

**CLEVELAND HIGH SCHOOL
COURSE GUIDE**

2017-2018



Our Mission:

Cleveland High School offers opportunities that students find relevant, accessible, and challenging.

We promote active, responsible citizens and provide a community where everyone is included.

All students find learning that inspires their passion.

Cleveland High School
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Portland, Oregon 97202
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<http://www.pps.net/schools/cleveland>



Oscar Moreno Gilson
Senior Director

PORTLAND PUBLIC SCHOOLS
Office of School Performance • Secondary Education
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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 student's 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 will prepare you to earn a high school diploma, ready you for college, 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 of 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 course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

Oscar Moreno Gilson

Oscar Moreno Gilson
Senior Director

Dear Students, Parents, and Guardians:

This Cleveland High School Course Guide has been developed for your use in selecting classes for the 2017-2018 school year. We are excited to offer more elective choices, including semester (1/2 year courses). Our goal is for all students to leave high school prepared for college and career; this includes success in a rigorous course of study in a variety of areas. High school should be a time of exploration, inquiry and discovery; to that end, we invite all students to challenge themselves with new learning experiences.

Students and parent should work closely with counselors and teachers to develop an educational program. It is important that students make committed, informed choices and set high goals that provide the opportunity to succeed both at Cleveland and in the future.

The selections made by students directly affect course master scheduling for the entire student body. We consider the forecasting document to be a contract between families and Cleveland staff. The school is pledging to prioritize hiring and assignments based on this data while families are making a commitment to their choices (including alternatives). Once the schedule is completed and student scheduled are printed, changes to individual schedules are not possible.

Planning for your next year in high school is always exciting. Please take the time to plan your next steps by reviewing this Course Guide. Together we will continue to ensure a successful high school career for our students.

Go Warriors!

Sincerely,

Tammy O'Neill
Principal





2017-18

Cleveland High School Course Guide

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Administration

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Counselors

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Special Thanks

Faculty of Cleveland High School

Using This Course Guide

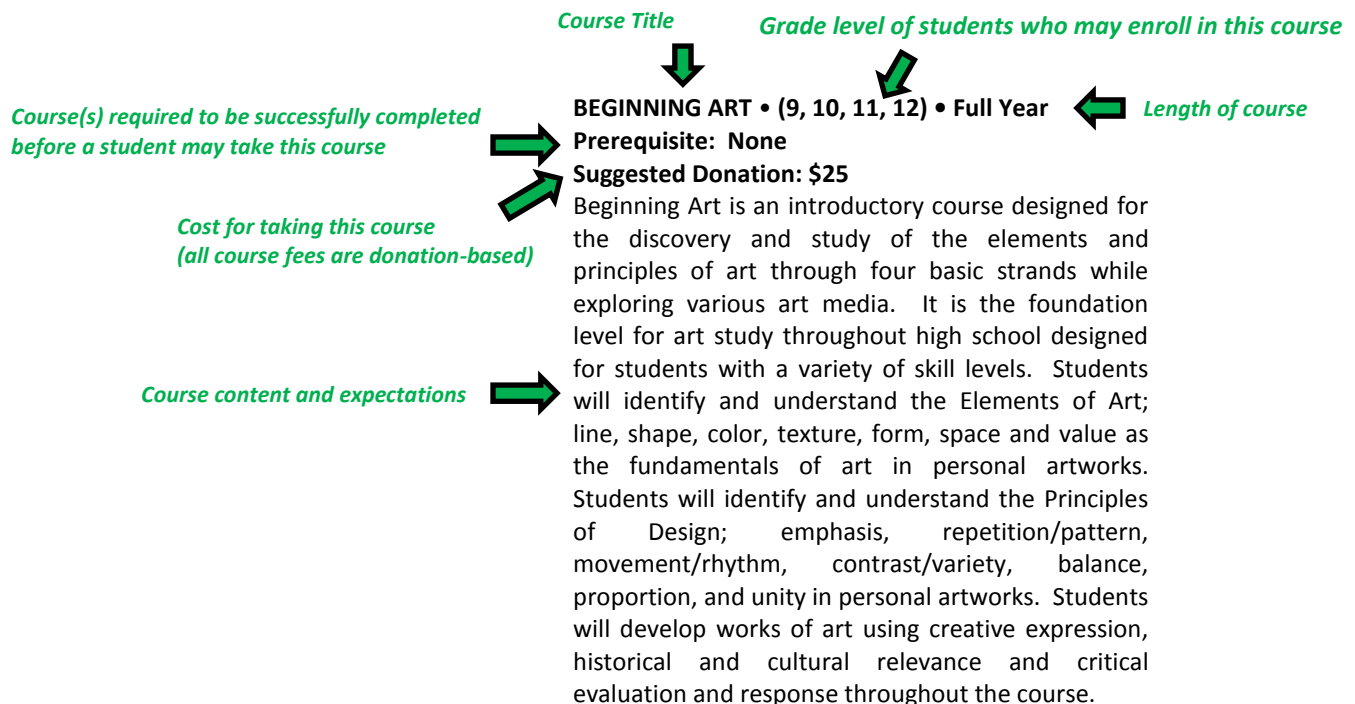
This course guide is designed to help you select courses offered at Cleveland High School. As your student prepares to forecast for 2017-18, you should review the Portland Public Schools graduation requirements.

Please keep the following in mind:

- Budget constraints impact the level of service, course, and program options available at each grade level for the 2017-2018 school year.
- Forecasting will be used as an indicator of student interest in specific courses and programs. If an insufficient number of students request a course, it will not be taught.
- Once you have forecasted, you may not make changes.

Understanding a Course Description

Courses are organized by subject categories. Each course description provides the following information:



International Baccalaureate course symbol

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 3 rd year of the same World Language	1
Electives	6
TOTAL CREDITS REQUIRED	24
Meet district proficiency for Oregon's Essential Skill (ES) standards:	Reading Writing Math
Meet Personalized Learning Requirements (PLRs) as defined below:	
¹ Develop a Personal Education Plan & Profile	✓
² Participate and reflect upon Career Related Learning Experiences (CRLEs)	2
³ Complete a Resume	✓
⁴ Complete an Extended Application (My Plan Essay)	✓

¹ Personal Education Plan:	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; Documentation embedded in transcript
² Career Related Learning Experiences:	Educational experiences that connect learning to the world beyond the classroom; Documentation in Naviance
³ Complete a Resume:	Include contact information, objective, education and two of the following: work experience volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc.; Documentation in Naviance
⁴ Extended Application/My Plan Essay:	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; Documentation in Naviance

CLASS STANDING

Sophomore, Junior, and Senior class standing are based on the total number of credits earned. A student must have a minimum of **5 credits** to be considered a sophomore, **10 credits** to be considered a junior, and **16 credits** to be considered a senior.

COUNSELING AND GUIDANCE

The counseling staff recognizes that all students have unique strengths and needs. Our goal is fourfold: 1) assist students, parents, and staff with educational planning; 2) assist students with post high school planning; 3) assist students and families toward a successful school experience; and 4) assist students with problems that interfere with their ability to succeed in school. Students and parents are encouraged to meet the counselors and to take advantage of their assistance.

- Transition from 8th grade to high school
- Four year high school planning
- Yearly forecasting/scheduling
- Grade-level classroom presentations
- Class scheduling
- Testing information – PSAT, SAT, ACT, credit by exam
- Post high school planning (vocational, college, financial aid, Naviance)
- Credit recovery options
- Help with educational issues (achievement, attendance, classroom behavior)
- Help with personal concerns which affect school performance (relationships, decision making, conflict resolution, health, personal crises, alcohol and drugs, depression)
- Suicide intervention
- Referral to school and community support services (health, drug and alcohol assessment and treatment, family counseling, and other services)

COURSE STANDARDS AND CREDITS

Students who fail courses may not be able to repeat those courses at CHS. Due to class size reductions and large classes, **students may NOT forecast in spring for classes they have already failed, but may inquire if space is available in the fall.** If space is available, a student will be allowed to enroll in the previously failed course. If not, students will need to take the class at Portland Evening Scholars, Portland Summer Scholars (if offered), community college, or on-line.

POST HIGH SCHOOL PLANNING

Numerous national studies indicate the most important decision a student can make to prepare for college success is to take rigorous courses for all four years of high school. College entrance requirements vary greatly and we encourage students to check requirements and recommendations on specific college websites. CHS has many resources available to help students with post high school research and planning. Counselors are always available to help guide the process. The College and Career Center (CCC) has many helpful volunteers and materials. We also have information about community colleges, college transfer programs or vocational programs.

Entrance Requirements:

The minimum standards for admission to Oregon's colleges and universities are subject to change – be sure to check with the university about all current 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 this requirement.*

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.

Science (3 credits)

Shall include two years of core laboratory science such as biology, chemistry, or physics.

Social Studies (3 credits)

Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics.

Second Language (2 credits)

Two years of the same second language: Mandarin Chinese, Spanish, French, and German are offered at Cleveland High School.

- 2. Minimum High School GPA – Requirements vary year to year based on applications. It is important to check with each school for all requirements when making applications. Most colleges are looking for a minimum GPA of 3.0.**

FORECASTING AND DROP/ADD CLASSES

Please choose classes carefully. **The schedule is built and hiring decisions are made based on the forecasts that students submit in the spring.** Classes may be eliminated if too few forecast for a particular class. **Students may move to a different class only if originally placed in the wrong level of that course. We cannot move students based on requests for a specific teacher.**

School Board policy sets forth guidelines for dropping a class. **Students may drop classes without penalty during the first 15 school days of each semester.** After that date, students shall NOT be allowed to drop a class without a transcript notation "WF" (Withdraw Fail) as a grade unless the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. The "F" (WF) factors into the cumulative GPA. **Additionally, no course may be added for credit after the 15 school day deadline.**

PASS/NO PASS

Core courses required for graduation are NOT subject to the Pass/No Pass option. For elective credit courses, students may request a P/NP within the first 15 school days of each semester. After this time, only a building administrator may initiate this option. To receive a Pass, students must meet minimum course requirements that would earn a credit in the course. Neither a Pass or No Pass grade is calculated in the student's GPA. **The request form (provided by the counselor) for Pass/No Pass must be presented to the teacher prior to the 15th school day of the semester.**

RANK ORDER AND GPA

Cleveland computes two separate class GPAs and rankings for seniors based the first six semesters of high school. *Unweighted rank* and GPA is calculated based on a four-point scale. *Weighted rank* and GPA is recalculated with a weighted differential based on a five-point scale for IB classes only.

HONORS CLASSES

Honors and IB classes are designed for students who desire rigorous academic study. Students should expect to do extensive additional work and research. Honors classes do not received weighted GPA designation.

VALEDICTORIAN ELIGIBILITY

Valedictorian qualification and eligibility is based on the highest academic standards through Portland Public Schools. Determination of Valedictorians will be based on non-weighted GPA and grades through the first seven semesters of attendance. After that time no changes will be accepted to prior posted grades. Sustained academic achievement and excellence is expected through the eighth semester. Failure to maintain qualifying grades during the 8th semester may impact Valedictorian Status.

STUDENT 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, students 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, art class supplies, woods, and culinary arts are examples of classes where a student's contribution can make a difference in the quality of the class. Students are not required to pay the requested contribution in order to enroll in the class. Cleveland High School is only able to offer these enhanced learning opportunities for students because of everyone's support and contributions. We appreciate this 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 for 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 his/her own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form available at registration in August provides more information about specific fees and contribution options for Cleveland High School.

FRESHMAN ACADEMY

The Academy concept was developed to enrich the first year in high school experience by designing small class communities for both students and teachers. A teaching team is comprised of Freshman English, Modern World History, and NGSS Physics teachers who develop an interdisciplinary curriculum, along with clear and consistent expectations for student organization and participation. All 9th grade students participate in the Academy program.

This structure benefits students in the following ways:

- The teacher team meets consistently with a team counselor and other education specialists to address individual student needs
- Interdisciplinary curriculum allows students to make connections across the subject areas
- Common organizational strategies prepare students for success in a more rigorous and varied high school environment
- Students develop a sense of community with each other by sharing common classes and teachers and an increased affiliation with their school community
- Early data we've collected shows higher achievement and literacy and fewer drop-outs

CHINESE LANGUAGE AND CULTURAL STUDIES PROGRAM

The Chinese Language and Cultural Studies Program at Cleveland High School awards credit based on a student's demonstration of targeted language and cultural skills. These skills are set for each proficiency level determined by the ACTFL Proficiency Guidelines (www.actfl.org), national standards for world languages. The program offers learning opportunities for students ranging from no prior Chinese language experience to immersion, heritage, and significant in-country living experiences. Placement is based on a student's proficiency level in reading, writing, listening and speaking. Students at the Beginner to Novice level enroll in JI CHU (Foundation) COURSE offerings and students at the Intermediate Low to Advanced level enroll in ZONGHE (Comprehensive) COURSE offerings.

TAG (TALENTED & GIFTED)

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 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 a part of a school's TAG Plan. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. There are not separate "TAG" courses or TAG tracking in high school. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan.

ACCELERATED PROGRAMS

Cleveland students have opportunities to participate in accelerated programs. These programs include: International Baccalaureate (IB), Reed College Scholars Program, Portland State University, and Cleveland's Honors classes. Students are encouraged to participate in these programs as appropriate. Honors contracts vary by department and instructor.

NCAA REQUIREMENTS

Students who want to participate in National Collegiate Athletic Association (NCAA) Division I, II, III athletics should start the certification process by the end of their junior year. Visit www.eligibilitycenter.org for more information.

OFF-CAMPUS LEARNING GUIDELINES

Cleveland High School recognizes student involvement in worthwhile activities related to paid employment. Off-campus learning experiences will not be directly supervised by school personnel and therefore are not covered by District Liability or Worker's Compensation. Off-campus learning program 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 one work credit. Students can earn one volunteer credit with every 130 hours of volunteer work. See your counselor for more detailed information.

OPPORTUNITIES FOR STUDENT INVOLVEMENT

Academic enrichment activities include: Drama, Instrumental Music, Constitution Team, Mentors (Academic Tutors), Outdoor School, Literary Magazine, Publications (Newspaper, Yearbook), Speech & Debate and Vocal Music.

Student government activities include: Class Cabinets, Executive Council, Leadership

Athletic teams include: Cross Country, Football, Soccer, Volleyball, Sundancers, Cheerleaders, Basketball, Swimming, Wrestling, Baseball, Golf, Softball, Tennis and Track and Field.

Examples of Club offerings: Animal Advocacy, African Student Union, Sexuality and Gender Alliance, Dragon Boat Team, French Club, German National Honor Society, Improv Club, Jewish Student Union, Lacrosse Teams, Model United Nations Club, National Honor Society, Nordic Ski Team, Peace Club, Embody Love Club, Computer Science Club, Robotics Club, Ski Racing Team, Thespians. Clubs vary from year to year and are driven by student interest. Check for the most recent list of clubs in the main office or on the CHS website.

 **INTERNATIONAL BACCALAUREATE (IB)**

Cleveland High School was authorized as an International Baccalaureate World School in 2000. The mission of the International Baccalaureate Organization is to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." Our freshman and sophomore programming is designed to build a foundation for all students to participate in IB coursework in the junior and senior years. In turn, IB courses offer rigorous preparation for college and other learning pursuits beyond high school. International Baccalaureate classes are available to all Cleveland students. There are three ways to participate in IB at Cleveland:

- 1) Students may work toward an IB Diploma.
- 2) Students may work toward an IB Certificate in one or more Diploma Program Courses.
- 3) Students may opt to take IB classes without registering for IB assessment.

