



**GRANT HIGH SCHOOL
COURSE GUIDE
2018-2019**

COVER ART BY SIRXZAVIEN WOODS

1 GENERAL INFORMATION

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 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)
- Exposure to a variety of career pathways

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. Starting with the 2018-19 school year, 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, this year, course selection will occur through an on-line process where families will have the opportunity to view students selected courses on-line. Please make sure you have an active ParentVue account to view these courses in February, 2018. 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,
Joe LaFontaine

Interim Senior Director of High Schools

EVERY STUDENT MATTERS, EVERY STUDENT SUCCEEDS.

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.

Grant High School Administration and Staff

EVERY STUDENT MATTERS, EVERY STUDENT SUCCEEDS.

TABLE OF CONTENTS

GENERAL INFORMATION	1
ART	12
BUSINESS	17
ENGLISH	20
PHYSICAL EDUCATION AND HEALTH	25
MATH	28
PERFORMING ARTS	31
SCIENCE	38
SOCIAL STUDIES	42
WORLD LANGUAGES	49
JAPANESE LANGUAGE AND CULTURAL STUDIES PROGRAM	52
ELECTIVES	57
AIDES AND MENTORS	62
HS SPECIAL EDUCATION PROGRAMS/SERVICES	67

The symbol  indicates that a course may be repeated for credit.

DEAR GRANT COMMUNITY,

We are excited to begin the forecasting process for the 2018-19 school year. The course guide includes descriptions of classes required for graduation, elective courses and newly developed career technical education courses. Our goal is to ensure Grant students are challenged as they become college and career-ready.

It is important to review the guide thoroughly and make thoughtful selections. The classes and number of sections of each class that we offer is based on the forecasting requests. Please note that classes are subject to change and some courses may be canceled due to teacher availability and/or number of requests. Be sure to select alternate courses in case your first choice is unavailable.

We look forward to welcoming new students to the Grant Community. We are committed to our continued equity work and to providing high academic rigor for all students regardless of race, culture, gender, sexual preference or sexual identity, level of disability, socio-economic status or linguistic background.

Review the guide carefully and note that there are new courses in wood technology, fine arts, social studies, and science. I encourage you to take courses you know you are interested in and try courses that are new to you. Go Generals!

Carol Campbell, Ed.D
Principal

PPS DIPLOMA REQUIREMENTS

GRADE	12	11	10	9
CLASS OF	2018	2019	2020	2021
English	4	4	4	4
Math	3	3	3	3
Science	3	3	3	3
Social Studies	3	3	3	3
Physical Education	1	1	1	1
Health	1	1	1	1
World Language	2	2	2	2
Career & Technical Ed., the Arts, or 3 yrs of same Language	1	1	1	1
Electives	6	6	6	6
Meet district proficiency for Oregon's Essential Skills (ES) Standards ¹	read, write, math	read, write, math	read, write, math	read, write, math
Develop a personal education plan & profile ²	x	x	x	x
Participate in career related learning experiences ³	2	2	2	2
Complete an extended application ⁴	x	x	x	x
TOTAL CREDITS	24	24	24	24

¹Essential Skills: Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork.

²Personal Education Plan & Profile: Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals.

³Career Related Learning Experiences: Educational experiences that connect learning to the world beyond the classroom.

⁴Extended Application: The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals.

COUNSELING AND GUIDANCE

THE MISSION of the Grant High School counseling team is to provide a comprehensive guidance program promoting the academic, personal/social, and career development of every student. As a team we strive to enhance equity and student learning by utilizing a variety of strategies and resources. Additionally, we help to empower students to recognize their full potential and reach their personal and professional goals.

The GHS counseling team delivers their comprehensive guidance and counseling services to all students. The specifically designed program is accessed at each grade level through targeted services that include working with students individually, in small groups, and through classroom guidance lessons. During the four years at Grant High School, counselors assist students on a variety of issues, some of which include the development of accurate self-concept and interpersonal communication skills; acquisition of effective decision-making skills; academic planning; career awareness; post-secondary options; and adjustment issues involving peers, family, and others. Personal counseling that addresses social/emotional issues is short-term, with an emphasis on outside referral when appropriate. Students can access their counselor by coming to the counseling center and, if the counselor is unavailable, by making an appointment at the counseling front desk. Counselors are also available for consulting services to help students, teachers, and parents, as needed.

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. See High School Course Guides for further information.
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements.
- 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. 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, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade requires prior building administrator approval.
- If there is 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 will be 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 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 ‘F’ 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 un-weighted calculations are recorded on the transcript. Valedictorian recognition is determined using the un-weighted 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 the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
 - a. For meeting requirements for graduation and college entrance
 - b. For accuracy including added state requirements
 - c. For accurate GPA calculation
 - d. For correct grade notations
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. The 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.

TAG - TALENTED & GIFTED

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-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.

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 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 freshmen 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 make up credits at Portland Evening Scholars or Summer Scholars. It is suggested that these courses are planned carefully with the student’s school counselor.

VIRTUAL SCHOLARS

Virtual Scholars is an on-line program supported by Portland Public Schools teachers and staff. Virtual Scholars may be available for credit recovery or in situation where students are credit deficient. Not all courses are available through virtual Scholars, and spaces are limited. See your counselor for more information.

CREDIT BY EXAM

Any student may test for credit by examination. If a student is able to pass the test with a minimum score high school credit will be awarded. Go to: www.pps.net/Page/2330 for more information, or talk to your counselor.

OFF CAMPUS/WORK EXPERIENCE LEARNING

Grant High School recognizes that student involvement in worthwhile 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.
- Student 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-PP, 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. These study opportunities count toward the off campus/work experience credits explained previously.

COURSES THAT REQUIRE AN AUDITION

- A Cappella
- Royal Blues
- Jazz Ensemble
- Wind Ensemble
- Advanced Dance Performance

COURSES THAT REQUIRE AN APPLICATION

- Community Mentor
- Department Mentor Positions
- AP Studio Art
- AVID
- AVID Mentor
- Constitution Team
- PSU Newswriting/Grant Magazine
- Special Education Assistant – Everybody In
- Student Leadership
- Student Library Assistant Internship
- Yearbook
- Generals Store Internship
- Fit to Live and Learn Mentor

All applications will be made available to students in the counseling office prior to departure for Spring Break. Application and audition processes will be complete prior to the end of the 2017 school year, and candidates will be notified of their status at that time.

GRANT HIGH SCHOOL CAREER/TECHNICAL COURSES

- Intermediate/Advanced Ceramics
- Advanced Placement Studio Art
- Audio Engineering/Music Production
- Advanced Audio Engineering/Music Production
- Intro to Computer Science
- JAVA (Computer Programming)
- Android Innovation Lab
- Intro to Engineering/Drafting
- Architecture Drawing
- Digital Media & Pop Culture
- Intermediate/Advanced Digital Media
- Children’s Theater Touring Company
- Writing for the Arts: Page to Performance
- Senior Theater: Page to Production
- Introduction to Wood Technology
- Intermediate/Advanced Wood Technology
- Principles of Biomedical Science
- Anatomy & Physiology
- Medical Interventions

PSU DUAL COLLEGE CREDIT OPPORTUNITIES

PSU News Writing/ Grant Magazine	WR 228: Media Writing	8 Credits
Spanish 9 – 10	SPA 201, 202, 203: Second Year Spanish	12 Credits
PSU Statistics	STAT 243-244: Intro to Probability & Statistics	8 Credits
African American Literature	WR 121: College Writing Black Studies 221: Introduction to African American Literature	4 Credits 4 Credits
PSU Honors: The Global City	HON 101, 102, 103: The Global City	15 Credits
PSU World Civilizations	HST 104, 105, 106: World History	12 Credits
PSU History of the United States	HST 201, HST 202	8 Credits

