

GRANT HIGH SCHOOL



2024-2025 COURSE GUIDE

COVER DESIGNED BY: DOMINIK ROGERS



Dear Students, Parents, and Guardians:

I am excited to serve as principal of Grant High School.

The GHS course guide is designed to help families plan for their student's preferred future and guide their academic choices. GHS offers a rich diversity of core and elective opportunities for all students. We have a wide array of engaging course opportunities for students of all varying and vast interests. We are committed to developing partnership with students, to nurture an environment where all students can learn and grow.

Please consider your choices carefully and thoroughly when selecting courses. We use the Course Request Planning process to identify which courses to offer in the 2024-2025 school year. Please note that classes are subject to change and cancellations may occur, typically due to low student interest. When making your Elective selections, you should always have a back up plan, so include many alternates that express your educational interests. Remember, too, that your counselor can be of great assistance in guiding your course selections.

We are thrilled to have you be part of the Grant community and look forward to working with you to create an atmosphere of learning that supports your student's individual goals and aspirations.

Sincerely,

James McGee
Principal



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Dear 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 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)

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. All 9th through 11th graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and 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.

Additionally, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in January 2024. 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,

Margaret Calvert
Assistant Superintendent



Estimados estudiantes y familias de preparatoria,

El establecimiento de una agenda de cursos que optimice las oportunidades de aprendizaje es fundamental para el éxito de su estudiante. Tómense un tiempo por favor para revisar los materiales de su escuela para la programación de las asignaturas a tomar y colaboren con su estudiante para armar un horario completo, que se ajuste a las necesidades e intereses de su estudiante.

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

- Preparación para la universidad o para seguir una carrera
- Exponerse a materiales académicos rigurosos
- Oportunidad de explorar una gran variedad de electivos
- Un expediente académico que sea competitivo para postular a las universidades
- La opción de asegurar un apoyo extra en áreas académicas que se le dificulten
- Oportunidad de ganar créditos universitarios, reduciendo los costos de educación superior
- Preparación para los exámenes de ingreso universitario (SAT y ACT)

La regla administrativa Oregon Administrative Rules 581-022-1620 exige que la mayoría de estudiantes tomen el máximo de cursos. Todos los grados del 9^{no} al 11^{ro} deberán estar inscritos en un horario completo. Esta oportunidad alistarán a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en enero de 2023. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting". Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

Margaret Calvert
Superintendente de Secundaria

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SCHOOL COUNSELORS AND COURSE SELECTION

The mission of the Grant High School counseling team is to empower students to recognize their full potential within themselves and their community, while addressing inequities and removing barriers which obstruct growth. Through implementation of a comprehensive guidance program in the areas of academic, social/emotional, and career development, we promote equity and access for all students. We collaborate with our school and community partners as we advocate for student needs and promote positive systemic change.

During the four years at Grant High School, counselors assist students on a variety of issues. We support students with their communication skills, decision-making, and self advocacy (to name a few). We connect with our students at every grade level in a number of ways. Our comprehensive program includes activities working with students individually, in small groups, focused workshops, classroom guidance lessons, and school-wide events.

We also help students with academic planning that supports their post-high school goals. Counselors play an important role in the course selection process and are a resource for students and families. They help students plan and monitor progress towards graduation and identify and select courses that support post-high school plans. The planning worksheets and program descriptions listed below are tools that our team of school counselors use to help students understand the variety of choices that they have each year to expand their learning and prepare for any post-high school opportunity.

We welcome all students and families to partner with us during this exciting period of school!



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PPS DIPLOMA REQUIREMENT

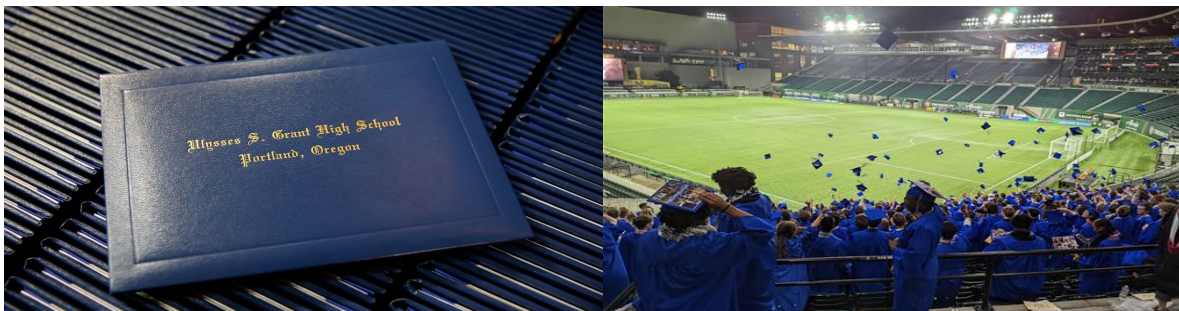
Subject Area	Credits
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Ed (CTE), The Arts or 3rd a year of the same World Language	1
Electives	6
Total Credits	24
Other Requirements	
<p>Meet district proficiency for Oregon's Essential Skills (ES) standards in reading, writing, speaking/listening, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork*</p> <p>*Note: the State of Oregon has suspended the Essential Skills graduation policy until 2028.</p>	
Develop a Personal Education Plan & Profile: This helps to guide students in pursuing their personal, academic and career interests, and post-high school goals	
Participate in two Career Related Learning Experiences (CRLE)	
<p>Complete the Personalized Learning Requirements:</p> <ul style="list-style-type: none"> - Reflect on two Career Related Experiences (CRLEs) - Draft a Resume - Write the My Plan Essay 	

FOUR YEAR PLAN WORKSHEET

Use the worksheet below to plan and revise your academic graduation plan. Your counselor, teachers, and family are all resources to help you.

<u>PPS Required Courses</u>	Year Completed			
	9	10	11	12
English (4 credits)				
1. English 1-2				
2. English 3-4				
3. English 5-6 (College Dual credit opportunity)				
4. English 7-8 (choice of 3 courses) (College Dual credit opportunity)				
5. AP English Language and Composition				
Social Studies (3 credits)				
1. AP Human Geography				
2. Living in the United States				
3. Government and Economics				
Math (3 credits) Algebra or higher				
1. Algebra 1-2 (if completed in middle school, connect with your counselor)				
2. Geometry 1-2				
3. Advanced Algebra 3-4				
Science (3 credits)				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS (Dual Credit through PCC)				

PPS Required Courses	Year Completed			
	9	10	11	12
Health (1 credit)				
PE (1 credit)				
World Language (2 credits same language)				
1.				
2.				
Fine Arts/ Third Year World Language/Career & Technical Education (1 credit)				
1.				
Electives (6 credits)				
1. Writer's Workshop				
2.				
3.				
4.				
5.				
6.				
Personalized Learning Requirements <u>Career Related Learning Experience (CRLE) - 2 required</u>				
1.				
2.				
Resume				
My Plan Essay				



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DUAL CREDIT COURSES AT GRANT

Dual credit provides all eligible students the opportunity to take college-level coursework that aligns with their post-high school goals and plans. Our partnerships for the 2024-25 school year include Portland Community College, Portland State University, and the Oregon Institute of Technology. Students simultaneously receive GHS and college credit while enrolled in a dual credit course at Grant High School. *All students at Grant are enrolled in dual credit Junior English (WR 115) and dual credit Senior English (WR 121) as well as dual credit NGSS Biology (Bio 101).*

If you are enrolled in a dual credit course at GHS and want to receive credit, you will register for credit in your GHS class. GHS teachers will provide support for students to register for credit within the required time frame since students exclusively must apply for credit. That said, parents cannot enroll their students in a college level course, so students must take the initiative. If in a dual credit course, our students will simultaneously be enrolled in their course at GHS and the college awarding credit. Benefits of dual credit include increased rigor and earning college credits while in high school at a significantly reduced rate.

Fees for dual credit classes range from \$0- \$700 (cost may change at time of enrollment). Financial assistance is available for eligible students; please contact your counselor for assistance.

What is the potential impact of dual credit on my financial aid?


All classes that earn college credit **may** have an impact on the student's financial aid and scholarships. The Federal Financial Aid (FAFSA) 150% rule applies to all students and is in place to help students stay on track to receive their college degree (2 and 4 year). Once a student has received 150% of the number of credits required to complete a degree then their financial aid is maxed out and no more federal loans are available. For example, if a student needs 90 credit hours to graduate, then they max out at 135 credit hours (90 hrs X 150% = 135 hrs).










Oregon Promise has a 90 credit limit on college credits, including any of the following:

- College credits you take while in high school or as part of a high school completion program.
- College credits you take during summer term.*
- College credits you take at another college or university while dual-enrolled at a community college.
- College credits for courses you withdraw from or fail.
- Advanced Placement (AP) credits earned.
- Any other college credits you attempt or complete prior to and during your time as an Oregon Promise recipient

*Oregon Promise does not pay for summer courses.

Dual College Credit Opportunities at Grant High School

Content Area	Grant Course	College Course Equivalent	College / University	Number of Credits
Arts 	Ceramics: Intermediate	ART 253A: Intro to Ceramics	PCC	4

English 	English 5-6: Reading/Writing 115	WR115	PCC	4
	Eng 7-8: African American Literature	WR 121: English Composition	PCC	4
	Eng 7-8: Feminism & Gender Studies	WR 121: English Composition	PCC	4
	Eng 7-8: Latin American Literature	WR 121: English Composition	PCC	4
Drama 	Senior Theater: (Acting 5-6)	TA 141: Fundamentals of Acting	PCC	4
Math 	Math In Society	MA 105	PCC	4
Math 	PSU Statistics	STAT 243-244: Intro to Probability & Statistics	PSU*	8
Science 	Anatomy & Physiology	BIO 103: Anatomy & Physiology	OIT	4
Science 	NGSS Biology	BIO 101: Biology	PCC	4
Science 	Principles of Biomedical Science		PCC	4
Social Studies 	PSU Honors: The Global City	HON 101, 102, 103: The Global City	PSU*	15
	World Civilizations	HST 104, 105, 106: World History	PSU*	12
Writing 	PSU News Writing/ Grant Magazine	WR 228: Media Writing	PSU*	8

*PSU courses are subject to college tuition charges.

+Dual Credit status is pending approval at this time.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) provides the possibility of earning college credits in high school. Courses are based on the College Board's approved scope and sequence and are designed to prepare students for success on a national exam. College credit is awarded based on the performance on each exam and is determined by colleges individually. All students are encouraged to take the exam, but taking the exam is not a high school graduation requirement. Students and families are encouraged to communicate with colleges to understand their unique requirements. At this time, AP courses carry a weighted GPA. The following AP coursework is available at Grant:

Content Area	AP Course
English	AP English Language and Composition
	AP English Literature and Composition
Computer Science/CTE	AP Computer Science A
Mathematics	AP Calculus AB
	AP Calculus BC
Science	AP Biology
	AP Chemistry
	AP Environmental Science
	AP Physics 1
	AP Physics 2
Social Studies	AP European History
	AP Human Geography
	AP Seminar - African Diaspora
Visual Arts/CTE	AP Studio Art
World Language	AP Japanese
	AP Spanish Language & Culture

**Enrollment in an AP course is not required to sit for an AP exam.*

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AVID

AVID (Advancement Via Individual Determination) is for students who want support and guidance on the skills necessary for college. Students in AVID are expected to maintain a 3.0 or better cumulative GPA and pass all coursework.

The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR). Students learn strategies that enhance academic success: Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness. AVID's focus on organization requires students to update their planner daily and keep an organized binder. AVID students have opportunities to attend college field trips and learn about a variety of career opportunities from professionals. The course also includes college motivational activities and preparation for PSAT & SAT.

AVID 9-12 prerequisite includes a completed [application](#), an interview, and a 2.5-3.5 GPA.



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CAREER/TECHNICAL EDUCATION (CTE)

Grant High School is proud to offer eleven different state approved pathways in Career and Technical Education (CTE) that help students develop the technical skills and academic knowledge to prepare them for the high-skill, high-demand, high-wage careers of the 21st century.

Students are encouraged to complete one CTE course as part of their graduation requirements (*see four year plan worksheet*). Many students complete a full CTE program of study, which requires three years in one program; the program is recognized at graduation and also receives a note on their final high school transcript. Programs of study offer a variety of networking opportunities to help launch students into a career post high school. Students who complete a program of study are recognized at graduation.

Please visit the PPS website ([linked here](#)) to learn more about the Career and Technical Education Program.

[PPS CTE Program Link](#)



CTE Programs of Study	Courses
Audio Engineering	Audio Engineering and Music Production
	Advanced Audio Engineering
	Audio Engineering Practicum
	Studio Sessions
Business Management	Accounting and Personal Finance 1-2
	Accounting and Finance/Spreadsheets Advanced 3-4
	Graphic Design Foundations 1-2
	Graphic Design Intermediate 3-4
	Graphic Design Advanced 5-6
	Business Marketing

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	Sports Marketing
	Student Store Internship
Computer Science	Computer Science 1-2
	AP Computer Science A
	Computer Science 5-6
	Computer Science 7-8
Construction	Woodworking 1-2
	Woodworking 3-4
	Woodworking 5-6
	Advanced Woods Projects
	Woods Technical Assistant
	Architectural Drawing 1-2
	Architectural Drawing 3-4
Design & Applied Arts	Ceramics Foundations 1-2
	Ceramics Intermediate (Dual Credit) 3-4
	Ceramics Advanced
	The Art of Product Design 1-2
	The Art of Product Design 3-4
	AP Studio Art
Digital Media	Animation Introduction 1-2
	Animation Intermediate 3-4
	Digital Media & Pop Culture Foundations
	Digital Media 3-4
	Digital Media 5-6
	Screen Printing Foundations 1-2
	Screen Printing Intermediate 3-4
	Screen Printing Advanced 5-6

Engineering	Engineering Introduction 1-2
	Engineering 3-4
	Engineering 5-6
	Robotics 1-2
	Robotics 3-4
	Advanced Robotics
	Tech Support Assistant
Health Science	Principles of Biomedical Science (Dual Credit)
	Anatomy & Physiology (Dual Credit)
	Medical Interventions
Hospitality/Culinary	Culinary Arts Introduction 1-2
	Culinary Arts Intermediate 3-4
	Culinary Arts and Commercial Food
Mass Communication/Journalism	Journalism Introduction 1-2
	Journalism Intermediate 3-4
	PSU News Writing/Grant Magazine
Theatre Arts	Theatre and Acting Beginning 1-2
	Theatre & Acting Intermediate 3-4
	Theatre & Acting Advanced
	Senior Theater (Dual Credit)
	Writer's Ink
	Theater Tech

COURSES THAT REQUIRE AN AUDITION OR PORTFOLIO

Area of Study	Course
Visual Art	AP Studio Art
Performing Arts: Band	Jazz Ensemble
	Wind Ensemble
Performing Arts: Choir	A Cappella
	Royal Blues
Performing Arts: Dance	Grant Dance Collective

COURSES THAT REQUIRE AN APPLICATION

Area of Study	Course
College Preparation	AVID 10
	AVID 11
	AVID 12
Electives	Library Internship 1-2
	PSU News Writing/Grant Magazine
	Student Leadership
	Sports and Entertainment Marketing
	Student Store Internship
	Yearbook
Technical Assistants, Lab Assistants, Mentors, Teacher Assistants & Office Aides	Wood Technical Assistant see page 41
	Visual Art Lab Assistant page 100
	Tech Support Assistant see page 102
	For additional information see page 99

HOW TO READ THE COURSE GUIDE

This guide offers information about each course in the Grant High School curriculum so that students may make informed choices when they forecast for next year’s classes.

Each box describes a course and includes:

- Course Title
- Course Code
- Credit value: 1 or 0.5 credit
- Graduation requirements the course meets
- Grade level
- Course Description
- Prerequisite
- Video
- Whether a class may be taken more than once for credit
- What kind of dual credit. If *Dual Credit* does not appear at the bottom of the table, the class does not offer dual credit.

English 1-2 Department: Language Arts
Course Code: 10011 Credit: 1 Credit towards: Language Arts Core Grade(s): 9
<div>Course Description</div> <p>This course lays the groundwork for the English classes that students will encounter throughout their time at Grant. Students will learn how to read critically, write effectively, and communicate clearly. Students will read texts in a variety of forms, including short stories, poetry, nonfiction essays, and drama. Students will read a variety of novels, some classics, and some contemporary. Writing and speaking opportunities will include narrative writing, expository essays, an introduction to persuasion, dramatic performances, and oral presentations.</p> <div>Prerequisite: None Presentation Link: English May be repeated: No</div> <div>Dual Credit: PCC- No, PSU- No, OIT- No</div>

BEGINNING OF COURSE DESCRIPTION

ENGLISH

ENGLISH REQUIRED COURSES 9TH - 11TH

English 1-2

Department: **Language Arts**

Course Code: **10011**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **9**

Course Description

This course lays the groundwork for the English classes that students will encounter throughout their time at Grant. Students will learn how to read critically, write effectively, and communicate clearly. Students will read texts in a variety of forms, including short stories, poetry, nonfiction essays, and drama. Students will read a variety of novels, some classics, and some contemporary. Writing and speaking opportunities will include narrative writing, expository essays, an introduction to persuasion, dramatic performances, and oral presentations.

Prerequisite: **None**

Presentation Link: [English](#)

May be repeated: **No**

English 3-4

Department: **Language Arts**

Course Code: **1002**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **10**

Course Description

English 3-4 is a rigorous course for students who are ready to engage in serious and sustained study of literature and writing. Students will be asked to read materials as a class and independently and to write fluently and analytically.

Students read literature in a variety of forms such as short stories, dramas, novels, poetry, and essays. Students learn to read closely and understand the function and use of grammar. Multiple writing opportunities in different modes are given, emphasizing the writing process. Students will also write a research paper using MLA guidelines. Students are expected to participate in class discussions, work independently and in groups, take notes in class and on readings, and give presentations to the class. This course is designed to prepare students for the dual credit junior and senior level courses.

Prerequisite: **English 1-2**

Presentation Link: [English](#)

May be repeated: **No**

English 5-6: Reading/ Writing 115

Department: Language Arts

Course Code: **1003RW**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **11**

Course Description

Junior Language Arts students study rhetoric and writing through a variety of texts including essays, articles, documentary films, art, and poetry. Students consider the essential questions: What is a speaker's purpose? What techniques do creators use to convey that purpose? What makes an effective text? Juniors enrich their experience through self-guided research projects and writing in a variety of modes.

Junior English is a dual credit course. Students who meet the college level requirements of the course will earn 4 college credits in Writing 115 in addition to the High School English/Language Arts Credit. Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class.