The IB Diploma requires successful completion of four basic components:

1. Comprehensive Curriculum

Successful participation in courses and assessments for six IB content areas: Language A (Studies in Language and Literature), Language B (a world language acquisition course), Societies and Individuals (social science), Science, Mathematics, and one IB Elective. IB Elective options include Music, Theatre, Visual Arts, a 2nd social science, a 2nd science, or a 2nd world language study.

2. Theory of Knowledge/IB Core

Theory of Knowledge (ToK) is a required course for all IB Diploma candidates, the goal of which is to stimulate critical thinking about knowledge and encourage an appreciation of other cultural perspectives. Juniors will take the ToK course, and seniors will take the IB Diploma Core course. IB Diploma Core will provide IB Diploma students with scaffolding for the ToK essay, the Extended Essay, and CAS project. ToK can also be taken as an elective class.

3. C.A.S. – Creative, Active, Service

Students design a program of participation in creative, active, and community service pursuits, fostering awareness and appreciation of life outside the academic arena. Students are required to participate in C.A.S. activities throughout the two years of their Diploma study. Students develop a portfolio of evidence and personal reflections on their experiences.

4. Extended Essay

Defined as "a study in depth of a limited topic," the Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university. Students begin work on this essay in February of the junior year and complete the essay in December of the senior year under the supervision of a CHS faculty advisor and the IB Diploma Coordinator.

The IB Diploma Program (DP) Courses:

Students who complete all of the required class work in an IB course as well as complete all required IB assessments, including internal assessments and exams, are awarded an IB certificate of scores by the International Baccalaureate Organization in their Diploma Program (DP) courses. Most universities award advanced placement and/or credit to both Diploma and DP Courses students based on a strong performance.

The IB Classes:

IB classes are designed around specific learning objectives that prepare students for college and/or further experience in a specific subject area.

PLANNING FOR THE IB DIPLOMA

While the requirements for the IB Diploma Program are designed for completion in the final two years of high school, underclassmen prepare in their required courses and should keep the following in mind:

Freshmen planning to participate in the IB Diploma Program need to be taking Academy English, Modern World History and NGSS Physics; a first or second year of a world language, the appropriate math level, PE, College and Career Planning/Health and their choice of one additional elective. Students are strongly encouraged to take advantage of honors options whenever available. Students planning to take IB Theatre or Visual Arts as upperclassmen must take two years of prerequisite courses in freshman and sophomore years; however, arts courses are an option for the IB elective, not a requirement.

Sophomores planning to participate in the IB Diploma Program need to take Sophomore English, Government/Economics, a lab science (Chemistry is recommended), a second or third year of a world language, the appropriate math level, one semester of a health selective, and their choice of two additional electives. All IB Diploma-bound sophomores are required to construct a 2-year plan with the IB Coordinator prior to forecasting for junior year. Appointments can be made in the SSC beginning in November.

During the junior and senior years IB Diploma students will complete their IB coursework. An IB Diploma student completes a total of 6 IB Courses over two years: 3-4 courses at a Higher Level (240 recommended classroom hours over 2 years), with the remainder studied at the Standard Level (150 recommended classroom hours over 1 or 2 years, depending on the course). ToK (juniors) and IB Diploma Core (seniors) are also required courses for an IB Diploma student. Most IB Diploma students may also take one or two additional non-IB electives each year.

Juniors should take IB Literature 1 or IB Language and Literature 1; IB History of the Americas 1, Women in History or U.S. History; an IB science: IB Biology, IB Chemistry, IB Computer Science, IB Environmental Systems and Societies, or IB Physics; the appropriate level of math; the third or fourth year of a world language; IB ToK and their choice of two electives, which may include an IB elective: IB Music, IB Theatre, IB Visual Arts, a 2nd IB social science, a 2nd IB science, or a 3rd world language (Juniors may register for a maximum of 2 Standard Level assessments in the first year of the IB Diploma.).

IB Diploma Seniors at Cleveland should take the *second* year of the same Language A course: IB Literature 2 HL or IB Language and Literature 2 SL; IB History 2 HL or another IB SL social science: IB Anthropology, IB Environmental Systems and Societies, or IB Psychology; IB science: IB Biology, IB Chemistry, IB Computer Science, IB Environmental Systems and Societies or IB Physics; IB Math Studies, IB Mathematics SL (Calculus) or IB Mathematics HL (Advanced Calculus); and their choice of electives, including an IB elective: IB Music, IB Theatre, IB Visual Arts, a 2nd IB social science, a 2nd IB science, or a 3rd world language. IB Core is a required course for Diploma seniors to plan and write the ToK and Extended Essays, complete a collaborative C.A.S. project, and prepare for exams in the spring.

Questions? Email IB Diploma Program Coordinator, Jennifer Wiandt at jwiandt2@pps.net.

International Baccalaureate Courses

The IB program categorizes courses in “groups” as shown here. IB courses offered at Cleveland are listed below each group description.

Group 1 – Studies in Language and Literature: A study in the student’s first language

IB Literature 1 (juniors), IB Literature 2 HL (seniors)

IB Language and Literature 1 (juniors), IB Language and Literature 2 SL (seniors)

IB Literature self-study SL- 2-year independent study for students fluent in a language other than English

Group 2 – Language Acquisition: A world language studied in the high school years

IB French 5-6, IB French 7-8 SL

IB German 5-6, IB German 7-8 SL

IB Mandarin Chinese 7-8 SL (elective)

IB Mandarin Chinese SL, IB Mandarin Chinese HL (immersion)

IB Spanish 5-6, IB Spanish 7-8 SL, IB Spanish 9-10 HL

Group 3 – Societies and Individuals

IB History of the Americas 1, IB History 2 HL

IB Psychology SL, IB Psychology HL

IB Social and Cultural Anthropology SL, IB Social and Cultural Anthropology HL

IB Environmental Systems and Societies SL

Group 4 –Sciences

IB Biology SL, IB Biology HL

IB Chemistry SL

IB Computer Science SL

IB Environmental Systems and Societies SL

IB Physics 1, IB Physics 2 HL

Group 5 – Mathematics

IB Math Studies SL

IB Mathematics 1 (Pre-Calculus), IB Mathematics 2 SL (Calculus)

IB Mathematics HL (Advanced Calculus)

Group 6 – Arts and Electives

IB Music SL/ IB Music HL

IB Visual Arts 1/ IB Visual Arts 2 HL

IB Theatre 1/ IB Theatre 2 HL

ToK – IB Theory of Knowledge

IB Diploma Core – ToK, Extended Essay, and C.A.S. support

Note: IB assessment is available ONLY for courses designated SL or HL. Courses that are not labeled with one of these designations are the *first year of a two-year course* designed to prepare students for assessment. Students in IB Physics 2 HL, IB Theater 2 HL, and IB Visual Arts 2 HL may opt to register for assessment at Standard Level (SL), rather than Higher Level (HL), if preferred.



IB THEORY OF KNOWLEDGE • (11, 12) • Full Year

IB Diploma Candidates must take ToK in Grade 11

Prerequisite: A willingness to self-reflect, a spirit of inquiry and wonder, and an openness to consider questions (sometimes unsettling questions).

How do we know what we know? This central question of ToK inspires the spirit of the class as well as the content. In the IB curriculum, ToK serves as the unifying course that ties together all the other six subject areas. Using approaches to knowledge inspired by each, the course explores the relationships between what we know and the ways of knowing: do we know what we know by reason, emotion, perception, and/or language? And how does the worldview we have inherited determine what information we trust and which ways of knowing we find reliable? In an effort to explore the usefulness of various ways of knowing, the class will consider the strengths and weaknesses of our own dominant worldview as well as less prevalent worldviews. Beyond reading about, writing about and discussing these ideas, students will also use exercises designed to allow us a fresh experience of our world, each other, and our selves.

IB Assessments: Internal: A 10-minute oral presentation

Homework Hours Outside Class: 3-5 hours per week.



IB CORE (ToK, Extended Essay, C.A.S.) • (12) • Full Year, IB Diploma only

The IB Core is specifically designed to support the IB Diploma requirement of ToK over two years. In addition to supporting the writing of an externally-assessed ToK paper, IB Core will support students in the completion of the Extended Essay and the collaborative C.A.S. project. The course meets most days with some built-in release to allow students flexibility to pursue personal research, writing, and experiential learning (C.A.S.) goals independently.

IB Assessments: External

Extended Essay - an independent, academic research paper (approximately 4000 words)

ToK essay on a prescribed title (approximately 1600 words)

IB DIPLOMA: 4-Year Plan

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
Studies in Language and Literature	Academy English	Sophomore English	IB Literature 1 IB Language & Lit. 1	IB Literature 2 HL IB Language & Lit. 2 SL
Language Acquisition	French 1-2 German 1-2 Mandarin Chinese 1-2 Mandarin Immersion Spanish 1-2 Spanish 3-4	French 3-4 German 3-4 Mandarin Chinese 3-4 Mandarin Immersion Spanish 3-4H IB Spanish 5-6	IB French 5-6 IB German 5-6 IB Mandarin Chinese 5-6 IB Mandarin Chinese SL IB Spanish 5-6 IB Spanish 7-8 SL	IB French 7-8 SL IB German 7-8 SL IB Mandarin 7-8 <i>ab initio</i> IB Mandarin Chinese HL IB Spanish 7-8 SL IB Spanish 9-10 HL
Societies and Individuals	Academy Modern World History	Government/ Economics	IB HotA 1* IB Psychology SL† IB Anthropology SL† IB E.S.S. SL†	IB History 2 HL IB Psychology HL IB Anthropology HL
Sciences	Academy NGSS Physics	Chemistry IB Physics 1 (Current sophomores planning for IB Bio HL may take these courses concurrently.)	IB Biology SL† IB Physics 1 IB Chemistry SL† IB Computer Sci SL† IB Env. Sys. & Soc. SL†	IB Biology HL IB Physics 2 HL
Math	Algebra 1-2 Geometry Advanced Algebra 3-4 Pre-Calculus	Geometry Advanced Algebra 3-4 Pre-Calculus IB Mathematics SL	Advanced Algebra 3-4 Pre-Calculus IB Mathematics SL IB Mathematics HL	IB Math Studies SL** IB Math Studies SL IB Mathematics HL IB Math Studies SL
Arts	Art 1-2 or 3-4 Drama 1-2 or 3-4 (required only if planning to take IB Art or Theatre)	Art 3-4 or other art Drama 3-4 or other drama (required only if planning to take IB Art or Theatre)	IB Music SL IB Visual Arts 1 IB Theatre 1 (The IB Elective for the IB Diploma may be chosen from the Arts <u>or</u> an additional course of study in Group 2, 3, or 4.)	IB Music HL IB Visual Arts 2 HL IB Theatre 2 HL (The IB Elective for the IB Diploma may be chosen from the Arts <u>or</u> an additional course of study in Group 2, 3, or 4.)
Other	PE College and Career Planning/Health	Health	IB ToK (IB Diploma students take in jr year)	IB Core (IB Diploma students take in sr year)

Note: Students interested in the IB Diploma must meet with the IB Coordinator in Grade 10 to create an IB plan.

† SL courses listed only in junior year may also be taken in the senior year as appropriate.

* History of the Americas (HotA) satisfies the graduation requirement for U.S. History.

** IB Mathematics 1 (Pre-calculus) is recommended for college preparation. Only seniors may take IB Math Studies after Advanced Algebra.

ARTS – VISUAL & PERFORMING

VISUAL ARTS

BEGINNING ART • (9, 10, 11, 12) • Full Year

Prerequisite: None

Suggested Donation: \$25

Beginning Art is an introductory course designed for the discovery and study of the elements and principles of art through four basic strands while exploring various art media. It is the foundation level for art study throughout high school designed for students with a variety of skill levels. Students will identify and understand the Elements of Art; line, shape, color, texture, form, space and value as the fundamentals of art in personal artworks. Students will identify and understand the Principles of Design; emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks. Students will develop works of art using creative expression, historical and cultural relevance and critical evaluation and response throughout the course.

SCULPTURE AND CERAMICS • (9, 10, 11, 12) • Full Year

Prerequisite: None

Suggested Donation: \$25-75

Sculpture and Ceramics explores various forms of three-dimensional materials including clay, textiles, fiber, papier-mâché, batik, mixed media and found objects. Emphasis will be on basic design elements, function, aesthetics, creativity and craftsmanship using essential vocabulary and exploring art history from various perspectives. Students will utilize drawing, individual and group inquiry and discussion, media experimentation and application in the planning, construction and self-evaluation stages of their sculptures. This course may be repeated.

TEXTILES AND CRAFTS • (9, 10, 11, 12) • Full Year

Prerequisite: None

Suggested Donation: \$25-75

This course is a basic crafts class emphasizing the exploration of the fundamentals and history of various crafts. Crafts have always played a role in shaping who we are and giving identity to community. Craft is a way to communicate with each other and the world. As artists, it is essential to develop a basic visual vocabulary before we can create.

INTERMEDIATE ART: DRAWING, PAINTING, AND MORE • (10, 11, 12) • Full Year

Prerequisite: Minimum of 1 Visual Art Credit

Suggested Donation: \$25

This course is for those interested in advancing their skills, who enjoy painting and drawing, and want to experiment with other mediums. Students will explore and learn intermediate to advanced techniques using new mediums, gaining experience using charcoal, pastels, pen and ink, watercolors, and acrylics on a variety of surfaces. We will cover a variety of drawing and painting styles and examine the techniques of famous and influential artists and styles. This course may be repeated.

ILLUSTRATION • (10, 11, 12) • Full Year

Prerequisite: Minimum of 1 Visual Art Credit

Suggested Donation: \$25

This course teaches skills in drawing and painting needed for students who wish to be illustrators, industrial designers, game designers, comic book artists, and animators. We will be exploring advanced skills for drawing people, architecture, animals, and vehicles to name a few. Perspective and landscape will be explored as well as the use of props. You will learn a variety of techniques in different media including pen & ink, scratchboard, watercolor, pastels, charcoal, tempera, and acrylic. This course may be repeated.



IB VISUAL ARTS SL • (11, 12) • Full Year

Prerequisite: Beginning Art and 1 additional *visual arts* credit



IB VISUAL ARTS HL • (11, 12) • Full Year

Prerequisite: Beginning Art and 1 additional *visual arts* credit

• A one or two year program • Suggested Donation: \$25

IB Art allows the advanced art student the opportunity to do critical research and analysis into the history and appreciation of art and design. The focus will be on delving deep into the cultural and historical genesis of art throughout the world, and creating a visual and verbal record of this research in the form of a body of work that is an extension of well documented research in a Visual Arts Journal. Studio work inspired by the research is an integral part of this class so original sketches and ideas are encouraged. The research in the Visual Art Journals is to be done as homework, with class time as studio time; exploring different styles and media in creating studio projects. With guidance the student will choose what art topic to study. Museum and gallery visits are required twice per semester. Students interested in this class must possess a willingness to engage in academic reading and writing. The focus of this course is academic in nature, rather than focused on studio art.

THEATRE ARTS

INTRODUCTION TO THEATRE • (9, 10, 11, 12) • Semester

Prerequisite: None

Introduction to Theatre fosters a physically and emotionally safe environment for the creation of dramatic art. Students will experience the roles of Creator, Director, Designer, and Performer. Students will be introduced to rehearsal techniques and will prepare students for auditions. Students will be provided opportunities to reach National Core Arts Standards proficiency.