PCC DUAL COLLEGE CREDIT OPPORTUNITIES

Advanced Biology	BI 101 – 102: Biology	8 Credits
Data Analysis and Statistics	CAS 170: Beginning Excel	3 Credits
Intermediate/ Advanced Ceramics	AR 253A: Ceramics 1	3 Credits
Feminism & Gender Studies	WR 121: English Composition	4 Credits
Themes in Contemporary Literature: Let's Play	WR 121: English Composition	4 Credits
Word of Warfare	WR 121: English Composition	4 Credits
Student Library Assistant Internship 1 & 2	SLAI 1 & 2: ENG 216 Teens & Children's Literature	4 Credits
Senior Theater: Page to Production (Acting 5-6)	TA 180A: Theatre Rehearsal & Performance TA 141: Fundamentals of Acting	1 Credit 4 Credits

**PSU courses are subject to college tuition charges. Talk to your teacher or counselor to get more information. If you are on free or reduced lunch, there is financial aid available. Please see your counselor.*

FOUNDATIONS IN 2D ART

Credits: 1
Grades: 9-12
Prerequisites: None
Fine Arts Credit

This course is an introduction to drawing and painting practices, drawing 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 and weekly observational drawing homework, which result in a personal record and guide to the content of the course.

INTERMEDIATE/ADVANCED 2D ART

Credits: 1
Grades: 10-12
Prerequisites: Foundations in Art
Fine Arts Credit: ☺

This course builds on the skills and ideas introduced in Foundations of 2D Art. Units of study emphasize developing personal expression and deepening an individual's sense of self while advancing 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.

COMMERCIAL ARTS & ILLUSTRATION

Credits: 1
Grades: 10-12
Prerequisites: None
Fine Arts Credit

In this course, students will learn fundamentals of the commercial art industry. A professional project-based approach will lead students through the creative process within the boundaries of client needs. We will use digital and traditional illustration mediums, including ink, watercolor, and Adobe Illustrator, among others. Visual communication and design aesthetics will be emphasized as we dig into the creation of logos and other branding, packaging and labels, character development, children's book and publication illustration, and more. Throughout the course, students will gain skills for improving their visual communications, as well as reading the visual messaging all around us.

ARCHITECTURAL DRAWING

Credits: 1
Grades: 9-12
Prerequisites: None
Elective and CTE Credit

This class is an introduction to basic architectural drawing skills including terminology, drafting tools, lettering, line quality, dimensions, plans, elevations, sections. Three dimensional techniques will be covered as well, including isometric, oblique, and perspective views. Sketchup will be used to model simple building structures and everyday objects. Emphasis on accurate visual communication using industry standard conventions.

The symbol ☺ indicates that a course may be repeated for credit.

FOUNDATIONS OF PHOTOGRAPHY

Credits: 1
Grades: 9-12
Prerequisite: None
Fine Arts Credit

The major emphasis of this course is gaining technical and artistic photographic skills. Students explore the elements of photography as well as completing specific projects, which help them learn about the potential of their own equipment. Evaluation is based on completion of assignments, keeping an up-to-date notebook, participation in group discussions and critiques, and quality of work. Students will learn the manual function of their camera and how to properly expose photos. Students will also discover many different photography techniques, such as: developing film, scanning negatives, and manipulation of images in Adobe's Lightroom.

INTERMEDIATE/ADVANCED PHOTOGRAPHY

Credits: 1
Grades: 10-12
Prerequisite: Photography 1-2
Fine Arts Credit: 3

For the continuing foundations of Photography student. This class concentrates on more complex photographic projects including: improving photo quality, developing a personal style, and completing a portfolio. This class requires self-motivation, time management skills, and excellent work habits. Evaluation is based on in-class activities and critiques, work produced, and the quality of that work. Students will continue to learn more about the manual function of their camera and how manipulate the settings to achieve better photos. Students will also work with many different photographic techniques, such as: DSLR camera settings, developing & manipulating of film, manipulating of photos taken with phones, scanning of negatives, manipulation of images in Adobe's Lightroom, and competitions in weekly online photography contest, The Scholastic Art Competition, and Earl Blumenauer's Congressional Art Competition.

DIGITAL MEDIA & POP CULTURE

Credits: 1
Grades: 9-12
Prerequisite: None
Fine Arts and CTE Credit

This course will introduce students to digital art and design skills, ideas, and frameworks. Students will explore contemporary ways in which artists use and create digital works, which may include: graphic art, social media, animated GIFs, and short videos. The conceptual content of this course is centered on students' experience, interests, and motivations, using critical discussion of contemporary culture as a lens. Referencing discussions, images, internet media, and lecture, students will be asked to creatively problem solve in each assignment. With an emphasis on social responsibility, students will gain the kinds of skills necessary to be empowered to create the kinds of media they consume.

INTERMEDIATE/ADVANCED DIGITAL MEDIA

Credits: 1
Grades: 10-12
Prerequisite: Digital Media & Pop Culture
Fine Arts and CTE Credit

Building off of frameworks covered in Digital Media & Pop Culture, students will create digital works to connect, challenge, and provoke. Through collaborations with community members, art/design professionals, and organizations, students will use creative problem solving and storytelling through art to positively impact the world around them. Projects will range in digital formats such as experimental video, installation, and action-oriented projects..

PRINTMAKING & PRINT MEDIA

Credits: 1
Grades: 10-12
Prerequisite: None
Fine Arts Credit

In this course, students will expand explore basic printmaking techniques. Techniques may include: relief, collagraph, monotype, etching, and more. The conceptual content of this course challenges students to creatively problem solve around assignments grounded in students' own experience, ideas, and motivations. Students in this course will use sketchbooks to hone artistic skills, problem solve + design, research, and write.

ART OF PRODUCT DESIGN

Credits: 1
Grades: 9-12
Prerequisite: None
Fine Arts Credit

With an eye on design, this course will take students into many of the major concepts of the product design industry. Conceptualizing and evaluating ideas, creative problem solving, model-making, creating variations, functionality, and surface design will all be explored as students consider how commercial goods are created. Because they are fundamental to products, this course will also look at marketing and consumerism, and how and why new products are produced. We will use SketchUp, drawing techniques, and the MakerSpace to experience this professional design field. Projects may include apparel design, footwear, packaging, home goods, and more.

FOUNDATIONS IN CERAMICS AND SCULPTURE

Credits: 1
Grades: 9-12
Prerequisite: None
Fine Arts

This beginning 3D Art course will introduce students to Ceramics and Sculpture. Students will explore various media with an emphasis in clay. Techniques may also include: wire, cardboard, paper mache, plaster, wood, fibers, and found object. We will explore history, culture, aesthetics, and begin to navigate the process of art criticism. Students will learn to problem solve in concept development, time management, and execution of work. Students must be willing to work outside of class time on projects. Time management is essential in this course.

*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/business tours that are geared toward the application of the 3D arts.

PCC DUAL-CREDIT INTERMEDIATE/ADVANCED CERAMICS & SCULPTURE 3-4/5-6

Credits: 1

Grades: 10-12

Prerequisite: Foundations in Ceramics & Sculpture

Fine Arts and CTE Credit: ☺

(PCC - AR 253A): This course builds on the skills and ideas introduced in Foundations in Ceramics & Sculpture. It is for those motivated students who have a strong interest in 3D Design. Time management is essential in this course. We will explore the history, culture, and current artistic concerns of the 3D arts at a higher level. Media may include clay, wood, wire, cardboard, found object, plaster, and fibers. 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 on a daily basis. Student evaluation is based on sketchbook work, completion and understanding of assignments and major projects. Written self-reflections based on standard scoring guides, and studio maintenance are also key components of the class.

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.

The symbol ☺ indicates that a course may be repeated for credit.

