with this automatic system, our high school teachers will be carefully monitoring daily, on-time attendance for all students. Being present and participating in class affects not only a student's course credits but, more importantly, their learning and continued success in the class. If a student will be absent due to illness, the parent should phone the attendance line at 503-916-3656 and the registrar will excuse the absence.

9x12 Schedule

All high schools in the state of Oregon are required to provide 990 hours of instruction each year. Our schedule meets this requirement. School is in session Monday through Friday with late start and internship/service learning on Wednesdays.

Cross-Age Involvement

Our kindergarten through 12th grade structure allows opportunities for students to become involved in cross-age activities. High school students are encouraged to be involved in working with students at younger grade levels. Getting the most out of the MLC environment means seeking out ways to interact with, support, and be a role model for elementary and middle school students. With that comes an expectation of using appropriate language and behavior.

Lockers

After students return their completed registration packet to their Metro teacher at the beginning of the year, they are eligible for a locker. Lockers are issued by Metro teachers. Students may choose a locker partner from another Metro class as long as their partner has also returned their completed registration packet. Students are responsible for the appearance and the contents of their lockers.

Metro Class

Metro is the high school advisory and meeting time. Students work together in Metro to become a supportive community through school and group traditions. They build relationships, exchange information, prepare portfolios, and plan and implement community service work. Students also have the opportunity during Metro to discuss post-secondary options, meet with college representatives, and attend college fairs. Students stay with the same Metro teacher for the four high school years they are enrolled at MLC. Students earn 0.25 elective credits per quarter provided they have completed expectations such as participation and on-time portfolio work.

Parent Conferences

Conferences are held each fall. Students' teachers will share information and address any academic concerns. Midterm progress reports are sent home midway through each quarter and parents are encouraged to email their child's teachers with any questions or concerns.

Student Decision Making

Student voice in decision making is essential at MLC. Site Council has two high school student members who serve with full voting privileges. They are involved in all of the council's planning and decision-making about the school improvement process and comprehensive achievement plan. School administrators are committed to listening to all students' concerns. Along with them, the entire staff wants to ensure students have the opportunity to share ideas and address issues affecting their education and lives.

Student Rights and Responsibilities

As a Portland Public School, MLC expects all students to abide by the guidelines and rules of the district. In addition, we are committed to modeling and actively teaching five character traits: Compassion, Respect, Integrity, Self-Discipline, and Courage.

Student Field Trips

An element that makes MLC unique is the belief that a student's educational needs are not limited to what happens within these walls during the school day August through June. In order to keep this tradition alive, we take frequent trips to see plays, experience museums, visit nature, explore careers, and participate in adventure activities in the community.

Fees

Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supply costs are examples of your contribution making a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. The PTSA is committed to assisting families participate fully in all opportunities available at MLC, which are only possible because of your support and contributions.

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 locker. At the beginning of the year, a fee for field trips will be requested. If this is a hardship, please write to your teacher explaining what level of help you need to access a PTSA scholarship.

Portland Public Schools Diploma Requirements

English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Education, The Arts, or the 3rd year of the same World Language	1
Electives	6
Meet District proficiency for Oregon’s Essential Skills (ES) standards:	Reading Writing Math
Develop a Personal Education Plan & Profile ¹ (More information below)	X
Participate and reflect upon Career Related Learning Experiences ² (More info below)	2
Complete a Resume ³	X
Complete an Extended Application ⁴ (More information below)	X

Personalized Learning Plan (PLR) Requirements	
Personal Education Plan and Profile	Forecasting
	Resume
	District-defined career-related activities/reflections
Career Related Learning Experiences (CRLEs)	Two (2) CRLE
Extended Application (EA)	Required

Please Note: The state requires students earning either a standard, modified, or PPS state diploma to complete Personalized Learning Requirements. Students earning an extended diploma are not mandated to meet this requirement.

¹ Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals

² Educational experiences that connect learning to the world beyond the classroom

³ Include contact information, objective, education and two of the following: work experience, volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc.

⁴The application of academic and specialized knowledge and skills within the context of a student’s personal and career interests and post-high school goals

MLC Four Year Recommended Graduation Track

MLC has a recommended four year plan that can be useful when planning your academic schedule. Please note that these are **only recommendations** and that careful consideration should be taken when mapping out your course schedules. Students are encouraged to consult with our counselors to guide them. The recommendations listed here for each school year are based on the minimum requirements for Portland Public School graduation. Four-year universities may require additional credits in core subjects. Seniors are encouraged to maintain a rigorous class schedule. We also recommend additional science and math classes.

9th and 10th grade student core class requirements

Science and social studies classes are offered on a rotating schedule. In the 2019-2020 school year, Chemistry and U.S. History are being offered. In the 2020-2021 school year, Physics and Modern World History will be offered.

<u>Subject</u>	<u>Course</u>	<u>Credits</u>
English	Mixed grade level English for 9th and 10th grade	1.0 each year
Math	Algebra 1-2 or higher	1.0 each year
Science	Chemistry or Physics	1.0 each year
Social Studies	Modern World History/U.S. History	1.0 each year
Physical Education	Physical Education 1	0.5 Each year
Health	Health 1	0.5 Each year
World Language	Spanish 1-2 or higher	1.0 each year
AVID Elective		1.0 9th grade
Electives/Fine Arts		1.0 each year

11th and 12 grade student core class requirements

<u>Subject</u>	<u>Course</u>	<u>Credits</u>
English	Mixed grade level English for 11th and 12 grade	1.0 each year
Math	Algebra 3-4 or higher	1.0 11th grade
Science	Biology	1.0 11th grade
Social Studies	Economics	0.5 11th or 12th
Social Studies	Government	0.5 11th or 12th
Electives- required by end of senior year		6.0 total all years
Fine Arts or CTE		1.0 total all years

Academics: Working towards Graduation

Course Load

MLC expects all high school students to take a full load of classes throughout their four years. In some cases, older students take part of their coursework at other learning institutions, such as another PPS high school, or Portland Community College, Portland State University, or Reed College. To be officially enrolled at MLC, students must take at least two courses. Students must get approval from an administrator for less than a full schedule. To be respectful to all students and teachers, students without a class should be off campus during class time.