ACTING TECHNIQUE AND STYLES • (10, 11, 12) • Full Year

Prerequisite: Introduction to Theatre/Drama 1-2 or teacher approval of portfolio

Suggested Donation: \$50

Students will be introduced to modern acting techniques and styles including Realism, Elizabethan Acting, Commedia dell'arte, and Restoration Comedy. Students will explore scene work and monologue, design elements, compositional principles of directions, and devised theater. Students will be required to spend 16 hours of theatrical production (non-performance) work after school per semester.

ADVANCED THEATRICAL PRODUCTION • (10, 11, 12) • Full Year

Prerequisite: BY AUDITION ONLY

Suggested Donation: \$50

Students will be introduced to advanced performance techniques such as Brecht, LeCoq, and Berkhoff. Students will develop their own individual training plan and prepare for professional and college auditions. Opportunities will be provided for students to fulfill the roles of Creator, Director, Designer, and Performer. Students will also develop competence in budgeting, marketing, and technical theatrical production. Students will be required to spend 20 hours of theatrical production (non-performance) work after school per semester.



IB THEATRE SL • (11, 12) • Full Year

Prerequisite: Acting Technique and Styles/Intermediate Drama 3-4



IB THEATRE HL • (11, 12) • Full Year

Prerequisite: Acting Technique and Styles/Intermediate Drama 3-4

Suggested Donation: \$50

This is a two year program in which IB students come into the program as juniors and complete the Theatre Arts IB program by the end of their senior year. The IB Theatre program prepares students for the internal and external assessments for either standard or higher level. Students will explore theatre in a variety of contexts and understand how these inform practice, understand and engage in the processes of transforming ideas into action, and develop/apply theatre production, presentation and performance skills independently and collaboratively.

This class requires students to produce evidence in the areas of: academic research, performance, technical theatre, and writing. Students who enjoy the academic challenge of studying “world drama” will be successful.

NOTE: Music students are expected to participate in performances scheduled for each group.

ClevelandDUDES • (9, 10, 11, 12) • Full Year

Prerequisite: None

Students will improve their basic choral singing technique through CHS sight singing and daily work on music fundamentals, ear training and choral tone building designed for male voices.

Out of class time requirement: Numerous performances

ClevelandELLES • (9, 10, 11, 12) • Full Year

Prerequisite: None

Students will improve their basic choral musicianship skills through CHS choral performance preparations, as well as daily rehearsals including sight singing, ear training, choral tone building, and “survival” music theory. Designed for treble (higher pitched) voices.

Out of class time requirement: Numerous performances

ClevelandETTES • (10, 11, 12) • Full Year

Prerequisite: BY AUDITION ONLY

Students will prepare and present choral performances at numerous public functions, in addition to regularly scheduled CHS performances. Daily rehearsals will include tone building, ear training, and sight singing.

Out of class time requirement: Numerous performances

‘A’ CHOIR • (10, 11, 12) • Full Year

Prerequisite: BY AUDITION ONLY

Students work together in this advanced choral music class to create an ‘A’ Choir dedicated to the highest level of choral excellence within its grasp. Daily rehearsals include sight singing, building of a choral tone and preparation of various pieces within the standard choral repertoire literature.

Out of class time requirement: Numerous performances

ClevelandAIRES • (11, 12) • Full Year

Prerequisite: BY AUDITION ONLY and Concurrent enrollment in ‘A’ Choir

A select mixed vocal ensemble in which students work together to develop 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 performances

CONCERT BAND • (9) • Full Year • NO AUDITION REQUIRED

Prerequisite: Minimum of 2 full years of experience on a band instrument or consent of instructor.

Students will review fundamentals, study literature and techniques on the wind or percussion instrument of their choice. Emphasis will be on improving levels of performance and preparation for entry into Symphonic Band or Wind Symphony. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for incoming 9th graders).

Out of class time requirement: Will vary depending on musical experience and ability

SYMPHONIC BAND • (10, 11, 12) • Full Year • NO AUDITION REQUIRED

Prerequisite: Minimum of 2 full years of experience on a band instrument or consent of instructor.

Students will learn intermediate to advanced fundamentals and study literature and techniques on the wind or percussion instrument of their choice. Emphasis will be on improving levels of performance and preparation for entry into Wind Symphony. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This course is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for Concert Band members from the previous year and Wind Symphony members wishing to learn and second instrument)

Out of class time requirement: Will vary depending on musical experience and ability

WIND SYMPHONY • (9, 10, 11, 12) • Full Year

Prerequisite: BY AUDITION ONLY

Students will learn advanced techniques and study literature on the wind or percussion instrument of their choice. Emphasis will be on improving levels of solo performance and preparation for contests and festivals related to the State Solo and Ensemble Contest and the State Band Contest. In addition, these students will be provided opportunity for preparing auditions for All-State, All-Northwest honors groups, and college music scholarships. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This course is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for the most advanced musicians in the instrumental music program)

Out of class time requirement: Will vary depending on musical experience and ability

JAZZ LAB • (9, 10, 11, 12) • Full Year • NO AUDITION REQUIRED

Prerequisite: Concurrent enrollment in a CORE band class (Concert/Symphonic/Wind Symphony)

Exceptions will be made for Guitarists, Pianists, and Bassists

Students will explore a variety of Jazz styles (Swing, Latin, Funk, Fusion) in addition to developing their improvisational skills. Rhythm section members will focus on skills needed to provide rhythmic and harmonic structure to a jazz ensemble. Emphasis will be on improving levels of performance and preparation or entry into Jazz Ensemble. Students will be expected to perform at major concerts and one jazz festival. Highly motivated students will be encouraged to form Combos within the membership in the class. (This class is highly recommended for anyone interested in learning the American Art Form of Jazz)

Out of class time requirement: Will vary depending on musical experience and ability

JAZZ ENSEMBLE • (9, 10, 11, 12) • Full Year

Prerequisite: BY AUDITION ONLY and Concurrent enrollment in in a CORE band class (Concert/Symphonic/Wind Symphony)

Exceptions will be made for Guitarists, Pianists, and Bassists

Students will build on previous experience with a variety of jazz styles (Swing, Latin, Funk, Fusion) in addition to further developing their improvisational skills. Advanced skills in listening, comping, building bass lines, analyzing chord progressions will be addressed in this class. Highly motivated members of this group will be encouraged to form Combos. Students will be expected to perform at major concerts, festivals, and community events.

Out of class time requirement: Will vary depending on musical experience and ability

PERCUSSION ENSEMBLE • (9, 10, 11, 12) • Full Year

Prerequisite: None

Supplies/fees: Supply own sticks

Percussion is a group participation class. Development of percussion performance techniques at the high school level will be stressed. Grading is based upon effort, in class participation, rehearsal etiquette, performance tests, extracurricular rehearsals and performances. Skills Taught: rehearsal techniques, notation reading, stage presence and the ability to work together. All facets of percussion technique will be explored including mallets, snare, drum set, auxiliary percussion, drum line and eclectic percussion. Members may audition to participate in the Cleveland Marching Band/Drum Line, as well as audition for performing with the Symphonic Band or Concert Band.

**IB Music SL • (11, 12) • Full Year**

Prerequisite: At least one year of previous performance musical experience

Co-requisite: Must be co-enrolled in a performance class

IB Music offers the opportunity for students to study music history, diverse cultural influences, music theory, and composition. The course would be organized into several different areas of concentration. Students will start with the fundamentals to develop music vocabulary and reading skills. Music perception includes theory, history, reading, listening, and evaluation of music from different genres and cultures. Group Performing will help the student design evidence/portfolio from the external performance course/group. Creation of musical works and composition will be introduced.

**IB Music HL • (11, 12) • Full Year**

Prerequisite – IB Music SL and at least one year of previous performance musical experience

Co-requisite: Must be co-enrolled in a performance class

This class is a continuation of training in the skills acquired and practiced in IB Music SL. Instead of the required group performance in Standard Level, Higher Level students will be expected to prepare 20 minutes of solo vocal or instrumental performances. They will also compose music, notate, and record for presentation and assessment.

CAREER AND TECHNICAL EDUCATION

Career and Technical Education Programs of Study offer high school students cutting-edge, relevant, rigorous classes that prepare them for post-secondary opportunities and high-wage, high-skill and high-demand jobs.

MARKETING

Prepares students for post-secondary business programs and teaches students customer service, sales, advertising, finance, design, distribution, and social media promotion skills.

INTRODUCTION TO BUSINESS • (9, 10) • Full Year

Prerequisite: None

An introduction to how businesses work. Find out what the purpose of a business is and examine what it should be. Typical business correspondence and procedures, career exploration, and business communication will also be explored. **Most of the career graduation requirements can be completed in this class.**

PERSONAL FINANCE • (11, 12) • Full Year

Prerequisite: None. Introduction to Business is highly recommended

Learn to manage personal finances in today's environment. Topics include personal financial planning and services; budgeting; money, credit, and investment management; interpreting financial statements; understanding issues revolving around stocks, bonds, and insurance; consumer issues, rights, protections, responsibilities; job searching strategies; developing responsible and creative problem-solving and decision-making skills; and understanding and analyzing the impact of economic forces on personal money management and consumerism. Instructional activities include projects, cooperative learning, guest speakers, research and use of computer applications and technology.

MARKETING PRINCIPLES • (10, 11) • Full Year

Prerequisite: Introduction to Business

In this introductory class in the marketing program, students will learn the basics of marketing a product or event and investigate career possibilities in various aspects of business. They will use technology to conduct research, create new products, advertise events, make business decisions in an on-line retailing simulation, and participate in a Junior Achievement company project. Leadership opportunities, national award programs, community service, conferences, and career research opportunities are also available through participation in Future Business Leaders of America.

ADVANCED MARKETING • (11, 12) • Full Year

Prerequisite: Marketing Principles or Management

This class focuses on selling, advertising, researching, merchandising, and managing product sales and events. Students will practice decision making and use technology in actual and simulated sports marketing activities as well as

participate in a Junior Achievement entrepreneurship project. Leadership opportunities, national award programs, community service, conferences, and career research opportunities are also available through participation in Future Business Leaders of America.

MANAGEMENT • (11, 12) • Full Year

Prerequisite: Marketing Principles or Advanced Marketing

This capstone class is the final class in the marketing program, emphasis towards students interested in business, management, leadership positions in firms or organizations and entrepreneurship. Students will investigate different types of businesses/organizations and learn their management and marketing practices. 21st Century Skills will be used to help the students prepare for college or career. Students will make business decisions in an online management simulation, participate in a Junior Achievement business project, and prepare a business plan. Leadership opportunities national award programs, community service, conferences, and career research opportunities are also available through participation in Future Business Leaders of America.

ACCOUNTING 1-2 • (10, 11, 12) • Full Year

Prerequisite: Computer Applications is highly recommended

Introduction to basic accounting, fundamental principles, current practices, and careers. Students learn about recording business transactions for sole proprietorships; double-entry, journalizing, ledgers, ethics, laws and regulations related to accounting practices. Skills will be demonstrated in a simulation activity. Students will use computer software to complete their course work (Word, Excel, PowerPoint).

STUDENT RUN BUSINESS – CLEVELAND MALL (11, 12)

Prerequisite: Business Procedures and must be Junior or Senior or with consent of instructor.

Students will experience firsthand the process of managing an actual business. Students will focus on managing day-to-day operations of a real business, such as: accounting, employee management, product creation, marketing, website management, and overall business improvement.

COMPUTER SCIENCE

Students will learn how to code their own apps, games and website. Students in the program will learn the computational thinking skills necessary to take a complex problem, reduce it to a collection of simpler tasks and develop a meaningful solution.

COMPUTER APPLICATIONS • (9, 10, 11, 12) • Semester

This course is for students who want to learn how to use many computer applications that are prevalent in the world. Topics (and programs) covered will include Image Editing and Graphics Design (Web Apps, GIMP), 3D Design and Modeling (Blender, SketchUp), Building and Designing Web Pages using HTML and CSS, and Google Apps.

INTRODUCTION TO PROGRAMMING • (10, 11, 12) • Full Year

This course provides a solid Computer Science Principles High School background. This course focuses on the Concepts, Practices, and Perspectives of Computational Thinking. It introduces students to programming through game design and development using GameMaker Studio, building web pages using HTML5 and CSS3, building web sites using the Wordpress Content Management System (CMS), open source projects including Linux, Arduino based electronics and robotics, Amazon Web Services (AWS), Python for scientific modeling. This is meant to be a broad overview of computer science as opposed to an in-depth course in a single language.

ESSENTIALS OF GAME PROGRAMMING • (11, 12) • Full Year

Prerequisite: Credit in Intro to Programming with a B or better.

Students will learn the game development process by creating several computer games using the Unity game engine. Students will then apply the game development process to the complex virtual worlds in 3D game design. Students are strongly encouraged to complete Introduction to Programming but as this is a multidisciplinary course, they may be successful with other expertise. The course work will involve art, animation, programming, music, sound and writing. Unity3D features a high-level scripting language for more advanced control over the software development process. This course is intended for students who have completed Algebra 1 (A or B) or Introduction to Programming (A or B) or have instructor approval.



IB COMPUTER SCIENCE SL • (11, 12) • Full Year

Prerequisite: Credit in Intro to Programming with a B or better and teacher recommendation.

A course designed to provide a good background for students who are going into computer science, engineering, or science fields. Topics include This course requires completion of a summer assignment.

IB Assessments: Internal Assessment (begins in May of current academic year); External: Two IB papers

Homework Hours Outside Class: 3-4 hours per week

DIGITAL MEDIA

Allows students to creatively communicate ideas and information through the means of media, graphic design and art. Students will develop the technical and communication skills needed in the media and graphic design industry.

DIGITAL MEDIA LEVEL ONE • (9, 10, 11, 12) • Full Year

Prerequisite: None

You Are What You Media! An introduction to the world of digital media, this class will ask students to examine their relationship with media as both a consumer and producer of media content. In doing so, we will evaluate the impact of media on ourselves, our communities, our culture, and on the world. This is NOT an anti-media class, and we will avoid making judgments of what is 'good' or 'bad' media. Students will produce their own digital media in photography and videography. All students complete the course with a personal website: a digital portfolio of their work. This is a beginner course in digital media.

DIGITAL MEDIAL LEVEL TWO • (10, 11, 12) • Full Year

Prerequisites: Digital Media Level One/Media and Society

This course is fundamentally a storytelling course. Students will use audio/visual production techniques to tell stories: fiction, non-fiction, musical, visual stories. Students must have a working knowledge of multimedia technologies and strong understanding of media literacy. Functioning in a similar way to an inquiry course, students are expected to work independently with all of the self-management skills required to do so. In addition to class projects, students complete one 'passion project' each quarter in a medium of their choice and about a subject of their choosing. Students will participate in panel critiques with professionals working in Portland's media production community. To facilitate this, students will be responsible for maintaining a web portfolio of their work, which they developed in Level One.

DIGITAL MEDIAL LEVEL THREE • (11, 12) • Full Year

Prerequisites: Digital Media Level Two/Independent Media Production

By Level Three, students are serious about their interest in one or two disciplines of digital media production. Functioning similarly to an independent study course, Level Three students are exploring their medium, researching professionals who inspire their craft, and building skills in media production. The student is proficient in project management. The instructor is acting as advisor and mentor, and with the help of the instructor, the student will access specific skill-building expertise either within Cleveland High School or in the professional community of Portland. Students will complete a 'passion project' each quarter, as well as submit work for an externally judged competition. Continuing their portfolio work from Levels One and Two, the student will prepare for a media career or to meet entrance requirements for institutions of higher education focusing on media arts.