AP STUDIO ART

Credits: 1

Grades: 11-12

Prerequisite: Application (Portfolio Review)

Fine Arts Credit: ☺

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 masters concept, composition and 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/concentration 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. We also keep an ongoing blog of our in-process works of art and upload this work on a monthly basis. Students must be willing to participate in online and 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.

SCREEN PRINTING

Credits: 1

Grades: 10-12

Prerequisite: None

Fine Arts Credit: G

Students in this course will learn skills and techniques to run and operate their own hypothetical screen printing operation. Through technical and conceptual exercises, students will build on art and design knowledge to develop their own style and aesthetic. Students will investigate business operation ideas and be able to put their researching into practice.

INTRO TO ANIMATION

Credits: 1

Grades: 9-12

Prerequisite: None

Fine Arts and CTE Credit

This course is an almost historical journey through animation. Using a variety of tools and mediums, students will learn digital and traditional animation techniques, from flip books and zoetropes to Adobe Flash and basic ActionScript. We will consider 3 dimensions in claymation, study a variety of animation studios and traditions, and create comics and other time-based arts. Students will work through all phases of project development, including brainstorming, scripting, storyboarding, edits, audio, and screening. The course will also consider commercial uses for animation, including infographics and other professional applications.

High school graduates need more than a good education; they need the right education. 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. Graduates of the 21st century must have higher-level skills and greater adaptability than previous generations.

ACCOUNTING AND PERSONAL FINANCE

Credits: 1

Grades: 9-12

Prerequisites: None

Elective Credit

This one-year course will introduce students to one of the fastest-growing professions in the United States, which includes a formal system of financial record management for a sole proprietorship and partnerships. Students will also study accounting vocabulary, the relationship between accounting and business, the complete accounting cycle for service and merchandise businesses, as well as, personal finance. Microsoft Excel will be used to enter transactions, create financial reports, and analyze data. Students will gain experience dealing with specialized accounting applications: special journals, petty cash system, taxes, depreciation, managerial decisions, and interest. Accounting career opportunities and ethics will be researched and discussed. This course prepares students for entry-level positions in accounting and/or continued education at the post-secondary level.

The Personal Finance portion of the course will help students to become financially responsible, conscientious members of society. To reach that end, this course develops students understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities. This course will give students the tools and resources needed to make wise financial decisions. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned to financial situations encountered later in life.

This course is recommended for students interested in an accounting career and those pursuing other business career-areas.

GRAPHIC DESIGN AND VISUAL COMMUNICATION 1-2

Credits: 1

Grades: 9-12

Prerequisites: None

Elective Credit

Communications is an introductory project-studies class in which students acquire skills in graphic design from a marketing and visual communication perspective. Students will learn the elements of graphic design to develop business branding and marketing solutions such as logos, packaging, advertising, and promotional materials. Students will optimize graphics for print and non-print mediums. Instruction will utilize the Adobe Design Standard CC 2017 computer software package focusing primarily on the Illustrator, Photoshop, Bridge, InDesign and Acrobat programs. These programs will be used for students to create, edit, organize and publish their works. Creation and presentation of a digital portfolio of studio work will be required. This class requires students to have interest, motivation, knowledge of basic computer operation, and an ability to work maturely and independently with technology and in a studio setting. Students will earn one elective credit for this class.

GRAPHIC DESIGN AND VISUAL COMMUNICATION 3-4

Credits: 1

Grades: 10-12

Prerequisites: Graphic Design 1-2

Elective Credit: ☞

Graphic Design and Visual Communications 3-4 is a project-studies class that expands on the knowledge gained in the Graphic Design 1-2 class. Students will explore different possibilities in the field of digital media, then design, plan, and complete business client based quarterly projects. All projects must have a real outcome and be presented to a real audience outside of the classroom. Areas of exploration may include (but are not limited to) designing branding and marketing materials through graphic design, animation, and web design. This class requires students to have interest, motivation, knowledge of basic computer operation, and an ability to work maturely and independently with technology and in a studio setting.

Prerequisites: Graphic Design 1-2, passing with a B or above.

GRAPHIC DESIGN AND VISUAL COMMUNICATION 5-6

Credits: 1

Grades: 10-12

Prerequisites: Graphic Design 3-4

Elective Credit

Students independently choose their own projects based on their design interests. At this point students know what their talents and interests are in the design field. The student goal is to create a new portfolio piece every three weeks. Students will submit a project proposal (including inspiration) with a plan for completing the project. The goal of this class is to build a strong portfolio with complex pieces that shows the student is a well rounded designer. Students will select a variety of challenging project topics that will demonstrate your depth as a designer. The first project proposal is due on the second day of class. Grades will reflect the time, effort, and ability to meet each two week deadline. By the end of the course you will have a portfolio of at least 10 projects (designed

pieces). Additionally, students will be required to attend one community design event per quarter.

Prerequisites: Graphic Design 3-4, passing with a B or above.

MARKETING AND ENTREPRENEURSHIP

Credits: 1

Grades: 9-12

Prerequisites: None

Elective Credit

This 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 hand on environment.

SPORTS AND ENTERTAINMENT MARKETING

Credits: 1

Grades: 10-12

Prerequisites: Marketing and Entrepreneurship

Elective Credit

This course is designed to teach students to apply marketing concepts as they relate to the sports and entertainment field. This growing multi-billion 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 event planning. 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 and concessions, public relations, safety and security. The class will utilize marketing simulations, 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.

STUDENT RUN BUSINESS: T-SHIRT SHOP

Credits: 1

Grades: 10-12

Prerequisites: None

Elective Credit

This course is designed to teach students the fundamentals of running a manufacturing business. Students will acquire skills in all aspects of the business from inventory, accounting, design work, production to marketing and promotion and sales. The students will use the Hot Press and Sublimation Press equipment to print designs on tee shirts, sweatshirts, hats, cups, tiles, and bags. There is also the opportunity to do custom design work using the PhotoShop software. Students will have an opportunity to learn all aspects of the business but can also focus on one area of interest. This is a project-based course in which students will be able to learn business skills in a hands-on environment.

All courses in English Language Arts are designed to meet Common Core State Standards requirements. This means that reading and writing are holistic, and written work will include analytical, argumentative, research, expository, informative/explanatory, and narrative assignments. These classes will focus on helping students use textual evidence to support findings, and will feature collaborative discussion.

WRITER'S WORKSHOP


Credits: 1
Grades: 9
Prerequisites: None
Elective Credit

Making the transition to writing for Grant High School can be daunting. Students will develop and practice foundational strategies and techniques necessary to excel in scholarly and creative writing during their four years at Grant. Students will focus on writing multiple drafts and revisions as well as learning the craft of writing through analysis of professional and peer texts. In this course, students will inquire into intellectually stimulating topics, write in a variety of genres, receive regular feedback, and experience authentic opportunities to publish and perform their work. Students will learn the joy of owning their own writing as they invest in a piece from concept to publication.

ENGLISH 1-2

Credits: 1
Grades: 9
Prerequisites: None
Recognized by: Oregon Universities & NCAA
Language Arts Credit

This course lays the groundwork for the English classes that students will encounter throughout their time at Grant. Course work prepares students to read critically, write effectively, and communicate clearly. Students read texts in a variety of forms, including novels (both contemporary and classic), short stories, poetry, nonfiction, film, and drama. In addition, students will engage in choice reading in order to cultivate a lifelong appreciation of reading. Major concepts include coming of age, transitions in storytelling, and analyzing literary themes.

The symbol  indicates that a course may be repeated for credit.

ENGLISH 3-4: WORLD LITERATURE

Credits: 1
Grades: 10
Prerequisites: English 1-2
Recognized by: Oregon Universities & NCAA
Language Arts Credit

English 3-4 World Literature is a rigorous course for students who are ready to engage in the 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 world literature in a variety of forms such as short stories, drama, 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 more advanced junior and senior level courses.