Scheduling Courses for Graduation

At MLC, students work with administrators, counselors, and teachers to assist them in planning their courses of study. *Students and parents are responsible for making sure they have taken all the appropriate classes for graduation. If college or other post-high school institutions are a goal, students should check for specific admission requirements.*

Extended and Modified Diplomas

The *Extended Diploma* is a new diploma available to students in special education. Students must meet state consideration criteria and earn 12 credits in the specified content area receive this diploma.

The *Modified Diploma* is available to a broader range of students. Under the rules for this diploma, students must earn 24 credits and meet state specified criteria. Of these 24 credits, 12 of them must be core credits including English, science, social science, and math. This diploma will be available to current 9th and 10th grade students. This diploma requires completion of the Personalized Learning and Essential Skills Diploma Requirements.

Class Standing

Sophomore, Junior, and Senior class standing are based on the total number of credits earned. A student must have a minimum of **three credits** to be considered a sophomore, **nine credits** to be considered a junior and at least **17 credits** to be considered a senior.

Academics: Grading and Course Selection

Adding and Dropping Courses

Portland Public Schools policy has set guidelines for dropping a class. Through the end of the third week of each quarter, a student may add or drop a class without any notation on the transcript. A parent, the course teacher, and an administrator must approve any course changes and approval must be documented.

At the beginning of the fourth week of each quarter, students will NOT be allowed to drop a class without a transcript notation 'WDM' (Withdraw Does Not Meet) as the final grade unless an administrator grants an exception based on extreme and/or extenuating, documented circumstances. Also, courses may not be added for credit after two weeks.

Grade Point Average Conversions

To ensure colleges accept our proficiency-based grading system, we previously calculated our grade point averages using the following rubric:

2016-2017	2017-2018	2018-2019
EXC (Exceeds) score range of 3.5-4.0	HP (Highly Proficient) score of 4	A- Score of 4
PRO (Proficient) score range of 2.5-3.49	PR (Proficient) score of 3	B- Score of 3
DEV (Developing) score range of 1.5-2.49	CP (Close to Proficient) score of 2	C- Score of 2
DNM (Does Not Meet) score range of 0.0-1.49	DP (Developing Proficiency) score of 1	F- Score of 0
I (Incomplete) student has until next term to earn credit.	I (Incomplete) student has until next term to earn credit.	I (Incomplete) student has until next term to earn credit.

In the 2018-2019 school year we will continue using proficiency-based practices; however, the proficiency marks will be translated to a letter grade at the end of the quarter. This allows our grading practices to be more transparent, consistent, and aligned with other schools in the PPS high school system. 2018-2019 grades will be assigned using the following rubric:

- A** class score range of 3.5-4.0
- B** class score range of 3.0-3.49
- C** class score range of 2.5-2.99
- F** class score range of 0.0-2.49

Incompletes

A notation of incomplete indicates the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period. An 'I' should be rarely used and based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade, receive no credit until the incomplete work is done. The student has up to six weeks from the date a grade is issued to complete the work and obtain a new grade. Otherwise, the 'I' reverts to the original grade earned. If an incomplete is given at the end of the second quarter in June, the six week time period to replace the 'I' begins with the start of school the following year, or the 'I' reverts to the original grade earned.

Academics: Additional Ways to Earn Credits

Credit by exam

Through Credit by Exam, students may challenge the following subjects:

- Health
- World Languages (STAMP Test), see the counselor to register.

Students cannot take an exam for a subject they are currently enrolled in or have already successfully

completed. For questions or to register for the exam, call the Portland Public School's TAG office at (503) 916-3358.

Independent Study Contracts

An independent study contract allows students to develop a plan of study to explore in-depth topics or areas of interest outside the classroom under the guidance of a qualified teacher. Independent study may not be done for courses offered at MLC, unless approved by an administrator. Exceptions will be reserved for situations where scheduling conflicts prevent the student from taking all courses required for graduation.

To begin the process, the student meets with a member of the current MLC high school staff to develop a learning plan and expectations. The supervising teacher must have expertise in the field of credit requested and agree to meet with the student regularly on state-approved performance standards. After a meeting with an administrator, together the student and teacher complete an independent study contract that they both sign. The contract is then re-submitted to the administrator for final approval. The teacher and student agree to meet regularly to monitor the objectives of the learning plan. Up to one (1.0) credit per year is allowed for independent study credit. Generally, 65 hours of study and practice are required to earn 0.5 credits, and full credit requires 130 hours.

Independent study contracts are not used to receive credit in lieu of taking classes, but may be used to make up small pieces of credit if needed, or to develop a compelling passion not covered by MLC courses that the students wants to explore in depth. Forms are available in the counselor's office and are due by the end of the second week of each quarter. NOTE: Students will not get credit for study experiences completed prior to signing and approval of the contract.

Off-campus Learning

Our small size and urban location allows students in grades 10x12 to add off-campus courses to their daily schedule (freshmen should take all classes at MLC, unless they have obtained permission from an administrator). For example, students in the past have taken Chinese at Portland State University, Architecture at Portland Community College, and classes at Pacific Northwest College of Art. All of these institutions are accessible from MLC through public transportation.