HOSPITALITY AND TOURISM/CULINARY ARTS

Students will gain the technical skills needed in a hospitality/culinary career. Students learn food production along with inventory management and operations of a restaurant.

INTRO TO CULINARY ARTS • (9, 10, 11, 12) • Full Year

Prerequisite: None

Lab fee: \$20

This is an introduction to Culinary Arts class. Students will study sanitation, safe food handling, knife skills, food preparatory skills, food science and nutrition, the history of food, other food based occupations, and practice various cooking methods. Safety is emphasized in all aspects of the class. This may be the first step in your career.

ADVANCED CULINARY ARTS • (10, 11, 12) • Full Year

Prerequisite: Intro to Culinary Arts

Lab fee: \$40

Students in Advanced Culinary Arts will study and practice the cooking methods and techniques of various cultures. Numerous in-class food lab opportunities will be included in this course. Authentic cuisines studied will include: Mexican, Asian, French and Italian. Also included in this course is the aesthetic service of food, understanding of the cultural significance of food, the impact of global food systems and exposure to courses of study involving the anthropology of food.

CONSTRUCTION

Students learn about career opportunities in the construction industries. They will gain technical skills needed to succeed while gaining experience working with industrial tools.

INTRO TO CARPENTRY AND CONSTRUCTION • (9, 10, 11, 12) • Full Year

Prerequisite: None

Introduction to Carpentry and Construction I & II is a course designed to help you develop basic skills and experience in the field of carpentry. The activities you will participate in this class will strengthen your ability to use woodworking tools in a safe manner to complete projects. These skills are directly related to career training. This is a project-based class. Every day, you will be completing small tasks to complete a bigger project. Sometimes, your instructor will choose a task/project for you, but most often, you will be expected to create your own ideas for projects. To get the most out of this class, it is important for you to be safe, on task, and creative.

ADVANCED CARPENTRY AND CONSTRUCTION • (10, 11, 12) • Full Year

Prerequisite: Introduction to Carpentry & Construction/Intro to Woods

This is a projects based course designed to help you get a jump start in a career within carpentry and construction. You will practice advanced woodworking techniques, learn how to communicate with project managers, visit job sites, and talk with industry specialists. You will also be encouraged to design and build projects of your own design.

BUILDING TECHNOLOGIES • (11, 12) • Full Year

Prerequisite: Advanced Carpentry & Construction/Advanced Woods

This is a project based course designed to help you get a jump start in a career within the construction trades. You will practice building structures and installing basic electrical, plumbing and heating systems. You will visit job sites, meet industry specialists, and learn about career opportunities in a variety of trades.

ENGLISH

ACADEMY ENGLISH 1-2 • (9) • Full Year

Prerequisite: None

Based on a small learning community model, Freshman Language Arts students explore the major themes related to personal identity and heroism. Students make meaningful connections to thematic units and extend understanding beyond the text. Each student will work to become a confident and capable reader and writer. They read a balance of contemporary and classic works—short stories, essays, novels, poetry, drama, and nonfiction—that encourage them to make inferences and to look at the world through archetypal patterns. Students also choose and read in choice books, texts they choose to read. Students will write narrative and imaginative pieces, poetry, journal responses, letters, free-writes, and expository essays.

ENGLISH 3-4 • (10) • Full Year

Prerequisite: Academy English 1-2

Students will become part of a larger community by experiencing a wide variety of world texts, leading to a deeper understanding of oneself and others. Through the lens of cultural encounters, students read short stories, essays, novels, poetry, nonfiction, drama, and non-print media that encourage examination of multiple points of view. Writing will include a variety of modes by use of the writing process, focusing on argument and expository writing. Speaking and listening will also be features of this class, often done in collaborative small group settings.



IB LANGUAGE AND LITERATURE 1 • (11) • Full Year

Prerequisite: English 3-4

This class is a Standard Level class taken over 2 years. This class cannot be used as a Higher Level course for the purpose of earning an IB Diploma. The study of texts produced in a language is central to an active engagement with language and culture, and, by extension, to how we see and understand the world we live in. This course combines the critical study of both literature and language using a wide variety of text types including, but not limited to: advertisements, articles, editorials, films, letters, lyrics, speeches, and electronic media - text, blog, tweet - in addition to some traditional literary forms: essays, plays, novels, poems, or stories. Students will consider the way in which culture and context impact the construction of texts, and produce their own independent responses to the texts studied, honing personal skills in both written and oral expression. An appreciation of different perspectives and cultures will be encouraged.

IB Assessments: Further Oral Activities, Written Tasks



IB LITERATURE 1 HL • (11) • Full Year

Prerequisite: English 3-4

The vision of IB curriculum is to move students past interaction with a story into the realm of textual analysis and engagement with a classic or even contemporary work. After students discover literary meaning, students will explore how authors worked to create that historical and social context through non-fictional investigation. Writing will be created and composed in all genres, as well as response journaling in a writer's notebook. Collaborative projects will also be undertaken. Reading will begin with an investigation of literary elements. In conjunction with this investigation, students will perform and present internally assessed oral presentation of 10-15 minutes. One major writing requirement will be addressed: an extended literary analysis essay. This essay will eventually be externally assessed.

IB Assessments: Internal: Oral Presentation, Literary Analysis



IB LANGUAGE & LITERATURE 2 SL • (12) • Full Year

Prerequisite: IB Language & Literature 1 or IB Literature HL 1

Building on the work of Language and Literature SL I, students will continue a critical engagement with non-literary and literary texts. Students will consider the changing historical, cultural, and social contexts in which particular texts are written and received. Students will closely examine how form, structure, and style can be seen to shape meaning but can also be influenced by content. The course will explore the attitudes and values expressed by texts and their impact on readers. Students will write in a variety of modes for a variety of purposes, including literary essay, creative nonfiction, and poetry. Students will be assessed with written and oral exams.

IB Assessments: Further Oral Activities, Individual Oral Commentary



IB LITERATURE 2 HL • (12) • Full Year

Prerequisite: IB Literature HL 1

Students will continue to closely read texts. The Detailed Study portion of the course will focus on poetry, drama, and one novel. Students will prepare to perform an individual oral commentary of an extract of the Detailed Study texts. The Genre-Based portion of this course will focus on nonfiction texts such as memoir, autobiography, and travel writing. Students will practice written commentary on nonfiction texts to which techniques of literary criticism can be applied. Students will also be given opportunities to write in a variety of modes and styles. In the spring, students will complete the

written paper component by writing an externally set and externally assessed commentary and essay.

IB Assessments: Internal: Oral Commentary (moderated externally); External: Written Commentary, Essay

HIP-HOP AND THE LITERATURE OF LYRICS • (10, 11, 12) • Semester (Elective Credit)

Prerequisite: English 1-2

In this class you will take a different approach to learning about racial, social and political issues of today and in the past by examining above and underground music, film and literature with a special focus on the ways that musical artists communicate their messages through lyrics.

CREATIVE WRITING • (10, 11, 12) • Semester (Elective Credit)

Prerequisite: English 1-2

A writing-intensive course with a lot of student-driven direction. We'll explore and experiment with different forms of creative writing: story, play/screen writing, poetry, songwriting/lyrics, and more.

WOMEN IN LITERATURE • (11, 12) • Semester (Elective Credit)

Prerequisite: English 3-4

This class explores not only women's writing, but women as protagonists. It covers diverse contexts, settings, and historical periods. This is a class for students who enjoy reading and discussing their reactions and responses. We will read short stories, novels, poems, and films.

ENGLISH AS A SECOND LANGUAGE

The program of studies for English Language Learners (ELL's)/Emergent Bilinguals (EB's) provides intensive instruction in reading, writing, listening and speaking English. The language instruction seeks to enable learners to successfully use language to communicate with others, socially and academically. Students will participate in courses emphasizing reading, writing, and communication skills taught by an ESOL (English as a second or other language) teacher. Students will also participate in general education classes.

ELD 1 • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course will develop speaking, listening, reading and writing skills at the beginning level of English. Basic grammatical structures and content-area vocabulary are presented in dialogues, conversations, games, chants and a variety of texts (including visuals). There is an emphasis on oral language development. Students acquire speaking, listening, reading and writing, as well as critical thinking skills in context through thematic units.

ELD 2 • (9, 10, 11, 12) • Full Year

Prerequisite: ELD 1 or assessment

This course is designed for the early intermediate student of English. Students are immersed daily in speaking, listening, reading and writing tasks developed around thematic units to develop social and academic language fluency, as well as critical thinking skills. Students review and master skills introduced in ELD 1, and more complex grammatical structures are introduced. Students practice reading strategies, practice supporting ideas and arguments with evidence, engage in journal, paragraph and essay writing, as well as make oral presentations to the class in order to develop English language proficiency.

LANGUAGE SUPPORT • (9, 10, 11, 12) • Full Year

Prerequisite: Concurrent enrollment in ELD 1, ELD 2 or teacher recommendation

This course is for students currently enrolled in ELD. The course is designed to improve reading comprehension, academic vocabulary, writing, as well as organizational and study skills needed to participate in core content classes. Students also use this time to receive assistance with homework assignments.

ELD 3 • (9, 10, 11, 12) • Full Year

Prerequisite: ELD 2 or assessment

This course is for the intermediate ELL student. Students will continue language acquisition and skill development in reading, writing, speaking, and listening/understanding English, as well as develop a solid English language foundation needed to fully engage in academic and real life situations. Students will construct meaning from oral presentations and literary and informational texts, participate in oral and written exchanges of information, speak and write about complex literary and informational texts/topics, and learn to construct oral and written claims and support them with reasoning and evidence. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction is embedded throughout the curriculum. Language is taught in context exploring a variety of themes.

ELD 4 • (9, 10, 11, 12) • Full Year

Prerequisite: ELD 3 or assessment

ELD 4 is a class for the early-advanced student, building off the skills developed in ELD 3. Students will continue advancing their language acquisition and skill development in reading, writing, speaking, and listening/understanding English, as well as develop a solid English language foundation needed to fully engage in academic and real life situations. Students will construct meaning from oral

presentations and literary and informational texts, participate in oral and written exchanges of information, speak and write about complex literary and informational texts/topics, and learn to construct oral & written claims and support them with reasoning and evidence. Students will engage in research, and evaluate and communicate results. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction is embedded throughout the curriculum. Language is taught in context exploring a variety of themes.

STUDENT MENTOR FOR ENGLISH LANGUAGE LEARNERS • (11, 12) • Full Year

Prerequisites: 3.5 GPA (or teacher/counselor recommendation)

This is an opportunity to make cross-cultural connections and support students in our school community. Mentors will work with English Language Learners (students from all over the world) to provide language support and tutoring in either an ELD (English Language Development Class), or in an academic core class (i.e. health, science, math, history.) Mentors possess strong literacy, interpersonal and organizational skills, and are hardworking, responsible, and possess a desire to help other students. Mentors foster communication and relationships with students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. This course offers career-related learning experiences, a C.A.S service opportunity for the IB diploma, and a chance to meet and work with students from many cultures. This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative, and actions reflecting academic scholarship.

HEALTH

Health and Physical Education courses are designed to meet the needs of today's teenagers. Emphasis is on issues of concern that promote lifetime wellness including positive health habits, and preventative strategies. Classes incorporate lessons pertaining to physical, mental and social well-being.

For graduation, students are required to take 1.0 health credits: Health 1 (0.5 credit) and at least one Health Selective (0.5 credit).

HEALTH 1 • (9, 10, 11, 12) • Semester

Prerequisite: None

This required course provides students with information that will help them live a more health and productive life. The emphasis will be on making healthy personal decisions and in getting the information and skills needed to make those choices. Emphasis will be on personal health: mental, emotional and social, suicide prevention, sexual health and healthy relationships and drugs, alcohol, and addiction. Curriculum is designed to engage student discussion and motivate students to analyze internal and external influences on their health-related decisions.

HEALTH SELECTIVES

RISK REDUCTION/FIRST AID & CPR • (10, 11, 12) • Semester

Prerequisite: None

Focuses on risk assessment and how students can lower their chances of harmful injuries. A major part of the course will be how students should approach accidents, injuries, or even life-threatening scenarios. Students will learn proper First Aid & CPR and will demonstrate their knowledge through written, oral, and hands-on assignments and role-playing. This course is for students interested in how anatomy and the body systems are affected during accidents and what can be done to prevent or reduce harm.

SPORTS AND HEALTH OCCUPATIONS • (10, 11, 12) • Semester

Prerequisite: None

During this semester, students will become familiar with some of the careers in the sports and health fields. This course will include: Guest speaker presentations from a wide variety of professionals in sports and health careers, documentary videos relating to sports and health, career planning activities which include research and reflection, overview of relevant health topics (including health and wellness, nutrition, and anatomy and physiology).

Sports/Medicine

Athletic Trainer
Dentistry
Medical Physician
Nursing
Nutrition/Dietetics
Physical Therapy

Other Health Careers

Environmental Health
Mental Health
Optometry
Pharmacy
Public Health
Veterinary Medicine

HUMAN SEXUALITY AND HEALTH RELATIONSHIPS • (10, 11, 12) • Semester

Prerequisite: Health 1

This class will provide a forum to explore and learn about the emotional, social, and physical aspects of growing up, relationships, sex, gender, human sexuality and sexual health. It will help students understand a range of views and beliefs about these topics, and help empower a life with enriching partnership. We will explore mixed messages that media and society places on our beliefs about ourselves and each other. Students will practice active listening skills and engage in daily dialogue and reflective writing to promote curiosity and personal empowerment.

HEALTH AND THE POWER OF MEDIA • (10, 11, 12) • Semester

Prerequisite: Health 1

What kind of influence do you think the media has on your own self-image and self-perception? In this class we will study different forms of media, including advertising, web content, television shows and movies to explore the point of view these various channels have regarding topics such as body image, drug and alcohol use and acceptance, nutrition, sex and relationships. Using role playing, class discussions and research, we will dive deeply into the role of media, analyzing how it influences your mental and emotional well-being, creating tools for you to use in your daily lives that help you evaluate what you see and read to determine what is real, beneficial and accurate.

NUTRITION: YOU ARE WHAT YOU EAT • (10, 11, 12) •**Semester****Prerequisite: None**

Take charge of your body by taking charge of your nutrition. What you eat effects all aspects of your physical, mental and emotional well-being in either positive or negative ways. In this class, you will learn how to analyze foods and make good choices to promote your own health, athletic performance, energy levels and mental acuteness, while combating stress. We will study various types of eating disorders and diet approaches and how the media influences food philosophies. Using a variety of nutritional tools, you will analyze your own diet, learn about the effects of nutrients, calories, fats, proteins, and carbohydrates to develop your own personal diet plan.

STRESS REDUCTION & COMMUNICATION • (10, 11, 12) •**Semester****Prerequisite: None**

In this course students will explore how to manage and cope with stress. Students will examine how culture shapes our views around stress and communication. Additionally, students will practice stress reduction and positive communication in their everyday lives.

PHYSICAL EDUCATION

PHYSICAL EDUCATION • (9) • Full**Year****Prerequisite: None**

Offering a diverse curriculum, the physical education department has as one of its goals maximizing each student's personal fitness. Instruction aims to assist students in improving these components of physical fitness: muscular strength, muscular endurance, cardio-respiratory endurance, body composition, and flexibility.

Course Contribution: PE uniforms can be purchased or students need to supply and wear black shorts and non-logo grey T-shirt.