Prerequisite: **English 1-4 WR 115**

Presentation Link: [English](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

SENIOR ENGLISH REQUIRED COURSE (May choose one from the next 4 classes)

English 7-8 African American Literature

Department: Language Arts

Course Code: **1004AL**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **12**

Course Description

This dual-credit course provides high school English credit, as well as WR 121 credit through PCC. This class approaches traditional African-American and Black texts from a multicultural perspective, bringing into focus issues of place, diaspora, identity, resistance, and more. As we read, we tackle issues of linguistics, historical presence, education, social impact, and all types of culture -- whether it be Kendrick or Dubois and Danticat -- to understand how Black literature has evolved from the 17th century to the present day.

Together, we will study authors, playwrights, poets, and artists such as Nella Larsen, Malcolm X, Ta-Nehisi Coates, Zora Neale Hurston, James Baldwin, Harriet Jacobs, Frederick Douglass, August Wilson, Toni Morrison, Angela Davis, Amiri Baraka, Jay Z, Dave Chappelle, and so many more. Students will develop critical reading habits and note taking strategies, engage in discussion, write critical and reflective essays, and lead our class in their own, self-designed, lessons. As we work, we will keep a focus on continuing to develop and produce college-level work. The reading and analysis is substantial, but together we work to hone our critical thinking, listening, reading, and writing skills so that we may approach literature -- and the world -- in new, inventive, and thoughtful ways.

Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class.

WR 121: English Composition

Prerequisite: **English 1-2, 3-4, 5-6**

Presentation Link: [English](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

English 7-8 Feminism/ Gender Studies

Department: Language Arts

Course Code: **1004FG**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **12**

Course Description

This dual-credit course provides high school English credit, as well as WR 121 credit through PCC. This course focuses on the roles that gender has played and continues to play in human societies. Using a feminist lens--which includes attention to race, class, gender, nationality, and sexuality, along with their intersections--we will explore how understandings of gender have changed throughout history and how gender is being shaped in contemporary society.

This course will begin with an examination of what feminism is and how it connects to individual students' own experiences and beliefs. We then explore and learn about the history and theories of feminism.

Next, we consider our current understandings of gender and then work backward to explore how we arrived at this point. What roles do the women's movement and LGBTQ+ movements play in shaping gender and identity? What were past understandings of the roles of women and men and gender in the public and private spheres? How do societies and cultures differ in their conceptions and performances of gender and gender roles? How are women and men and gender represented and shaped through literature, media, and entertainment? These are some of the essential questions that will guide our study of a range of texts--fiction, non-fiction, film, drama, and poetry--in our examination of the roles of gender and women in relation to culture, history, politics, and literature.

Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class.

WR 121: English Composition

Prerequisite: **English 1-2, 3-4, 5-6**

Presentation Link: [English](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

English 7-8 Latin American Literature

Department: Language Arts

Course Code: **1004LL**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **12**

Course Description

This senior level, dual-credit course begins with the seemingly simple, but ultimately complex, question, “where exactly is Latin America?” and proceeds to explore the possibilities and limitations of “Latin American literature” as a genre. From there, the course follows a series of interconnected and thematically focused units that investigate some of the ways in which Latin American literature challenges and transcends traditional notions of national, regional, cultural, and geographic boundaries; engages in issues of national, regional, cultural, and personal identity; and serves as a form of resistance to, and liberation from, external and internal forces of subjugation and oppression in a post-colonial and increasingly globalized world.

Through this course of study, students will continue to develop and hone their skills as collaborative problem solvers, critical thinkers, close readers, and effective writers who use literature and other forms of art to broaden their perspectives and make creative connections between themselves and the larger world. Finally, students will spend a considerable amount of time engaged in personal reflection that seeks to make cogent connections between their personal and immediate lives and the broader spirit of “latinidad”.

Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class.

WR 121 English Composition

Prerequisite: **English 1-2, 3-4, 5-6**

Presentation Link: [English](#)

May be repeated:

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

AP English Language and Composition

Department: **Language Arts**

Course Code: **1012AP**

Credit: **1**

Credit towards: **Language Arts Core**

Grade(s): **12**

Course Description

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

Prerequisite: **English 5-6**

May be repeated: **No**

ENGLISH ELECTIVES

These courses may be taken in addition to the required grade level English courses listed above. These courses will be counted as elective credit.

AP English Literature and Composition

Department: **Language Arts**

Course Code: **1013AP**

Credit: **1**

Credit towards: **Language Arts Elective**

Grade(s): **11-12**

Course Description

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Prerequisite: **English 5-6**

May be repeated: **No**

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Department: **Elective**

Course Code: **1061AEL, 1061BEL, 1061CEL, 1061DEL**

Credit: **1**

Credit towards: **Elective**

Grade(s): **9-12**

Course Description

Systematic English Language Development Instruction is a course for students whose first language is other than English to develop English proficiency. The class will draw from a repertoire of instructional routines and structured activities for oral, reading, and written language practice at students' respective proficiency levels. This course uses a student-centered approach in both planning and instruction and is geared towards authentic assessment and projects.

Prerequisite: **None**

May be repeated: **Yes**

MATHEMATICS

The Mathematics Department offers courses that meet requirements for high school graduation, entrance to Oregon colleges, and credit in college level mathematics. Currently the State of Oregon requires three years of high school mathematics for graduation. State colleges require 2 years of mathematics beyond Algebra 1-2.

Algebra 1-2

Department: **Mathematics**

Course Code: **2031**

Credit: **1**

Credit towards: **Mathematics Core**

Grade(s): **9**

Course Description

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

A major focus of Algebra 1-2 is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics included in the course are: simplifying algebraic expressions, solving equations, problem solving, one and two variable statistics, functions (linear, quadratic, and exponential), systems of equations, inequalities, and sequences. Students will use available software to deepen their understanding of basic algebraic concepts and develop confidence in their ability to think mathematically as they work both individually and collaboratively.

Prerequisite: **None**

Presentation Link: [Math](#)

May be repeated: **No**

Advanced Algebra 3-4

Department: Mathematics

Course Code: **2041**

Credit: **1**

Credit towards: **Mathematics Core**

Grade(s): **10-12**

Course Description

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. In addition to a focus on algebraic relationships and functions, students will continue their study of statistics. This includes making connections between previous concepts learned about summary statistics and their relation to probability distributions. They also identify different ways of collecting data and the role that randomness plays in the conclusion that can be made. 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.

Prerequisite: **Geometry 1-2**

Presentation Link: [Math](#)

May be repeated: **No**

Geometry 1-2

Department: Mathematics

Course Code: **2034**

Credit: **1**

Credit towards: **Mathematics Core**

Grade(s): **9-11**

Course Description

In this course, students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus will be congruence, similarity, right triangles, trigonometry, circles, and measurement. In addition, students will build on probability concepts from the middle grades by expanding their ability to compute and interpret theoretical and experimental probabilities. Students use the software available to deepen their understanding of key ideas.

Prerequisite: **Algebra 1-2**

Presentation Link: [Math](#)

May be repeated: **No**

Pre-Calculus

Department: **Mathematics**

Course Code: **2053**

Credit: **1**

Credit towards: **Core Mathematics**

Grade(s): **10-12**

Course Description

This course provides strong preparation for further college courses as well as a working knowledge of college level algebra and plane geometry. A strong foundation in algebra is the key to success in this course. First semester focuses on the study of functions, including quadratics, and other polynomial functions, linear inequalities, and exponential functions. Second semester emphasizes trigonometry, including the unit circle, trigonometric functions, trig equations and applications, and triangle trigonometry. All students are expected to have their own graphing calculator which will be used to visualize and discover mathematical relationships.

Prerequisite: **Algebra 3-4**

Presentation Link: [Math](#)

May be repeated: **No**

AP Calculus AB

Department: **Mathematics**

Course Code: **2058AP**

Credit: **1**

Credit towards: **Mathematics Core**

Grade(s): **11-12**

Course Description

This is a first course in Calculus and Analytic Geometry. It will provide a sound basis for students taking the Advanced Placement Mathematics Examination - Calculus AB. Topics include limits and continuity, differentiation, the mean value theorem and its applications, integration, logarithmic, exponential functions, trigonometric functions, techniques of integration, conic sections, and application of the integral and data analysis. All students are expected to bring a graphing calculator. Daily assignments and unit test results will determine grades. Homework is required in this class.

Prerequisite: **Pre-Calculus**

Presentation Link: [Math](#)

May be repeated: **No**

AP Calculus BC

Department: **Mathematics**

Course Code: **2059AP**

Credit: **1**

Credit towards: **Mathematics Core**

Grade(s): **11-12**

Course Description

This is the second course in Calculus and Analytical Geometry. It will provide a basis for students taking the Calculus BC Advanced Placement Exam. Topics include hyperbolic functions, polar coordinates, infinite sequences and series, power series, Taylor's Polynomials, vectors and differential equations. All students are expected to bring a graphing calculator. Daily assignments, class problems, and test results will determine grades.

Prerequisite: **AP Calculus AB**

Presentation Link: [Math](#)

May be repeated: **No**

Math in Society

Department: **Mathematics**

Course Code: **2079**

Credit: **1**

Credit towards: **Mathematics Credit**

Grade(s): **11 - 12**

Course Description

This course is a wonderful opportunity to earn both high school elective credit and college math credit. This course is designed as math for liberal arts and provides students the opportunity to earn four math college credits that can be transferred to any university. Students will learn financial math, statistics, probability, and logic. They will also use Microsoft Excel and Google Sheets. PCC will require a 70% or better in order to pass and receive college Math credit. You must register with PCC to receive credit from them. Math 105

Prerequisite: **Algebra 3-4**

Presentation Link: [Math](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

Probability & Statistics

PSU Dual-Credit

Department: **Mathematics**

Course Code: **2063P**

Credit: **1**

Credit towards: **Mathematics Credit**

Grade(s): **12**

Course Description

This is an introductory course in statistical analysis. The topics include probability, sampling distribution, data description, counting techniques, measures of central tendency and variation, the normal distribution, confidence intervals, hypothesis testing for one and two samples, chi-square test, linear and non-linear regressions, and more.

***Upon successful completion of each semester, students earn 4 PSU credits per semester (total 8 credits for the year). PSU tuition is \$243 per semester per course; students on free or reduced lunch pay \$51 per term (tuition is subject to change). Tuition is due Mid-September for semester one and early February for semester two. Students may take a maximum of three PSU courses per semester.**

Additional information about the cost for PSU Challenge Program courses can be found [HERE](#).

Prerequisite: Successful completion of either Math in Society (B or higher) or Precalculus. This course is designed for seniors. PSU also requires a minimum GPA of 3.0.

You must register with PSU to receive credit from them.

STAT 243z

STAT 244

Presentation Link: [Math](#)

May be repeated: **No**

Dual Credit: PCC- **No**, PSU- **Yes**, OIT- **No**



When Students Matter, Students Succeed

SCIENCE

Students who complete the vertically articulated science course sequence, beginning with Physics as freshmen, Chemistry as sophomores, and Biology as Juniors will meet the Oregon Department of Education Science Standard Criteria for graduation. Each course deliberately builds upon the learning of the previous course.

Course Offerings by grade level

	9th grade	10th grade	11th grade	12th grade
Required Science Class Course Sequence	NGSS Physics	NGSS Chemistry	NGSS Biology-PCC Dual Credit	12th grade students who have completed the required science classes are encouraged to take additional science elective coursework
CTE Pathway Sequence (optional): Can start 9th or 10th grade year	Biomedical Science-PCC Dual Credit	Anatomy & Physiology- OIT Dual Credit	Medical Interventions-PCC Dual Credit	
Additional Science Electives by grade level	<i>For students who have received NGSS Physics credit, forecast for NGSS Chemistry</i>	AP Physics Biomedical Science	AP Chemistry AP Physics AP Environmental Science Anatomy & Physiology- OIT Dual Credit Forensics	AP Biology
				AP Chemistry
				AP Environmental Science
				AP Physics
				Anatomy & Physiology- OIT Dual Credit
				Forensics
				Medical Interventions

Students who complete the 3 course CTE Pathway receive an honor cord

SCIENCE REQUIRED COURSES

NGSS Physics

Department: **Science**

Course Code: **1730**

Credit: **1**

Credit towards: **Science Core**

Grade(s): **9**

Course Description

This course focuses on 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 is designed around 9th grade students and teaches students problem solving, innovation, design, and critical thinking. 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. This class is the first science class of the three-year science sequence.

Prerequisite: **None**

Presentation Link: [Science](#)

May be repeated: **No**

NGSS Chemistry

Department: **Science**

Course Code: **1720**

Credit: **1**

Credit towards: **Science Core**

Grade(s): **10**

Course Description

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gasses, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

Prerequisite: **NGSS PHYSICS**

Presentation Link: [Science](#)

May be repeated: **No**

NGSS Biology - (Dual Credit)

Department: **Science**

Course Code: **1710**

Credit: **1**

Credit towards: **Science Core**

Grade(s): **11**

Course Description

This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

Students must register with PCC to receive credit from them. Students will receive instructions on doing so in class. BIO 101: Biology

Prerequisite: **NGSS Chemistry**

Presentation Link: [Biology](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

SCIENCE ELECTIVES

AP Physics 1: Algebra Based

Department: Science

Course Code: **1735AP**

Credit: **1**

Credit towards: **Science Credit**

Grade(s): **10-12**

Course Description

This course mimics a typical college, algebra-based, freshman physics class. Topics include kinematics, dynamics, work, energy, gravity, rotational motion, DC circuits, mechanical waves, and sound. Students perform frequent laboratory work. Grades are based on the lab reports, homework sets, quizzes, and tests. Physics provides a way of thinking about the world, and a consistent effort is made to explain real world phenomena and develop critical thinking skills about data. Students are encouraged to take the AP Test in May for college credit.

Prerequisite: **Geometry or enrolled in Adv Algebra 3-4**

Presentation Link: [Science](#)

May be repeated: **No**

AP Physics 2: Algebra Based

Department: Science

Course Code: **1738AP**

Credit: **1**

Credit towards: **Science Credit**

Grade(s): **11-12**

Course Description

This course mimics a typical algebra-based, second semester physics class in college. Topics include fluids; thermodynamics; electric field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students perform frequent laboratory work. Grades are based on the lab reports, homework sets, quizzes and tests. Physics provides a way of thinking about the world, and a consistent effort is made to explain real world phenomena and develop critical thinking skills about data. Students are encouraged to take the AP Test in May for college credit.

Prerequisite: **AP Physics 1**

Presentation Link: [Science](#)

May be repeated: **No**

AP Chemistry

Department: Science

Course Code: **1725AP**

Credit: **1**

Credit towards: **Science Credit**

Grade(s): **11-12**

Course Description

This is an advanced placement course designed to prepare students for the AP Chemistry exam. The course will be based on inquiry-based learning models. AP Chemistry students learn about the fundamental concepts of chemistry, such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems. The course will develop the student's ability to incorporate mathematical skills in the solution of chemistry problems, both through the use of textbook problems and laboratory activities. Significant emphasis will be placed on developing the student's ability to solve problems through dimensional analysis and estimation. You will develop the ability to think clearly and to express ideas with clarity and logic, both orally and in writing. You will also work with classmates to conduct meaningful laboratory investigations that let you observe chemical reactions and substances, interpret your findings, and communicate your results. Students should be prepared to commit considerable time to studying and completing assignments outside of class.

Prerequisite: **NGSS Chemistry, Algebra 3/4**

Presentation Link: [Science](#)

May be repeated: **No**

AP Biology

Department: Science

Course Code: **1715AP**

Credit: **1**

Credit towards: **Science Credit**

Grade(s): **12**

Course Description

This is a second-year biology class that will examine the principles of biology in greater detail than what students learned in NGSS Biology. This class is designed to prepare students to take the Advanced Placement exam and is designed to be the equivalent of a college introductory biology course. Students will develop the skills to be scientifically literate by engaging in practices such as planning investigations, engaging in arguments and analyzing data. Content learned in this course includes molecules of life, cell structure and function, cell cycle and communication, energy, heredity, DNA structure and function, evolution, and ecology. Students should be prepared to commit considerable time to studying and completing assignments outside of class.

Prerequisite: **NGSS Biology**

Presentation Link: [AP Bio](#)

May be repeated: **No**

AP Environmental Science

Department: Science

Course Code: **1751AP**

Credit: **1**

Credit towards: **Science Elective**

Grade(s): **11-12**

Course Description

This course provides students with the scientific principles, concepts, and techniques to understand how the natural world works. We learn how to identify and analyze environmental problems, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science embraces a wide variety of topics from different areas of study. Emphasis is placed on the science of environmental science. The key themes of this course are energy use, cycles of matter, and human/environment interactions. The first semester deals with how ecosystems and Earth systems

Prerequisite: **NGSS Physics & NGSS Chemistry**

Presentation Link: [Science](#)

May be repeated: **No**

Forensic Science

Department: Science

Course Code: **1799E**

Credit: **1**

Credit towards: **Elective**

Grade(s): **11-12**

Course Description

An applied science course that will provide an overview of basic concepts and techniques used in criminal investigations. Through the investigation of crime scene evidence, the underlying chemical, biological, and physical principles employed in the analysis and interpretation of physical evidence will be emphasized. Topics to be covered during the yearlong course include: investigative procedures, fingerprinting, trace evidence analysis (hair/fiber), toxicology, serology, blood spatter analysis, DNA analysis, forensic anthropology, and document analysis.

Prerequisite: **Chemistry and Enrolled in Biology**

Presentation Link: [Science](#)

May be repeated: **No**

SOCIAL SCIENCES

The Social Sciences Department introduces the high school student to a range of academic disciplines that focus on the study of human behavior. Each discipline uses its own perspective to help the student acquire skills that can be used for better understanding of the world in which we live.

Students must complete the following coursework to meet the Social Sciences graduation requirement:

- FRESHMAN (class of 2028): Living in the U.S.
- SOPHOMORE: AP Human Geography
- JUNIORS (classes of 2026 & 2027): Living in the U.S.
- SENIOR: Economics, Government or Government Constitution Team

SOCIAL SCIENCES REQUIREMENT FOR FRESHMAN

Living in the U.S.

Department: **Social Sciences**

Course Code: **2775LUS**

Credit: **1**

Credit towards: **Social Sciences Core**

Grade(s): **9**

Course Description

Living in the U.S.A. examines America's multicultural past, in particular the ways in which race and its social construction have shaped the experiences of different racial and ethnic communities. The class activities include reading primary and secondary sources from multiple perspectives, examining the diverse experiences of individuals and movements struggling to extend the founding ideals of liberty, democracy, equality and opportunity in America. The focus of the course includes significant turning points in American history; such as Native-European encounters, constitutional issues, abolition, the War with Mexico, assimilation, the Great Migration, Civil Rights and immigration are the focal points. Historical fiction, persuasive and expository writing, small group activities, role "mixers", and Socratic seminars.