District policy states that a three to five hour college class is eligible to earn 0.5 high school credits and six college hours may earn 1.0 high school credit. In addition, a student completing a sequence of two quarters or three quarters of college courses (for instance, Japanese 101, 102, and 103) can earn two full years of high school credit. Families should be aware that some universities do not allow credit to be used for both high school and college credit. Therefore, unless a student needs the credit to graduate, it is advisable to check with the university the student is planning on attending before putting credit on the high school transcript.

Other possibilities include taking courses at Portland Evening School, Summer Scholars, and Saturday Academy. Additionally, students are increasingly using the internet for online classes. Some universities have classes online for high school students. To earn high school credit, online classes must be credit bearing. Counselors are available to assist students in their search.

Work Experience

MLC recognizes student involvement in worthwhile activities related to paid employment. Work experiences are not directly supervised by school personnel and are therefore not covered by district liability or worker's compensation. Work experience credit is limited to six credits during the student's

school career. A minimum of 260 hours of paid off-campus activity with evaluation is required for 1.0 work credit.

Service Learning (Community Service)

Service learning projects are designed by students with the guidance of the college and career coordinator. Ideally, service learning is an extension of career pathway choices. Community service cannot be a paid position, and should be service to an individual or community organization. There are many community service opportunities available at MLC and throughout the city of Portland. The community service binder is available in the career coordinator's office and lists many opportunities and contact information. An evaluation form which shows hours volunteered, duties completed, and verifies your actual service is required. Students must complete the forms in their portfolio packet and turn them in for credit. Students must also prepare a reflection on the content and value of the experience and include it in their portfolio.

Credit for Quality Portfolio Piece

Students electronically compile their portfolio pieces from classes, and include reflections, community service plans, character letters, and other requirements. Each student will receive information regarding portfolio preparation, presentation guidelines, and requirements.

Outdoor School

At MLC, we encourage students to support Multnomah County's unique Outdoor School program as student leaders. MLC students in 9x12 grades may participate in one or two sessions (each a week long) per year and earn a maximum of 0.5 elective credits per year and a maximum of 1.0 elective credits earned during high school. Students' participation requires teacher authorization with the understanding that all coursework in missed classes will be completed. Students need to be current with their work and credits.

Talented and Gifted Education

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 parents; and professional development for teachers are all part of a school's TAG plan. Parents and students are asked to make thoughtful decisions regarding elective course selections as part of their TAG plan. For a copy of the school plan, please contact your school administrators.

TAG program and instructional options that are available to students include:

- Regular classroom differentiation
- Cluster/ability grouping
- Tiered assignments
- Mentorships
- Internships
- College credit
- Extracurricular services to include camps, academic competitions, OHSU scientific inquiry, Saturday Academy, Academic All Stars
- Independent study options, online learning, credit by exam, and off-campus and alternative learning programs.

Counseling and Guidance

Our counselor recognizes that all students have unique strengths and needs. Her goal is to assist students, parents, and staff with educational planning; assist students with post high school planning; assist students and families toward a successful school experience; and assist students with problems that interfere with their ability to succeed in school. Students and parents are encouraged to meet the counselor and to take advantage of their assistance. Counselor duties include four-year planning, class scheduling, short-term mental health support, mental health referrals, alcohol and drug referrals, special education referrals, alternative education school options, and college and career planning.

College and Career Support

Our college and career coordinator is dedicated to helping MLC students gain admission to colleges and universities while exploring career opportunities where they will find satisfaction and success. Assisting students with college applications, financial aid, scholarship information, resume building, and career search is only part of what we do. Counselors recommend frequenting the following websites:

MLC website

<http://www.pps.k12.or.us/schools/mlc/>

This website contains current updates for students and families. There are teacher emails and web pages; daily bulletins, and calendars; college visitation schedules, and more.

Naviance

<http://connection.naviance.com/metrolc>

Naviance is an excellent tool available to all PPS high school students. After establishing a personal account, students can take interest inventories, research colleges, access their school data (attendance, converted GPA and test scores), create resumes, request transcripts, and find scholarship information. Trade school and community college information is also available. It is also possible to visit Naviance by using the password goMLC. While counselors want MLC students to have and maintain personal accounts, parents are encouraged to also explore Naviance.

Synergy

<https://student-portland.cascadetech.org>; <https://parent-portland.cascadetech.org>

Synergy ParentVUE and StudentVUE are tools to help families stay informed about their high school student's progress. Synergy ParentVUE and StudentVUE offers the ability to securely monitor grades and assignment information online from home, send emails to teachers, and set up notification alerts for changes in students' progress. Contact the registrar for login info.

Career Information System (CIS Online)

<https://oregoncis.uoregon.edu/Portal.aspx>

Oregon CIS is an excellent tool designed to remove barriers to career planning. This program includes national information on occupations, scholarships, and colleges, but specializes in providing information about opportunities in the local education and labor markets. Our username is 1MLC and the password MLC10.

Oregon University System Entrance

Requirement	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School Converted GPA	2.75	3.00	3.00 (C)	3.00	2.75 (D)	3.00	2.75
Subject Requirements, 15 units (A)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT Reasoning/ ACT Scores (B)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Additional Campus Review Required (Evidence of proficiency, if available, will be considered here.) (D)	If below 2.75, Portfolio may be required	If 2.50 to 2.99	If below 3.00; or fewer than 15 subject units	If below 3.00; or fewer than 15 subject units	If below 2.75	Application essays required; applications reviewed through comprehensive review	If below 2.75; or fewer than 15 subject units

- A. All OUS institutions require two years of a high school-level single second language with a grade of C- or better, or two terms of a college-level second language with a grade of C- or better, or acceptable performance on proficiency-assessment options. American Sign Language or demonstrated proficiency in an American Indian Language (as certified by the governing body of any federally recognized tribe) can meet all or part of the second language requirement.
- B. Minimum test scores are not set for regular campus admissions, but test results may be used during additional campus review processes. OUS schools may require a standardized writing exam. Students submitting the SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing exam. For the Automatic Admission option, minimum test scores are set. For more information go to www.ous.edu/autoadmission.
- C. OUS requires the Insight Resume. Completion of math through the level of Algebra II is highly recommended.
- D. All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admissions. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict potential success in college. Academic performance and meeting minimum qualifications are not the sole criteria for admission to an OUS university. A university may evaluate other factors to determine ability to maintain the standards of academic and professional conduct expected at the university.