SPEED STRENGTH TRAINING (SST) •**(9) • Full Year****Prerequisite: None**

This freshman level class is an introduction to Weight Training and CrossFit Conditioning. Learn Olympic lifting techniques and demonstrate safety practices in a fitness environment. The CrossFit model will be implemented to address all 10 components of fitness.

Course Contribution: PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.

CROSSFIT WEIGHT TRAINING & CONDITIONING • (10, 11, 12) • Full**Year****Prerequisite: Successful completion of Physical Education**

A co-ed course where students will learn Olympic lifting techniques and demonstrate safety practices in a fitness environment. The CrossFit model will be implemented to address all 10 components of fitness.

Course Contribution: PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.

Mathematics learned in high school is the culmination of formal mathematical preparation for life and for work for some students. For others, it is the platform on which further formal study will build in college and beyond. High School students will learn about and use a variety of functions, using each to model real-world data. Students will solidify and expand upon what they have learned about geometry, measurement, data analysis, and probability in earlier grades. High School students will continue to develop the ability to reason about mathematics, and they will learn to use technology to develop a deeper understanding of mathematics.

ALGEBRA 1-2 • (9) • Full Year

Prerequisite: 9th graders who have not previously taken an Algebra 1-2 course in the 8th grade. Students enrolling in this course from a PPS middle school/K-8 would have previously take Math 8: CCSS in the 8th grade.

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

In this first year course, the representation of functions is used as the 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. Sequences and 2 unites on statistics are included. 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.

Work Samples: Opportunities are provided.

GEOMETRY 1-2 / GEOMETRY 1-2 Honors • (9, 10, 11, 12) • Full Year

Prerequisite: Successful completion of Algebra 1-2. Incoming 9th graders must have successfully completed Math: Compacted Year 2 in a PPS middle/K-8 school.

Honors Prerequisite: Highly successful completion in Algebra 1-2 or Math: Compacted Year 2 if an incoming 9th grader **AND** the recommendation of previous math teacher.

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

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 different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. A unit on probability is included. Algebra 1-2 is reviewed with geometric applications. Students use the software available with the TI-84 calculator and/or Geometers Sketchpad to deepen their understanding of key ideas.

Work Samples: Opportunities are provided.

BRIDGES TO ALGEBRA 3-4 • (11, 12) • Full Year

Prerequisite: Successful completion of Algebra 1-2. Successful completion or concurrent enrollment in Geometry 1-2.

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

Designed for students who struggled in Algebra 1-2 and wish to develop a stronger understanding of algebraic thinking so they can succeed in Algebra 3-4 (Advanced Algebra). Students will apply concepts typically covered in first year algebra to solve real-world problems. Students will be helped to visualize, represent, model and solve these real world problems in areas such as 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 modeling functions and a deeper understanding of Algebra topics and improving Algebra skills. Technology, including the TI-84 calculator, play a major role in developing student understanding of these concepts. *This course does not meet the Algebra 3-4 requirement of most four-year colleges.*

Work Samples: Opportunities are provided.

The following courses require a graphing calculator. Although Cleveland has a limited supply of calculators available for checkout, it is strongly recommended that students purchase their own. A TI-83 Plus or TI-84 Plus are recommended. TI-89 is not allowed on IB exams or on most college admission exams.

ADVANCED ALGEBRA 3-4 / ADV. ALGEBRA 3-4 HONORS • (9, 10, 11, 12) • Full Year

Prerequisite: Successful completion of Algebra 1-2 and Geometry

***Honors Prerequisite:** Highly successful completion of Algebra 1-2 (or Math: Compacted Year 2) and Geometry **AND** the recommendation of the previous math teacher

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

This emphasizes modeling data and problem situations with functions, specifically linear, quadratic, polynomial, exponential, radical and logarithmic functions. It also introduces students to sequences and series, solving systems, complex numbers, problems in trigonometry. 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. **Work Samples:** Opportunities are provided.

ADVANCED MATH FOR COLLEGE • (11, 12) • Full Year

Prerequisite: Successful completion of Advanced Algebra 3-4

This is designed for the student who needs an extensive review of algebraic concepts and applications before enrolling in pre-calculus or statistics classes. Topics include linear, quadratic, exponential, trigonometric functions, matrices, and sequences. **Work Samples:** Opportunities are provided

ADVANCED STATISTICS • (11, 12) • Full Year

Prerequisite: Successful completion of Algebra 3-4; teacher recommendation

Students will develop strategies for collecting, analyzing, and drawing conclusions from data. They will design, administer, and tabulate results from surveys and experiments. Probability laws and simulation methods will be used to construct mathematical models for random processes. Sampling distributions will provide the logical structure for confidence intervals and hypothesis tests. Students will use graphing calculators, statistical software, and web-based applets to investigate statistical concepts. There is particular emphasis on the interpretation and communication of results, requiring written and oral analysis of data.



IB MATHEMATICS 1 (Pre-calculus) • (9, 10, 11, 12) • Full Year

Prerequisite: Highly successful completion of Advanced Algebra 3-4 or Advanced Math for College **AND** recommendation of previous math teacher

Designed to continue to develop student interest in mathematics, and to prepare students for further study. Mathematical ideas will be studied in depth through application and practical problems. Topics include functions, vectors, matrices, combinatorics, statistics and probability, sequences and series, trigonometry, graphing, and mathematical models. **Work Samples:** Opportunities are provided



IB MATH STUDIES SL • (11, 12) • Full Year

Prerequisite: Successful completion of Algebra 3-4/Algebra 3-4 Honors

Six core areas: Numbers and Algebra; Sets and Logic; Geometry and Trigonometry; Probability and Statistics; Functions, Financial Mathematics, and Basic Differential Calculus.

IB Assessments: Internal: An individual piece of work involving the collection and/or generation of data, and the analysis and evaluation of that data.

External: Two exams (papers). Paper 1 is 1.5 hours and is 15 short response questions based on the 6 core topics. Paper 2 is 1.5 hours. A calculator is allowed on both papers.

Work Samples: Opportunities are provided



IB MATHEMATICS SL 2 (Calculus) • (11, 12) • Full Year

Prerequisite: Successful completion of IB Mathematics SL 1

Students will study a traditional Calculus curriculum including derivatives and integrals and their applications. In preparation for the IB SL Mathematics exam students will review the required IB Math SL syllabus topics of vectors, matrices, and probability and statistics. Students will prepare for both the IB SL mathematics exam and the Advanced Placement AB level Calculus exams in the spring.

IB Assessment: Internal: An individual exploration (written) involving an area of mathematics of the student's choice. This will be assessed by the instructor and moderated by IB.

External: Two exams (papers). Paper 1 is 1.5 hours. Students may not use a calculator. Paper 2 is 1.5 hours. Students may use a calculator. All questions on both papers are based on the core topics.



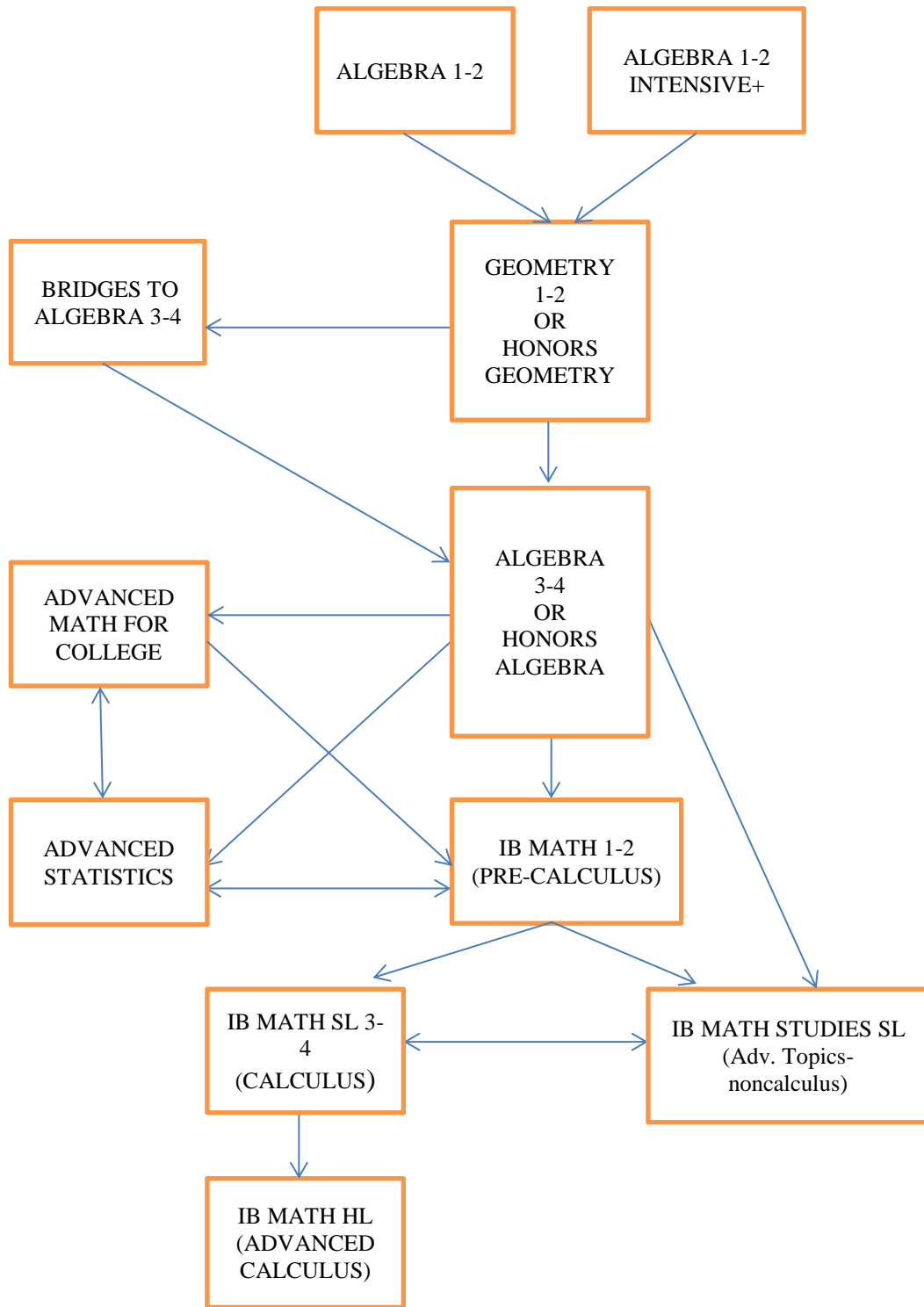
IB MATHEMATICS HL (Advanced Calculus) • (12) • Full Year

Prerequisite: Successful completion of IB Mathematics SL 2 AND teacher recommendation.

This course will build on the IB Mathematics SL course and will prepare students for the Higher Level Mathematics exam for an IB Diploma or Certificate. Required syllabus topics include advanced and circular functions, vector geometry, statistics and probability, calculus, sequences and series, and differential equations, complex numbers and systems of equations.

IB Assessment: Internal: An individual exploration (written) involving an area of mathematics of the student's choice. This will be assessed by the instructor and moderated by IB.

External: Three exams (papers). Paper 1 is 2 hours, no calculator. Paper 2 is 2 hours with a calculator. Paper 3 is 1 hour with a calculator. All questions on papers 1 and 2 are based on core topics and Paper 3 is based on the optional topic.



+ The Algebra 1-2 Intensive class is a double-blocked class available for students who need extra support to be successful.

*Algebra 3-4 Juniors may take IB Math Studies their senior year.

Students may take Honors Geometry and Honors Algebra 3-4 concurrently with teacher recommendation.
 Students may take more than one of the courses following successful completion of Algebra 3-4.

SCIENCE

Science classes are laboratory and activity centered. Updated continually, these courses include a wide variety of elective classes, which focus on issues of ecology, energy, and space. Classes also include study of the metric system. The science program provides a solid foundation for those interested in careers in science.

NEXT GENERATION SCIENCE STANDARDS (NGSS) PHYSICS

• (9) • Full Year

Prerequisite: None

Based on a small learning community model, this class is taken in conjunction with Freshman English 1-2 and Modern World History. This course focuses the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. NGSS Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the new three-year science sequence (the new sequence starts with incoming freshmen in the 2017-18 school year). This course offers an honors contract.

Homework Hours Outside Class: 1-1.5 hours per week

CHEMISTRY • (10, 11, 12) • Full Year

Prerequisite: Successful completion of Biology. Successful completion or concurrent enrollment in Algebra 1-2.

This is a laboratory-oriented course in which students study the composition and changes in matter. Chemistry is a descriptive and quantitative science based on controlled experiments, logic and theory. Emphasis is placed on measurement, problem solving, engineering and the process of physical and chemical change. Models are used to explain observable phenomena and are verified by experimentation and observations. Scientific laws, theories, principles, and concepts are used. This is a central science and knowledge of chemistry is essential to success in all other science coursework.

Homework Hours Outside Class: 2 hours per week

HUMAN ANATOMY & PHYSIOLOGY • (11, 12) • Full Year

Prerequisite: Successful completion of Biology and one other laboratory science

This course offers an advanced study of anatomy and physiology of cells and tissues as a segue into system studies of the human body. The course develops an understanding of the relationship between design and function within all aspects of the organizational levels within the human organism. Medical terminology is also introduced in this course. Coursework is comparable to the first section of Human Anatomy and Physiology at the college level. Students also attend medical lectures and/or participate in job shadow experience related to careers in the medical industry. This course is applicable to those interested in medical field, EMT, Fire and Rescue, Forensics, and Physical Therapy.

ASTRONOMY • (11, 12) • Semester

Prerequisite: Two years of a laboratory science

Astronomy is the study of celestial objects and how they relate to the earth. Students will study the early techniques used to measure the motions in the heavens, and follow the continuing efforts of humans to understand where they are in the universe. Modern techniques will also be used to study present images of celestial objects such as supernova, galaxies, and solar system objects. Topics will include stellar evolution processes that lead to black holes, neutron stars, and dwarf stars, galaxy structures, solar system formation and evolution, and planetary geology. As a result, the course in part looks at the mathematical relationships found in the physical universe. Strong math skills are beneficial. This fascinating story will be investigated through numerous hands-on activities and experiments, readings, video, the Internet, and observations. This one-semester class can be taken in conjunction with a semester of Geology.

Homework Hours Outside Class: 2 hours per week

GEOLOGY • (11, 12) • Semester

Prerequisite: Two years of a laboratory science

Basic concepts in geological principles and processes will be covered to facilitate an understanding of how our unique planet operates. The Pacific Northwest is used as a regional backdrop to study such topics as plate tectonics, earthquakes, volcanism, marine geology, rock and mineral identification, processes of erosion, geomorphology, and glaciology. Laboratory activities and hands-on projects will be an emphasis, as well as readings, discussions, films, and field trips. This one-semester class can be taken in conjunction with a semester of Astronomy.

OCEANOGRAPHY • (11, 12) • Full Year**Prerequisite:** Two years of a laboratory science

Introduces students to biological, chemical and physical oceanography and marine geology, building on and integrating topics covered in other science courses offered at Cleveland; topics include atmospheric and oceanic circulation, waves, satellite oceanography, chemical and nutrient cycles, ocean formation, sedimentology, marine ecosystems, and human impact on the oceans. Students explore these areas through laboratories, hands-on projects, readings, Internet research, discussions and field trips. Multiple field trips are required with some on non-school days.