PERSPECTIVES IN AMERICAN LITERATURE: LITERATURE & FILM

Credits: 1
Grades: 11
Prerequisites: English 1-4
Recognized by: Oregon Universities & NCAA
Language Arts Credit

This course fulfills the requirements for junior English. It introduces students to the literary, theatrical, and cinematic elements found in film in order to see how the process of translation between film and print text occurs. Students will study various film theories and apply these to their active viewing, which they will demonstrate in comparison and critical analysis essays, as well as in their viewing notes. They will also learn the elements of screenplay writing.

The first semester introduces many of these approaches through film clips of Alfred Hitchcock, including *Psycho* and *Rear Window* and a full viewing of the *Pursuit of Happiness* and *Snow Falling on Cedars*. Theatrical plays such as Arthur Miller's *The Crucible* and Lorraine Hansberry's *A Raisin in the Sun*, explore the translation to film through a variety of directorial choices. Third quarter will focus on the junior thesis where students will conduct research on a topic of their choice. Students will compare and contrast a book and film that share a common theme. These texts will serve as the foundation for their research paper. The last quarter will give students an opportunity to apply what they've learned by imagining the directorial choices that might be made to turn Jimmy Santiago Baca's memoir, *A Place to Stand*, into a film. Other texts to be explored will include *Into the Wild* and *Grizzly Man*.

PERSPECTIVES IN AMERICAN LITERATURE: LATIN AMERICAN LITERATURE

Credits: 1

Grades: 11

Prerequisites: English 1-4

Recognized by: Oregon Universities & NCAA
Language Arts Credit

Latin American Literature is an English course that focuses on books, poetry, short stories, music, and art from a variety of Latin American countries. Presented in a chronological and geographical manner, we will read and discuss texts that focus on the diverse artistic history of Latin America. This course will work closely with the Living in the US and art classes to create a humanities/literature/art blend that works together to provide a rich Latin American/Chicano experience.

We will create visual projects that focus on a celebration of culture, write about how magical realism helps us understand complex historical and social issues, and tackle issues of race, poverty, and immigration along the way, but we will remain focused on the spectacular achievements and opportunities that are present in the Latino/Chicano cultures.

The course readings will focus on the rich, magical, and diverse Latin American art, music, and writing. We will read several key novels over the course of the year which will be supported with film, poetry, short stories, and other important narrative voices.

Authors and artists we will study will include, but are not limited to: Junot Diaz (Dominican Republic), Isabel Allende (Chile), Gabriel Garcia Marquez (Columbia), Paulo Coelho (Brazil), Gabriela Mistral (Chile), Pablo Neruda (Chile), Luisa Valenzuela (Argentina), Mariano Azuela (Mexico), Sandra Cisneros (U.S.)

PERSPECTIVES IN AMERICAN LITERATURE: AP ENGLISH LANGUAGE AND COMPOSITION

Credits: 1

Grades: 11

Prerequisites: English 9, 10

Recognized by: Oregon Universities & NCAA
Language Arts Credit

This college-level composition course is designed to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical modes and in becoming skilled writers who compose well-constructed texts for a variety of purposes and audiences. Students will read and analyze works of significant literary merit, mainly by American authors, and examine how stylistic effects are achieved by writers' linguistic choices.

The course will expect students to write effectively in a variety of modes, including expository, argumentative, and analytical. Students will engage with a variety of literary forms, including fiction and nonfiction, and will respond critically to these readings. Students will learn to participate and facilitate symposium discussions on works of literature. They will produce a Junior English this research paper in which they read and analyze three to five texts by one author.

Students are strongly encouraged to take the three-hour national Advanced Placement exam that is offered in the spring. Depending on the score received, students may receive college credit.

PSU DUAL-CREDIT AFRICAN AMERICAN LITERATURE

Credits: 1

Grades: 12

Prerequisites: English 9, 10, 11

Recognized by: Oregon Universities & NCAA
Language Arts Credit

African-American Literature is a dual-credit course that provides high school English credit as well as Writing 121 and Black Studies 221 credit through Portland State University. This class approaches traditional American and Black texts from a multicultural perspective, bringing into focus issues of place, diaspora, identity, loss, and more. As we read, we tackle issues of linguistics, historical presence, education, social impact, and all types of culture — whether it be Kanye and Kendrick, or Dubois and Dandicat — to understand how Black literature has evolved from the 17th century to 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.

PCC DUAL-CREDIT: WORDS OF WARFARE

Credits: 1

Grades: 12

Prerequisites: English 9, 10, 11

Recognized by: Oregon Universities & NCAA
Language Arts Credit

This is a dual-credit course providing both high school English credit and college credit through PCC. This course's central focus will examine the reasons why conflict is a component of human nature and why humans

strive for a better world. The course will begin with exploring internal conflict, those personal problems we all have and that sometimes consume ourselves. We then quickly progress to studying external conflict, exploring why nations start wars and the effect of those wars by those who experience it up close.

Readings are compiled from a variety of sources, to include both fiction and nonfiction, classical and contemporary. Selections span the history of the written word, including *Henry V*, *The Stranger*, *Slaughterhouse-Five*, and *The Kite Runner*. Poetry, short stories, essays, and documentaries will also be a part of the course.

All students will be expected to complete a thesis in which students conduct an in-depth exploration of a significant contemporary issue. Students will go through an extensive process exploring topics, writing annotated bibliographies, drafting, revising and editing to complete the essay.

PCC DUAL-CREDIT: THEMES IN FICTION AND NONFICTION: LET'S PLAY

Credits: 1

Grades: 12

Prerequisites: English 9, 10, 11

Recognized by: Oregon Universities & NCAA
Language Arts Credit

This dual-credit course provides high school English credit, as well as WR 121 credit through PCC. Our study will focus on the reasons why play is such an essential part of human nature and why humans seek play in so many realms of life—in sport, games, entertainment, and even work—alone and in groups, in real and virtual realms.

How does the idea of play shape identity? In what ways are politics and culture impacted by play? What does it mean to be a spectator as opposed to a participant in the range of games and sports that are emerging in an increasingly global society? In what ways do professional athletes become commodities and to what extent are they “free agents” when they are under contract? What differences exist between virtual and real-world games? These are just a few of the essential questions that will guide our study of a range of texts — fiction, nonfiction, film, drama and poetry — in our examination of sports and games in relation to politics, race, gender, and economics.

Authors, playwrights, poets and artists under study may include Roxane Gay, Michael Lewis, Ben Fountain, H.G. Bissinger, Kiese Laymon, Steve Almond, Jane McManus, Amanda Ripley, Khaled Hosseini, Emily St. John Mandel, John Darnielle, August Wilson, Ta-Nehisi Coates, Claudia Rankine, Jane McGonigal, and Sherry Turkle, among others.

PCC DUAL CREDIT FEMINISM AND GENDER STUDIES

Credits: 1

Grades: 12

Prerequisites: English 9, 10, 11

Recognized by: Oregon Universities & NCAA
Language Arts Credit

This dual-credit course provides high school English credit, as well as WR 121 credit through PCC. This course will focus 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 the understanding of gender has changed throughout history and how it 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 are the implications and origins of a Caitlyn Jenner or Chaz Bono, for instance? 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.

Authors, playwrights, poets, and artists under study may include Christine De Pizan, Mary Wollstonecraft, Sarah Grimke, Elizabeth Cady Stanton, Charlotte Bronte, Sojourner Truth, John Stuart Mill, Susan B. Anthony, Henrik Ibsen, Kishida Toshiko, Frederick Engels, Charlotte Perkins Gilman, Kate Chopin, Qasim Amin, Susan Glaspell, W. E. B. Du Bois, Virginia Woolf, F. Scott Fitzgerald, Huda Shaarawi, Funmilayo Ransome-Kuti, Richard Wright, Simone de Beauvoir, Lorraine Hansberry, Betty Friedan, Susan Brownmiller, Combahee River Collective, Toni Morrison, Alice Walker, Margaret Atwood, Audre Lorde, Monique Wittig, Adrienne Rich, Cheryl Clarke, bell hooks, Angela Y. Davis, Paula Gunn Allen, Louise Erdrich, Gloria Anzaldua, Guerrilla Girls, Kathleen Hanna, Winona LaDuke, Judith Butler, Ani DiFranco, Alix Olsen, Todd Haynes, Chiminande Adiche, Roxane Gay, Jennifer Baumgardner and Amy Richards, Estelle Freedman, Rebecca Solnit, Malala Yousafzai, and Laverne Cox, among others.