Opportunities for Student Involvement

Our opportunities for extracurricular student involvement are student led and run, and vary from year to year based on the interests of students. High school student clubs have included Sexuality and Gender Alliance, Green Team, Yearbook, Solstice, Prom, Sci-Fi Club, Social Justice Club, and Student Government. High school students may participate in team sports at their neighborhood high school.

MLC Advanced Scholars Program

The Advanced Scholar program is a rigorous academic and enrichment opportunity offered to students at Metropolitan Learning Center. The program seeks to challenge students to reach their full potential while at the same time preparing them for success after high school. The students will be engaged in an environment that will challenge them to develop their individual capacities to the fullest extent. Additionally, students will also participate in enrichment activities promoting various post high school options, college, and scholarship opportunities.

Applying to and the Requirements for the Program:

During the fall, the MLC Advanced Scholar Program will be open to any tenth, eleventh, and twelfth grade student who wishes to enter the challenging framework required by the program. All students who successfully complete all components of the program will be granted the Advanced Scholars designated diploma upon graduation. In the spring, ninth graders will have an opportunity to apply for the program.

While at MLC, Advanced Scholars are expected to meet the following criteria to retain their membership in the program:

- Maintain all grades of “A” or “B” at all times during their four years.
- Maintain at least 90% attendance at all times during their four years.
- Meet all the curricular requirements of the program, including enrolling in and passing the MLC Dual Credit College Writing class.
- Complete and submit a FAFSA or ORSAA (Oregon Student Aid Application) their senior year by the required deadline.
- Apply to a minimum of three colleges and three college scholarships (including OSAC).
- Receive no more than two tier-2 referrals to the office during their four years.
- Scholars who struggle must attend a family/scholar/mentor meeting to discuss the possibility of dismissal from the program.
- Plan, lead, or participate in at least one extra-curricular activity each year.
- Create and implement 3 (one each year) community service projects that support an organization outside of your school community (see [Community Service Project Packet](#) for more information).

Course Summaries

Language Arts

Class	Grade levels (geared towards)	Pre-requisites
English 1-4 (required)	9th/10th grade	none
English 5-8 (required)	11th/12th grade	English 1-4
College Writing:	11/12 only	B or better in previous English class or approval by instructor

Course Descriptions

English 1-2- In this required course for all ninth graders, students will read classic and contemporary literature, write extensively in a variety of modes, and improve their knowledge of the conventions of standard English. The organization of the multi-paragraph essay will be emphasized.

English 3-4- This tenth grade course is designed to help students improve their critical thinking skills and become more comfortable with different forms of writing and reading. Students will read a balance of contemporary and classic texts, including essays, novels, short stories, nonfiction, drama, and poetry that encourage the examination of multiple perspectives.

English 5-6- This college preparatory class is designed to immerse students in a rich array of whole-language activities as they read, discuss, and write about topics that become increasingly layered and complex as the year progresses. Students will also participate in Socratic seminars, literature circles, and lively discussions. Essays will include close textual analysis and critical thinking in the following modes: expository, persuasive, descriptive and narrative.

English 7-8- This college prep class is designed to immerse students in a rich array of whole-language activities as they read, discuss, and write that become increasingly layered and complex as the year progresses. Students will also participate in Socratic seminars, literature circles, and lively discussions. Essays will include close textual analysis and critical thinking in the following modes: expository, persuasive, descriptive and narrative.

College Writing- (11th and 12th grade only; B or higher in previous English class or consent of instructor)
This college-level class will focus on advanced writing skills and texts.....

Math

Class	Grade levels	Prerequisites
Algebra 1-2 (required)	9th	none
Geometry 1-2 (required)	10th-11th	Algebra 1-2
Algebra 3-4 (required)	10th-12th	Algebra 1-2, Geometry 1-2
Precalculus 1-2 (MA or EL credit)	11th-12th	Algebra 3-4

Course Descriptions

Algebra 1-2- This course is structured around problems and investigations that build the conceptual understanding of algebraic topics and an awareness of connections between the different ideas. There are strong threads woven throughout the course on multiple representations and the meaning of a solution. Students will be asked to justify their thinking, generalize relationships, make connections between ideas and reverse thinking to solve problems. A major focus of Algebra 1-2 is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts.

Geometry 1-2- In this course, students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus will be congruence, similarity, right triangles, trigonometry, circles, and measurement. In addition, students will build on probability concepts from the middle grades by expanding their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probabilities. Students use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas.

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 topics which may include 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, apply the mathematics, and communicate their reasoning. Students will use the TI-83 graphing calculator in class to study these topics.

Precalculus 1-2- This course extends the concepts of Algebra 3-4. Topics include equations, inequalities, problem solving, coordinate geometry, exponential and logarithmic functions, polynomial and rational functions. Systems of equations, matrices, trigonometry, conic sections, and polar graphs are also included. Precalculus demonstrates that algebra is a modeling language for real-life problems. Graphing technology is utilized throughout this course to enhance understanding of mathematical concepts. (MA or EL credit)

Science

Class	Grade levels	Pre-requisites
NGSS Chemistry	9th-10	none
Biology 1-2	11th-12th	1 year of Chemistry
Environmental Science	9th-12th	none
General Science		Completion of 3 years of science

Chemistry of Everyday Life (Quarter 1)- Our planet is filled with a vast array of people, places, and objects - and they are all made of the same small building block: the atom. But if everything is made of atoms, then why are the characteristics of the things we see in everyday life so different from each other? Why are trees rigid while our own skin is so flexible? What makes acetone flammable while water is not? In this class, we will explore questions like these and more.