The emphasis of this course is topical rather than sequential as such it will emphasize students' critical thinking and the ability to process information and abstract ideas. Students will integrate conceptual understandings, recognize interconnections and analyze how the events of the past impact our future. Students will participate in a variety of activities including: reading, historical fiction, primary/secondary source documents, persuasive and expository writing, independent and collaborative research, small group activities, mixers, and Socratic seminars.

Prerequisite: **None**

Presentation Link: [Social Sciences](#)

May be repeated: **No**

SOCIAL SCIENCES REQUIREMENT FOR SOPHOMORES

AP Human Geography

Department: **Social Sciences**

Course Code: **2701AP**

Credit: **1**

Credit towards: **Social Sciences Core**

Grade(s): **10**

Course Description

AP Human Geography will introduce the student to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The following topics will be covered in the course: Geography's nature and perspectives, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use.

Prerequisite: **None**

Presentation Link: [Social Sciences](#)

May be repeated: **No**

SOCIAL SCIENCES REQUIREMENT FOR SENIORS

Seniors are required to take U.S. Government and Economics, but they may also apply to take U.S. Constitution that will count towards the required Gov/Econ.

Economics

Department: **Social Sciences**

Course Code: **2741**

Credit: **0.5**

Credit towards: **Social Sciences Core**

Grade(s): **12**

Course Description

Economics is a social science concerned chiefly with the way individuals, households, communities, and the US government manage limited resources in order to attain personal goals or to produce goods and services for present and future consumption. Economics is concerned with such issues as inflation, unemployment and poverty; prices and wages; taxes; production and distribution; personal finance; and the role of government with respect to these issues.

Prerequisite: **AP Human Geography**

Presentation Link: [Social Sciences](#)

May be repeated: **No**

U.S. Government

Department: **Social Sciences**

Course Code: **2730**

Credit: **0.5**

Credit towards: **Social Sciences Core**

Grade(s): **12**

Course Description

This course provides students with an opportunity to explore a variety of legal principles through case studies, role playing, field trips, legal research, guest speakers, and mock trials. The semester course will cover reading and historical interpretation of the United States and Oregon constitutions. There is an emphasis on the Bill of Rights and the 14th Amendment. Students are introduced to the processes and institutions of the federal and state government. Current candidates, initiatives, and legislation will be analyzed and deliberated.

Prerequisite: **AP Human Geography**

Presentation Link: [Social Sciences](#)

May be repeated: **No**

Govt: US Constitution/Social Studies: The Constitution Team

Department: Social Sciences

Course Code: **2730CTE**

Credit: **0.5**

Credit towards: **Social Sciences Core**

Grade(s): **12**

Course Description

This course is both a class and a competitive extracurricular team. Students will enjoy a rigorous academic experience that appeals to those interested in government, social justice, history, politics, law, activism, social change, public speaking, competition, as well as independent and collaborative learning.

***Participation on the Constitution Team requires an application. The process begins in the spring and is open to all Grant juniors.**

Throughout the year students thoroughly study the United States Constitution, legal precedent set by judicial review, history and current events. In addition to the classroom teacher, a group of coaches volunteer to support the learning process. Coaches are local attorneys, judges and Grant High School alums.

The competition aspect encourages students to compete as testifiers in mock congressional hearings. There are three opportunities for competition: districts, state and nationals in Washington, D.C. The team consists of 6 units. Each unit is made up of 6 students and each unit studies a different aspect of the Constitution. The focuses are as follows:

Unit 1 - Philosophical and historical foundations (Locke, Montesquieu, the Magna Carta, etc.)

Unit 2 - Framing the Constitution, the Constitutional Convention of 1787, how and why it was written

Unit 3 - How we have changed the Constitution to achieve the ideals of the Declaration of Independence

Unit 4 - How our government works, separation of powers between the branches of the government

Unit 5 - Bill of Rights, civil rights and civil liberties (freedom of speech, religion, press, trials, etc.)

Unit 6 - Current events, history and future of democracy, civic engagement, citizenship.

Grants' Constitution Team is a nationally competitive program that engages students in all aspects of government. The Oregon standards for economics will be integrated into this course rather than taught as a separate semester course. Economics topics will include inflation, unemployment, wages, income inequality, taxes, production, distribution and the role of the federal, state, and local governments and personal finance.

Students may register for the AP U.S. Government and Politics exam.

Prerequisite: **Application**

Presentation Link: [Con Team](#)

May be repeated: **No**

AP European History

Department: **Social Sciences**

Course Code: **2710AP**

Credit: **1**

Credit towards: **Elective Social Sciences Credit**

Grade(s): **10-12**

Course Description

Advanced Placement European History focuses on developments from 1450 to the present. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. This course prepares students to succeed on the AP Modern European History Exam. Students registering for this class will engage in college level reading and writing.

Prerequisite: **None**

Presentation Link: [Social Sciences](#)

May be repeated: **No**

AP Seminar: African Diaspora

Department: **Social Sciences**

Course Code: **2209S**

Credit: **1**

Credit towards: **Elective Social Sciences Credit**

Grade(s): **11-12**

Course Description

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students will explore the complexities of the African Diaspora by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to the African Diaspora.

Prerequisite: **None**

Presentation Link: [African12 Diaspora](#)

May be repeated: **No**

WORLD LANGUAGE

American Sign Language 1-2

Department: World Language

Course Code: **1281A**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **9-11**

Course Description

This is for students with no prior or minimal skills and knowledge of ASL. It includes the study of the history, structure, and grammar of ASL. ASL 1-2 also encompasses the study of the historical and cultural contexts of the Deaf community. ASL is a visual, spatial, gestural language that utilizes space and movement to convey meaning. You will develop communication skills of which you are not accustomed to: using hands, face, body, eyes, and space. In order to progress, it is important that you become comfortable using body language and listening with your eyes. To encourage and foster the development of ASL, spoken language (talking) will not be used during class for some activities with the goal of no voicing by level 3-4.

Prerequisite: **None**

Presentation Link: [Sign Language](#)

May be repeated: **No**

American Sign Language 3-4

Department: World Language

Course Code: **1281B**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **10-12**

Course Description

The second year of ASL will provide a broader and deeper study of American Sign Language, as well as Deaf culture and history in the United States. The students will participate in a variety of activities including reading and writing, group work activities, presentations, and practice signing in and out of class, placing a strong emphasis on conversational skills. There will be more emphasis on developing and understanding the grammatical elements that are the basis of telling and understanding stories in ASL. Nearly all instruction will be in ASL and the students will be expected to sign and not use their voice during many classes. The student's understanding of the nature of the language and how it functions in everyday life is stressed, including storytelling.

Prerequisite: **American Sign Language 1-2**

Presentation Link: [Sign Language](#)

May be repeated: **No**

Spanish 1-2

Department: **World Language**

Course Code: **1201A**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **9-11**

Course Description

By the end of the first year of Spanish, the student will be able to converse, read, and write about him/her/them, family, and pastimes. They will be able to describe daily routines at home, as well as at school, and will have the language necessary to be able to sell and buy products in a market. Cultural traditions and customs including geography, songs, foods, and holidays will also be taught. Students will be able to speak in the present tense, use proper greetings, identify numbers, describe weather, date and time, identify classroom objects, clothing, colors, and more. The oral proficiency rating goal is Novice High, in accordance with ACTFL proficiency guidelines (www.actfl.org).

Students will use VISTA - SENDEROS 1 This curriculum allows them to get more solid knowledge of the content that is taught in class. This curriculum gives the students the opportunity to do activities in class, take quizzes, and end the unit tests. The students will have a notebook that they need to bring to class to take notes. The final grade of each unit also includes the grade that they get on the notebook.

Prerequisite: **None**

Presentation Link:

May be repeated: **No**

Spanish 3-4

Department: **World Language**

Course Code: **1201B**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **9-12**

Course Description

During the second year of Spanish, students will build on knowledge and skills gained in the first year. Among some of the themes we may cover/review: families, personalities, feelings, weather, routines, school subjects, professions, clothing, health, technology, cultural celebrations in present and future. Students will be introduced to past tense too. The goal for oral proficiency is Novice High/Intermediate Low, in accordance with ACTFL proficiency guidelines. (www.actfl.org)

Prerequisite: **Spanish 1-2**

Presentation Link: [Spanish](#)

May be repeated: **No**

Spanish 5-6

Department: **World Language**

Course Code: **1201C**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **10-12**

Course Description

Students will be able to describe and narrate in the present and past tenses on the following topics: celebrities, animals, technology, everyday activities, vacations, childhood, and travel. The class will be conducted primarily in the target language, including instructions, hands-on activities, reading, writing, listening, and speaking. Grades are largely based on presentational modes of communication: the student's ability to speak and write. The proficiency goal is "Intermediate Mid" in accordance with ACTFL Proficiency Guidelines (www.ACTFL.com)

Prerequisite: **Spanish 3-4**

Presentation Link: [Spanish](#)

May be repeated: **No**

Spanish 7-8

Department: **World Language**

Course Code: **1201D**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **10-12**

Course Description

The class will be taught mostly in Spanish. By the end of the course students will be able to carry on conversations on a variety of familiar topics and in uncomplicated situations.

Students will be exposed to a more sophisticated grammar structure along with vocabulary related to different aspects of life in society. Reading and writing are also increasingly important components of this course. Grades will be based on homework, participation quizzes, tests, oral presentations, and written assignments. Students will demonstrate level appropriate proficiency in interpersonal, interpretive, and presentational modes of communication. It is the goal of this course to enable students to reach the “Intermediate High” level of proficiency in accordance with ACTFL Proficiency Guidelines.

Prerequisite: **Spanish 5-6**

Presentation Link: [Spanish](#)

May be repeated: **No**

AP Spanish Language & Culture

Department: World Language

Course Code: **1202AP**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **11 - 12**

Course Description

This course is designed to prepare students to pass the AP Spanish Language and Culture exam, for which both semesters are recommended. In addition, the course focuses on the use of language, both written and spoken, and the use of critical thinking skills to discern the appropriate use of language to navigate the diverse cultures that encompass the Spanish speaking world. Students upon full completion of the course can take the AP Exam. The aim is to pass it with a 4 or 5 in order to be able to graduate with the Seal of Biliteracy (provided they have completed the requirements). Colleges or universities might recognize up to 12 language credits, which fulfills the requirement for a Bachelor of Arts at all of Oregon's State colleges and universities and save between \$4,000 to 6,000 in university credits

Proficiency goal: This course aims to help students achieve the proficiency level of: Advanced Low in their Presentational Speaking & Presentational Writing. We recommend students to have an Intermediate High level by Spanish 7-8 in Presentational Speaking & Writing.

Goals: To use Spanish to learn about culture, to use the language to improve the student's proficiency to advanced low, to analyze, to research, to debate, to make cultural connections, to compare and contrast, to argue, and to use critical thinking skills in order to navigate the complexities of diverse cultures of the Spanish Speaking World. etc.

Possible Themes:

- Families and Communities
- Contemporary Life
- Science & Technology
- Aesthetics in Culture
- Global Challenges
- Identity: Personal & Public

Pre-requisites: Passage of Spanish 7-8 with a B or higher, and instructor's recommendations. This course is intended for Juniors or Seniors. Recommended proficiency level Intermediate high. Immersion students are recommended to take 7-8 before taking AP Spanish. This is a challenging but fun course to take, and students are recommended to keep practicing their Spanish over the summer to maintain fluency for the following year.

May be repeated: **No**

JAPANESE

Japanese 5-6 will not be offered 2024-25.

Japanese 1-2

Department: **World Language**

Course Code: **1223A**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **9-11**

Course Description

In the first year Japanese class, students will build a basic foundation of the Japanese language through the development of the language skills: speaking, listening, reading, and writing. Students will learn to communicate on familiar topics such as self-introduction, family, hobbies, and everyday life. Students will learn the Japanese sound system, hiragana and katakana (Japanese characters), and begin the study of kanji (Chinese characters).

Prerequisite: **None**

Presentation Link: [Japanese 1-2](#)

May be repeated: **No**

Japanese 3-4

Department: **World Language**

Course Code: **1223B**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **9-12**

Course Description

In the second year Japanese class, students will learn to exchange personal information - using phrases and simple sentences - and will learn to ask and answer simple questions on a variety of familiar topics such as school, hobbies, food and community. Second year students will learn to differentiate two styles of Japanese, so that they can speak formally as well as casually. Students will continue to improve their fluency with hiragana and katakana, acquire basic kanji, and have more practice with reading to get the main idea and some details. Both traditional and contemporary Japanese culture will be introduced through authentic materials and experiences such as Japanese film, music, and cultural exchanges with native speakers. The proficiency target of this class is Novice High in accordance with the ACTFL Proficiency Guidelines (www.actfl.org).

Prerequisite: **Japanese 1-2**

May be repeated: **No**

Japanese 5-6

Department: **World Language**

Course Code: **1223C**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **10-12**

Course Description

Students will expand their language skills and strengthen their conversational skills. Students will learn how to express, discuss, and explain their desire/preference, ideas, and opinions in four language skills: speaking, listening, reading, and writing. Students will learn a deeper understanding of Japanese cultural insights such as Japanese traditional events, food culture, cooking, entertainment, high school life and so on, which are necessary for students to know when they visit Japan.

Note: The offering of this course will be based on staffing allocations and student interest.

Prerequisite: **Japanese 3-4**

May be repeated: **No**

Japanese 7-8

Department: **World Language**

Course Code: **1223D**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **11-12**

Course Description

Japanese 7-8 is a continuation of a four-year sequence. The course objective is to develop Intermediate Low to Intermediate High proficiency in three modes of written and oral communication: interpersonal, interpretive, and presentational. Students will practice communicating in all major time frames. Course content is organized by thematic units in which students continue to develop vocabulary, language structures, and cultural awareness. Students will expand knowledge of various products, practices, and perspectives of the Japanese speaking world.

Prerequisite: **Japanese 5-6**

May be repeated: **No**

NON IMMERSION: AP Japanese Language and Culture

Department: World Language

Course Code: **1223AP**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **11-12**

Course Description

The goal of this course:

- **This course is for students who seek to improve their proficiency to an advanced level.**
- **Students will be able to comprehend, read, write, and speak at the multi-paragraph level.**
- **Students will learn various topics from family and daily life, to education and technology, to deepen their understanding of Japanese culture. Further, students will be able to analyze and identify cultural similarities and differences of each topic and present and express their opinions using all four language skills – reading, writing, listening and speaking.**
- **Students will prepare for success on the AP Japanese Language and Culture exam.**

Prerequisite: **Completed Japanese 5-6**

Presentation Link:

May be repeated: **No**

CONTINUATION OF JAPANESE IMMERSION COURSES OFFERED AT GRANT:

JAPANESE IMMERSION: Global Perspectives/ Japanese Insight Series

Department: World Language

Course Code: **1291JG**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **9**

Course Description

This course, conducted in 100% Japanese, is offered to freshman students in the Japanese Dual Language Immersion (DLI) program. Students in this course will explore a variety of topics related to Japanese culture, and analyze, compare and contrast different perspectives on those topics. Practice for the AP Japanese Language and Culture exam is embedded in the curriculum for the students to build a strong foundation to take the exam in the following year.

Note: 9th grade and 10th grade students will be in the same class together. 9th grade students will take Global Perspectives and 10th grade students will take AP Japanese.

Prerequisite: **JDLI K-8 & Teacher Recommendation or Intermediate-Mid proficiency**

Presentation Link:

May be repeated: **No**

JAPANESE IMMERSION: AP Japanese Language and Culture

Department: **World Language**

Course Code: **1223AP**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **10**

Course Description

Students in this course will explore and deepen their understanding of various aspects of Japanese culture by examining products and practices from multiple perspectives. The topics covered in class are common for the AP Japanese Language and Culture exam.

Preparation for the AP exam is embedded in the curriculum, and students are encouraged to take the AP exam during the school year. Instruction is given in Japanese extensively to give opportunities for students to develop language proficiency. A variety of authentic media will be used along with textbooks (Adventures in Japanese and Dekiru!) during class time.

Prerequisite: C or above in JDLI freshmen course or Intermediate Mid proficiency

Presentation Link:

May be repeated: No

JAPANESE IMMERSION: Japanese Society

Department: **World Language**

Course Code: **1291JPA**

Credit: **1**

Credit towards: **World Language Elective**

Grade(s): **11-12**

Course Description

This course is offered to Junior and Senior students in the Japanese DLI Program, who have minimum proficiency of Intermediate-Mid on the ACTFL proficiency scale.

In this course, students will explore and investigate a wide variety of social and cultural topics in Japan and the world. They will examine those topics from multiple perspectives and share their ideas in culturally appropriate manners, depending on the audience.

Prerequisite: C or above in JDLI 9th/10th grade courses

Presentation Link:

May be repeated: No

HEALTH & PHYSICAL EDUCATION

REQUIRED HEALTH AND PHYSICAL EDUCATION

To graduate from PPS all students are required to take 1 credit of Physical Education (PE) and 1 credit of Health.

A Physical Education credit must be completed before 12th grade and Health 1-2 is taken in 10th grade.

Physical Education 1-2 (Lifetime Fitness 1-2)

Department: **PE/Health**

Course Code: **2351**

Credit: **1**

Credit towards: **PE/Health Core**

Grade(s): **9**

Course Description

The goal of the Physical Education program is the development of a physically literate person. A person who has learned the skills and the understanding necessary to perform a variety of physical activities, can participate in regular fitness activities, and knows the benefits and values of physical activity for a lifetime. The mission of Portland Public Schools' Physical Education program is to:

Impart the knowledge, values, and skills necessary to becoming lifelong learners and movers by practicing wellness habits and developing positive social skills through a variety of movement experiences.

- **Create a physical education setting that encourages individual growth and supports diverse learning styles along with the development of critical thinking, problem solving, and effective group interactions amongst all students.**
- **Integrate other curricular areas within the physical education setting such as: oral/written communication, math, health, and science.**
- **Promote utilization of current exercise technology and educational opportunities.**
- **Encourage personal & family integration into the community to experience wellness benefits.**
- **Provide knowledge and skills that will empower students' independence.**

Prerequisite: **None**

May be repeated: **No**

Health 1-2

Department: PE/Health

Course Code: **1401**

Credit: **1**

Credit towards: **PE/Health Core**

Grade(s): **10-12**

Course Description

The academic success of America's youth is strongly linked with their health. Health literacy is essential for preparing students to be healthy and productive members of our society. To prepare our students we must promote a skill-based learning model in which students will be able to develop, practice, and personalize the following essential health skills:

- **Comprehends concepts related to health promotion and disease prevention to enhance health**
- **Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors**
 - **Access valid information, products, and services to enhance health**
 - **Use interpersonal communication skills to enhance health and avoid or reduce health risks**
 - **Use decision making skills to enhance health**
 - **Use goal-setting skills to enhance health**
 - **Practice health enhancing behaviors and avoid or reduce health risks**
 - **Advocate for personal, family, and community health**
 - **Students in Health 1 will engage with all Health standards through the content areas of: Social, Emotional and Mental Health, Alcohol, Tobacco, and Other Drugs, Nutrition, and Comprehensive Sexuality Education.**
 - **Students in Health 2 will engage with all Health standards through the content areas of: Risk Taking and Safety, Comprehensive Sexuality Education and Violence Prevention, Alcohol, Tobacco, and Other Drugs, and Social, Emotional, and Mental Health.**

Prerequisite: **None**

May be repeated: **No**



When Students Matter, Students Succeed

Competitive Games (Sports and Games)

Department: PE/Health

Course Code: **2353**

Credit: **1**

Credit towards: **PE**

Grade(s): **10-12**

Course Description

This course is designed to attract those who thrive off their competitive nature. Units will include a variety of sports and games and could be a great opportunity for those who love sports and competition.