ESSENTIAL SKILLS: LANGUAGE ARTS

Credits: 0.5

Grades: 12

Prerequisites: See description
Language Arts Credit

This course is taught by a Language Arts instructor, and is designed to provide students with the opportunity to complete Reading Work Samples to meet Essential Skills graduation requirements. Students will receive instruction designed to help them achieve success in completing two work samples. This course is taught by proficiency; once students have completed two work samples, they will exit the class with full credit. If students need both Reading and Writing work samples opportunities, they may complete both courses in one semester, and will earn a total of 0.5 credit for both together. If a Math work sample is needed, students may rotate through to a Math work-sample class; if all three are completed in one semester, the total credit earned is 0.5

Prerequisite: Student has not yet demonstrated proficiency in Essential Skills.

ESSENTIAL SKILLS: WRITING

Credits: 0.5

Grades: 12

Prerequisites: See description

Language Arts Credit

This course is taught by a Language Arts instructor, and is designed to provide students with the opportunity to complete Writing Work

Samples to meet Essential Skills graduation requirements. Students will receive instruction designed to help them achieve success in completing two work samples. This course is taught by proficiency; once students have completed two work samples, they will exit the class with full credit. If students need both Reading and Writing work samples opportunities, they may complete both courses in one semester, and will earn a total of 0.5 credit for both together. If a Math work sample is needed, students may rotate through to a Math work-sample class; if all three are completed in one semester, the total credit earned is 0.5

Prerequisite: Student has not yet demonstrated proficiency in Essential Skills

ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELD

Credits: 1

Grades: 9-12

Prerequisites: None

Elective Credit: ☺

Students are placed in the course that corresponds to their current level of English proficiency. 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.

RECOMMENDED ONE YEAR TRACK

FIT2LIVE&LEARN

(Option #1 - Highly Recommended One Year Track)

Students are double-blocked in this combined PE & Health course that follows the state and national standards for both content areas. This unique opportunity allows students to participate in a variety of traditional and non-traditional physical activities and dynamic health lessons DAILY. The three focuses for this program include Healthy Nutrition, Physical Activity, and Mental Strength Practice. Students will complete PE and Health graduation requirements in one year.

TWO YEAR TRACK

CROSS TRAINING

(Option #2)

The Cross Training curriculum addresses the same state and national standards for physical education in a singular approach (compared to the combined approach of Fit2Live&Learn). Students will complete ONLY the required PE credit with a full year of Cross Training.

*Health must be taken separately for credit.

HEALTH

(Option #2 - only available after freshmen year)

Health education prepares students to shape their behavior in health-enhancing ways. Students learn to access valid and reliable health information, analyze the influences in their lives, communicate effectively, and use real life scenarios to practice making decisions and set attainable goals.

FIT TO LIVE AND LEARN

Credits: 2
Grades: 9-12
Prerequisites: None
P.E./Health Credit

(One Year Track) This daily, double blocked Health and P.E. course features a holistic approach to fitness and developing a healthy lifestyle. The Fit2Live&Learn program provides a yearlong focus on developing optimal exercise, healthy eating, and mental strength habits for our students. Students exit the program with the skills and knowledge to identify and apply healthy lifestyle choices. Our students will understand the implications of healthy, fit living and its effect on one’s cognitive, social, and emotional wellbeing.

Note: Students are strongly encouraged to take this course at the freshman or sophomore level.

CROSS TRAINING

Credits: 1
Grades: 9-12
Prerequisites: None
P.E. Credit: ☺

(Two Year Track) The Cross Fit model will be used for this class. A dynamic cross training for all levels from beginner to advanced. An inspirational warm up, skills lesson, and a workout of the day. Workouts are scalable for all individuals. We aim to increase one’s level of physical fitness, in addition to boosting self-esteem and confidence.

The symbol ☺ indicates that a course may be repeated for credit.

HEALTH 1-2

Credits: 1
Grades: 10-12
Prerequisites: Cross Training
Health Credit

Health education prepares students to shape their behavior in health-enhancing ways. Students learn to access valid and reliable health information, analyze the influences in their lives, communicate effectively, and use real life scenarios to practice making decisions and set attainable goals. The goal of this course is for students to gain the knowledge and develop the skills necessary to manage stress healthfully and enhance the quality of their personal, family, and community life.

YOGA AND MINDFULNESS

Credits: .5
Grades: 9-12
Prerequisites: None
Elective Credit: ☺

Students will address physical and mental strength habits while practicing Yoga and Mindfulness. Different types and styles of yoga will be utilized.

STRENGTH AND CONDITIONING 1-6

Credits: .5
Grades: 10-12
Prerequisites: See description
Elective Credit: ☺

This course is a teacher-directed class to motivate 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.

Prerequisite: Completion of Cross Training or completion of Fit2 Live & Learn. Current participation in competitive athletics is recommended.

ADVANCED CROSS TRAINING

Credits: .5

Grades: 10-12

Prerequisites: Counselor Discussion

Elective Credit: ☺

This course is designed for students who have taken Cross Training 1-2 and who are interested in advanced movement Cross Fit patterns in a competitive environment to further improve overall fitness.

Prerequisite: The successful completion of Cross Training 1-2 is all that is required.

GROUP FITNESS

Credits: .5

Grades: 10-12

Prerequisites: None

Elective Credit: ☺

This class focuses on a variety of group fitness and movement activities including exercise/stability balls, yoga, kickboxing, dance aerobics, weight lifting, plyometrics, body weight exercises, cardiovascular exercises and stretching/ flexibility. This elective course is designed to offer experiences for students to explore as a way to continue physical activity in a fun and energetic setting, with the intent being to develop lifelong fitness habits.

SPIN AND CORE

Credits: .5

Grades: 10-12

Prerequisites: See description

Elective Credit: ☺

Come join us in the Spin Room for a high energy session focused on building core and lower body strength and power. Disco lights, challenging virtual courses and lots of fun!

COMPETITIVE GAMES

Credits: .5

Grades: 10-12

Prerequisites: See description

Elective Credit: ☺

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 but may not be able to participate in a school-sponsored activity.

The symbol ☺ indicates that a course may be repeated for credit.

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 two years of mathematics beyond Algebra 1-2.

ALGEBRA 1-2

Credits: 1

Grades: 9 -12

Prerequisites: None

Recognized by: Oregon Universities & NCAA

Math Credit

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 deepen their understanding of basic algebraic concepts using hands-on activities, TI-84 calculator lessons and problem solving, and develop confidence in their ability to think mathematically as they work both individually and collaboratively. [Students who have taken Pre-Algebra as freshmen could take Algebra 1-2 as sophomores.]

GEO TECH

Credits: 2

Grades: 9 -12

Prerequisites: Algebra 1-2

Recognized by: Oregon Universities & NCAA

Math and CTE/Elective Credits

Students interested in building should forecast for this class! This double block class of Geometry and Building (one credit of Geometry and one elective credit) provides students opportunities to learn Common Core Geometry standards in a traditional math classroom and through building a variety of projects. Students will have this class

every day with two teachers who will combine paper and pencil and hands on approaches to gaining competency in both Geometry and building and construction techniques.