0.5 Chemistry credit

Issues and Solutions in the Time of Climate Change (Quarter 2)- Every person alive today is in the midst of a global climate change but not everyone understands it. How is global warming more than just hotter summers? Why are weather patterns changing all over the planet and how much will that impact us? This class will investigate these questions through the lenses of chemistry and biology. We will analyze data from climate models and scientific studies to enhance our understanding of climate impacts. Lastly, we will explore traditional energy sources and modern alternatives to them, with a focus on the chemical basis of how they work, their benefits, and their potential drawbacks.

0.5 Chemistry credit

Human Disease and Medicine (Quarter 3)- What makes some substances poison and others nutritious? What causes different diseases? How does medicine work? The biological knowledge we have gained about the human body in the past 50 years is astounding, and yet there is still so much we don't know. In this class, we will learn about human body systems, microbes, and genetic mutations while exploring cutting-edge technologies and the remaining mysteries of the human body. We will root our understanding in chemistry and bring the atomic world to life through modeling, readings, group activities, and evaluating current problems and solutions. Get ready to dive deep into human biology!

0.5 Biology credit - Required prerequisite: Chemistry

Evolution and Ecosystems (Quarter 4)- The story of life on our planet is outside of human memory and unimaginably complex. Despite this, people have discovered technologies and techniques that have reconstruct the past and help us understand how the weird and wild species on Earth came to be. In this class we will learn about how Earth's systems and lifeforms have evolved together and are continuing to evolve. We will also analyze how changes to the environment influence biological populations, as well as how people have used artificial selection and genetic engineering to address environmental changes and human needs.

0.5 Biology credit - Recommended prerequisite: Human disease and medicine

Ocean Ecosystems (Quarter 1)- The ocean is a fascinating and dynamic place that humans have barely begun to understand. In this class, we will explore marine ecosystems and nutrient cycles through individual research, analyzing research done by scientists, and a collaborative class project. Come and dip your toes in the water!

0.25 General science credit

Science of Survival Skills (Quarter 2)- If you were stuck in the woods, what would you do? What's the best thing to do during a fire? In an earthquake? A zombie apocalypse? Investigate these scenarios, learn techniques and skills, and make equipment you could use in an emergency - all while learning the science behind why they all work.

0.25 General science credit

Environmental Conservation (Quarter 3)- Every civilization in human history has been influenced by the natural resources around them - our current civilization is no different. In this class, we will begin by considering how natural resources have affected regions and people around the world to date. Our main focus will be on evaluating current strategies and technologies designed to address environmental issues - what are their costs and benefits? What social and cultural impacts do they have? Can they be redesigned? Let's put a realistic, yet positive, spin on the world's problems for once and look at them through a problem-solving lense!

0.25 General science credit

Beginning Geology (Quarter 4)- If you think rocks ROCK, then this class is for you! The class will begin with analyzing rock samples to make hypotheses about how they formed, learning about the physical processes that create different rock types, and exploring the rocks incorporated into Portland buildings. From there, we will learn about the formation and destruction of large-scale geologic features on Earth's surface. Get ready to rock!

0.25 General science credit

Social Studies

Class	Grade levels	Pre-requisites
Modern World History 1-2	9th/10th	none
US History 1-2	10th/11th	none
Economics	11th/12th	US Hist
Civics and Government	11th/12th	US Hist

Course Descriptions

Modern World History 1-2:

Industrialization, Colonialism, and Case Studies- This class will begin by focusing on the Industrial Revolution and the colonial era. Beginning with the Agricultural Revolution in England, we will examine how in the last two hundred years life has changed drastically for humanity, and the possible implications for the future. Students will be asked to examine modern day global issues such as climate change and wealth inequalities, draw connections to the past, and consider how we can act heading forward. Using an African country as a case study, we will also examine the rich and diverse history found within individual countries around the globe. Students will then explore the impact of colonialism on said countries and their cultures. The importance of geography in shaping human history and culture will be stressed. Students will also research and present on the history and daily life of a modern country of their choosing. This class is designed to help students build skills that are useful when learning and teaching social studies. Activities will include reading, writing, discussions, note taking from lectures and films, student presentations, PowerPoint, creative projects, and research.

All Around the World- The historical content and theme of this class varies from year to year. Past offerings have included “revolution,” “the cultures and history of India,” “the Aztec, Maya, and Inca,” “African civilizations,” “history of the Middle East,” “globalization and border issues,” “human rights,” “the Israeli/Palestinian conflict,” etc. Students can expect that regardless of the specific topics we cover, the class will ask them to consider history beyond the often Eurocentric interpretation of modern world history. This class will build upon the skills students focused on in Modern World History 1 and will include similar learning activities.

US History 1-2:

Reform in the 20th Century- The reforms made in American law and culture in the early to mid 20th century will be explored through the history of the Progressive Era, the Chicano movement, and the modern Civil Rights movement. Students will study child labor, the suffrage movement, the development of American cities, the barriers to equality that the poor and people of color have faced, and the key events, people, and strategies of the Civil Rights Movement. Students will work on building skills such as recognizing bias, interpreting primary documents, writing document based essays, and creating historical connections.