Prerequisite: **None**

May be repeated: **Yes**

Strength and Conditioning

Department: PE/Health

Course Code: **2354**

Credit: **1**

Credit towards: **PE**

Grade(s): **10-12**

Course Description

This course is a teacher-directed class that motivates students who desire to increase physical strength, power, speed, coordination and endurance through an advanced lifting program that focuses on Olympic style lifts. This course is strongly recommended for those athletes striving to get to the next level.

This is considered our Level 2 strength training elective course - perfect for those who have some experience with lifting and are ready to improve strength, power, and athleticism.

Prerequisite: **None**

May be repeated: **Yes**

Strength and Conditioning: CrossFit

Department: **PE/Health**

Course Code: **23541CF**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

This program is designed to improve individual physical fitness. The course goals will provide students with knowledge and ability to execute basic/intermediate training skills and strategies associated with each lift. The cross training program will include techniques and safety work on barbell lifts and will also include training strategies for improving explosive movement patterns. Personalized fitness programs are not a component of this class.

This is considered our introductory or Level 1 strength training elective course.

Prerequisite: **None**

May be repeated: **No**

Women and Gender Expansive Strength Training (Strength and Conditioning: Inclusive Focus)

Department: **PE/Health**

Course Code: **23541IF**

Credit: **1**

Credit towards: **PE**

Grade(s): **10-12**

Course Description

Not your typical weight class. This gender neutral, strength and conditioning class welcomes everyone at all fitness levels. Women and Gender Expansive Weight Training strives to empower students to love their bodies - and how they move - by creating a safe space where everyone can embrace their full selves. Everyone has the right to take up space regardless of race, gender, abilities, and/or sexual orientation in the weight room. This class aims to reject body shaming and toxic fitness industry norms.

Prerequisite: **None**

May be repeated: **Yes**

Yoga

Department: PE/Health

Course Code: **2352**

Credit: **1**

Credit towards: **PE**

Grade(s): **10-12**

Course Description

Students will embark on a holistic journey that integrates the principles of yoga into their daily lives. Through a combination of physical postures, breath control, meditation, and mindfulness exercises, participants will develop a deeper understanding of their bodies and minds. This course aims to promote physical, mental, and emotional well-being while providing a supportive and inclusive environment for students of all levels.

Prerequisite: **None**

May be repeated: **Yes**

PHYSICAL EDUCATION ELECTIVES

Exercise Science

Department: PE/Health

Course Code: **1420ES**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

This course is a combination of classroom work and hands-on lab/weight room activities. Strength training cycles, sports psychology, and the overall impact these have on athletic performance are the building blocks of this course. The primary objectives are to enhance knowledge of these topics, improve the understanding of health and skill related components of fitness and the relationship these have with athletic performance.

This is considered our Level 3 strength training elective course - ideal for those who have an interest in improving athletic performance and exploring lifting concepts and training methods.

Prerequisite: **None**

May be repeated: **No**

Walking

Department: PE/Health

Course Code: **0898W**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Walking is a lifelong fitness activity that maintains and enhances physical fitness and well-being. This class will focus on safe and effective ways to increase walking frequency, duration, and intensity.

Prerequisite: **None**

Presentation Link: [Walking](#)

May be repeated: **Yes**

Yoga II (200 HR Yoga Teacher Training)

Department: PE/Health

Course Code:

Credit: **1**

Credit towards: **Elective**

Grade(s): **11-12**

Course Description

Yoga II (200 HR Yoga Teacher Training) is an elective class for juniors and seniors who have taken Yoga and have an interest in pursuing a 200 HR Yoga certification as well as an elective PE credit. Students will learn anatomy, body mechanics, proper alignment, cuing, yoga philosophy lineage, and two full yoga sequences.

Prerequisite: **Students without a Yoga prerequisite must obtain instructor approval.**

May be repeated: **No**

CAREER TECHNICAL EDUCATION (CTE)

Grant HS offers the following CTE programs:

- **Audio Engineering**
- **Business Management**
- **Computer Science**
- **Construction**
- **Design and Applied Arts**
- **Digital Media**
- **Engineering**
- **Health Science**
- **Hospitality/Culinary**
- **Mass Communication/Journalism**
- **Theatre Art**

AUDIO ENGINEERING CTE

Audio Engineering/Music Production

Department: **Audio Engineering CTE**

Course Code: **1149EP**

Credit: **1**

Credit towards: **Elective: Audio Engineering CTE Pathway**

Grade(s): **9-12**

Course Description

An introduction to the world of creating sound in the analog, digital, and live world. Students will become familiar with technical musical/audio vocabulary and learn the practical skills necessary to work with audio equipment. The class will explore the different methods and techniques used for home recording systems and up to professional studios in the greater Portland area. Students will develop skills such as tracking, mixing and mastering as well as microphone placement and acoustics. Students will also be responsible for designing, producing and working all major concerts, plays and assemblies throughout the school year. Career opportunities may be possible through potential partnerships with local recording studios and professional sound engineers.

Prerequisite: **NONE**

Presentation Link: [Audio](#)

May be repeated: **No**

Advanced Audio Engineering

Department: **Audio Engineering CTE**

Course Code: **1149EPC**

Credit: **1**

Credit towards: **Elective: Audio Engineering CTE Pathway**

Grade(s): **10-12**

Course Description

This year-long course is intended for audio engineering students who would like to continue to pursue the art of audio. The course will provide an atmosphere for the dedicated student to hone their craft by developing independent projects, leading audio support for Grant High School, and working with community organizations. Students will continue to develop skills in live sound, recording, editing, mixing, mastering, and sound design. We will also focus on concepts of digital signal processing and have an introduction to electronic music composition in Max/MSP. Intermediate/Advanced students will be expected to create an online portfolio of work during the year. Since recording and audio composition projects are often time consuming, students should be prepared to take on extracurricular work. Career-building opportunities may be possible through potential partnerships with local studios and professional sound engineers in the Portland Metro Area.

Prerequisite: **Audio Engineering/Music Production**

Presentation Link: [Audio](#)

May be repeated: **Yes**



Audio Engineer Practicum

Department: Audio Engineering CTE

Course Code: **1149EPD**

Credit: **1**

Credit towards: **Elective: Audio Engineering CTE Pathway**

Grade(s): **11-12**

Course Description

Have you excelled in Audio Engineering? Do you want to work on an individual audio project? Put your skills into practice for a full year or semester long project! Examples might include but are not limited to: producing a series of podcasts, heading the audio crew for a major Grant production, recording a full length album of original music, building a vintage tube guitar amplifier, doing a school wide audiology test, producing a mixed tape, interning for a local recording studio, etc. Students will have the freedom to develop a project that speaks to their interests and challenges their skill sets. By the third week of the class, students will present a plan for an audio-based project to be implemented and carried out under the supervision and guidance of the teacher and a project mentor.

Prerequisite: **Beginning Audio, Advanced Audio, and Studio Sessions, or by teacher approval**

Presentation Link: [Audio](#)

May be repeated: **Yes**

Studio Sessions

Department: Audio Engineering CTE

Course Code: **1129SC**

Credit: **1**

Credit towards: **Elective: Audio Engineering CTE Pathway**

Grade(s): **10-12**

Course Description

Do you play an instrument and want to learn to record? Are you interested in the process of creating professional recordings? Studio Sessions is the class for you! Learn to write, record, produce, and release music for solo, small group, and band settings. This class is open to audio engineers, producers, singers, and instrumentalists—come be a part of a collaborative team! You will release your music and perform live at the annual Audio Showcase in the Spring.

Prerequisite: **Any of the following:**

- **Beginning Audio Engineering/Music Production**
- **Proficiency on an instrument/voice**

Presentation Link: [Audio](#)

May be repeated: **Yes**



BUSINESS MANAGEMENT CTE

High school graduates need more than a good education; they need the right education. Graduates of the 21st century must have higher-level skills and greater adaptability than previous generations. Technology is changing rapidly and the hands-on skills our students gain as a result of completing courses offered through the Business Technology Department are in great demand.

Accounting and Personal Finance 1-2

Department: **Business Management CTE**

Course Code: **0207PF**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **9-12**

Course Description

All students are welcome in this one-year Accounting and Personal Finance course. This is a Career and Technical Education (CTE) course designed to give students hands-on business knowledge and encourage career-field exploration in high school to support both college and career success. This course covers the entire accounting cycle for a service business. Analyzing business transactions, using journals and ledgers, preparation of financial statements, and business and accounting terminology are covered on the computer.

The personal finance portion of the course will help students to become financially responsible, conscientious members of society. Students will explore the sociology of personal finance while gaining skills in money management, budgeting, financial goal attainment, the wise use of credit, loans, taxes, insurance, and investments. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, and apply the knowledge learned to financial situations encountered later in life. Business and Financial careers will be explored and discussed.

Prerequisite: **NONE**

Presentation Link: [Accounting](#)

May be repeated: **No**

Advanced Accounting & Finance/Spreadsheets 3-4

Department: Business Management CTE

Course Code: **0207SB**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **10-12**

Course Description

This course provides students with the skills necessary to use the computer to accomplish accounting procedures learned in Accounting 1-2 and a deeper analysis of advanced financial topics. Students develop proficiency on the computer while working with the general ledger, accounts payable, and payroll accounting systems for a merchandising business organized as a corporation. Students use the Cengage Aplia General Journal Online Working Papers to analyze data, and make business decisions in several career interest areas. Advanced Business and Financial careers and topics will be explored including Investing and Portfolio Management, the impacts of Private and Public Financing on communities through Urban Planning and Accounting for Climate Change. These topics will be explored through the use of in-class activities, field trips and local business partners. This course prepares students for entry-level positions in accounting and/or continued education at the post-secondary level.

Prerequisite: **Accounting and Personal Finance**

May be repeated: **No**

Marketing and Entrepreneurship

Department: Business Management CTE

Course Code: **0224ME**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **9-12**

Course Description

This introductory business course is designed to teach students about marketing concepts and how they apply to business creation and management. Students who are interested in developing an understanding of business, planning to study business in college, and/or becoming informed consumers are encouraged to take this course. The class will cover a variety of topics including brand development, promotion, merchandising, advertising, distribution, pricing, product development, market research and planning, sales, and entrepreneurship. This is a project-based course in which students will have the opportunity to learn business skills in a hands-on environment.

Prerequisite: **NONE**

Presentation Link: [Marketing](#)

May be repeated: **No**

Sports and Entertainment Marketing

Department: **Business Management CTE**

Course Code: **0226SM**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **10-12**

Course Description

This course is designed to teach students to apply marketing concepts as they relate to the sports and entertainment field. This growing multi-billion dollar industry has emerged as one of the leading occupational areas of the 21st century. This course will give students an overview of the industry, information about career opportunities and hands on experience implementing marketing concepts and strategies. Students who are interested in studying sports and entertainment marketing in college and pursuing a career in this field are encouraged to take this course. Emphasis is placed on the following principles as they apply to the industry: branding, sponsorship, promotion, licensing and naming rights, on-site merchandising, public relations, safety and security. The class will utilize guest speakers, field trips and team projects throughout the year. The class is a group-oriented class and requires a student to be an active member in class discussions and activities.

Prerequisite: **Marketing and Entrepreneurship Application: [Here](#)**

Presentation Link: [Sports Marketing](#)

May be repeated: **No**

Student Store Internship

Department: **Business Management CTE**

Course Code: **0224SS**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **10-12**

Course Description

Students will develop and improve their business skills by supporting the management and operation of the student store. As interns of the on-campus Generals' store, students will assist in all elements of the retail store such as sales and customer service, inventory, accounting, advertising, promotions, public relations, and more. Students will be asked to work some lunch and flex periods as well as during some evening events at Grant. The course grade is based upon participation, willingness to work, and execution of assigned tasks. Students considered for this course are required to have completed either the Marketing and Entrepreneurship course, a Graphic Design course or an Accounting and Personal Finance course. They should have an interest, motivation, and knowledge of business operation/marketing, and the potential ability to work maturely and independently with technology in a retail store setting.

Prerequisite: Marketing and Entrepreneurship, Accounting and Personal Finance or Graphic Design 1-2

Presentation Link: [Student Store](#)

May be repeated: **Yes**



When Students Matter, Students Succeed

Graphic Design Foundations 1-2

Department: **Business Management CTE**

Course Code: **1824GA**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **9-12**

Course Description

This course introduces students to the field of graphic design from a business perspective. Students will learn how to apply the elements and principles of design to produce essential marketing assets for a business. Students will use the industry standard software Adobe Photoshop, Adobe Illustrator, and Adobe InDesign to explore how to problem-solve businesses' visual communication needs. Students will learn how to utilize images, color, and typography to create marketing materials and products such as logos, maps, and album covers. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from the industry.

Prerequisite: **NONE**

Presentation Link: [Graphic Design](#)

May be repeated: **No**

Graphic Design Intermediate 3-4

Department: **Business Management CTE**

Course Code: **1824GB**

Credit: **1**

Credit towards: **Elective: Business Management CTE Pathway**

Grade(s): **10-12**

Course Description

This project-based course expands on the knowledge gained in the Graphic Design: Foundations class. Students are required to source real-world graphic design projects for real-world clients. Developing client relationships and networking requires a significant amount of independence, as well as, self-discipline and responsibility. Students will also complete quarterly marketing problem solving projects such as corporate branding, packaging, and multi-page publications. All projects will utilize the elements and principles of design to solve visual communication business challenges. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from the industry.

Prerequisite: **Graphic Design: Foundations 1-2**

Presentation Link: [Graphic Design](#)

May be repeated: **No**

Computer Science 1-2

Department: Computer Science CTE

Course Code: **0397A**

Credit: **1**

Credit towards: **Elective: Computer Science CTE Pathway**

Grade(s): **9-12**

Course Description

Have you ever used an app, played a game, or been on a website and asked yourself, "I wonder how they made this?" Computer Science 1-2 is your first step towards answering that question. This is a hands-on, project-based course that focuses on the skills that people need to become good programmers. Over the course of the year we will learn fundamental programming principles through the programming of websites, games, interactive stories, robots, and more, while also learning important skills such as problem solving, research, and algorithm development. Students do not need any prior programming experience to be successful in this course.

Prerequisite: **NONE**

Presentation Link: [Intro to Computer](#)

May be repeated: **No**

AP Computer Science A (3-4 in the series)

Department: Computer Science CTE

Course Code: **0327AP**

Credit: **1**

Credit towards: **Elective: Computer Science CTE Pathway**

Grade(s): **10-12**

Course Description

This is a rigorous, fast-paced course in which students learn to program in Java, which is not only the basis for the AP Computer Science A exam, but is also the programming language that was used to create Minecraft, the vast majority of Android apps, and even control the original Mars rover! Over the course of the year we will cover a variety of topics, including method design, control structures, loops, objects, and recursion, and we'll continue to develop the problem-solving skills every programmer needs. By the end of the year students will be prepared for the AP exam and also ready to write complex software of their own.

Prerequisite: **Algebra 1-2 and Computer Science 1-2. If prerequisites are not met, you must get instructor approval.**

May be repeated: **No**

Computer Science 5-6

Department: **Computer Science CTE**

Course Code: **0397C**

Credit: **1**

Credit towards: **Elective: Computer Science CTE Pathway**

Grade(s): **10-12**

Course Description

Have you ever had an idea for a game or app? Computer Science 5-6 can make it happen! This is a collaborative, project-based, hands-on course in which students will work in small groups to shepherd an app or game from a simple idea to a functional product. Each group will choose from a variety of software platforms, including Android, Unity, LibGDX, Unreal Engine, OpenGL, and more to make their idea a reality. Students will learn how to use a variety of industry-standard tools and also learn the software development and project management principles necessary to manage a large software project.

Prerequisite: **AP Computer Science A (or Java Programming)**

May be repeated: **No**

Computer Science 7-8

Department: **Computer Science CTE**

Course Code: **0397D**

Credit: **1**

Credit towards: **Elective: Computer Science CTE Pathway**

Grade(s): **11-12**

Course Description

This course will allow students to apply everything they've learned in the previous computer science courses to build an advanced piece of software in a small team using the programming language of their choice. There are a wide range of potential topics of investigation: 3D gaming, virtual reality, app development, and artificial intelligence are just some of the areas that can be explored. Students will also be encouraged to take part in several local and statewide programming competitions.

Prerequisite: **Computer Science 5-6**

May be repeated: **Yes**

Woodworking 1-2

Department: **Construction CTE**

Course Code: **0417A**

Credit: **1**

Credit towards: **Elective: Construction CTE Pathway**

Grade(s): **9-12**

Course Description

This is an introductory Career Technical Education (CTE) course. This class introduces students to the amazing possibilities of making things from wood. Through a series of increasingly complex projects, students will learn the properties of wood; safe and proper use of hand tools, power tools, and machinery; techniques for finishing wood projects; and how to create an excellent project from raw materials. Focus will primarily be on small wood projects such as boxes and small furniture. Additionally students will be introduced to the basics of carpentry, construction, and the building trades. The goal of this class is for students to be able to design, create, and build projects to fulfill individual and community needs as we explore the joy of working with our hands.

Prerequisite: **None**

Presentation Link: [Woods](#)

May be repeated: **No**

Woodworking 3-4

Department: **Construction CTE**

Course Code: **0417B**

Credit: **1**

Credit towards: **Elective: Construction CTE Pathway**

Grade(s): **10-12**

Course Description

This is the second year course in the CTE Pathway. Take your woodworking to the next level! Continue to explore the trades. This class focuses on more advanced woodworking and construction techniques: Joinery for furniture, cabinet making techniques, framing and finishing small structures. Students are expected to use their skills and knowledge to build according to plans, and to design, build, and problem solve new projects.