GEOMETRY 1-2

Credits: 1

Grades: 9 -12

Prerequisites: Algebra 1-2

Recognized by: Oregon Universities & NCAA

Math Credit

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

ALGEBRA 3-4: ADVANCED ALGEBRA

Credits: 1

Grades: 9 -12

Prerequisites: Geometry 1-2, Algebra 1-2

Recognized by: Oregon Universities & NCAA

Math Credit

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. Homework is required in this class.

PRE-CALCULUS

Credits: 1

Grades: 9 -12

Prerequisites: Algebra 3-4

Recognized by: Oregon Universities & NCAA

Math Credit

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 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. 90% of the grade is based on unit test results, 10% on preparation. Students have the opportunity to retake tests to demonstrate proficiency.

AP CALCULUS AB

Credits: 1

Grades: 10-12

Prerequisites: Pre-Calculus

Recognized by: Oregon Universities & NCAA

Math Credit

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, and exponential functions, trigonometric functions, techniques of integration, conic sections, 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.

AP CALCULUS BC

Credits: 1

Grades: 11-12

Prerequisites: AP Calculus AB

Recognized by: Oregon Universities & NCAA

Math Credit

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.

PCC DUAL-CREDIT DATA ANALYSIS AND STATISTICS

Credits: 1

Grades: 11-12

Prerequisites: See Description

Recognized by: Oregon Universities & NCAA

Math Credit

(PCC - CAS 170, CAS 170A) This course is a wonderful opportunity to earn both high school and college credit. The course has two components: 1) Statistics, offered for high school credit, and 2) Microsoft Excel, offered for Portland Community College credit (free tuition). Data Analysis and Statistics teaches math skills that students can apply to business, sports, politics, gambling, health, and more. In the class, students will be given large sets of data that relate to things ranging from company profit growth to baseball batting averages. Students will analyze this data learn to identify such things as trends in sports and uncover such things as correlation between salary and performance on the field. The class also provides the opportunity for students to earn four college credits. The course is part of the Computer Applications and Office Systems program at PCC. Students will leave the class knowing how to format and summarize data on excel, make dozens of different types of graphs on excel, and analyze data using the statistical tools on excel. The analytical skills students learn on Excel are used everyday in the business world and can be used later by students in their jobs and research.

Prerequisite: Highly recommended: Completion of Algebra 3-4 (not grade dependent). A signature from a past teacher is necessary if the student has not taken Algebra 3-4, to confirm readiness for the course.

DUAL-CREDIT PSU STATISTICS

Credits: 1

Grades: 12

Prerequisites: See Description

Recognized by: Oregon Universities & NCAA

Math Credit

(PSU STAT 243, STAT 244) 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, and 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 \$230 per semester per course (tuition is subject to change). Tuition is due Mid-September for semester one and early February for semester two. Students may take maximum of two PSU course per semester.

**Prerequisite: Successful completion of either Data Analysis or Pre-Calculus. This course is designed for seniors. PSU also requires a minimum GPA of 3.0 and either a) successful completion of Algebra 3-4 with letter grade of B or above AND successful completion of Data Analysis and Statistics with letter grade of B or above, OR b) successful completion of Pre-Calculus with letter grade of B or above.

ESSENTIAL SKILLS: MATH

Credits: .5

Grades: 12

Prerequisites: See Description

Recognized by: Oregon Universities & NCAA

Elective Credit

This course is taught by a Math instructor, and is designed to provide students with the opportunity to complete Math Work Samples to meet Essential Skills graduation requirements. Students will receive instruction designed to help them achieve success in completing two work samples. This course is taught by proficiency; once students have completed two work samples, they will exit the class with full credit. If students need other work samples (Reading or Writing or both), they may complete both or all three courses in one semester, and will earn a total of 0.5 credit for all together.

Prerequisite: Student has not yet demonstrated proficiency in Essential Skills

PERCUSSION ENSEMBLE 9 -12

Credits: 1
Grades: 9-12
Prerequisites: None
Fine Arts Credit: ☺

This course is a semester class open to all students at Grant High School who are interested in percussion. Students perform in multiple ensemble settings, including drumline, mallet, concert, Latin, and non-traditional styles. This ensemble makes up the drumline at pep events, marching percussion, and performs at various concerts throughout the year. Students have the option of repeating for a second semester.

Students may choose to take the course for a semester, or full-year.

SYMPHONIC BAND 9 -12

Credits: 1
Grades: 9-12
Prerequisites: See description
Fine Arts Credit: ☺

Symphonic Band is a preparatory concert ensemble for Wind Ensemble consisting of primarily 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.

Prerequisite: Previous wind instrument / percussion experience OR director's approval.

WIND ENSEMBLE

Credits: 1
Grades: 10-12
Prerequisites: Audition
Fine Arts Credit: ☺

Wind Ensemble 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 for four concerts, at least three festivals, and possibly a tour. Wind Ensemble members are expected to hold regular sectionals and perform at the PIL Solo/Ensemble Festival.

JAZZ LAB

Credits: 1
Grades: 9-12
Prerequisites: See Description
Fine Arts Credit: ☺

Jazz Lab is a preparatory ensemble for the Jazz Ensemble. The group studies and performs standard and contemporary big band jazz, as well 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.

Prerequisite: Previous instrumental experience.

The symbol ☺ indicates that a course may be repeated for credit.

JAZZ ENSEMBLE

Credits: 1

Grades: 10-12

Prerequisites: Audition

Fine Arts Credit: ☺

Jazz Ensemble is the premier jazz ensemble on campus. The ensemble is composed of the most advanced jazz musicians at Grant, and will 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.

STRING ORCHESTRA

Credits: 1

Grades: 9-12

Prerequisites: See description

Fine Arts Credit: ☺

String Orchestra is open to students with prior violin, viola, cello or string bass experience. The ensemble consists of students of various ability 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.

MUSIC EXPLORATION

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts Credit: ☺

This class is all about having fun listening, playing and exploring different genres and types of music. You will learn to read and write music and how to play a variety of different instruments with a primary focus on drums and keyboards. You'll learn about what music sounded like throughout different time periods, how society and music influence each other and what it's like to be in the music industry. This class wants to help you discover new things about music and help you gain a better appreciation for all types of music from rock n' roll to jazz to hip-hop. ANYONE can take this class whether you have no musical experience or you want to seek out new musical outlets or further your appreciation for one of the coolest art forms on the planet

A CAPPELLA CHOIR 1-6

Credits: 1

Grades: 10-12

Prerequisites: Audition

Fine Arts Credit: ☺

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.

ROYAL BLUES 1-6

Credits: 1

Grades: 11-12

Prerequisites: Audition

Fine Arts Credit: ☺

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 must maintain a 2.5 minimum GPA and be co-enrolled in A Cappella. Students provide their own formal attire and are admitted only after rigorous auditions with the instructor in May of the previous school year.

MEN'S ENSEMBLE

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts Credit: ☺

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. Snazzy bow ties to be provided!

TREBLE CHOIR

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts Credit: ☺

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.

AUDIO ENGINEERING/MUSIC PRODUCTION

Credits: 1

Grades: 10-12

Prerequisites: None

CTE Credit: ☺

An introduction to the world of creating sound in the analogue, 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.

INTERMEDIATE/ADVANCED AUDIO ENGINEERING

Credits: 1
Grades: 11-12
Prerequisites: None
CTE Credit: ☞

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.

BEGINNING MUSIC COMPOSITION/RECORDING: GUITAR

Credits: 1
Grades: 9 -12
Prerequisites: None
Fine Arts Credit: ☞

Learn to play guitar, and become the musician you've always wanted to be! In this class you will build basic guitar skills. The course is designed for beginning to intermediate guitar players.

First, you'll get to know all the parts of your guitar, from frets to strings, and learn how to tune your instrument. After that, you'll explore the fundamentals of music notation and find out how to produce clear, beautiful notes and chords.