Homework Hours Outside Class: 2 hours per week**FORENSIC SCIENCE AND BIOTECHNOLOGY • (11, 12) • Full Year****Prerequisite:** Two years of laboratory Science

Forensic science is the use of many sciences to answer questions of interest to a legal system. This may be in relation to a crime or a civil action. In the forensic science portion of the course students will learn the laboratory techniques involved in solving crimes. An example of topics includes ballistics, forensic entomology, blood spatter pattern analysis, fingerprinting, and DNA "fingerprinting". **Biotechnology** is the study and manipulation of living things or their molecules, cells, tissues or organs for the benefit of human beings. This portion of the course teaches students the skills for the growth of microorganisms, genetic manipulation and protein isolation. Students will learn techniques used to make commercial products (i.e. yogurt production, ethanol production). In addition, students will learn laboratory techniques to analyze genetically engineered organisms, create a new form of life through cloning and isolate the products of the genetically engineered life form. The course also conducts ethical debates surrounding issues of DNA databases of all persons in the United States, genetically engineered life forms, cloning human beings and other current issues.

Homework Hours Outside Class: 2 hours per week**SCIENCE RESEARCH • (11, 12) • Full Year****Prerequisite:** Two years science; consent of instructor and administrator (Science credit)

Independent student research projects for the laboratory or for the field must be proposed to the science instructor to obtain permission to enroll. There is the possibility to present research at the Portland Public Science Fair.

SCIENCE MENTOR • (11, 12) • Full Year**Prerequisite:** 3.5 GPA (or teacher/counselor recommendation), strong literacy, math, organizational and interpersonal skills, hardworking and responsible, as well as possessing a desire to help other students. (elective credit only)

Science mentors will work with other science students within a course to provide academic support and tutoring. Mentors foster communication and relationships with younger students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative and actions reflecting academic scholarship.


**IB BIOLOGY SL • (11, 12) • Full Year****Prerequisite:** Chemistry

This course builds on topics learned during the Academy Biology class and will explore in more depth topics in cellular biology, biochemistry, genetics, ecology, evolution and human health and physiology. Laboratory investigations, computer simulations, data reviewing, literature research and lectures will be used to explore the topics. This course requires completion of a summer assignment.

IB Assessments: Internal: Scientific Investigations; External: Three IB papers**Homework Hours Outside Class:** 3-4 hours per week**IB CHEMISTRY SL • (11, 12) • Full Year****Prerequisite:** For incoming 9th graders successful completion of NGSS Physics (for current 9th graders successful completion of Biology), Chemistry and Algebra 1-2.**IB Credit Optional**

This is an advanced laboratory-oriented course designed to provide a good background for students who are going into medicine, engineering, or science fields. Topics include organic chemistry, electrochemistry, energetics, kinetics, biochemistry, qualitative analysis and advanced inorganic chemistry. This course requires discipline, study skills outside of class and completion of a summer assignment. IB assessments can lead to college credit in the Oregon University System.

IB Assessments: Internal: Scientific Investigations; External: Three IB papers**Homework Hours Outside Class:** 3-4 hours per week


IB PHYSICS 1 • (10, 11, 12) • Full Year

Prerequisites: Successful completion or concurrent enrollment in Chemistry. Concurrent enrollment in Algebra 3-4 or higher

A laboratory-oriented class featuring in-depth study of Physics topics including mechanics kinematics and dynamics, rotational motion, gravitation, wave mechanics, and electricity and magnetism. Energy and power generation, with an emphasis on sustainable/renewable energy sources, is explored by monitoring the solar panels installed on the Cleveland High School roof. Hands-on experiences, practical, real world applications, and applied math skills are emphasized. This course will follow the IB Physics curriculum. Students interested in IB assessment as part of an IB Diploma or Certificate in Physics must also complete the IB Physics 2 course.

IB Assessments: Internal: Scientific Investigations

Homework Hours Outside of Class: 4-5 hours per week


IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL • (11, 12) • Full Year

Prerequisite: Two years of laboratory science

The prime intent of this course is to provide students with a coherent perspective on the interrelationships between ecosystems and societies; one that enables them to adopt an informed personal response to the wide range of pressing global environmental issues that they will inevitably come to face. It is intended that students develop a sound understanding of the interrelationships between ecosystems and societies, rather than a purely journalistic appreciation of environmental issues. This course will involve hands-on science inquiry both in the field as well as in the lab. Topics will include Human Population and Carrying Capacity, Resource Use, Resource Conservation, Pollution, Pollution Management, the issue of Global Warming and Environmental Value Systems. Field-based investigations are a component of the course.

IB Assessments: Internal: Scientific Investigations; External: Three IB papers at the Standard Level

Homework Hours Outside Class: 2 hours per week



IB BIOLOGY HL • (12) Full Year

Prerequisite: Biology SL; One year of Chemistry and one year of Physics or concurrent enrollment

This course explores in more detail topics covered in Biology SL. Emphasis is on Nucleic Acid, Proteins, Cell Respiration, Photosynthesis, Plant Science, Genetics, and Human Health and Physiology. Options will also build on those covered in Biology SL. Laboratory investigations, computer simulations, data mining, literature research, and lectures will be used

IB Assessments: Internal: Scientific Investigations; External: Three IB papers

Homework Hours Outside Class: 3-4 hours per week


IB PHYSICS HL 2 • (11, 12) • Full Year

Prerequisite: IB Physics 1; One year of Biology and one year of Chemistry or concurrent enrollment

IB Physics HL 2 is a continuation of, and will expand on the curriculum presented in IB Physics 1. Topics will include astronomy, atomic and nuclear physics, quantum physics, and thermodynamics. Additional topics in mechanics and waves will also be explored, including trajectory motion, relativity, Doppler effect, beat patterns, and optics. These topics are not presented at a more difficult conceptual level, but are meant to provide a greater depth into various topics of physics. At the conclusion of this course students will be prepared to take the IB Standard Level physics exams, IB Higher Level physics exams, or the AP Physics Exam.

IB Assessments: Internal assessments through scientific investigations; External assessment via examination papers

AP Assessments: External assessment via examination papers

Homework Hours Outside of Class: 4-5 hours per week

Social Sciences courses are designed to examine the interaction of people in the world, the major social institutions, and the government and history of the United States. By understanding more about oneself as well as the contributions of others, students become better-informed and more effective citizens.

ACADEMY MODERN WORLD HISTORY • (9) • Full Year**Prerequisite: None**

Based on a small learning community model, this class is taken in conjunction with Freshman English 1-2 and Academy Biology. This required course introduces and explores contemporary world cultures, their histories, individual and global societies, geographic concepts, the effects of geography on human development, and the effects of globalization on societies, and economics. Students will also learn about themes that are characteristic of all cultures: constant change, diversity, the movement of people, technology and ideas, and commerce. Students will explore different regions of the world using a variety of sources.

Homework Hours Outside Class: 1-3 hours per week

U.S. HISTORY 1-2 • (11) • Full Year**Prerequisite: None**

Students will examine the economic, political and social development of the nation from the post-Civil War era to the present. Themes involving class, race, and gender will be discussed, as well as industrialism, social movements, imperialism and war.

Homework Hours Outside Class: 2-3 hours per week

“WE THE PEOPLE” CONSTITUTION TEAM • (10, 11, 12) • 1st Semester only.**Prerequisite: Application and teacher approval****Fulfills 0.5 Government credit.**

Students learn about the US Constitution and apply this knowledge to historical and contemporary questions. Students will learn to present their ideas and opinions in verbal and written formats in a Socratic method. This course is very demanding and requires efficient time management skills. Students on the Constitution Team will have the opportunity to participate in competitions sponsored by the Center for Civics Education.

GOVERNMENT • (10, 12) • Semester**Prerequisite: None**

Government is a one-semester course, focusing on forms of government, philosophies, principles, and the foundation and function of U.S. government. Students will also learn about the formation of U.S. government. Students will explore the organization, duties, and powers of government and learn the rights and responsibilities of active civic engagement.

Homework Hours Outside Class: 2-3 hours per week

ECONOMICS • (10, 12) • Semester**Prerequisite: None**

This course is based on the principles and foundations of different economic theories including macro and microeconomics. Students will explore personal economics including, consumerism, credit, investment, and labor. Students will study the dynamics of globalization, including monetary institutions, governments, and corporations.

Homework Hours Outside Class: 1-3 hours per week

EPIC ISSUES SEMINAR • (10, 11, 12) • Full Year**Prerequisite: None.****Elective credit.**

Epic Issues is a discussion-based class that focused on critical thinking. This course is based on the model using Socratic Seminars to talk about issues students are concerned about and/or want to learn more about. Students will engage in academic conversations about a variety of topics that have historical and contemporary relevance. Topics are selected by the instructor as well as students, and may include a study of issues on the environment, social movements, global conflicts, policing, local issues, etc.

Work Samples: Informal and formal essays and speaking work samples

WOMEN IN AMERICAN HISTORY • (10, 11, 12) • Full Year**Prerequisite: None****Fulfills US History credit**

This course provides students with a clear sense of the history of American women from 1880 to the present. Topics covered include Seneca Falls 1848; the women's club movements of the 1890s; women's labor militancy in the 1910s; activism and reaction in the 1920s; American society in World War II; the Civil Rights movement; the Women's Liberation Movement; linking history to current issues of gender; and women in politics. Students will analyze primary documents and secondary sources and gain a historical perspective that enables them to analyze contemporary issues of all Americans.

ETHNIC STUDIES • (10, 11, 12) • Full Year**Prerequisite: None****Fulfills US History credit**

Ethnic Studies explores cultural issues thematically and will also focus on the experiences of many peoples including, but not limited to, Indigenous Peoples Latino/a Americans African Americans Asian Americans mixed race Americans people of color, and the LGBTQIA community. In this course, students will examine human rights, the history, culture, immigration patterns, laws, experiences, and contributions of disenfranchised peoples. Students will discover the contributions of said groups to American history and culture. This history course spans from the Reconstruction Era to the present by using film, music, art, primary source documents, and current events.

**IB HISTORY OF THE AMERICAS 1 • (11, 12) • Full Year****Prerequisite: Full IB diploma candidates must have taken Government & Economics****Fulfills US History credit**

Designed as the first year of a two-year course in history for higher level group three requirements for IB. Focus is on U.S. and Latin American from discovery to present. Students may take the Higher Level IB Exam after completing the two-year course. This course covers U.S. History with 3-5 case studies that intersect with Latin America and/or Canadian history.

IB Assessments: Includes an examination of historiography and multiple perspectives on history, document based question essays, and persuasive papers

Homework Hours Outside Class: 3-5 hours per week**IB HISTORY OF THE AMERICAS 2 HL (20th Century) • (12)****• Full Year****Prerequisite: IB History of the Americas 1**

This course is the continuing IB History course following the Americas course. This world issues class examines these following topics: Causes, Practices, Effects of War, the rise of single party dictatorship states, the Cold War and the Arab-Israeli conflict. It is designed to cover the 20th Century World History curriculum and will be assessed according to IB norms.

IB Assessments: Internal Assessment and External Assessment

Homework Hours Outside Class: 3-5 hours per week

**IB ANTHROPOLOGY SL • (11, 12) • Full Year****Prerequisite: None**

Social and cultural anthropology is a comparative and holistic approach to the study of human experiences. The anthropological perspective provides a broad understanding of the origins as well as multiple meanings of cultural diversity in the world. To better understand human experiences, this class applies ethnographic and theoretical approaches to learning about family and kinship, gender and sexuality, belief systems, knowledge systems, political and economic structures, commodification, assimilation and resistance, and the power relations between societies and cultures in contact. Also, students critique the discipline of anthropology by applying various theories. Using frameworks such as Marxism, feminism, poststructuralism, postmodernism, and postcolonialism, students explore the ways in which these theories inform anthropology as a discipline. Students will also have opportunities to experience and apply anthropological methods such as fieldwork and various forms of data collection.

IB Assessments: Students complete an internal field observation and report; IB external assessments include 2 paper exams.

Homework Hours: varies between 2 - 4 hours per week, depending on assignments, projects, and internal assessment

**IB ANTHROPOLOGY HL • (12) • Full Year****Prerequisite: IB Anthropology SL**

Second-year social and cultural anthropology students, study alongside first-year students, and advance in their study of human experiences through a fresh set of texts and contexts. The HL Anthropology students focus on application of skills to new content and greater mastery of anthropological methods and communicative skills. This course also offers a special field trip to the University of Oregon's anthropology department for students interested in pursuing a career in anthropology.

IB Assessments: Students complete an internal fieldwork project using anthropological methods and analysis; IB external assessments include 3 paper exams.

Homework Hours: varies between 2 - 4 hours per week, depending on assignments, projects, and internal assessment

**IB PSYCHOLOGY SL • (11, 12) • Full Year****Prerequisite: None**

Standard Level IB Psychology takes a scientific approach to human behavior and the mind. Students will study three psychological levels of analysis: biological, cognitive, and socio-cultural. Later these levels will be used to analyze abnormal behavior and common mental problems such as mood, anxiety, and eating disorders. Students will also study research design (the methods, statistics, and ethical issues in psychological research and application) in preparation to undertake a simple experiment of their own. Any student is welcome to take this class, however, strong reading, writing, and organizational skills are highly recommended.

IB Assessments: Includes an internal assessment (a report on a simple experiment conducted by the student) and an external assessment (a two-part, essay based test).

Homework Hours Outside Class: 3-5 hours per week

**IB PSYCHOLOGY HL • (12) • Full Year****Prerequisite: IB Psychology SL**

Higher Level IB Psychology is a continuation of the skills and content learned in SL Psychology. Students will review the levels of analysis (biological, cognitive, and socio-cultural) from the previous course, as well as abnormal behavior. They will study two new areas: Developmental Psychology focusing on identity, critical periods, and the impact of childhood experiences, and human relationships focusing on helping behavior, bystanderism, attraction, and violence. Students will also study quantitative research methods (including experiments, interviews, observations and case studies) to prepare for the critical analysis portion of the IB exam and to review the skills needed to conduct another simple experiment of their own. Strong reading, writing, and organizational skills are highly recommended for this course.

IB Assessments: Includes an internal assessment (a report on a simple experiment conducted by the student) and an external assessment (a three-part, essay based test).

Homework Hours Outside Class: 3-5 hours per week

WORLD LANGUAGES

Two years of the same world language is required by PPS in order to meet graduation requirements. World language study is also recommended to attain a proficiency level for admission to many four-year institutions of higher learning. Therefore, it is highly recommended that students begin world language study in the freshman year. Many opportunities are available for speakers of world language in vocational careers, as well as national and international business. Cleveland helps prepare students for these opportunities by teaching how to communicate in a second language, and to better understand other cultures. ACTFL (American Council on Teaching Foreign Language) standards are used to assess proficiency.

FRENCH LANGUAGE COURSES

FRENCH 1-2 • (9, 10, 11) • Full Year

ACTFL Level: Novice High

Prerequisite: None

The basic skills of listening, speaking, reading, and writing are the focus. Various francophone cultures will be studied, and students will learn to recognize differences and similarities between people of these cultures and Americans. Beginning with the second semester, French will be spoken as much as possible. Course themes: greetings, school, activities and sports, as well as food, family, shopping, clothes, and weather.

FRENCH 3-4 • (9, 10, 11, 12) • Full Year

ACTFL Level: Intermediate Low

Prerequisite: Passing grade in French 1-2 or equivalent

Students will continue to develop their ability to listen, to speak, and write in French along with learning about French-speaking countries. Students will learn about occupational and leisure-time activities in French-speaking countries. Course themes: travel, homes, directions, places, restaurants, foods, daily routine, health, technology, and friendships. Second quarter students are highly encouraged to use French in class. Second semester instruction is predominately in French.