Prerequisite: **Woodworking 1-2**

Presentation Link: [Woods](#)

May be repeated: **No**

Woodworking 5-6

Department: **Construction CTE**

Course Code: **0417C**

Credit: **1**

Credit towards: **Elective: Construction CTE Pathway**

Grade(s): **11-12**

Course Description

This is the third course in the CTE Pathway. Students will work with increased independence on various projects. Focus on leadership, skill building, construction knowledge, and woodworking processes. Advanced students will develop skills to produce professional level work. This will include furniture joinery, tight tolerances, plan reading, and building to code. Advanced woodworking students are expected to model the motto "Carpenters Build Communities" and will be leaders in our woodshop.

Prerequisite: **Woodworking 3-4**

Presentation Link: [Woods](#)

May be repeated: **No**

Advanced Woods Projects

Department: **Construction CTE**

Course Code: **0417WP**

Credit: **1**

Credit towards: **Elective: Construction CTE Pathway**

Grade(s): **11-12**

Course Description

Have you excelled in Woodworking and Construction? Do you want to work on an individual building project? Put your skills into practice for a full year or semester long project! Examples might include but are not limited to: A chest of drawers, a chair, or other complex woodworking project, a deeper dive into construction systems, a larger building project, community service projects, an internship with a local builder, etc. Students will have the freedom to develop a project that speaks to their interests and challenges their skill sets. By the third week of the class, students will present a plan for a woodworking or construction based project to be implemented and carried out under the supervision and guidance of the teacher and a project mentor.

Prerequisite: **Woodwork 5-6**

Presentation Link: [Woods](#)

May be repeated: **Yes**

Woods Technical Assistant

Department: **Construction CTE**

Course Code: **0495WA**

Credit: **1**

Credit towards: **Elective: Construction CTE Pathway**

Grade(s): **10-12**

Course Description

This course is only open to students who have successfully completed Woodworking 3-4. Tech Assistants will practice, model, and promote safety, and assist with a variety of woods related set-up, operation, and cleanup activities with machinery, power, and hand tools. They will solve manufacturing and woodworking problems. Assistants will use plans and specifications. The Assistant must be committed to helping other students be successful and safe and to helping prepare materials and machines for others to use. Woods Technical Assistant will model “Carpenters Build Communities”. Students will receive a letter grade (A-F). Students must obtain instructor approval and usually have completed Woodworking 3-4.

Prerequisite: **Woodworking 3-4**

Presentation Link: [Woods](#)

May be repeated: **Yes**



DESIGN AND APPLIED ARTS CTE

Ceramics Foundations 1-2

Department: **Design & Applied Arts CTE**

Course Code: **1164SA**

Credit: **1**

Credit towards: **Elective: Design & Applied Arts CTE Pathway**

Grade(s): **9-12**

Course Description

Foundations of Ceramics 1-2 is a year-long introductory course to clay and the ceramic process. In this class, students learn handbuilding techniques for constructing functional and sculptural forms out of clay and surface finishing techniques using stains, glazes, and other media. We also learn how to study three-dimensional forms through the elements of art and principles of design. Sketchbooks are issued to every student, so writing, sketching, and designing is frequently exercised. There is also a strong emphasis on studio practice which is the way in which we navigate and operate in the studio on a daily basis. For example, we practice how to use equipment, tools, and materials, aid in the procedures of recycling clay and firing kilns, and maintain a clean, safe, and healthy environment. In the second semester, students are introduced to the wheel throwing process, though no completed projects are required. Otherwise, credit is earned through an equal combination of completed projects, studio skills, and daily practice. Most work is accomplished in class, so regular attendance and time management are essential.

Prerequisite: **NONE**

Presentation Link: [Ceramics - Foundations](#)

May be repeated: **No**

Ceramics Intermediate 3-4

Department: **Design & Applied Arts CTE**

Course Code: **1164SB**

Credit: **1**

Credit towards: **Elective: Design & Applied Arts CTE Pathway**

Grade(s): **10-12**

Course Description

This course builds on the skills and concepts introduced in Ceramics & Sculpture: Foundations and is designed for those motivated students who have a strong interest in Ceramics. We will explore the history, culture, and current artistic concerns of the Ceramic arts at a higher level. Students will problem solve in concept development, time management, and execution of work with an emphasis on complex design problems. Students will use their sketchbooks for exploration of ideas, warm ups, and vocabulary. Student evaluation is based on sketchbook work as well as completion and understanding of assignments and major projects. Written self-reflections based on rubrics, and studio maintenance are also key components of the class. Time management is essential in this course. Students should be willing to work outside of class time on their projects.

This course allows students to associate their learning to career pathways in the 3D arts realm. Students' career exploration will develop through visiting professionals and gallery and business tours geared toward the application of the 3D arts.

Prerequisite: **Ceramics & Sculpture: Foundations**

PCC - AR 253A

See page 9 about fees

Presentation Link: [Ceramics Intermediate](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

Ceramics Advanced 5-6

Department: **Design & Applied Arts CTE**

Course Code: **1164SC**

Credit: **1**

Credit towards: **Elective: Design & Applied Arts CTE Pathway**

Grade(s): **11-12**

Course Description

This advanced course builds on the skills and concepts introduced in Ceramics: Intermediate and is designed for those highly motivated students who have a strong interest in Ceramics. We will explore the history, culture, and current artistic concerns of the Ceramic arts at a higher level. Students will problem solve in concept development, time management, and execution of work with an emphasis on complex design problems. Students will use their sketchbooks for exploration of ideas, warm ups, and vocabulary. Student evaluation is based on sketchbook work as well as completion and understanding of assignments and major projects. Time management, self-motivation, and excellent work habits are key components to being successful in this class. Students should have the ability to maturely work independently and cooperatively with others in a studio environment.

This course allows students to associate their learning to career pathways in the 3D arts realm. Students' career exploration will develop through visiting professionals, and gallery and business tours geared toward the application of the 3D arts.

Prerequisite: **Ceramics: Intermediate**

Presentation Link: [Ceramics - Adv](#)

May be repeated: **Yes**

AP Studio Art

Department: **Design & Applied Arts CTE**

Course Code: **1182AP**

Credit: **1**

Credit towards: **Elective: Design & Applied Arts CTE Pathway**

Grade(s): **11-12**

Course Description

The AP Studio Art course is designed for the serious art student interested in a rigorous and focused year developing a portfolio. Students will develop a portfolio that pushes conceptual development and technical execution of 3D design, drawing, or 2D design. This class is intended to help students develop a portfolio of their work and requires a high level of independence and motivation. Students will submit their portfolio to the Advanced Placement board in the spring and depending on the score received, students may receive college credit.

The course gives students the time to develop a strong body of work investigating a theme/sustained investigation and building on it. As in any college level course, students will be expected to spend a considerable amount of time outside of class in order to complete assignments. Students enrolled in AP Studio art must complete summer assignments, have quality artwork from previous years, and come prepared for critiques on the 1st day of class. The class will involve lecture, slides, critiques, artist visits, field trips, and studio work time. Students must be willing to participate in class critiques. It is recommended that students enroll in an additional art class outside of this class to support their work.

This CTE course allows students to associate their learning to career pathways in the visual arts realm. Students' career exploration will develop through visiting professionals, and gallery and business tours geared toward the application of the visual arts.

Prerequisite: - Portfolio review required - 2 consecutive classes in the same art media. After forecasting, instructor will email with portfolio review sign up information.

Presentation Link: [AP Studio Art](#)

May be repeated: Yes

Animation Introduction 1-2

Department: **Digital Media CTE**

Course Code: **1178AA**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **9-12**

Course Description

This is a hands-on digital imaging, basic animation class that utilizes Adobe After Effect and Photoshop on a MAC platform. In completing this course, students will have developed a basic understanding of Photoshop, After Effects, and basic animation design principles. In the second semester, students will learn how to “RIG” and animate characters using Rubber Hose, JoyStick, and Sliders. Animations during the second semester will use the industry standard of storyboarding, editing, keyframing, and using audio. Students will start to learn how to present their animation compositions with a disciplinary vocabulary of the animation industry while interpreting the design principles of classmates' animations through critique and assessments. Students will be creating exciting animation projects that will help prepare them for the animation and design industry.

Prerequisite: **NONE**

May be repeated: **No**

Animation Intermediate 3-4

Department: **Digital Media CTE**

Course Code: **1178AB**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **10-12**

Course Description

This class will continue using After Effects and introduce Adobe Animate as an animation tool for 2D animation. Students will be creating longer animations and hone their skills in both After Effects using Rubber Hose and Joysticks and Sliders, 3D animation skills and Adobe Animate for 2D animation. Students will concentrate on creating animation pieces that reflect more advanced techniques and create an industry demo reel for their portfolio while focusing their animation voice and style.

Prerequisite: **Introduction to Animation**

May be repeated: **No**

Digital Media & Pop Culture: Foundations

Department: Digital Media CTE

Course Code: **0317PC**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **9-12**

Course Description

Digital Media & Pop Culture: Foundations is a Career Technology Education course focused on exploring contemporary ways in which artists use and create digital works. This introductory course covers a wide array of digital media and pop culture including graphic art, social media, websites, video games, television, and film. Using critical discussion of contemporary culture as a lens, the conceptual content of this course is centered on students' experience and interests. Students will produce digital media using a variety of technology including the Adobe Suite, iMovie, Canva, Pixlr, and more. Examples of class activities include producing short films, writing media reviews, and designing movie posters.

Prerequisite: **NONE**

Presentation Link: [Digital Media](#)

May be repeated: **No**

Digital Media 3-4

Department: Digital Media CTE

Course Code: **1925B**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **10-12**

Course Description

Building off of a framework covered in Digital Media & Pop Culture, students will create digital works to connect, challenge, and provoke. This course covers a wide array of digital media & pop culture including graphic art, social media, websites, video games, television, and film. The conceptual content of this course is centered on students' experience and interests, using critical discussion of contemporary culture as a lens. Students will produce digital media using a variety of technology including the Adobe Suite, iMovie, Canva, Pixlr, and more. Examples of class activities include producing short films, writing media reviews, and designing movie posters.

Prerequisite: **Digital Media and Pop Culture**

Presentation Link: [Digital Media](#)

May be repeated: **No**

Digital Media 5-6

Department: **Digital Media CTE**

Course Code: **1925C**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **11-12**

Course Description

Building off of a framework covered in Digital Media 3-4, students will create digital works to connect, challenge, and provoke. This course covers a wide array of digital media & pop culture including graphic art, social media, websites, video games, television, and film. The conceptual content of this course is centered on students' experience and interests, using critical discussion of contemporary culture as a lens. Students will produce digital media using a variety of technology including the Adobe Suite, iMovie, Canva, Pixlr, and more. Examples of class activities include producing short films, writing media reviews, and designing movie posters.

Prerequisite: **Digital Media 3-4**

Presentation Link: [Digital Media](#)

May be repeated: **No**

Screen Printing Foundations 1-2

Department: **Digital Media CTE**

Course Code: **1315SP**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **9-12**

Course Description

Students will build on art and design skills to further develop their personal style. In this course, students will learn to screen print on T-shirts, posters, patches, and more. Students will create projects using various prompts and techniques including hand cut stencils, photo emulsion stenciling, and digital design.

Prerequisite: **NONE**

Presentation Link: [Screen Printing](#)

May be repeated: **No**

Screen Printing Intermediate 3-4

Department: **Digital Media CTE**

Course Code: **1315SPB**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **10-12**

Course Description

Building off of concepts and techniques from Screen Printing 1-2, students will refine design and print skills for creative expression and problem solving. Students will broaden their design and print skills with workshops in the Adobe Suite and explorations into 3D forms such as flat pack toys, installation, and small sewing projects. As a collective, students will design for projects outside of class such as pop-up installations and community-based prompts.

Prerequisite: **Screen Printing: Foundations 1-2**

Presentation Link: [Screen Printing](#)

May be repeated: **No**

Screen Printing Advanced 5-6

Department: **Digital Media CTE**

Course Code: **1315SPC**

Credit: **1**

Credit towards: **Elective: Digital Media CTE Pathway**

Grade(s): **10-12**

Course Description

Building off of concepts and techniques from Screen Printing 1-2, and 3-4 students will refine design and print skills for creative expression and problem solving. Students will broaden their design and print skills with workshops in the Adobe Suite and explorations into 3D forms such as flat pack toys, installation, and small sewing projects. As a collective, students will design for projects outside of class such as pop-up installations and community-based prompts

Prerequisite: **Screen Printing: Intermediate 3-4**

Presentation Link: [Screen Printing](#)

May be repeated: **No**

Introduction to Engineering 1-2

Department: **Engineering CTE**

Course Code: **1695A**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **9-12**

Course Description

Do you like to design with 3D modeling software and make things by hand and with 3D printers and laser cutters? Do you like choosing your own projects or participating in design and building challenges with your peers? In this hands-on, project-based class you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), electronics, digital fabrication (3D printing & laser cutting), and many others.

Prerequisite: **None**

Presentation Link: [Engineering](#)

May be repeated: **No**

Engineering 3-4

Department: **Engineering CTE**

Course Code: **1695B**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **10-12**

Course Description

This course extends upon the digital design and fabrication project work from “Intro to Engineering 1-2.” In this course, students work in small teams on longer timeline projects that require more advanced design and fabrication tools. As with the introductory class, you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), digital fabrication (3D printing & laser cutting).

Prerequisite: **Introduction to Engineering 1-2**

Presentation Link: [Engineering](#)

May be repeated: **No**

Engineering 5-6

Department: **Engineering CTE**

Course Code: **1695C**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **10-12**

Course Description

This course further extends upon the digital design and fabrication project work from “Engineering 3-4.” In this course, students work in small teams on longer timeline projects that require more advanced design and fabrication tools. As with the intermediate class, you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), digital fabrication (3D printing & laser cutting), and additionally, the CNC router and milling machine.

Prerequisite: **Engineering 3-4**

Presentation Link: [Engineering](#)

May be repeated: **Yes**

Robotics 1-2

Department: **Engineering CTE**

Course Code: **1626RA**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **9-12**

Course Description

Do you want to design, build, and program robots that perform a wide variety of tasks as well as compete in class challenges? In this project-based course, you will build and program self-driving robots and remote-controlled robots. Previous programming experience is helpful but not required.

Prerequisite: **None**

Presentation Link: [Robotics](#)

May be repeated: **No**

Robotics 3-4

Department: Engineering CTE

Course Code: **1626RB**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **10-12**

Course Description

This course helps students transition from working on smaller robots in the introductory course to our full size competition robots. Students interested in this course should consider joining the after school robotics competition team. Students will learn (and teach) about robot design, construction, and programming, and also the project management, marketing, fundraising, and community outreach required for successful participation in the FIRST Robotics Competition (FRC).

Prerequisite: **Robotics 1-2**

Presentation Link: [Robotics](#)

May be repeated: **No**

Robotics Advanced 5-6

Department: Engineering CTE

Course Code: **1627RT**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **11-12**

Course Description

This course is for students who want to support the Grant High School robotics team in technical and non-technical roles. Students will learn (and teach) about robot design, construction, and programming. They will also learn project management, marketing, fundraising, and community outreach required for successful participation in the FIRST Robotics Competition (FRC). In January and February, students will build the FRC robot; this will require after school and weekend meetings in addition to class time. After the competition, students will continue to build their skills in preparation for the next year's competition. (Note that students who don't take this class can still be members of the team by attending the after school and weekend meetings.)

Prerequisite: **Robotics 3-4 (or by instructor approval)**

Presentation Link: [Robotics](#)

May be repeated: **Yes**

Tech Support Assistant

Department: Engineering CTE

Course Code: **0381TS**

Credit: **1**

Credit towards: **Elective: Engineering CTE Pathway**

Grade(s): **10-12**

Course Description

Do you enjoy helping others and have a desire to learn about technology? Do you want to develop the skills required for IT support and systems engineering? In this class, you will learn to configure and troubleshoot wired and wireless networks, operating systems, audio and visual systems and many others by problem solving issues at our school and engineering your own IT projects. Your experiences in this course will boost your resume for part-time jobs, internships, college work-study or your future as an IT professional. Students will receive a letter grade (A-F).

Students must obtain instructor approval. Please email nfenger@pps.net for teacher approval.

Prerequisite: **Teacher Approval Required**

May be repeated: **Yes**

HEALTH SCIENCE CTE

Principles of Biomedical Science

Department: Health Science CTE

Course Code: **1502**

Credit: **1**

Credit towards: **Elective: Health Science CTE Pathway**

Grade(s): **9-12**

Course Description

This Dual Credit course provides guided exposure to a variety of health careers/occupations and will cover important issues in healthcare. The students will experience how biology, chemistry, and physics are used by medical and health professionals. Students will participate in real-life simulations and role-play exercises with peers and medical experts. Students will also research the academic and people skills needed to pursue medical research, nursing, nutrition, radiology, pharmaceutical fields, dentistry, sports medicine, anesthesiology, physical therapy, kinesiology, chiropractic, and other health-related fields. This course is offered as a Dual Credit class in partnership with Portland Community College.

Prerequisite: **None**

Presentation Link: [Science](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

Dual Credit Anatomy and Physiology

Department: Health Science CTE

Course Code: **1713**

Credit: **1**

Credit towards: **Elective: Health Science CTE Pathway**

Grade(s): **10-12**

Course Description

This Dual Credit course will include the study of the human body, its structure, and functions. In the first semester, students will study introductory anatomy, tissues, the integumentary, skeletal, and muscular systems. In the second semester, students will study nervous, cardiovascular, respiratory, reproductive, urinary, and digestive systems. Students will be able to utilize the Visible Body online courseware and receive 5 apps that are theirs to keep on their personal device. It is valuable for students interested in medical or health science related careers. Laboratory experiences will include microscopy, animal dissection, sculpting/modeling, physiological exercises, and computer based exercises. This course is offered as a Dual Credit class in partnership with Oregon Tech. \$100 or Tuition Waiver

Prerequisite: **Chemistry or Principles of Biomedical Science**

Presentation Link: [Anatomy](#)

May be repeated: **No**

Dual Credit: PCC- **No**, PSU- **No**, OIT- **Yes**

Medical Interventions

Department: Health Science CTE

Course Code: **1502E**

Credit: **1**

Credit towards: **Elective: Health Science CTE Pathway**

Grade(s): **11-12**

Course Description

Students will investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. This course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to a wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. This course is offered as a Dual Credit class in partnership with Portland Community College.

Prerequisite: **Biomedical Science**

Presentation Link: [Medical](#)

May be repeated: **No**

HOSPITALITY/CULINARY CTE

Culinary Arts 1-2

Department: Hospitality/Culinary CTE

Course Code: **2912CA**

Credit: **1**

Credit towards: **Elective: Hospitality/Culinary CTE Pathway**

Grade(s): **10-11**

Course Description

Students will be introduced to the world of restaurants and careers in the Culinary Arts. Students will spend nine weeks learning about safety, sanitation, knives, knife skills, and students will earn their food handlers card. Once students are qualified to enter the kitchen, they will learn basic food skills and preparation. Subjects include: Soups and Stocks, Quick Breads and Yeast Breads, Plating and Presentation, Fruits and Vegetables, Salads and Starters. Students will also begin to learn effective management skills as well as the business of running a food-related enterprise.