You'll also discover how to control your rhythm, tempo, and volume, and how to express yourself artistically. The guitar skills you'll master in this course will allow you to
EVERY STUDENT MATTERS, EVERY STUDENT SUCCEEDS.

play a variety of styles of music. Use your knowledge of guitar to begin learning to compose and record your own music.

INTERMEDIATE/ADVANCED MUSIC COMPOSITION/RECORDING: GUITAR

Credits: 1
Grades: 10-12
Prerequisites: None
Fine Arts Credit: ☞

Continue learning to play guitar, and become the musician you've always wanted to be! In this class you will build on your basic guitar skills. The course is designed for intermediate and advanced guitar players.

Use your knowledge of guitar to compose and record music. Work on projects independently and in small groups to create, compose, and record your own music using the guitar.

THEATER EXPLORATION: BEGINNING THEATER

Credits: 1
Grades: 9-12
Prerequisites: None
Fine Arts Credit

Theater Exploration is about having fun, moving, making each other laugh and think, and really exploring what you are capable of as a performer. This class offers you exciting opportunities to perform in a wide variety of styles and formats and emphasizes trust, play, games, and improvisation before jumping into script work. This class wants to fire your imagination and open you up to all the possibilities the acting experience can release within once you give it a try. It is for EVERYONE, from the student who always wanted to act but couldn't get over their stage fright, to the seasoned young performer who is looking to expand their acting vocabulary and prepare themselves for more advanced work. This integration of skill levels is a way for students to work together in a structured and supportive atmosphere, develop solid performance skills, and build community!

INTERMEDIATE THEATER: ACTING 1-2

Credits: 1

Grades: 10-12

Prerequisites: See description

Fine Arts Credit: ☺

Intermediate Theater is intended for students who have some previous experience with theater courses at Grant or who participated in the Theater/Choir Arts Exploration in their freshmen year. You will expand upon the skills introduced in the Arts Exploration or prior Theater courses in this fast paced and fun exploration of the acting experience. Students will have the opportunity perform either contemporary, classical, or musical theater scenes for an invited audience at the end of every semester and prepare scenes for the Oregon State Thespian competition in class. The class is designed to be flexible. Actors can choose to focus on auditioning and monologue selection, improvisation, contemporary comedy styles (SNL, Lonely Island, Tyler Perry, Dave Chappelle, Tina Fey, Anchorman, Monty Python – all PG adapted of course), Shakespeare, musical comedy, group work, original work – the choices are almost limitless but the expectations for daily productivity, rehearsal skills, and personal growth are also higher.

Prerequisite: Beginning Theater/Prior Theater classes at Grant High School

The symbol ☺ indicates that a course may be repeated for credit.

ADVANCED THEATER: ACTING 3-4

Credits: 1

Grades: 11-12

Prerequisites: See Description

Fine Arts Credit: ☺

Builds on the cumulative work accomplished over all prior years of theater study but seriously raises the bar. Students develop original material, study several different acting traditions and techniques and create a site-specific theater “composition” Again, students are strongly encouraged to pursue the material and types of acting they are most passionate about while being held to a high standard of performance and daily effort.

Prerequisite: Theater Exploration: Beginning Theater, Intermediate Theater (Acting 1) or teacher approval.

CHILDREN’S THEATER TOURING COMPANY

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts/CTE Credit: ☺

This entry level CTE (Career Technology Education) performing arts class will produce a children’s theater show to tour schools around the district – and beyond! First semester we will work on ensemble building, fundamental acting exercises, character exploration, auditioning/casting, costume and prop design and building, and finally, rehearse the children’s show - which will tour the second semester. Our goal will be to take this show to as many different schools as possible, while learning how theater is created and produced. This is a fantastic opportunity for freshmen and up to dive into the performing arts at Grant – and to fully understand the process of both creating theater, and ultimately, performing theater. This class is for those who have had some performing experience and the student who is not afraid to dive into a full performing schedule.

WRITING FOR THE ARTS: PAGE TO PERFORMANCE

Credits: 1

Grades: 10-12

Prerequisites: English 9

Elective and CTE Credit: ☺

Unearthing your story through the creative process and exploring careers in multimedia industries.

All art begins with a story; this class will inspire the unfolding of your story and explore the different art mediums through which to tell it. This course will allow you the opportunity to explore your own creative process from page to performance; bridging the gap between idea and reality. Much of the first part of the course will focus on your writing through prompts, journaling, and soul-searching assignments – ultimately culminating in the filming, publishing, performing, or realization of your idea into a final project or performance. Ultimately, this class will help you chart a course for a career in the arts, and to explore the possibilities of working in the professional world of entertainment, publishing, or art.

PCC DUAL CREDIT SENIOR THEATER: PAGE TO PRODUCTION: ACTING 5-6

Credits: 1

Grades: 12

Prerequisites: Writing for the Arts & Intermediate/Advanced Theater

Elective and CTE Credit

(PCC TA 101, TA 180A, TA 141) This is an advanced theater production class and is designed for the disciplined theater student who is interested in honing acting and directing skills, writing and selecting performance material, and exploring possible careers in the theater. Students will have a hands-on experience producing theater for the Grant stage. Students will be responsible for writing and selecting performance material, directing and acting in the pieces, building the performance space, designing tickets/posters/programs, and every aspect of theater production. The culminating project will be to produce Grant's One Act Theater Festival in the spring.

Prerequisites: If prerequisites are not met, you must get instructor approval

EVERY STUDENT MATTERS, EVERY STUDENT SUCCEEDS.

DANCE 1-2

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts Credit: ☺

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, and multiple different 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.

DANCE 3-4

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts Credit: ☺

This course continues to develop skills explored in Dance Exploration or prior dance class experiences. Choreography creation, stylistic technique, and public performance are explored in more depth. Students will participate in Grantasia and the Spring Choreography Showcase, as well as other more informal performance opportunities. Students will delve into various forms of dance including multiple hip-hop styles, modern, contemporary, jazz, and many historical and cultural dances, through focused units of study. Focus is on personal growth and large and small ensemble work.

Prerequisite: If prerequisites are not met, you must get instructor approval.

DANCE 5-6

Credits: 1

Grades: 9-12

Prerequisites: None

Fine Arts Credit: ☺

This course continues to develop skills explored in Dance Exploration or prior dance class experiences. Choreography creation, stylistic technique, and public performance are explored in more depth. Students will participate in Grantasia and the Spring Choreography Showcase, as well as other more informal performance opportunities. Students will delve into various forms of dance including multiple hip-hop styles, modern, contemporary, jazz, and many historical and cultural dances, through focused units of study. Focus is on personal growth and large and small ensemble work.

Prerequisite: If prerequisites are not met, you must get instructor approval.

ADVANCED DANCE PERFORMANCE

Credits: 1

Grades: 10-12

Prerequisites: Instructor Approval

Fine Arts Credit: ☺

This performance-based class is for the student who wants to take their dance talents to the next level. Students will explore the elements of choreography and composition, while developing performance skills, including improvisation. They will construct various dances together, featuring style specialties, to perform publicly at events, including Grantasia and a year-end dance showcase. All dance styles and backgrounds are respected and welcomed, as students craft featured solos and group collaborations. This class functions as an all-style dance company that will perform at assemblies, tour feeder schools, and will create innovative works of dance art. Students will need to be dedicated and committed to this active, advanced-level class.

Prerequisite: Admission based on audition and instructor approval.

The symbol ☺ indicates that a course may be repeated for credit.

NGSS PHYSICS

Credits: 1

Grades: 9

Prerequisites: None

Recognized by: Oregon Universities & NCAA
Science Credit

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. Physics teaches students problem solving, innovation, design, and critical thinking. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the new three-year science sequence (the new sequence began with incoming freshmen in the 2017-18 school year).