IB FRENCH 5-6 • (10, 11, 12) • Full Year

ACTFL Level: Intermediate Mid

Prerequisite: Successful completion of French 3-4 and/or teacher recommendation

Students will continue to fine-tune their French listening, speaking, reading, and writing skills, and understanding and appreciation of French culture. Emphasis is placed on developing interpersonal skills in French. Topics will include: the bank, food, travel, the hospital, public transportation, holidays and traditions, professions, body, illness, hotel, and emotions. The class is taught predominately in French and students are required to speak in French second semester.



IB FRENCH SL 7-8 • (11, 12) • Full Year

ACTFL Level: Intermediate High

Prerequisite: Successful completion of IB French 5-6 and teacher recommendation

Students will further develop their skills in reading, writing, and speaking French. They will learn to initiate conversations and discussions in French, as well as write essays in French. Topics may include but are not limited to: communication and the media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. This course also contains a major review of verb moods and tenses. This course is taught entirely in French and students are required to speak in French.

IB Assessment: See the end of the World Language Section for assessment component chart.

GERMAN LANGUAGE COURSES

GERMAN 1-2 • (9, 10, 11) • Full Year

ACTFL Level: Novice High

Prerequisite: None

Students will learn the basics of the German language, including grammar, conversation, reading, listening and writing skills. Emphasis is on speaking and using German in authentic situations. Topics will include: school, sports and hobbies, family, food and grocery shopping, restaurants, clothing and shopping, geography, and items around the house.

GERMAN 3-4 • (9, 10, 11, 12) • Full Year

ACTFL Level: Intermediate Low

Prerequisite: German 1-2 or equivalent

Students will further develop their skills in reading, writing, and speaking German. Students will begin to initiate and sustain conversations and discussions in German. Students will also begin to write simple, short essays in German. All reading materials and discussions will be in German. Topics will include home, shopping, vacations, World War II, food and restaurants and traveling.



IB GERMAN 5-6 • (10, 11, 12) • Full Year

ACTFL Level: Intermediate Mid

Prerequisite: German 3-4 or equivalent and/or a teacher recommendation

Students will further develop their skills in reading, writing, and speaking German. Students will further learn to initiate and sustain conversations and discussions in German. Students will also write simple, short essays in German. All reading materials and discussions will be in German. Topics will include health, home, the Holocaust, food and restaurants, traveling, and relationships.



IB GERMAN B SL 7-8 • (11, 12) • Full Year

ACTFL Level: Intermediate High

Prerequisite: Successful completion of IB German 5-6 and a teacher recommendation

Students will further their skills in reading, writing, and speaking German. They will learn to sustain conversations and discussions in German, as well as write essays in German. Topics may include, but are not limited to: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. This course also contains a major review of verb moods and tenses

IB Assessments: See the end of the World Language Section for assessment component chart.

CHINESE LANGUAGE AND CULTURAL STUDIES

基础课程 JI CHU (Foundation)

The Chinese Language and Cultural Studies JICHU COURSES offer students the opportunity to develop Intermediate Level language and cultural skills laying the foundation for Advanced Level study of Chinese. Completion of Chinese 7-8 prepares students to negotiate basic daily interactions in China and moves them down the path towards being a global professional and citizen. JICHU COURSE classes are open to all students meeting proficiency criteria.

MANDARIN 1-2 • (9, 10, 11, 12) • Full Year

ACTFL Level: Novice Mid

Prerequisite: None

Mandarin 1-2 is for students who have very limited to no background in Chinese language. The course is designed to focus on laying a solid foundation on four skills: listening, speaking, reading, and writing of Mandarin Chinese. Students will learn the Chinese phonological system, Chinese characters and grammar. Students will also learn how to type Chinese using a Chinese word-processor. Topics will include greeting, name, age, phone, email, address, nationality, time, date, and family. After completing Mandarin 1-2, students will be able to communicate daily life situations using simple words and phrases.

MANDARIN 3-4 • (9, 10, 11, 12) • Full Year

ACTFL Level: Novice High

Prerequisite: Mandarin 1-2 or Novice Mid

Students will continue to develop their reading, listening, speaking, and writing skills. Students will learn about their immediate surroundings, such as family, school, and daily life. Students will learn vocabulary, grammar, and idiomatic expressions they need to communicate about the topics and the cultural information that helps contextualize the use of Chinese language.

MANDARIN 5-6 • (9, 10, 11, 12) • Full Year

ACTFL Level: Intermediate Low

Prerequisite: Successful completion of Mandarin 3-4 or Novice High

Students will continue to improve speaking, listening, reading, and writing skills and their understanding of Chinese culture. Topics may include transportation, food and drink, weather and travel, exercise and healthy diet, and holidays. Students will learn to communicate effectively with native Chinese speakers with a focus on communicative competence and accuracy.



IB MANDARIN 7-8 AB INITIO • (11, 12) • Full Year

ACTFL Level: Intermediate Mid

Prerequisite: Successful completion of Mandarin 5-6 or Intermediate Low

Students will continue to build on their skills in reading, writing, speaking and listening. Students will learn about shopping, asking for help, visit a doctor, describe a crime, apply to college and making future plans. Students will learn vocabulary, grammar, and idiomatic expressions they need to communicate about the topics and the cultural information that helps contextualize the use of Chinese language.

综合课程 ZONGHE (Comprehensive)

The Chinese Language and Cultural Studies ZONGHE COURSES offer students the opportunity to develop Advanced Level language and cultural skills preparing them to be global professionals and citizens. Students will develop these 21st century skills through onsite content-based language classes, online proficiency based modules, and credited experiential learning opportunities. Completion of all the requirements necessitates significant commitment and focus by students and results in special recognition at graduation. ZONGHE COURSE classes, modules, and opportunities are open to all students meeting proficiency criteria.

GLOBAL PERSPECTIVES • (9) • Full Year

Prerequisite: Successful completion of Mandarin Immersion Program (MIP) K-8 or expected to be at a minimum proficiency level of Intermediate Low in Mandarin.

Mandarin Global Perspectives is a full-year course designed for the 9th grade of Mandarin Immersion students. Students will utilize their acquired skills and knowledge of Chinese language and culture to further explore varied content and issues about China and its people through reach-out communication and teacher-guided learning. The course emphasizes an integrated approach to exercising listening, speaking, reading, and writing activities with self-managed learning strategies. Students at this level dig deeper into popular topics while learning to provide details of events, feelings, things, and people. Reading and writing are formal requirements throughout the year. Students are expected to be able to read texts of various genres and topics at intermediate level of Chinese, while responding through speaking and writing with developing judgment and accurate language. This course is aligned with AP test requirements and standards with additional test practices in the second semester.

RESEARCH AND EXPLORATION • (10) • Full Year

Prerequisite: Intermediate Mid

Students planning to participate in the Summer Institute in Yunnan, Summer 2012 (tentative) are required to successfully complete this course.

Mandarin Research & Exploration is a full-year course designed for the 10th grade of Mandarin Immersion students. Students will continue to improve proficiency in listening, speaking, reading and writing modalities with the goal of reaching Advanced Proficiency level or higher. Students will communicate their ideas effectively with diverse audiences, gain judgments on local/global issues, and translate their ideas and findings into appropriate actions through research, making inference, and giving suggestions. Research and problem-solving skills will develop with language. With the aid of technology, students are expected to search and read media publications in topics of interest, make summaries, take positions and edit information with peers. Student abilities in providing details of events, feelings, things, and people will continue to develop.



IB MANDARIN B SL • (11) • Full Year



IB MANDARIN B HL • (12) • Full Year

Prerequisite: A minimum proficiency level of Intermediate Mid in Mandarin.

This course focuses on preparing students for the IB Mandarin (Language B) test. Students will communicate orally and in writing purposely, effectively, and accurately. This course will expose students to a range of topics: global issues, communication and media, social relationship, health, science and technology. Students' language proficiency will be enhanced through receptive, productive and interactive assessments.

SPANISH LANGUAGE COURSES

SPANISH 1-2 • (9, 10, 11) • Full Year

ACTFL Level: Novice High

Prerequisite: None

This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of the target language in class is emphasized. The learner is expected to interact with the teacher during every lesson with gestures, short and long answers. The instruction incorporates cultural perspectives with storytelling. Topics include: introducing oneself, describing people and school objects, asking and answering yes/no and who/what/where/when questions, family members, school subjects and schedules and expressing likes and dislikes.

SPANISH 3-4 / SPANISH 3-4 HONORS • (9, 10, 11, 12) • Full Year

ACTFL Level: Intermediate Low

Prerequisite: Spanish 1-2 or 2 full years of middle school Spanish (Honors requires teacher recommendation)

Students will develop an Intermediate Mid proficiency level in speaking, listening, writing, and reading. This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of target language in class is emphasized. It provides instruction in speaking, listening, reading and writing skills, and incorporates cultural practices. Topics include: describing self, discussing past events, asking and giving directions, clothing, asking and giving opinions, expressing feelings, making future plans, talking about daily routines, and staying fit and healthy. **Honors course:** Material covered at a faster pace. Topics include: expressing feelings, talking about daily routines, staying fit and healthy, relating a series of events, explaining and recognizing descriptions, and reporting on what someone said.

IB SPANISH 5-6 • (10, 11, 12) • Full Year

ACTFL Level: Intermediate Mid

Prerequisite: Spanish 3-4/Spanish 3-4 Honors

Students will further develop their skills in reading, writing, speaking and listening. The first quarter is designed to strengthen understanding and skills of sentence and grammatical structures. The remainder of the year will focus on following unit: family, friends and communities, internet and technology, global citizenship, travel and freetime activities. Authentic reading materials will be used for making comparisons and engaging in discussion. Class is conducted in target language and begins to prepare students for coursework in IB Spanish 7-8 and 9-10.

SPANISH 7-8 • (11, 12) • Full Year

ACTFL Level: Intermediate High

Prerequisite: Successful completion of Spanish 5-6 or teacher recommendation

This course begins with an assessment of Spanish skills that have been retained from previous study. It allows students who have finished Spanish 5-6 to continue Spanish study in a non-IB setting. This course builds on the student's knowledge of the language, improving the communicative skills based on grammar and vocabulary while continuing to work on speaking proficiency. Students are required to use the target language in class. This course continues instruction in speaking, listening, reading, and writing skills in the context of cultural practice.



IB SPANISH B SL 7-8 • (11, 12) • Full Year

ACTFL Level: Intermediate High

Prerequisite: Successful completion of Spanish 5-6 and teacher recommendation

Students will gain greater oral proficiency, while at the same time reviewing grammar and studying the subjunctive in greater depth. Students are required to use the target language in class at all times. Journal writing, oral presentations, and discussions of current events will help build fluency. Short stories from Spanish and Latin American literature are read. Students will be assessed by the teacher on both listening and speaking skills. This class is the first part of the IB curriculum.

IB Assessments: See the World Language Section for assessment component chart.



IB SPANISH B HL 9-10 • (11, 12) • Full Year

ACTFL Level: Advanced Low

Prerequisite: Successful completion of IB Spanish 7-8 B and teacher recommendation

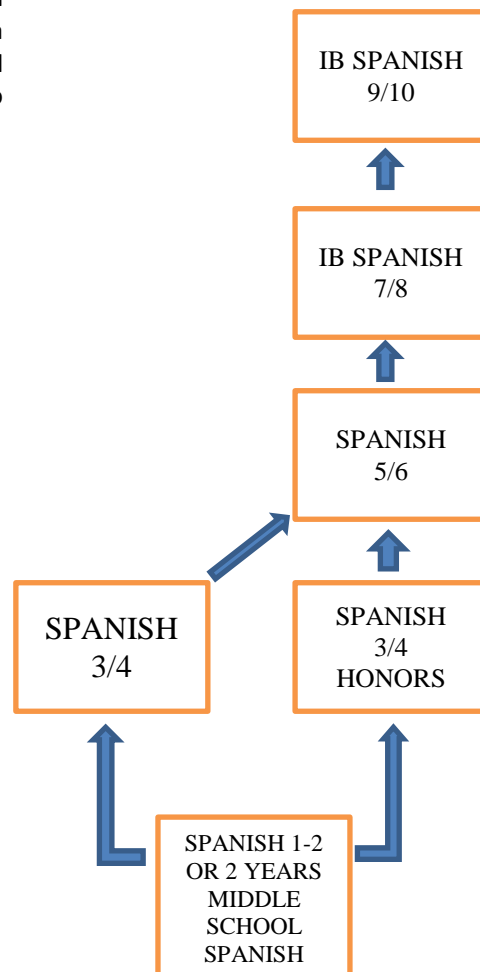
The goal is to prepare the students for the IB Language B examinations while offering the opportunity to learn more about civilization, issues, culture, and literature of the Spanish-speaking world. Considerable work is done on reading and writing skills. Students will create writing pieces in different modes or genres. Emphasis is placed on increasing vocabulary. Students will also give speeches on different topics. They will engage in study and debate on issues of importance to the Spanish-speaking world such as, how does our coffee consumption impact the various players in its production; why do people risk their lives to cross the border into the U.S.?, etc.

IB Assessments: See the World Language Section for assessment component chart.

SPANISH LANGUAGE ARTS • (9, 10, 11, 12) • Full Year

Prerequisite: Conversant in Spanish

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. Students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities.



World Language Assessment outline-SL

First examinations

Assessment component	Weighting
External Assessment:	70%
Paper 1 (1.5 hours): Receptive skills Text-handling exercises on four written texts, based on the core.	25%
Paper 2 (1.5 hours): Written productive skills One writing exercise of 250-400 words from a choice of five, based on the options.	25%
Written assignment: Receptive and written productive skills Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core.	20%
Internal Assessment: Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8-10 minutes) Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

World Language Assessment outline-HL

First examinations

Assessment component	Weighting
External Assessment:	70%
Paper 1 (1.5 hours): Receptive skills Text-handling exercises on five written texts, based on the core.	25%
Paper 2 (1.5 hours): Written productive skills Two compulsory writing exercises. Section A: One task of 250-400 words, based on the options, to be selected from a choice of five. Section B: Response of 150-250 words to a stimulus text, based on the core.	20%
Written assignment: Receptive and written productive skills Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read.	20%
Internal Assessment: Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8-10 minutes) Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

GENERAL ELECTIVES



IB THEORY OF KNOWLEDGE • (11, 12) • Full Year

IB Diploma Candidates must take ToK in Grade 11

Prerequisite: A willingness to self-reflect, a spirit of inquiry and wonder, and an openness to consider questions (sometimes unsettling questions).

How do we know what we know? This central question of ToK inspires the spirit of the class as well as the content. In the IB curriculum, ToK serves as the unifying course that ties together all the other six subject areas. Using approaches to knowledge inspired by each, the course explores the relationships between what we know and the ways of knowing: do we know what we know by reason, emotion, perception, and/or language? And how does the worldview we have inherited determine what information we trust and which ways of knowing we find reliable? In an effort to explore the usefulness of various ways of knowing, the class will consider the strengths and weaknesses of our own dominant worldview as well as less prevalent worldviews. Beyond reading about, writing about and discussing these ideas, students will also use exercises designed to allow us a fresh experience of our world, each other, and our selves.

IB Assessments: Internal: A 10-minute oral presentation

Homework Hours Outside Class: 3-5 hours per week.



IB CORE (ToK, Extended Essay, C.A.S.) • (12) • Full Year, IB Diploma only

The IB Core is specifically designed to support the IB Diploma requirement of ToK over two years. In addition to supporting the writing of an externally-assessed ToK paper, IB Core will support students in the completion of the Extended Essay and the collaborative C.A.S. project. The course meets most days with some built-in release to allow students flexibility to pursue personal research, writing, and experiential learning (C.A.S.) goals independently.