Prerequisite: **None**

May be repeated: **No**

Culinary Arts 3-4

Department: **Hospitality/Culinary CTE**

Course Code: **2912CB**

Credit: **1**

Credit towards: **Elective: Hospitality/Culinary CTE Pathway**

Grade(s): **11-12**

Course Description

Students in Intermediate Culinary Arts will study and practice the cooking methods and techniques of various cultures. In this class, you will build on techniques learned in Intro to Culinary. Students will learn about ingredients, preparation techniques, flavor profiles and history behind a variety of foods typical of cultures found around the world. This course will involve the use of more advanced food preparation techniques, as well as expand upon lessons regarding menu planning, food-costs and recipe development, writing, and modification. Regular in-class food lab opportunities will be included in this course. Also included is the aesthetic service of food, understanding the cultural significance of food, the impact of global food systems, and food ethics. We will also learn to operate a small business as an individual project that focuses on marketing, costing and advertising, as well as time management in the kitchen. Suggested Donation: \$50.00.

Prerequisite: **Culinary Arts 1-2**

May be repeated: **No**



Culinary Arts and Commercial Foods

Department: **Hospitality/Culinary CTE**

Course Code: **2913CFB**

Credit: **1**

Credit towards: **Elective: Hospitality/Culinary CTE Pathway**

Grade(s): **12**

Course Description

A year long course with an emphasis on advanced baking and food preparation techniques. We will be perfecting and building on skill sets acquired during the Culinary 3-4 World Cuisine. Students will learn about ingredients, preparation techniques, and flavor profiles. This course will involve the use of more extensive food preparation techniques, as well as expand upon lessons taught in the introductory course regarding menu planning, food-costing, recipe development, writing, and modification. We will also focus on the different aspects of producing food commercially. Students in this class must participate in two or more catering events before or after school per semester. The course will build upon students' knowledge of safety and sanitation practices by teaching them principles of food storage and handling in the context of restaurants, hotels and other large-volume venues. Advanced Culinary and Baking will further prepare students for life after high school, careers in food production (found in hotels, healthcare facilities and restaurants) and other culinary careers.

Prerequisite: **Culinary Arts 3-4**

May be repeated: **No**

Journalism Introduction 1-2

Department: **Mass Comms/Journalism CTE**

Course Code: **1902A**

Credit: **1**

Credit towards: **Elective: Mass Comms/Journalism CTE Pathway**

Grade(s): **9 -12**

Course Description

Take your writing to the next level with this fun, dynamic, and supportive writing course! Either as a feeder course for the school's award-winning Grant Magazine, or as a stand-alone exploration of new styles of writing, this course is for you. Students will learn the basics of journalism, including training in reporting and interviewing, ethics and First Amendment law, editing, and AP style. We will write personal profiles, feature stories, breaking news, reviews, and editorials. Expect exposure to graphic design, typography, page design, and photography, as well as explorations of media analysis, bias, fake news, and current events. Students will have opportunities to submit work to Grant Magazine. The class is open to grades 9-11.

Prerequisite: **None**

May be repeated: **No**

Journalism Intermediate 3-4

Department: **Mass Comms/Journalism CTE**

Course Code: **1902B**

Credit: **1**

Credit towards: **Elective: Mass Comms/Journalism CTE Pathway**

Grade(s): **10-12**

Course Description

The course offers students a chance to publish their work online. This class would have a focus on writing stories directly related to Grant High School or the surrounding community. Students will further enhance and practice skills that were learned in Intro to Journalism. This is the second class in the Mass Communications/Journalism CTE pathway and serves as a course that would further prep students to write for the Grant Magazine their final two years if they choose to go that route.

Prerequisite: **Journalism Introduction 1-2**

May be repeated: **No**

PSU News Writing/Grant Magazine

Department: Mass Comms/Journalism CTE

Course Code: **1902CL**

Credit: **1**

Credit towards: **Elective: Mass Comms/Journalism CTE Pathway**

Grade(s): **10 - 12**

Course Description

This is a hands-on, college-level course taught by a Portland State University adjunct professor on news writing, reporting and developing stories of high journalistic quality. The course will focus on helping students identify newsworthy topics, conducting interviews with sources, and construction of news magazine style stories -- including profiles, features, and opinion pieces -- for publication in Grant High School's national award-winning news magazine. The magazine is produced in the school's newsroom, where students also take photographs, draw editorial cartoons, and layout and design eight issues during the year. The news magazine also maintains an online presence. The course is open to sophomores, juniors and seniors as an elective.

Seniors can earn up to 8 college credits upon successful completion.

Prerequisite: Must apply and be accepted by the instructor; editors are selected in the spring for the following fall. Interested sophomores must have instructor approval.

***Upon successful completion of each semester, students earn 4 PSU credits per semester (total 8 credits for the year). PSU tuition is \$243 per semester per course; students on free or reduced lunch pay \$51 per term (tuition is subject to change). Tuition is due Mid-September for semester one and early February for semester two. Students may take a maximum of three PSU courses per semester.**

Cost for PSU Challenge Program courses can be found [HERE](#).

You must register with PCC to receive credit from them.

PSU WR 228

Prerequisite: **Application**

Presentation Link: [Grant Mag](#)

May be repeated: **Yes**

Dual Credit: PCC- **No**, PSU- **Yes**, OIT- **No**



When Students Matter, Students Succeed

Theatre & Acting: Beginning 1-2

Department: Theatre Arts CTE

Course Code: **1111A**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **9-12**

Course Description

This course is for ANYONE who would like to dive into performance/theater. No experience is necessary. This is a big, fun class! We play games and explore improvisation. Students will create original material and begin understanding acting technique and theatre in general (memorization of text is part of this class). This is for the beginning student who wants to find out what it feels like to perform in front of an audience. This is an introductory class and all are welcome!

Prerequisite: **None**

Presentation Link: [Theatre Arts](#)

May be repeated: **No**

Theatre & Acting: Intermediate 3-4

Department: Theatre Arts CTE

Course Code: **1111B**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **10-12**

Course Description

(Acting 3-4) This class is for the 10th – 12th year student who have *SOME acting/theater experience, or for the student who had Beginning Theatre and wants to continue to grow as an actor and a performer. Anyone with a theatre background will thrive and grow in this class. We focus on more advanced and challenging material for the student who wants to continue their theatrical experience.

Prerequisite: **Acting: Beginning or Teacher Approval**

Presentation Link: [Theatre Arts](#)

May be repeated: **No**

Writer's Ink

Department: Theatre Arts CTE

Course Code: **1116WA**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **10-12**

Course Description

This class is about unearthing our stories and exploring the different mediums in which to tell those stories. Old school creative writing. Writers who just want to write will love this class – also theater kids who want to write and are interested in completing the CTE program. Units include; script writing, children's books, memoirs, poetry, moth and poetry slam preparation, and a lot of self-exploration and creative projects too!. The class explores careers with writing at the center of the work. Careers explored: Playwriting/scriptwriting, fiction writing, publishing, and many more.

Prerequisite: **English 1-2**

Presentation Link: [Theatre Arts](#)

May be repeated: **Yes**

Theatre & Acting: Advanced

Department: Theatre Arts CTE

Course Code: **1111C**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **11-12**

Course Description

(Acting 5-6) Shakespeare, Greek,! Serious theatre students will hone their craft on the classics and explore various acting styles through the centuries. This class is for the serious actor who wants to do it all!

Prerequisite: **Acting: Intermediate or Teacher Approval**

Presentation Link: [Theatre Arts](#)

May be repeated: **Yes**

Senior Theater: Play Production

Department: Theatre Arts CTE

Course Code: **1112D**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **12**

Course Description

(Acting 7-8) This class is for the serious theatre student who has taken at least one performance class or Tech Theatre class. This is also a production class, so much of the time and attention is focused on current productions and producing all performing arts events.

Students will read and analyze plays, perform a master scene, and co-direct a one-act play as the final culminating project. Students must have foundational knowledge and skills to be able to direct other students in a fully realized production as the culminating project.

Oregon Transfer Module (Transferability of credits): All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum college cumulative GPA of 2.0 at the time the module is posted.

TA 141: Fundamentals of Acting

Prerequisite: **Acting Performance Class or Tech Theater or Teacher Approval**

Presentation Link: [Theatre Arts](#)

May be repeated: **No**

Dual Credit: PCC- **Yes**, PSU- **No**, OIT- **No**

Stagecraft/Beginning Technical Theatre

Department: Theatre Arts CTE

Course Code: **1114**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **9-12**

Course Description

Learn the basics of stage operations and what it takes to put on a show! Work on projects in set construction and painting, lighting, props, stage management, hair and special effects make-up, and costuming. Support GHS productions and events in the Auditorium and Black Box.

Prerequisite: **None**

Presentation Link: [Theatre Arts](#)

May be repeated: **Yes**

Technical Theatre: Advanced Stagecraft

Department: Theatre Arts CTE

Course Code: **1114TT**

Credit: **1**

Credit towards: **Elective: Theatre Arts CTE Pathway**

Grade(s): **10-12**

Course Description

This class directly supports GHS theatrical productions. Students work independently on projects for performances, including lighting, sound, stage management, stage carpentry, painting, props, costumes, hair, and makeup. Advanced Tech students also design and produce all the technical elements for the One Act Festival, working as a team with Student Directors in Senior Theatre.

Prerequisite: **Stagecraft/Beginning Technical Theater and application and teacher approval.**

Presentation Link: [Theatre Arts](#)

May be repeated: **Yes**

VISUAL ARTS DEPARTMENT

Arts Foundations 1-2

Department: **Visual Arts**

Course Code: **1161AF**

Credit: **1**

Credit towards: **Elective**

Grade(s): **9-12**

Course Description

This 2-D course is a project based introduction to drawing and painting practices and media, and basic design concepts. Units of study emphasize acquisition of foundational technical skills in drawing, painting, color mixing and color theory. The conceptual content is founded in the students' own lives, and the study of certain global and historical traditions. Students are challenged to creatively problem solve drawing/design ideas introduced through images, lecture, discussion, demonstration, idea generation and preparatory sketchbook entries. Units of study conclude with finished major works requiring self-evaluation using standard scoring guides. Students will use their own sketchbooks for daily work, which results in a personal record and guide to the content of the course.

Prerequisite: **NONE**

Presentation Link: [Visual Art](#)

May be repeated: **No**

Photography Foundations 1-2

Department: **Visual Arts**

Course Code: **1171A**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Do you love taking photos? Do you love looking at photos? Do you want to know how to improve the photos that you are currently taking? Well then, this is the class for you! No background in photography is needed for this course, nor do you need to own a camera. The major emphasis of this hybrid photography course is gaining technical and artistic photography skills. You will learn a myriad of photographic techniques like: composition and framing tools (these are what make your photos look good) and how to use the manual settings of the DSLR & SLR film cameras (this gives you full control over your camera). You will also learn how to: develop film, scan negatives, and edit your photos in Adobe's Lightroom. Evaluation is based upon completion of assignments, keeping an up-to-date notebook, participation in group discussions and critiques, and evaluation of the quality of your work. You will be graded on your growth in the class, and not how your work measures up to the work of others.

Prerequisite: **NONE**

Presentation Link: [Photo Foundations](#)

May be repeated: **No**

Photography Intermediate/Advanced 3-6

Department: **Visual Arts**

Course Code: **171BC**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Have you taken Foundations of Photography? Do you want to push your photography skills further by learning cool new techniques and taking creative risks? Do you want to play with a variety of different types of cameras and film sizes? Then this is the place for you! This class concentrates on more complex photographic processes and projects including: improving your photo quality, developing your personal style, creating your website and portfolio. Evaluation is based on in-class activities and critiques, work produced, and the quality of that work. You will continue to learn more about the manual function of the camera and how to manipulate the settings to achieve better photos. You will also work with many different photographic techniques on both digital and film cameras such as: working with medium format cameras, development and scanning of various film sizes, manipulation and editing of analogue and digital photos in Adobe's Lightroom, long term photo projects, you will have the opportunity to compete in the annual Scholastic Art Competition, along with other photo competition opportunities. And, as always, you will be graded on your growth in the class, and not how your work measures up to the work of others.

Prerequisite: **Foundations in Photography**

Presentation Link: [Photo Foundations](#)

May be repeated: **Yes**

Visual Arts Intermediate/Advanced 3-6

Department: Visual Arts

Course Code: **1161BCV**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

(DRAWING & PAINTING) This 2-D course builds on the skills and ideas introduced in Arts: Foundations. Units of study emphasize developing personal expression and deepening an individual's sense of self while continuing to build upon foundational technical skills. The conceptual content of the course is centered on the students' own lives and motivations using the study of historical and modern art as a lens. Beyond the media introduced in Art: Foundations, specialized technique based units may include introduction to mixed media, stencil, India inks, and encaustic. Students must be willing to work outside of class time on their artwork and projects.

Prerequisite: **Arts: Foundations**

Presentation Link: [Visual Art](#)

May be repeated: **Yes**



PERFORMING ARTS

BAND & ORCHESTRA

Jazz Lab

Department: **Performing Arts**

Course Code: **1125JL**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

This is a combo/improvisation focus class. The group studies and performs as a variety of jazz combos. A strong emphasis is placed on jazz style/interpretation, improvisation, and performance. Prior experience on an instrument is required, but no previous jazz experience is needed. Members will perform in at least three concerts. Students in this ensemble will be a part of the pep band.

Prerequisite: **Previous instrumental experience - OR director's approval**

Presentation Link: [Band](#)

May be repeated: **Yes**



When Students Matter, Students Succeed

Jazz II

Department: **Performing Arts**

Course Code: **1125A**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

This is the developmental jazz ensemble on campus. The ensemble is composed of the auditioned jazz musicians at Grant, and will study difficult standard and contemporary jazz literature. Students will work on improving their improvisation, ensemble performance in big band and combo mediums, and individual jazz performance abilities. Members will perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.

Prerequisite: **Audition**

May be repeated: **Yes**

Jazz Ensemble

Department: **Performing Arts**

Course Code: **1125JE**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **10-12**

Course Description

This is the premier jazz ensemble on campus. The ensemble is composed of the most advanced jazz musicians at Grant; they study the more difficult standard and contemporary jazz literature. Students will work on improving their improvisation, ensemble performance in big band and combo mediums, and individual jazz performance abilities. Members will perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.

Prerequisite: **Audition**

Presentation Link: [Band](#)

May be repeated: **Yes**

String Orchestra

Department: **Performing Arts**

Course Code: **1124S**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

String Orchestra is open to students with prior violin, viola, cello, or string bass experience. The ensemble consists of students of various abilities working to improve ensemble performance skills including blend, balance, intonation, rhythmic accuracy, melodic interpretation, and tone production. Members will perform in at least three concerts and possibly one festival throughout the year.

Prerequisite: **Previous instrumental experience - OR director's approval**

Presentation Link: [Band](#)

May be repeated: **Yes**

Symphonic Band

Department: **Performing Arts**

Course Code: **1122SY**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

Symphonic Band is a preparatory concert ensemble for Wind Ensemble consisting primarily of 9th and 10th graders. The ensemble contains members of various ability levels, but previous band experience or director's approval is required. Students in the Symphonic Band will play a wide variety of literature while continuing to grow in their aural abilities regarding blend and balance, intonation, rhythmic accuracy, and the production of good tone. They will perform in at least three concerts, one parade, and at various pep band events throughout the year. Students in this ensemble will also perform as part of the pep band.

Prerequisite: **Previous wind instrument/ Percussion experience - OR director's approval**

Presentation Link: [Band](#)

May be repeated: **Yes**

Wind Ensemble

Department: Performing Arts

Course Code: **1126WE**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **10-12**

Course Description

This is the premiere concert ensemble on campus and is composed of advanced musicians who perform challenging standard and contemporary wind band literature. A strong emphasis of professionalism is placed upon the members as they rehearse and perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.

Prerequisite: **Audition**

Presentation Link: [Band](#)

May be repeated: **Yes**

CHOIR

Treble Choir

Department: Performing Arts

Course Code: **1131TC**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

Treble choir is a non-auditioned vocal musical class for alto and soprano voices. Previous vocal experience is not required. The class will focus on developing vocal tone, learning to sing in an ensemble setting, becoming familiar with various vocal repertoire, showmanship, and basic elements of music theory/history. Students will perform concerts throughout the year featuring pieces of many different styles such as popular, folk, classical, and jazz. Treble Choir is a fun, exciting, and supportive environment for anyone who loves music and wants to be part of an amazing community.

Prerequisite: **None**

Presentation Link: [Choir](#)

May be repeated: **Yes**

Men's Ensemble

Department: Performing Arts

Course Code: **1131GM**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

Men's Ensemble is a non-auditioned vocal musical class for tenor and bass voices. Previous vocal experience is not required. The class will focus on developing vocal tone, learning to sing in an ensemble setting, becoming familiar with various vocal repertoire, showmanship, and basic elements of music theory/history. Students will perform concerts throughout the year featuring pieces of many different styles such as popular, folk, classical, and jazz. Men's Ensemble is a fun, exciting, and supportive environment for anyone who loves music and wants to be part of an amazing community. Snazzy bow ties to be provided!

Prerequisite: **None**

Presentation Link: [Choir](#)

May be repeated: **Yes**

Pop Voices & Music Production

Department: Performing Arts

Course Code: **1132PV**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

Have you ever wanted to become a better singer? Are you looking to up your karaoke game or develop the confidence and skills necessary to sing a solo? Pop Voices and Music Exploration is an introductory singing class designed to teach you the fundamentals of how the voice works and how to perform. Students will practice singing their favorite songs from all genres both as a soloist and in groups. Every class period will consist of three parts: vocal warm-ups, a short lesson focusing on vocal technique, musicianship, or exploring a new form of music, and independent/group work that is guided by the instructor. Much of the class is student-led and project-based, so a strong work ethic and desire to work independently are encouraged. Aside from singing techniques, students will be introduced to the basics of the guitar and the piano in the second semester. If you already play an instrument, great! You'll be a huge asset to group cover projects. Most of all, this class will be a fun, loud, and student-driven environment where you can express yourself and explore new styles of music with friends.

Prerequisite: **None**

May be repeated: **Yes**



Intermezzo Choir

Department: **Performing Arts**

Course Code: **1131IC**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **10-12**

Course Description

Intermezzo is an intermediate ensemble for soprano and alto voices. Intermezzo is an ensemble for students with some choral experience who are looking for a chamber choir experience with more advanced repertoire. Skills covered include advanced sight reading, vocal production, and an introduction to four part music. The choir will sing music of all styles, genres, and time periods, and will perform at school concerts, local festivals, and tour surrounding schools and the community. Intermezzo is a tight knit community of singers who are passionate about choral singing and continuing to improve their own musicianship.