Disillusionment- This course will focus on the variety of ways people have dealt with disillusioning events in our country’s history. Events we will study may include the Cold War, the Vietnam War, the Los Angeles Riots of 1992, and civil rights struggles of marginalized groups such as Asian-Americans, LGBTQA+ communities, and Native Americans. We will explore fears Americans held, shifts that have occurred in

American culture, and how the past influences our present. Students will be asked to use the experiences of past Americans to help inform their understandings of how to positively deal with future disillusioning events. In this class, students will improve their research skills, their understanding of 20th century U.S. history, and their ability to read opposing historical viewpoints.

Economics- In this class students will develop their understanding of classical economic concepts such as supply and demand, the work of theorists Karl Marx and Adam Smith, the systems of capitalism, socialism, and communism, the current global economy, and how economics relate to both their current life and their immediate futures. There is a strong focus on Personal Finance in this course. Activities will include reading, writing, discussions, note taking from lectures and films, student presentations, creative activities, and research.

Civics and Government- Citizen participation is the backbone of a healthy democracy. In this class we will build our understanding of the rights and responsibilities of American citizens in an attempt to prepare ourselves to be proactive guardians of our city, state, country, and world. Our focus will cover both theories of government and the details of our country's political workings. We will explore the basics of our country's constitution and branches of government, as well as Oregon's political system. Activities in this class will include research, lectures, discussion, guest speakers, and out of class projects.

Fine Arts

Class	Grade levels	Prerequisites
Sculpture I/2	9th-12th	none
Drawing and Painting	9th-12th	none
Murals	11th-12th	Drawing and Painting
3D Printing and Design	9th-12th	none

Course Descriptions

Sculpture I- Students will study the art of carving, modeling, or otherwise producing figurative and abstract works of art in three dimensions. Students will learn about techniques such as additive, subtractive, assemblage, and casting sculpture. They will complete sculptural projects that show how the elements and principles of art are used to create designs in three dimensional forms. Lessons will include sculpture in the round, which can be viewed from any direction, as well as incised relief, in which the lines are cut into a flat surface. Students will also be exposed to some art history and appreciation through videos, discussion, written assignments, including reflective writing, demonstrations, and critique sessions.

Drawing and Painting- This course introduces students to techniques and concepts of classical and contemporary drawing and painting. We will study drawing and painting from still-life, landscape, illustration, and drawing from observation. The class will be geared towards realism but various other drawing and painting styles will be explored. Color theory, linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, including perspective and proportion, and critical thinking skills will all be emphasized extensively. We will study and research major painting and drawing styles and techniques. Students will be evaluated based on daily participation and engagement, project completion, use and care of materials, and participation in critiques. \$30 studio fee requested. Scholarships are available.

Murals- Designed for juniors and seniors with painting and art experience, this class will work toward the drafting, creation, and display of public works of art in a K-12 school. We will work with a variety of painting drawing and design techniques, practice creating collaborative art, learn how to reproduce and enlarge designs, and also learn about the professional application process required to create a community mural in the city. The class will culminate in the creation and display a work of art in, and for, our MLC school community. This is an upper level course, students must be either be juniors or seniors and have passed Studio Arts 1 and 2 or equivalent art, painting, and drawing courses in order to participate in this course. \$30 studio fee requested. Scholarships are available.

3D Printing and Design- This course introduces students to 3D modeling software such as TinkerCAD, Sketchup Pro, SculptGL, and Inventor. Students will create digital designs in 2D and 3D and see their projects come to life with our 3D printers. Projects may include keychains, creatures, tools, vehicles, and more. We will examine architecture and floor plans and create digital renderings of spaces. This course has no prerequisites but students should be comfortable operating a Chromebook, mouse and keyboard for long periods of time.

World Languages

Class	Grade levels	Prerequisites
Spanish 1-2	9th-11th	none
Spanish 3-4	9th-12th	Spanish 1-2

Course Descriptions

Spanish 1-2- This class is taught full immersion style using Organic World Language techniques. Students will build vocabulary relevant to them through questioning, active games, total physical response, Spanish music, poems, videos reading, writing and many web resources. They will also learn about the countries and cultures that speak Spanish. Students will be evaluated based on their personal growth in use of the language, daily class participation, verbal and written evaluations, and presentations using ACTFUL levels of proficiency.

Spanish 3-4- This class is taught full immersion style using Organic World Language techniques. Students will build on previous knowledge and vocabulary relevant to them through questioning, active games, total physical response, Spanish music, poems, videos, debates, reading, writing and many web resources. They will also learn more about the countries and cultures that speak Spanish. Students will be evaluated based on their personal growth in use of the language, daily class participation, verbal and written evaluations, and presentations using ACTFUL levels of proficiency.

Physical Education & Health

Class	Grade levels	Prerequisites
Physical Education 1-2	9th-10th	none
Health 1: Wellness	9th-12th	none
Health 2: Mindfulness, Communication, and Sexuality	9th-12th	none

Course Descriptions

Physical Education- The goal of this course is to enhance the basic components of wellness for promoting a balanced, healthy and physically active lifestyle. The emphasis will be on developing the physical, mental and social components by participating in a variety of sports, fitness, and lifetime activities.

Health 1: Wellness- Students in this class will explore the things we take into our bodies that can nourish the body, break it down, or become addictions. Topics include nutrition, body image, drugs, alcohol, and how the media helps us form our view of these critical topics. This is one of two health courses.

Health 2: Mindfulness, Communication, and Sexuality- Students will begin by exploring the concept of mindfulness as a necessary skill in leading a healthy and enjoyable life. A major goal of the class is to help students reach a point from which they can make responsible and well-informed decisions throughout their life, in relation to all aspects of their health. We will explore human sexuality in a comprehensive manner, covering anatomy, historical views, current political views, civil rights, communication in personal relationships, protection against unwanted pregnancy, disease and infection, contraception and abstinence, the impact of drugs and alcohol, and the birthing process. Activities will include reading, writing, self-reflection, discussion, student presentations, and guest speakers.