IB Assessments: External

Extended Essay - an independent, academic research paper (approximately 4000 words)

ToK essay on a prescribed title (approximately 1600 words)

MINDFUL STUDIES • (10, 11, 12) • Semester

Prerequisite: None

What do LeBron James, Oprah, and the Seattle Seahawks have in common? They all use mindfulness to boost their happiness and success. In this class we'll learn mindfulness skills to deal with stress. We'll learn to focus and relax with meditation. We'll increase flexibility with gentle stretching and yoga. We'll create a strong community of people who support each other. Research shows that mindfulness helps us manage strong emotions like anger and anxiety. It improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness and compassion. It strengthens relationships. With mindfulness we can live to our full potential.

YOGA • (9, 10, 11, 12) • Semester

Prerequisites: None

Yoga is a physical mindfulness practice that develops a healthy combination of balance, strength and flexibility, while connecting one's breath with movement. In this class, students will learn a variety of yoga styles, physical postures, breathing techniques, as well as mindfulness practices to direct the attention to the breath, the body, and the present moment. In our fast-paced world, this course will provide an opportunity for students to connect with themselves, to go inward, as well as build community through journaling, team-building activities, class discussions and mindfulness practices. Culminating projects will include planning and preparing a yoga sequence to teach to the class, a service learning project, and a reflection paper.

JOURNALISM • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course is designed for students interested in a career in journalism and for those who want to improve their writing and computer skills. Students learn how to write news, sports, reviews, opinions and features. They also learn and practice throughout the year how to design pages incorporating text, headlines, photos and graphics using the computers in the *Clarion* lab. In addition, students are required to research a journalist of their choice, and they explore student press law and student press rights through mock trials. Students will also learn how to produce video reports and upload to the school website. This course is required for students who wish to join the newspaper (*Clarion*) or yearbook (*Legend*). The class is open freshman through senior level students.

Homework Hours Outside Class: 1-2 hours per week

NEWSPAPER • (11, 12) • Full Year**Prerequisite:** Completion of Journalism with an A or B grade

This advanced journalism class publishes the student newspaper, *Clarion*. This class publishes ten, 12-16 page issues full of news, sports, opinions, reviews and features. Students have ample opportunity to practice a number of individual skills such as interviewing, writing, and graphic designing. At the end of the year, students produce a comprehensive portfolio filled with their work. Students also contribute to the daily on-line version of the *Clarion* as well as produce videos to upload to the website.

Homework Hours Outside Class: 3-4 hours per week**YEARBOOK • (11, 12) • Full Year****Prerequisite:** Journalism and Letter of Application/Interview

Producing the Cleveland yearbook, *Legend*, will enhance students' skills in organization, promotion, computer graphic design, creative writing, photograph selection, merchandising and sales. Some experience with computers is highly encouraged for all applicants.

Homework Hours Outside Class: 3-4 hours per week**PRACTICAL LAW • (9, 10, 11, 12) • Full Year****Prerequisite:** None

This course will introduce students to the legal system that exists in the US. The course begins with the origins of law and differences between civil and criminal law. Students will explore various areas of law such as constitutional, contract, torts, consumer, and family law. The course will also involve at least 2 mock trials where students will take on various roles such as attorney, judge, jury, and witness.

COLLEGE & CAREER EXPLORATION • (9) • Semester**Prerequisite:** None

9th graders will gain exposure to the working world they will one day enter and the ways that postsecondary options, including college, will help them in the future. 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 skills they will need in the future. After having chances to reflect on their strengths and interests, students will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships.

BEGINNING SPEECH AND DEBATE • (9, 10, 11, 12) • Full Year**Prerequisite:** None.**Fulfills Fine Arts credit**

This active, student-centered elective is open to all students who are looking to improve their public speaking and critical thinking skills. The year begins with voice exercises using Dr. Seuss and ends dissecting logical fallacies while debating international public policy issues. This is an interactive course where students work together in a safe community to encourage each speaker to grow. Students will complete all state standards in speaking and writing as well as many in reading through informative, persuasive and entertaining speeches. Students debate using both individual, partnered, and community formats. We also explore psychology, philosophy, stand-up comedy, broadcasting, and more. This is a course where students are out of their seats every day applying what they learn. It is a performance-based course; thus, students are not evaluated against each other's performances like in a grade curve system.

ADVANCED SPEECH AND DEBATE • (10, 11, 12) • Full Year**Prerequisite:** "B" or above in Beginning Speech and Debate or through interview approval with instructor.**Fulfills Fine Arts credit**

Where do Dr. Seuss, Eminem, Mark Twain, and Emanuel Kant meet for coffee? In this class. This is a wild ride of the brain from poetry to stand-up comedy to philosophy to marketing. Like Beginning Speech, this course covers a wide range of speech and debate with elements of student choice in each unit. The biggest difference is that each unit is deeper, more detailed. Students become stronger speakers. Additionally, they mentor emerging speakers through peer coaching and even run lessons on public speaking in other classes.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) • (9) • Semester • (10, 11, 12) • Full Year**Prerequisite:** Application and interview required

AVID prepares students for success in a four-year college or university. This course expands on the use of writing, inquiry, collaboration, and reading strategies across the content areas, but also includes a focus on college and career research and college application. AVID students are expected to maintain a minimum of a 3.0 G.P.A, demonstrate exceptional classroom behavior, and participate actively in student-led tutorials and other AVID activities.

CLEVELAND ALLIANCE FOR RACIAL EQUITY (C.A.R.E.) LEADERSHIP • (10, 11, 12) • Full Year

Prerequisite: BY APPLICATION ONLY; Students of Color highly encouraged to apply

C.A.R.E. is an inclusive, student-formed course with the purpose to promote practices of racial equity at Cleveland. This class aims to begin conversations around the topic of race and spread awareness of its effects on our communities today. Race is something that impacts all of our lives, and is deeply entrenched in not only the history of the United States, but also its present and future. This course aims to discuss issues surrounding race that affect students personally and address issues that impact both the country and the world today. The goal of C.A.R.E. is to understand the effects of white supremacy and institutionalized racism, and work actively to dismantle systems of oppression.

9th GRADE LEADERSHIP • (9) • Full Year

Prerequisite: None

This course is designed to introduce students to leadership by practicing and applying the qualities of effective leaders through lessons and projects. Projects will include, but not be limited to, school and extracurricular activities, assemblies and service projects. Students will learn the various methods and techniques for planning, implementing, and evaluating projects related to school activities. Students will explore leadership qualities of self-awareness, goal setting, organization, time management, project planning, communication, public relations, meeting skills, group dynamics, responsible citizenship, evaluation, and problem solving.

SOPHOMORE GRADE LEADERSHIP • (10) • Full Year

Prerequisite: APPLICATION & INTERVIEW

Through a series of lectures, guided interaction, and group exercises, students will explore the principles of relational leadership and learn to develop individual and group leadership skills that impact their lives and their communities. Content areas include decision-making, goal setting, effective communication, organization, time management skills, and concrete strategies to implement change.

JUNIOR/SENIOR LEADERSHIP • (11, 12) • Full Year

Prerequisite: APPLICATION & INTERVIEW

This course is required of elected student body officers as well as students who have been appointed to office. Students will explore leadership styles as well as their potential. Students practice goal-setting and time management, work on public relations through project planning, decision making and conflict resolution. These students are responsible for planning and implementing all school activities, including assemblies, dances, school-wide fundraisers and community service efforts.

STUDENT MENTOR • (11, 12) • Full Year

Prerequisites: 3.5 GPA (or teacher/counselor recommendation), strong literacy, math, organizational and interpersonal skills, hardworking and responsible, as well as possessing a desire to help other students.

Mentors will work with freshmen to provide academic support and tutoring in either Freshman Success, Math Support or in an Academy class. Mentors foster communication and relationships with younger students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring.

This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative and actions reflecting academic scholarship.

STUDENT MENTOR FOR ENGLISH LANGUAGE LEARNERS • (11, 12) • Full Year

Prerequisites: 3.5 GPA (or teacher/counselor recommendation)

This is an opportunity to make cross-cultural connections and support students in our school community. Mentors will work with English Language Learners (students from all over the world) to provide language support and tutoring in either an ELD (English Language Development Class), or in an academic core class (i.e. health, science, math, history.) Mentors foster communication and relationships with students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. This course offers career-related learning experiences, a C.A.S service opportunity for the IB diploma, and a chance to meet and work with students from many cultures. This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative, and actions reflecting academic scholarship. Elective credit is available.

EVERYBODY IN: BUILDING BLOCKS TO UNDERSTANDING • (10, 11, 12) • Full Year

Prerequisites: None

Students will learn the various categories of special education and apply the information in a practicum setting. Students will use readings, meet with consultants such as Special Education Teachers, Occupational Therapists, Physical Therapists, and speech and language pathologists, to discuss various special education issues and will be required to keep a reading/learning journal. Students will reflect on their chosen area of interest within the curriculum and present a final project. Students, with training, and under supervision, will be working directly with a spectrum of special education students in the classroom setting.

TEACHER ASSISTANTS (TA) • (10, 11, 12) • Semester

Students may be assigned as a TA for a teacher by picking up a permission form in the Student Services Center and getting the desired teacher's signature. Elective credit is awarded on a pass/no pass basis.

OFFICE ASSISTANT • (10, 11, 12) • Semester**Prerequisite: Consent of Office Staff**

Students may be assigned as a TA for an office by picking up a permission form in the Student Services Center and getting the desired office staff's signature. Options: Main office, Attendance office and Student Services Center. Elective credit is awarded on a pass/no pass basis.

LIBRARY ASSISTANT • (10, 11, 12) • Semester**Prerequisite: Good attendance, 2.0 GPA**

Library assistants receive "on the job" training in the use of library resources. Students learn and practice good work habits while performing a variety of library support tasks such as shelving books and periodicals, preparing new materials for circulation, dealing with the public, and using a computer to check in and out materials. Elective credit is awarded on a pass/no pass basis.

PEER TUTOR • (11, 12) • Semester

Prerequisites: Successful Advanced Math coursework, Advanced English coursework, or Advanced Science coursework.

You never understand the subject as well as when you have the opportunity to teach others. As a tutor in study hall, you would be available, on a walk in or appointment basis, during a selected/scheduled period and would be helping classmates in one of the listed core subject areas. This one-on-one help is invaluable to students and teachers alike. It may also fill IB CAS requirements. Elective credit is awarded on a pass/no pass basis.

LATE ARRIVAL, EARLY RELEASE, EXTENDED LUNCH**• (10, 11, 12) • Semester or Full Year**

Prerequisites: Release form/agreement signed by both parent and student.

Allows students to arrive late, leave early, or have an extended lunch period. The expectation is that students will vacate the building when not in class. It is not acceptable to roam or hang out in the halls or by the lockers. Students with late arrival should arrive approximately ten minutes before the first scheduled class. There may be limited space available in the library to study during release time. **Because of limited class offerings it may not be possible to give students late arrival or early release depending on other course selections. The unscheduled period may end up in the middle of the day and become an extended lunch.

LEARNING RESOURCE CENTER

While we value inclusive learning experiences for all students, the following courses provide additional support for students who are eligible for Special Education Services through their Individualized Education Plan (IEP). Please contact your student's Case Manager for more information and appropriate course placement.

STUDY SKILLS • (9, 10, 11, 12) • Full Year

Prerequisite: Current IEP & consent of instructor

Credit: Is an elective credit for both the Standard Diploma and Modified Diploma.

Students served in the Learning Center have special needs that impact their ability to make academic progress. Students receive specially designed instruction in study skills and areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes as outlined in their IEP. The topics covered are study skills, problem solving skills, organization skills, self-empowerment and communication with others.

SOCIAL SKILLS • (9, 10, 11, 12) • Full Year

Prerequisite: Current IEP & consent of instructor

Credit: Is an elective credit for both the Standard Diploma and Modified Diploma.

Students served in the Communication and Behavior Center have special needs that impact their ability to make academic progress, or who require specialized instruction in independent living and vocational skills. Students receive specially designed instruction in social skills and areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes as outlined in their IEP. Topics covered are the hidden curriculum of social expectations, problem solving skills, self-management, executive function support, self-advocacy and communication with others.

BASIC LANGUAGE ARTS 1-4 • (10, 11, 12) • Full Year

Prerequisite: Current IEP and consent of instructor

Credit: Meets the English requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. English class.

Language is a researched-based comprehensive curriculum whose core concept is "From Oral Fluency to Sound to Text". Language is a direct instruction program that includes baseline and ongoing assessments for each of its units to measure individual progress. Students will improve their writing, reading, listening, observation and critical thinking skills.

BASIC LANGUAGE ARTS 5-8 • (10, 11, 12) • Full Year

Prerequisite: Current IEP and consent of instructor

Credit: Meets the English requirement for the Modified Diploma.

Students will continue to develop their reading and writing skills. They will learn about young adult literature leading to a deeper understanding of oneself and others. Students will use the writing process and create writing pieces in different genres of writing. Writing will focus on narrative, persuasive and expository.

BASIC MATH • (9, 10, 11, 12) • Full Year

Prerequisite: Current IEP & consent of instructor

Credit: Meets the Math requirement for the Modified Diploma and or is an elective credit for the Standard Diploma when co-enrolled in general ed. math class.

This math class is designed for students with current Individual Education Plans (IEP) in the area of math who need specially designed instruction at their level and rate. Students will analyze and solve increasingly complex problems, using ratios and proportions, tables, graphs, calculators and other techniques. They will work with fractions, decimals, measurement, geometry and functions, and factorization.

BASIC PRE-ALGEBRA • (9, 10, 11, 12) • Full Year

Prerequisite: Current IEP & consent of instructor

Credit: Meets the Math requirement for the Modified Diploma and or is an elective credit for the Standard Diploma when co-enrolled in general ed. math class.

The purpose of this course is to cover and review the basic math essentials needed to enter high school Algebra. Instruction will be for problem solving Pre-Algebra, Algebraic equations, interpreting graphs, plotting graphs, identifying necessary vocabulary, using and applying order of operation, working with linear equations, simplifying expressions and combining like terms, solving equations and testing solutions. Homework is generally not required for this class.

BASIC SCIENCE • (9, 10, 11, 12) • Full Year

Prerequisite: Current IEP & consent of instructor.

Credit: Meets the science requirement for the Modified Diploma.

This course will emphasize the development of basic scientific skills and concepts in chemistry, physics, earth science and biology. In addition, scientific vocabulary and reading comprehension will be addressed to assist students in furthering their science education.

TRANSITION SKILLS • (11, 12) • Full Year**Prerequisite: Current IEP & consent of instructor**

Credit: Meets the career education requirement for the Modified Diploma and or is an elective credit for the Standard Diploma.

This class is focused on Career/Education Options for post-high school living. Post high school planning is done as part of the classroom experience including but not limited to exploring student interests, careers and educational options, preparing students to understand their rights, responsibilities and opportunities as young adults in today's world.

WORK EXPERIENCE • (11, 12) • Full Year**Prerequisite: Current IEP & consent of instructor**

Credit: Meets the career education requirement for the Modified Diploma and or is an elective credit for the Standard Diploma.

This is an in-school work experience in which students will develop work skills in job related tasks in the follow areas; Personal Management/Work Ethic, Decision Making, Communication, Teamwork. Students will manage and participate in rotating bases in running a student business during the school lunch time.