Prerequisite: **Treble Choir - Or Instructor Approval**

Presentation Link: [Choir](#)

May be repeated: **Yes**

A Cappella Choir

Department: **Performing Arts**

Course Code: **1131AP**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **10-12**

Course Description

A Cappella is an advanced, auditioned, mixed choir. Advanced vocal production, sight reading skills, musical literacy, listening skills, and personal dedication are emphasized. Music selections are from all periods and styles of music history. A Cappella is Grant's competition ensemble that competes at the varsity level. The choir performs in concerts, festivals, and community events. A Cappella is also a college prep choir, providing the skills necessary for college auditions, and scholarships. Previous experience in high school choir is suggested.

Prerequisite: **Audition**

Presentation Link: [Choir](#)

May be repeated: **Yes**

Royal Blues

Department: **Performing Arts**

Course Code: **1131RB**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **11-12**

Course Description

Royal Blues is an advanced, auditioned, chamber choir of equal soprano, alto, tenor, and bass voices. The Royal Blues perform up to as many as 50 times a year, perfecting all styles of choral music which include classical, madrigals, popular, jazz, gospel, folk, and experimental. Advanced vocal tone/production, sight reading skills, thorough musical literacy, advanced listening skills, and performance ensemble skills are required. Royal Blues are a highly sought after group, performing for various state and local functions throughout the year and thus personal dedication, commitment, and scholarship are required. Students selected for this choir are also co-enrolled in A Cappella. Students provide their own formal attire.

Prerequisite: **Audition**

Presentation Link: [Choir](#)

May be repeated: **Yes**

DANCE

Dance 1-2

Department: **Performing Arts**

Course Code: **1101DA**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **9-12**

Course Description

All students are welcome in Dance class including beginners, trained dancers, and those who want to try out new dance styles in a supportive environment. Students will explore various forms of dance including hip hop, contemporary, historical, and cultural dances. There will be opportunities to perform publicly, but it will not be required. Students will experiment with interpreting music through movement while gaining new skills. Express yourself through choreography and freestyle and learn about the constantly evolving art of dance in this fun and highly-active class.

Prerequisite: **None**

Presentation Link: [Dance](#)

May be repeated: **No**



Dance 3-4

Department: **Performing Arts**

Course Code: **1101DB**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **10-12**

Course Description

This course continues to develop skills explored in Dance 1-2 or prior dance class experiences. Choreography creation, stylistic technique, and public performance are explored in more depth. Students will participate in Fall and Spring Showcases and Grantasia. Students will delve into various forms of dance, starting with a history of Jazz Dance unit, and then partner dances, modern/contemporary, and hip hop, through focused units of study. Focus is on personal growth and large and small ensemble work.

Prerequisite: **Dance 1-2**

Presentation Link: [Dance](#)

May be repeated: **No**

Dance 5-6

Department: **Performing Arts**

Course Code: **1101DC**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **11-12**

Course Description

An advanced-level ensemble class for the dedicated dancer, students will learn and perform in multiple styles with a commitment to personal growth. Students will have an opportunity to create original choreographies to teach to their peers, and delve deeper into collaboratively creating full class dances pieces. Students will perform publicly multiple times a year, as well as explore current issues within the dance world.

Prerequisite: **Dance 3-4**

Presentation Link: [Dance](#)

May be repeated: **Yes**

Grant Dance Collective

Department: **Performing Arts**

Course Code: **1101DP**

Credit: **1**

Credit towards: **Performing Arts Elective**

Grade(s): **10-12**

Course Description

This audition-entry, top-level, performance-based class is for the student who wants to take their dance skills to the next level. Students will construct various dances together in multiple styles to perform publicly at events, including Fall and Spring Showcases, Grantasia, school assemblies, basketball games, and school tours. There are some outside of class time commitments. All dance styles and backgrounds are respected and welcomed. This class functions as an all-style dance company. Auditions are held at the end of May; the class is only open to 10-12 grades. Students will need to be dedicated and committed to this active, project-based, collaborative class.

Prerequisite: **Audition**

Presentation Link: [Dance](#)

May be repeated: **Yes**

HIGH SCHOOL SPECIAL EDUCATION PROGRAMS/SERVICES

The PPS Special Education Department assists students who have Individualized Education Plans (IEP). In PPS high schools, the services include improving skills in reading, writing, and math; emotional/social and behavioral growth; physical adaptation for motor impairments; and vocational education. A variety of settings are available for those students who have specialized instruction identified on their IEPs. These settings include general education classrooms with case manager support during Academic Skills periods, Learning Center Classrooms, a Social-Emotional Skills Classroom, and Self-Contained Intensive Skills Classrooms. Special education personnel include school psychologists, teachers, paraeducators, speech-language pathologists, occupational and physical therapists, and work experience coordinators.

Academic Skills 9

Department: **Special Education**

Course Code: **2802ASN**

Credit: **1**

Credit towards: **Elective**

Grade(s): **9**

Course Description

Students learn study, organizational, and self-advocacy skills. Students also work towards the achievement of individual IEP goals. Students will practice these strategies and will apply the skills to their regular Grant High School curriculum. Planning for post-high school transition skills will be integrated into this class.

Prerequisite: **Individualized Education Plan**

Presentation Link: [Skills](#)

May be repeated: **Yes**

Academic Skills 10

Department: **Special Education**

Course Code: **2802ASN**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10**

Course Description

Students learn study, organizational, and self-advocacy skills and will work towards the achievement of individual IEP goals. Students will practice these strategies to generalize the learned skills to their regular Grant High School curriculum. Planning for post-high school transition skills will be integrated into this class.

Prerequisite: **Individualized Education Plan**

Presentation Link: [Skills](#)

May be repeated: **Yes**

Academic Skills 11

Department: **Special Education**

Course Code: **2802BSA**

Credit: **1**

Credit towards: **Elective**

Grade(s): **11**

Course Description

Students learn practical study, organizational, and self-advocacy skills. Students will practice these strategies to generalize the learned skills to their regular Grant High School curriculum. The class focuses on transition skills, post high school education and training, and career options. Students will work on completing requirements for high school graduation.

Prerequisite: **Individualized Education Plan**

Presentation Link: [Skills](#)

May be repeated: **Yes**

Academic Skills 12

Department: Special Education

Course Code: **2802BSA**

Credit: **1**

Credit towards: **Elective**

Grade(s): **12**

Course Description

Students learn practical study, organizational, and self-advocacy skills. Students will practice these strategies to generalize the learned skills to their regular Grant High School curriculum. The class focuses on transition skills, post high school education and training, and career options. Students will work on completing requirements for high school graduation.

Prerequisite: **Individualized Education Plan**

Presentation Link: [Skills](#)

May be repeated: **Yes**



Basic Language Arts

Department: **Special Education**

Course Code: **SL50LA**

Credit: **1**

Credit towards: **English (modified diploma)**

Grade(s): **9-12**

Course Description

This class builds and supports the foundation for student's literacy skills and prepares them for future English classes. The course curriculum will focus on critical reading, effective writing strategies, and written and verbal communication skills. Assignments will be individualized to support the needs and goals established in each student's IEP. In addition to some teacher selected materials, readings will be selected from the approved PPS language arts curriculum. Students will be expected to interact with a variety of written forms including but not limited to novels, short-stories, poetry, newspaper, magazine articles, and film. Writing and speaking opportunities can include journaling, narrative, expository, and persuasive modes.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

Basic Math

Department: **Special Education**

Course Code: **SL51LS**

Credit: **1**

Credit towards: **Mathematics (modified diploma)**

Grade(s): **9-12**

Course Description

This class builds and supports the foundation for students numeracy skills and prepares them for future high school math classes. The course curriculum focuses on critical numeracy, order of operations, functional math skills, pre-algebra, and basic geometric concepts. Assignments will be individualized to support the needs and goals established in each student's IEP.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

Basic Science

Department: **Special Education**

Course Code: **SL53**

Credit: **1**

Credit towards: **Science (modified diploma)**

Grade(s): **9-12**

Course Description

This class builds and supports the foundation for students' science skills and engages them in learning a variety of science subject matters. Assignments will be individualized to support the needs and goals established in each student's IEP.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

Basic Social Studies

Department: **Special Education**

Course Code: **SL52LS**

Credit: **1**

Credit towards: **Social Studies (modified diploma)**

Grade(s): **9-12**

Course Description

This class builds and supports the foundation for students' social studies skills and engages them in learning around a variety of subject matters. Assignments will be individualized to support the needs and goals established in each student's IEP.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

Daily Living

Department: **Special Education**

Course Code: **2803EB**

Credit: **1**

Credit towards: **Elective (modified diploma)**

Grade(s): **9-12**

Course Description

The program provides specially designed instruction in daily living skills at the students' instructional level. The program uses a blend of Trauma Informed Practices, collaborative problem solving and a Restorative Justice approach to meet students at their therapeutic level. The classroom environment features clear expectations and encouragement. Related services are provided consistent with each student's IEP.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

Basic Social Skills

Department: **Special Education**

Course Code: **2806LS**

Credit: **1**

Credit towards: **Elective (modified diploma)**

Grade(s): **9-12**

Course Description

The program provides specially designed instruction in social skills, school success strategies, conflict resolution, coping skills, and academics at the students' instructional level. The program uses a blend of Trauma Informed Practices, collaborative problem solving, and a Restorative Justice approach to meet students at their therapeutic level. The classroom environments feature clear expectations, community building, relationship building with adults and peers, positive support strategies, and encouragement. Related services are provided consistent with each student's IEP.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

Transitional Skills

Department: **Special Education**

Course Code: **2807TS**

Credit: **1**

Credit towards: **Elective (modified diploma)**

Grade(s): **11-12**

Course Description

Students will explore the many post high school options that are available today. Class topics will include creating a resume, how to look for a job, filling out applications and job interviews. Students will visit the College and Career Center on the Grant Campus, Portland Community College and other vocational and trade schools. Guest speakers and video presentations will expose the students to the Job Corps, 2 year programs and other vocational and trade school choices, besides traditional 2- and 4-year colleges and universities.

Prerequisite: **Individualized Education Plan**

May be repeated: **Yes**

ELECTIVES

Creative Writing

Department: **Elective**

Course Code: **0899CW**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

When the Viking hero Beowolf was challenged, he didn't draw a weapon, but rather, "The leader of the troop unlocked his word-hoard." This course aims to unlock your word-hoard, to arm you with writing powers to use—like any power—for good or for ill. We will dive deeply into the cool waters of creative writing, exploring eclectic genres, reading mentor texts as investigators of craft, writing until our fingers bleed. We will share our writing with the class, publish our work in small and large ways, sharpen our words into keen-edged tools, and play and splash in the waters of creativity.

Prerequisite: **NONE: Be ready to write, read, share, take risks, and have fun along the way.**

May be repeated: **Yes**

Film and Literature

Department: **Elective**

Course Code: **0899FL**

Credit: **1**

Credit towards: **Elective**

Grade(s): **11-12**

Course Description

This course introduces students to the basics of film analysis, cinematic elements, film techniques, genre, adaptation, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the basic “building blocks” and the elements that make up the film as well as some fundamental principles of analysis, genre, adaptation, style, performance and storytelling. The class includes weekly readings, screenings, and short writing assignments.

Prerequisite: **English 3-4**

May be repeated: **No**

The Global City: College (PSU)

Department: **Social Sciences**

Course Code: **2203**

Credit: **1**

Credit towards: **Elective**

Grade(s): **12**

Course Description

This year-long sequence is designed to serve as the foundational course of the four-year University Honors Program curriculum at Portland State. It will introduce the basic intellectual framework for the social, cultural, political, and material study of the urban environment. HON 101 will ask what it means to think of the city as a space, an idea, and a human achievement. HON 102 will help students develop a critical perspective on the different ways in which the social and physical infrastructure of the modern city can be placed in relation to the city of the past. HON 103 will use our beloved City of Roses and New York City as case studies to introduce the concept of transnationalism while developing a framework for thinking about professional and scholarly studies of the city.

***This yearlong class will award twelve quarter-hour credits through the Honors Program at Portland State University (students do have to pay a fee in order to receive credit – approx. \$220 per quarter – financial aid is available) that will be transferable to most accredited institutions of higher learning. Students enrolled in the course will have full access to all resources at Portland State and affiliated colleges. PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll.**

A \$1500.00 renewable yearly scholarship (\$6000 total) is available to ALL Grant students that successfully complete the sequence and continue into the Honors Program at Portland State. Additional information about the cost for PSU Challenge Program courses can be found [HERE](#).

Prerequisite: PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll. It is advised that students take PSU World Civilization prior to taking the Global City Honors sequence.

*** Costs may vary depending on financial need.
You must register with PSU to receive credit from them.**

Prerequisite: 3.00 GPA(Recommended)

Presentation Link: [Social Sciences](#)

May be repeated: No

Dual Credit: PCC- No, PSU- Yes, OIT- No

Grant Explora (Revista Cultural)

Department: **Elective**

Course Code: **1941RC**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

In this course, students will learn to research, report, interview, and write articles based on their proficiency level to provide content in Spanish for Grant. The topics will be student chosen, but teacher approved, and will explore culturally relevant themes relevant to biculturalism, identity, school life, humor, science, literature, history, and much more. The magazine would be digital (and possibly printed) to provide easy access to content. In addition, students would learn to plan, and work with real deadlines to help them learn real life skills that can be used later in their professional careers.

Prerequisite: Spanish 3-4 or with an Intermediate Mid Level proficiency

May be repeated: Yes

Introduction to Leadership

Department: **Elective**

Course Code: **0841LA**

Credit: **1**

Credit towards: **Elective**

Grade(s): **9-11**

Course Description

This class is open to any student interested in developing the characteristics and skills of a strong leader. This class is recommended for any student that is interested in any type of leadership position within the school or outside organizations in the future. Skills development will include topics such as: communication, planning, organization, problem solving, and teamwork.

Prerequisite: None

May be repeated: Yes

Mindfulness

Department: **Elective**

Course Code: **0898M**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Taking Care of Yourself, Each Other, and the World

What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We'll learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We'll learn to focus and recharge with meditation. We'll explore the limitations caused by societal norms and conditioning. We'll increase flexibility with mindful movement. We'll create a strong community of people who support each other. Research shows that mindfulness improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness, and compassion. It strengthens relationships. It empowers us to begin the process of knowing who we really are. This class (formerly titled Mindful Studies) is offered as a community partnership between Portland Public Schools and the nonprofit Peace in Schools. Learn more at peaceinschools.org

Prerequisite: **None**

Presentation Link: [Mindfulness](#)

May be repeated: **No**

Mock Trial

Department: **Social Sciences**

Course Code: **2765**

Credit: **1**

Credit towards: **Elective**

Grade(s): **9-12**

Course Description

In Mock Trial we will use courtroom procedures to improve skills of critical thinking, speaking, and persuasion.

- Students will learn or improve the skills of

- Courtroom procedures**
- Public speaking**
- Public Presentation**
- Critical Thinking**
- Persuasive argument**
- Improvisation**

Students will be required to:

- Work cooperatively in groups over extended periods of time**
- Analyze researched resources**
- Read complex text material**
- Write and publically deliver persuasive performances**
- Meet strict deadlines**
- Read, review, and edit the work of their peers**
- Have their work read, reviewed, and edited by their peers**

Prerequisite: **None**

Presentation Link: [Mock Trial](#)

May be repeated: **Yes**

Psychology

Department: **Social Sciences**

Course Code: **2771**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Why do I do what I do? This is the question that drives Psychology. It's the study of human behavior.

- What will be addressed?

- + Theories and concepts relating to human behavior**
- + Genetic Influences**
- + Social Influences**
- + Physiological Influences**
- + Cultural Influences**

- How will I learn the material?

- + Textbook studying**
- + Reflection**
- + Connecting content to self**
- + Note taking**
- + Note studying**

- How will your grade be determined?

- + Unit exams on content knowledge, conceptual understanding, and application**

Prerequisite: **None**

Presentation Link: [Social Sciences](#)

May be repeated: **No**

Student Leadership and Government

Department:

Course Code: **0841LG**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

This application-required elective class is a place for students to establish, practice and hone leadership skills. Class is open to select students who have a specific interest working on school community projects and advocacy. Representatives from all four grades are selected through an application process. The offices of Student Body President, Vice President, Class Representatives, and District Student Council Representative are elected by an all-school vote, combined with an application and interview process. Students must also submit an application and have leadership experience, or a desire to build their leadership skills. All students in the class will work collaboratively on projects, but will be assigned to one committee: Spirit, Entertainment, Clubs & Services, or Communication and Design. This group of students plans and facilitates school assemblies, dances, service projects, and events.

Prerequisite: **Application Required**

May be repeated: **Yes**

World Civilizations: College

Department: **Social Sciences**

Course Code: **2713**

Credit: **1**

Credit towards: **Social Sciences Credit**

Grade(s): **11 - 12**

Course Description

Why are there so many distinct human cultures? What are the universal commonalities in the human experience? What is the common history of all humans? How have we evolved socially as a species? These questions and many others will be explored in this comparative world history course. Attention will be given to a range of human societies, looking specifically at the material basis (geography, economy, and subsistence system); social systems (kinship, gender, class, politics); ideological systems (religion, science, philosophy); created arts (literature, music, visual arts, architecture) and their continuity and stability over time. Special emphasis will also be made on the cross-cultural connections between societies made through trade of materials and ideas that have led to humans becoming a planetary species.

***This yearlong class will award twelve quarter-hour credits from PSU (students need to pay a fee of about \$220 per PSU quarter) that will be transferable to any accredited institution of higher learning. Students enrolled in the course will have full access to all resources at PSU and affiliated colleges. Costs may vary depending on financial need.**

Additional information about the cost for PSU Challenge Program courses can be found [HERE](#).

Prerequisite: PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll.

You must register with PCC to receive credit from them. HST 104, 105, 106

Prerequisite: 3.00 GPA(Recommended, but not required)

Presentation Link: [Social Sciences](#)

May be repeated: No

Dual Credit: PCC- No, PSU- Yes, OIT- No

Yearbook

Department: **Elective**

Course Code: **1905**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

With photography, writing, sports, interviews, desktop publishing, graphic design, and applied marketing—yearbook is fast-paced and exciting journalism. This is a production course where students produce, market, and publish the school yearbook from start to finish. The deadlines for this course are real-world and grades will reflect completing projects, interviews, stories, and sales to meet those real-world deadlines. An application process will select 10th-12th –graders who are independently motivated, have strong skills, are self-directed, and are able to work in close teams in time-critical environments.