Electives

Class	Grade Level	Prerequisites	
College Writing (ELA and PCC credit)	11th-12th	B or higher in previous English class or approval from instructor	
Journalism 1 & 2	10th-12th	Must take Journalism 1 to enroll in Journalism 2	
Creative Writing (EL credit)	9th-12th	none	
Study Skills	9th-12th	IEP	
Virtual Scholars	9th-12th	Online enrollment	
AVID Elective	9th	none	
Film 1 and 2	9-12	Must take Film 1 to enroll in Film 2	
Yearbook	9-12	none	
Art History	9th-12th	none	
Psychology	11th-12th	Health: MCS	
American Hist/Music (Elective)	11th-12th	U.S. History (both)	
The World in Perspective	9th-12th	none	
Fiber Arts	9th-12th	none	
Adulting 101	9th-12th	none	
Work Experience	11th-12th	none	
Service Learning	11th-12th	none	
Teacher Assistant	11th-12th	none	
Teacher Apprentice (Elementary & Middle)	11th-12th	none	
Media Assistant	11th-12th	none	

Course Descriptions

College Writing: The Supreme Court & Feminist Dystopia-

Introduces college-level skills in reading critically, exploring ideas, and writing. Covers composing essays which support a thesis through structure appropriate to both thesis and reader and revision for clarity and correctness. Prerequisites: (Placement into WR 115 or completion of WR 90 or ESOL 262) and (placement into RD 115 or completion of RD 90 or ESOL 260). Audit available.

Students write 2000-2500 words of revised, final draft copy, including at least one essay that incorporates source materials and employs MLA citation conventions. Each student will have multiple one-on-one writing conference during this term. Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. Focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis. Prerequisites: Placement into WR 121, or completion of WR 115 and RD 115.

Journalism 1 & 2-This class will familiarize students with tenets of journalism such as ethics, news values, law, interviewing, and more to prepare them to be effective and responsible journalists. The class is interactive and centered on local and international stories as well as contemporary issues. Journalism 1 will focus on the basics while Journalism 2 will center around creating and circulating a school newspaper.

Creative Writing- This course will focus on the writing process across several different forms of creative texts. Understanding good writing is the first step in creating good writing. With that in mind, we will look at a variety of text types (poetry, short stories, personal essays, plays, novels and songs) and analyze which elements within these text types lead to a successful piece. We will use literary analysis as a means of exploring successful writing and then attempt to emulate that successful writing in our own.

Students in this class will be required to engage in meaningful discussion about literature and then create their own. Each student will be responsible for creating a writing portfolio with examples of some or all of the above mentioned text types, and each work within that portfolio must go through the full writing process, replete with multiple drafts and feedback from fellow students and the teacher. Portfolios will be assessed quarterly, but students will be expected to continually share their writing with me and their peers throughout each quarter.

Study Skills- In this class, students receive specially designed instruction to improve skills in their IEP goal areas, as well as academic support on assignments from their general education classes. In addition, students learn and practice efficient study skills and habits such as organization, time management, goal setting, calendar and planner use, and self-advocacy. Students also have the opportunity to discover and identify skills and interests that may lead to a future academic field of study and/or careers. This class is primarily for students who have IEPs (Individual Education Plans), and who receive special education services. Students are able to receive 0.5 of elective credit upon successful completion of this course.

Virtual Scholars- Virtual Scholars is a free, blended online program offered through Portland Public Schools that offers courses for students in health, language arts, science and social studies. Virtual Scholars provides students with an alternative option to recover credit or accelerate towards graduation through self-paced online learning. Virtual Scholars has an on-site mentor to facilitate classes. Subject area teachers are also available online via email, chat, phone, and in person by appointment. Most students have 15-18 weeks to complete a course and 80 percent attendance is required to stay enrolled.

AVID Elective- This course develops the skills needed to perform at school as well as the spirit and disposition needed to be a scholar. Learning and applying WICOR strategies, students work to find success across the curriculum, access higher level courses, and advance and be prepared for a rigorous post-secondary education. In addition, 9th grade AVID students focus on organizational, study, reading, and writing skills that are necessary to be successful in high school. Also, students are expected to maintain meeting proficiency grades that would allow them to enter a four-year, state university upon graduation. Students are also expected to demonstrate the classroom behaviors identified on the AVID contract.

Film 1 & 2- The curriculum for this class is designed to immerse students in a rich array of issues as they watch, listen to, discuss, and create projects about topics involving critical thinking and representation in film. Class activities vary from day to day, but generally classes are student-centered and activity-based, so that students spend most classes engaged in discussions, group activities, or individual work. Students produce creative and reflective works, incorporating what they have learned in class as well as their own personal experience and knowledge. Additionally, MLC works with Outside the Frame to help students create their own short films to be featured in a city-wide festival.

Yearbook- Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn layout design; write and fit copy, captions, and headlines; sell advertisements; learn basic photography skills; and should be proficient on a computer. Individual responsibility is essential toward completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook.

Art History- This course will introduce students to significant monuments of western & non-western cultures. Students will gain and improve skills in visual literacy, reasoning, writing, and art making through socratic discussions, comparative essays, and creating artworks informed by cultures from across time and the globe. Field trips will include local galleries and art museums. This course spans two years, covering ancient cultures to pre-contact Americas / Gothic Europe in the first year and from the Renaissance to Global Contemporary art in the second year. While the first year is recommended to build context for the second, it is not required.