Prerequisite: **Application**

May be repeated: **Yes**

Study Hall

Department: **Non Credit**

Course Code: **0833**

Credit: **0**

Credit towards: **Non Credit**

Grade(s): **9-12**

Course Description

This is a non-credit, supervised study opportunity. Students who enroll in study hall are expected to use time effectively to do homework and projects, study for classes, or read. Attendance is required.

Prerequisite:

May be repeated: **Yes**

Virtual Scholars Online Course

Department: **Non Credit**

Course Code: **0803VS**

Credit: **1**

Credit towards: **Elective**

Grade(s): **12**

Course Description

This class is an opportunity for students to recover credits in a class in which they received a D or F. Seats are initially reserved for students needing to recover credits for graduation. Most core content classes are available. Online learning is a flexible learning opportunity and expands options for students. If students register for the course, they are not charged a fee, but can complete the course as part of their regular schedule. Credit is granted in the same manner as other courses and each course is managed by a licensed teacher (off site). Cannot be used to meet NCAA core course requirements.

Prerequisite: **Counselor Approval**

Presentation Link: [Virtual Scholars](#)

May be repeated: **Yes**

COLLEGE READINESS

AVID 10:

Department: **College Readiness**

Course Code: **0862AVB**

Credit: **1**

Credit towards: **Elective Core**

Grade(s): **10**

Course Description

AVID (Advancement Via Individual Determination) is a national program that prepares students for future college-level coursework. This class focuses on developing writing, inquiry, collaboration, and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. AVID students are required to maintain a minimum of a 2.5 G.P.A., maintain good attendance, demonstrate exceptional classroom behavior, keep an organized binder, and participate actively in student-led tutorials and other AVID activities.

Prerequisite: **Application**

Presentation Link: [AVID](#)

May be repeated: **No**

AVID 11:

Department: **College Readiness**

Course Code: **0862AVC**

Credit: **1**

Credit towards: **Elective Core**

Grade(s): **11**

Course Description

AVID (Advancement Via Individual Determination) is a national program that prepares students for future college-level coursework. This class focuses on college research, SAT/ACT Prep, Organization and Tutorial practices. Additionally, students will complete college admission essays, scholarship writings and a calendar of senior related deadlines/activities. Students will work to improve their GPA to a 3.0 in addition to completing at least one advanced course (AP, PCC Dual credit, etc.)

Prerequisite: **Application**

Presentation Link: [AVID](#)

May be repeated: **No**

AVID 12:

Department: **College Readiness**

Course Code: **0862AVD**

Credit: **1**

Credit towards: **Elective Core**

Grade(s): **12**

Course Description

AVID (Advancement Via Individual Determination) is a national program that prepares students for future college-level coursework. This class focuses on college applications, scholarships, senior-focused course-work. Additionally, this course is designed to help outgoing AVID students prepare for life post-high school, preparing to be competent college students through systematic tools of AVID: Writing, Inquiry, Collaboration, Organization and Reading.

Prerequisite: **Application**

Presentation Link: [AVID](#)

May be repeated: **No**

INTERNSHIP, LAB ASSISTANT, MENTOR, AND AIDE

INTERNSHIPS

Library Internship 1-2

Department: **Elective**

Course Code: **0825LI**

Credit: **1**

Credit towards: **Elective**

Grade(s): **11 - 12**

Course Description

During the first semester of school, this class introduces students to access services within a library (circulation processes and procedures, interlibrary loan, document delivery, and reserves) and explores providing quality customer service, maintaining patron confidentiality, and working with diverse individuals. Throughout the second semester, students will learn about the selection and evaluation of school library materials (focusing on library standards, collection development policies, censorship, intellectual freedom, and copyright) and explore assessment of print and electronic resources, user needs, and selection tools.

NOTE: There is a required summer orientation session for students enrolled in this course.

Prerequisite: **Application**

Presentation Link: [Library](#)

May be repeated: **Yes**



LAB ASSISTANT

Prerequisites to be an assistant are:

1. Request this course if you are interested.
2. If you get the course on your Schedule in August follow steps 3 thru 6.
3. Get a Contract from the Counseling office.
4. Find a teacher to work with and together.
5. Complete & get required signatures on the Contract.
6. Submit a Contract to your counselor.

Science Lab Assistant

Department: Elective

Course Code: **0823SL**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

As lab assistants, students will work independently setting up science labs. Duties may include solution preparation, lab organization, preparation and break down, and maintenance of classroom materials. Students will receive a letter grade (A-F). Students must obtain instructor approval.

May be repeated: **Yes**

Visual Art Lab Assistant

Department: Elective

Course Code: **0823VA**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

This course is only open to students who have completed the Introductory course (Art, Ceramics, Photo, Digital Media/Photo, Screen Printing, or Printmaking) and have received an A or B. Duties include, but are not limited to: maintenance of the studio, preparation and maintenance of supplies, bookkeeping, peer mentoring and assistance, etc. Assistants have the opportunity to work in the studio during extra time as well. Students will receive a letter grade (A-F). Students must obtain instructor approval.

Presentation Link: [Visual Art](#)

May be repeated: **Yes**

MENTOR

Prerequisites to be an mentor are:

1. Request this course if you are interested.
2. If you get the course on your Schedule in August follow steps 3 thru 6.
3. Get a Contract from the Counseling office.
4. Find a teacher to work with and together.
5. Complete & get required signatures on the contract.
6. Submit a Contract to your counselor.

Academic Student Mentor

Department: **Elective**

Course Code: **0824**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

In this class, students will have the opportunity to peer mentor and support student learning. Students who choose this course should enjoy coaching younger students and helping them with academic success skills. Students mentor in a variety of courses; 9th grade Inquiry, NGSS Physics, English 1-2, Algebra 1-2, and more. Students will receive a letter grade (A-F).

May be repeated: **Yes**

Everybody In Mentor

Department: **Elective**

Course Code: **0824**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Help other students with unique and special needs. No prerequisite skills needed-just be nice and want to have fun. Everybody In Mentors can help students in the classroom fill out a worksheet, play games, and read stories, etc., or assist in general education electives like art, or PE class. Students will receive a letter grade (A-F). Students must obtain instructor approval.

May be repeated: **Yes**

PE Mentor

Department: **Elective**

Course Code: **0824**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

The Grant PE department is looking for mentors to work with small groups of freshman students. To be a mentor, you must have good social skills, good attendance, and an interest in helping underclassmen succeed academically, along with basic Math, Science, and Language Arts skills. If you possess these qualities, then we are looking for you! Students will receive a letter grade (A-F).

May be repeated: **Yes**

Peer Tutor AVID

Department: **Elective**

Course Code: **0831AVID**

Credit: **1**

Credit towards: **Elective**

Grade(s): **11-12**

Course Description

AVID tutors will work in 10th or 11th grade AVID classes as peer tutors. They will run tutorial groups and assist students in organization, study skills and general AVID curriculum. AVID tutors must get trained in how to effectively take Cornell Notes and how to run a structured AVID tutorial. Students will receive a letter grade (A-F). Students must obtain instructor approval.

May be repeated: **Yes**

Performing Arts Mentor

Department: Elective

Course Code: **0824**

Credit: **1**

Credit towards: **Elective**

Grade(s): **11-12**

Course Description

BAND MENTOR 11-12: This course meets in conjunction with Symphonic Band. It is designed to give participating junior and senior members of the Grant Wind Ensemble the opportunity to grow and demonstrate skills of leadership and musicianship, through the organization and rehearsal of small ensembles. Mentors will run sectionals of Symphonic Band literature. Mentors will select small ensemble pieces to be performed at Grant or PIL Solo/Ensemble performances. The two biggest goals of the mentors should be to foster personal growth and community growth.

CHOIR MENTOR: The choir mentor program is open to 10th through 12th-grade students who have had at least a year of choral experience at Grant and have been admitted to the A Cappella Choir. Choir mentors will be enrolled in either Treble Choir or Men's Ensemble based on voice part. The duty of the mentor will be to run sectionals, assist with the choral rehearsal process, and help foster a supportive, productive learning environment for new singers. For more information contact John Eisemann.

DANCE MENTOR: This course meets in conjunction with either Dance Exploration or Intermediate Dance. It is designed to give participating junior and senior members of Advanced Dance Performance the opportunity to grow and demonstrate skills of leadership through organization, leading warm ups, working with small groups, and creating choreography. Mentors will assist with teaching and provide support where needed; while developing their own stylistic skills, teaching methods, and choreographic process. The two biggest goals of a Dance Mentor should be personal growth and community growth.

THEATRE MENTOR: This course is for students that have had theatre class, or technical theatre experience. The theatre class mentor will help with; warm-ups, and coaching and staging of class scenes. The Technical Theatre mentor must have experience with tech, and have run tech for at least one show at Grant. The theatre mentors will assist with teaching and provide support where needed - while exploring the world of theatre through the lens of teacher, director, and designer. Theatre mentor's must have Ms. Todd's written approval.

Students will receive a letter grade (A-F).

May be repeated: **Yes**

AIDES

Prerequisites to be an aide are:

1. Request this course if you are interested.
2. If you get the course on your Schedule in August follow steps 3 thru 6.
3. Get a Contract from the Counseling office.
4. Find a teacher to work with and together.
5. Complete & get required signatures on the contract.
6. Submit a Contract to your counselor.

Athletic Office Aide

Department: **Elective**

Course Code: **0822ATH**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Students develop good work habits while performing a variety of office support tasks. Students may work one period during the school day. The course grade is based upon attendance, participation, willingness to work, and execution of assigned tasks. (Students interview with the person in charge prior to forecasting, and complete the required form.) This position requires students to work with the Athletic Director and his assistant. Filing, assisting in game set-up, copying, and other office related tasks are the main duties of this position. Students will receive a Pass/No Pass. Students must obtain instructor approval.

May be repeated: **Yes**

Attendance Office Aide

Department: **Elective**

Course Code: **0822ATT**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

This TA position requires excellent communication and customer service skills – the ability to work effectively with the public is imperative! Students in this position must be able to follow oral and written instructions and to perform clerical tasks such as checking in students, filing, phoning, and copying materials as requested. Additionally, students will work to create a welcoming atmosphere by greeting the public and students using the attendance office. They also must be able to provide information in a polite and efficient manner, both in person, and on the telephone. This course allows students to develop good work habits while performing a variety of office support tasks. Students may work one period before, during, or after school. The course grade is based upon the work responsibilities listed above. Students will receive a Pass/No Pass. Students must obtain instructor approval.

May be repeated: **Yes**

Counseling Office Aide

Department: **Elective**

Course Code: **0822C**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Students develop good work habits while performing a variety of office support tasks. Students may work one period during the school day. This position requires students to work with office staff in an office environment. Answering phones, scheduling appointments, copying, processing bulk mailings and other office-related tasks are the main duties of this position. Students will receive a Pass/No Pass. Students must obtain instructor approval.

May be repeated: **Yes**

Main Office Aide

Department: **Elective**

Course Code: **0822M**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Students develop good work habits while performing a variety of office support tasks. Students may work one period during the school day. The course grade is based upon participation, willingness to work, and execution of assigned tasks. Students might be asked to do the following: Answer phones, photo-copying, processing bulk mailings and other office-related tasks. Students will receive a Pass/No Pass. Students must obtain instructor approval.

May be repeated: **Yes**

Teacher Aide

Department: **Elective**

Course Code: **0823**

Credit: **1**

Credit towards: **Elective**

Grade(s): **10-12**

Course Description

Students may contract with a teacher of their choice to assist in the classroom during the assigned period. Duties may vary from clerical, to making copies, to running errands within the building. Contracts, signed by student, parent, and teacher, are submitted during the first 2-3 weeks of school. You may pair a TA, Office Aide, or Mentor in the same semester. Students will receive a Pass/No Pass. Students must obtain instructor approval.

May be repeated: **Yes**

OTHER ACADEMIC INFORMATION

ADDITIONAL OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Pre-Ninth Grade Credit

Credit may be offered for selected academic courses taken prior to grade nine in the pre-grade nine courses that meet the same, or equivalent, criteria as a high school course. Students must earn a grade of “C” or better, and enroll in the next appropriate course at the high school level. These grades will be factored into the student’s grade point average (GPA). **If a student wants a pre-high school credit removed from their transcript, they must complete the required paperwork before the end of the first semester of their freshman year.** See your counselor for more information or download and print out this form and return it to the counseling office. <https://goo.gl/D33t9s>

Other PPS Program Offerings

Students may choose to take courses or recover credits at Portland Evening Scholars or Summer Scholars. Students must plan these courses with their school counselor.

Virtual Scholars

Virtual Scholars is an on-line program supported by Portland Public Schools teachers and staff. Not all courses are available through virtual Scholars, and spaces are limited. Virtual Scholars may be available for credit recovery or for initial credit. Students and families must work with their counselor for enrollment and approval.

Credit by Exam

Any student may test for credit by examination. Limited courses are available. Visit www.pps.net/Page/2330 for more information.

Off Campus/Work Experience Learning

Portland Public Schools recognizes that student involvement in learning activities outside of school is a valuable way for students to learn and grow as lifelong learners. Elective credit can be awarded for off campus work and/or volunteer experiences. Students cannot earn more than two credits per year using off campus/work experience and cannot exceed more than six credits earned throughout their high school career. Here are the requirements:

- Students are required to submit a proposal for approval before starting.
- Students must be enrolled in the high school and the proposed program shall not infringe upon regularly scheduled classes.
- Students must maintain a 2.0 GPA
- School personnel will not directly supervise off-campus experiences.

To earn off campus/work experience credit, please see your counselor. *Off campus includes any credits earned by other, non-PPS, accredited high school programs.*

Other Accredited Study Opportunities

Students may earn high school credit through independent study opportunities. Online, independent study course opportunities are available from a few different schools, universities, and organizations. **Students must get approval from their counselor before enrolling in these programs for high school credit.**

CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.

Credit Recovery Option	Location	Schedule	Credits + Tuition
School-Based Credit Recovery	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school. Tuition-free.
Portland Evening Scholars	Grant High School	Evenings. Fall: Sept – Jan Spring: Feb – May	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Summer Scholars	Grant High School	Three weeks over the summer; two sessions available.	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Virtual Scholars	Varies by class; some classes are taken entirely online, others require some in-school time. Also available during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

GRADING

- All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No Pass (P/NP) substitute for a letter grade may be available to students.

Grade Notations and Guidelines

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level.
- **OREGON PUBLIC UNIVERSITIES "D" RULE** Oregon public universities require grades of a C or higher in all required academic courses. Students with Ds or lower in these courses will be required to make up the credit before applying to an Oregon public university.
- **CALIFORNIA UNIVERSITIES ART REQUIREMENT** (For University of California and California State Schools)
Students must complete a full year (2 semesters) of fine or performing arts in the same discipline for California public colleges and universities (e.g. Acting 1 and Acting 2).
- **ATHLETIC/ACTIVITY ELIGIBILITY** Students who plan to participate in any athletic team at any level must meet the criteria established by the Oregon School Activities Association (OSAA) and the WLHS Athletic/Activities Department.
- **NCAA ELIGIBILITY** College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the [NCAA Eligibility Center](#) to ensure they have met amateurism standards and are academically
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- **Three weeks prior to the end of the semester/two weeks prior to the end of the trimester:** If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

INCOMPLETE

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, be based on unforeseen circumstances beyond the student's control and be accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and an earned passing grade and current grade. An "I" grade requires prior building administrator approval.
- If there is an agreement between the teacher, and the family, and the building administrator approves:
 - **The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the "I" will revert to the initial grade earned.**
 - **A detailed, written plan using a district form provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the "I" with a grade. IF an Incomplete is given at the end of the second semester in June, the nine week time period to replace the "I" begins with the start of school the following academic year.**

PASS/NO PASS

Core courses required for graduation are **NOT** subject to the Pass/No Pass Option. However, credits earned from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
 - Written in the course syllabus
 - Clearly communicated to students and families
 - Chosen by a student as a grading option within the timeline mentioned above.
- To receive a “Pass”, a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No Pass grade is calculated in the student’s GPA.
 - A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

NO GRADE (NG)

- When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a “No Grade (NG)” may be given. This option requires prior administrator approval.

DROPPING A CLASS

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- Students may withdraw from a class **within the first 15 school days of the semester (date set by district)** without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of “WF” (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.

GUIDELINES FOR USING NOTATIONS: WF/WN/WX

After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if he/she drops a class:

- Withdraw Fail (**WF**): Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15-day withdrawal period.
- A “WF” is factored into the student’s GPA.
- Withdraw No Pass (**WN**): Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal.
- A “WN” is **not** factored into the student’s GPA.
- Withdraw No Grade (**WX**): A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.) and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file. A “WX” is **not** factored into the student’s GPA.

REPEATED COURSES

- A student may receive credit for a course only once unless it is designated a multi-semester course. Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of “R” **with the credit for the lower grade deleted**. The original course must remain **noted** on the transcript even though it will no longer be factored into the GPA.

GRADE CHANGES

- A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator’s signature**. The documentation will go directly to the data clerk for a grade change.
- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

CHALLENGING GRADES

- The Portland Association of Teachers’ contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher’s grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.
- If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk indicating what class and grade is to be changed. In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

WEIGHTED GRADES , RANKING AND GPA

AP courses are weighted in the calculation for weighted GPA and class ranking on the transcript. This means that an "A" in an AP course earns a 5 in the weighted GPA. The grades are weighted only in the calculation of weighted class ranking and weighted GPA, and not on the report card. Both weighted and unweighted calculations are recorded on the transcript. Valedictorian recognition is determined using the unweighted cumulative GPA.

TRANSCRIPT DETAILS

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may be forwarded to the District Registrar for verification and translation.
6. It is the counselor’s responsibility to review transcripts for the following:
 - Reviewing progress towards graduation
 - For accurate GPA calculation, grade reporting
 - To support post secondary planning
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.

8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#). Parents or students entering high school with credits already earned must request to have the credit and grade removed from their transcript prior to the end of the student's first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religious studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. Proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course as validated and recorded by a licensed instructor or other district designee.

CERTIFICATION OF COURSES

The school administration is annually responsible to verify and update the school's official approved course list for the [NCAA](#).

TALENTED & GIFTED (TAG)

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

UNDER OREGON LAW, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. Grant is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical

instruments, gym clothes when the student does not furnish their own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form will provide you with more information about specific fees and contribution options for Grant High School.

PORTLAND PUBLIC SCHOOLS, recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service. Board of Education Policy 1.80.020-P



DISCLAIMER:

The courses listed here are offered and listed in good faith with the intention of teaching them. However, circumstances may occur which are beyond the control of the administration and staff of U.S. Grant High School which may cause the limiting of courses, sections and/or course enrollment after forecasting has been completed.

The Grant High School Administration and Staff