Psychology- In this class we will study some of the many branches of psychology, including developmental, social, and abnormal. An underlying theme will be the need for U.S. culture to destigmatize mental health issues and the need for all of us to act with more compassion. We will examine the history of psychology and how it intersects with political, economic, and social influences. We will also examine the existence of oppression and privilege in our society, through a social psychology lens. Activities will include reading, writing, discussions, note taking from lecture, student presentations, creative activities, and research.

American History through American Music (prereqs US History 1 and 2) 10x12

The fashions, songwriting, and lifestyles that accompany American musical genres offer a fascinating and accessible gateway to exploring American culture and history. Ranging from the Jazz culture of the Harlem Renaissance through rebellious Rock n' Roll in the Vietnam era to the birth of Rap in NYC, we will use music to deepen our understanding of 20th century events and people, and to widen our appreciation for the unique musical branches and sub-cultures that our country has spawned. The class will ask that students devote a large amount of homework time to listening to music and doing independent research. There will be creative projects as well as multiple writing assignments requiring research skills and strong analytical thought. To take this class I ask that students first complete both US History 1 and 2.

Beginning Astronomy- Astronomy is an elective science course focusing on understanding our solar system's planets through an Earth Science lens. This one-term course looks to explore the atmospheres,

surfaces, and questions associated with nearby planets and their moons. Students will be asked to perform research and planning associated with finding or establishing life on another planet. Students will use scientific sampling techniques to measure Earth's systems and consider how the same measurements can be made under extreme conditions. **0.25 elective credit**

Fiber Arts (Quarters 2 and 4 Elective) - Let's drink tea together, listen to music, and create! This class is centered around knitting and sewing but can potentially accommodate other interests students may have. Make your costume for the school Solstice performance, something warm for the winter, or a new outfit. You can have no experience or a lot of experience with crafts - everyone is encouraged to join this class and learn from (or teach) others to create something you love and have fun doing it! **0.25 elective credit**

Adulting 101 (Quarter 3 Elective) - You need reading, writing, and mathematical skills to be an informed adult in our society. But what about how to budget money or do any of the other things adults have to do? In Adulting 101, learn how to manage your money, fill out tax forms, how to eat cheaply and healthy, and the answers to other burning questions you have about life beyond high school. **0.25 elective credit**

Work Experience- MLC recognizes student involvement in worthwhile activities related to paid employment. Work experiences will not be directly supervised by school personnel and is therefore not covered by district liability or worker's compensation. Work experience credit is limited to six credits during the student's school career. A minimum of 260 hours of paid off-campus activity with evaluation is required for 1.0 work credit or 130 hours for 0.5 credit.

Service Learning- A vital aspect of the culture at MLC includes giving back to our community. Students are, therefore, granted the opportunity to earn 0.5 elective credit for 65 hours of unpaid community service work. This course provides students with an opportunity to work with a teacher to create a service learning opportunity that is intentional and, ideally, an extension of their career pathway choice. An evaluation form which shows hours volunteered, duties completed, and verifies actual service is required. Students must also prepare a reflection on the content and value of the experience and include it in their portfolio.

Teacher Assistant- Students will earn 0.5 credit per quarter for being a teacher assistant, and will be graded as Pass or No Pass. As part of this credit opportunity, the student must agree to be actively engaged in the work assigned. Teacher assistants are expected to be on time and work in a professional manner. Responsibilities may include taking attendance, grading, preparing classroom materials and supervising group activities.

Teacher Apprenticeship- Students in this course will work alongside a Kx8 teacher while exploring the field of education or child development as a future profession. Students will be asked to work with children one on one, in small groups, or with the whole class. They will write reflective papers and journal entries about the work they are doing. Students will create a lesson or project that reflects their learning and present it to a small group. Students will earn 0.5 credit per quarter, and will be graded as Pass or No Pass.

Library/Media Assistant- This opportunity provides students with a chance to learn procedures for processing books, assisting staff and students, and navigating the circulation system, catalog, online databases, and online resources. The student will hone their own research skills and their own public relation skills by interacting with both students and teachers. They will help promote library events, and exhibit good attendance, a positive attitude, and a collaborative spirit. Students will earn 0.5 credit per quarter and will be graded as Pass or No Pass.

Career and Technical Education

Class	Grade levels	Prerequisites	Teacher
Introduction to Business	9th-12th	none	Michelle McMillan
Business Communications	9th-12th	none	Michelle McMillan
Marketing Special Projects	10th-12th	TBD	Michelle McMillan

Course Descriptions

Introduction to Business 1-2 - This class gives students the principles of business formation for corporations and nonprofits. The intention is to “connect the dots” between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with the skills they will need for the future. After reflection on their current strengths and interests, students will explore the world of entrepreneurs, and the process of starting a new business from the ground up. Failure is part of the game and will be celebrated as much as the victories. By the end of the course, students will have had the opportunity to create a complete business plan and present it to our community. The class will fundraise \$1,000 and will be giving away \$10,000 through matching dollars from CommuniCare. Students will be evaluating other non-profits and determining which ones should receive money that they will have to give to nonprofits.

Business Communications 1-2- This class provides students with the tools that are needed to collect, organize, and present information in a business environment. Students will learn how to use library and Internet resources to collect information. This course will use Google Apps and Microsoft Office to organize and present business information. Students will be introduced to business report writing, developing and delivering a persuasive presentation, and electronic methods for team-based communication. **Upon exiting this class, students will have the opportunity to receive a Google Cloud certification in G Suite. This certification will be essential in any workplace, and looks great on a resume!**

Marketing Special Projects- In this class, students are fully responsible for managing and operating the MLC Student Store as well as various campus-wide activities that occur throughout the school year. If you want to ensure your voice is heard in the MLC school community, this would be a great class for you. Management positions include: Operations, Finance, Inventory and Promotion.