CHEMISTRY

Credits: 1

Grades: 10-12

Prerequisites: NGSS Physics

Recognized by: Oregon Universities & NCAA
Science Credit

Atoms give identity to all matter, but how? What are they made of? How can they be combined to make new products or release energy? What makes these combinations beautiful, nutritious, explosive, or poisonous? Students will master the language of chemistry (formulas and balancing reactions), and will apply this towards chemical accounting and the law of conservation of mass. Special topics may also include: acids & bases, the chemistry of food, nuclear chemistry, organic chemistry, gas laws and other current trends in the field of chemistry. In class, students will do experiments, see demonstrations (yes, there will be flames!), work problem sets together, and use a lot of technology. Students will have many options for developing critical problem solving skills and displaying their learning of chemistry. A scientific calculator and excellent attendance are needed for success in chemistry.

AP CHEMISTRY

Credits: 1

Grades: 11-12

Prerequisites: Chemistry & Algebra 3-4

Recognized by: Oregon Universities & NCAA
Science Credit

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. It is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class, and who have successfully completed a prior course in Chemistry during high school. 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.

BIOLOGY

Credits: 1

Grades: 10-12

Prerequisites: Chemistry

Recognized by: NGSS Physics & Chemistry (can be taken at the same time)

Science Credit

In this course, students learn about living organisms and the environment. An appreciation of the life processes that surround, interact and affect us is presented during the course. Students learn about the scientific method, cell structure and function, biochemistry, biotechnology, organization and classification of life, genetics and inheritance, microorganisms, fungi, plants, animals, evolution and ecology. Students are involved in problem solving and laboratory experimentation.

PCC DUAL-CREDIT ADVANCED BIOLOGY

Credits: 1

Grades: 11-12

Prerequisites: Chemistry

Recognized by: Oregon Universities and NCAA

Science Credit

In this course, students will delve deep into advanced concepts in biology. With an emphasis on molecular biology and genetics, students will study DNA, proteins, cellular processes, diseases, biotechnology and bioethics, inheritance, and evolution. This course is aligned with PCC Biology 101 and 102; 4 PCC credits can be earned each semester (for 8 total).

PHYSICS 1-2

Credits: 1

Grades: 11-12

Prerequisites: Algebra 3-4

Recognized by: Oregon Universities & NCAA

Science Credit

First year physics is an exciting introduction to a way of appreciating and learning about the world. The course is designed to help students think, look for relationships, and analyze problems as they study motion, forces, collisions, energy, waves, sound, light and electricity. Students learn through hands-on activities, simulations, applications of technology, discussions, lectures, and frequent problem sets. Grades are determined through lab reports, homework sets and tests. The critical thinking skills developed in the class will be important for all students especially those continuing on to college.

Prerequisite: Biology and concurrent enrollment in Algebra 3–4 or higher.

AP PHYSICS

Credits: 1

Grades: 11-12

Prerequisites: Physics & Calculus AB

Recognized by: Oregon Universities & NCAA

Science Credit

AP Physics is a treatment of many subjects in physics that mimics in scope and rigor a calculus-based, first-semester course in college physics for those majoring in physics or engineering. The course covers motion, forces, vectors, rotational dynamics, momentum and energy. The course will prepare students to take the Advanced Placement test in May and earn college credit at most universities and colleges. Almost all students take this course as a second year physics course. Students should not consider taking this as a first year physics class without first talking with the instructor.

EARTH SCIENCE

Credits: 1

Grades: 11-12

Prerequisites: None

Science Credit

In this course students will engage in hands on labs and projects that will explore how our planet formed and its resources. The class will include learning units about minerals, geology, plate tectonics, erosion, mapping, meteorology, oceanography, climate change, and astronomy.

FORENSIC SCIENCE

Credits: 1

Grades: 11-12

Prerequisites: Biology & Chemistry

Recognized by: Oregon Universities & NCAA

Science Credit

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 principals 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. Guest speakers from the community will provide first-hand knowledge of other fields of expertise.

ANATOMY & PHYSIOLOGY

Credits: 1

Grades: 11-12

Prerequisites: Biology & Chemistry

Recognized by: Oregon Universities & NCAA

Science and CTE Credit

This course will include intensive study of the human body, its structure (molecular and anatomical), and resultant functions. In the first semester, students will study introductory chemistry, cells, tissues, the integument, skeletal, and muscular systems. In the second semester, students will study nervous, cardiovascular, respiratory, reproductive, urinary and digestive systems. Auxiliary concepts to be integrated across terms will include metabolism, homeostasis, cell differentiation, and human genetics and inheritance patterns. Laboratory experiences will include microscopy, animal dissection, sculpting/modeling, physiological exercises, and computer based exercises.

AP ENVIRONMENTAL SCIENCE

Credits: 1

Grades: 11-12

Prerequisites: Biology

Recognized by: Oregon Universities & NCAA

Science Credit

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 function; the second semester deals with specific natural resources and environmental problems associated with them.

Field work is part of this course. Students are required to attend field trips and to complete outside research projects.

PRINCIPLES OF BIOMEDICAL SCIENCE

Credits: 1

Grades: 10-12

Prerequisites: Biology

Recognized by: Oregon Universities & NCAA

Elective Credit and CTE

In this course, students will have guided exposure to a variety of health careers/ occupation and will learn about important issues in health care. The students will experience how biology, chemistry, and physics are used by medical and health professionals. Students will participate in real-life simulations, 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 considered a life science and will include major biology topics such as cell theory, genetics, and micro- ecology and evolution.

MEDICAL INTERVENTIONS

Credits: 1

Grades: 11-12

Prerequisites: None

Recognized by: CTE Health Sciences

Elective Credit

In the Medical Interventions course, 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 the 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.

The Social Studies 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.

Three specific social studies classes are required for graduation:

- Modern World History in 9th grade
- Living in the U.S. in 11th grade
- Economics, Government or Government Constitution Team

MODERN WORLD HISTORY

Credits: 1

Grades: 9

Prerequisites: None

Recognized by: Oregon Universities & NCAA
Modern World History/Elective Credit

This course provides students with a foundation of historical and geographical knowledge needed to understand the modern world. The course focuses on the last two centuries of world history and covers topics such as: cultural diversity, imperialism, industrialization, democratic government, and war.

U.S. HISTORY: LIVING IN THE U.S.A.

Credits: 1

Grades: 11

Prerequisites: None

Recognized by: Oregon Universities & NCAA
U.S. History Credit

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. It satisfies the U.S. History requirement for graduation, and follows the scope and sequence of an AP U.S. History course. The class will read 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. 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-plays, and Socratic Seminars will also play a role.

U.S. GOVERNMENT & ECONOMICS

Credits: 1

Grades: 12

Prerequisites: None

Recognized by: Oregon Universities & NCAA
Government and Economics Credit

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 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.

Economics is a social science concerned chiefly with the way society chooses to employ its limited resources in order 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; and the role of government with respect to these issues. Grades for this course are based on home and class assignments, quizzes and tests.

PSYCHOLOGY

Credits: 1

Grades: 10-12

Prerequisites: None

Recognized by: NCAA

Elective Credit

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

ETHNIC STUDIES

Credits: 0.5

Grades: 10-12

Prerequisites: None

Elective Credit

Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigenous identity with a focus on the experiences and perspectives of people of color in the United States. Using a combination of primary and secondary texts, historical literature and contemporary media, students will analyze the ways in which race and racism have been, and continue to be, powerful social, cultural, and political forces. Also, students will analyze race and racism's connections to other experiences of stratification, including gender, class, sexuality, and legal status. This course is double blocked with Digital Media: Ethnic Studies.

PHILOSOPHY, ETHICS, COMPARATIVE RELIGION

Credits: 0.5

Grades: 10-12

Prerequisites: None

Recognized by: N/A

Elective Credit

This course features a range of learning in philosophy, ethics, and comparative religion. The philosophy component will include teaching on reasoning, the Enlightenment, post-modernism, the nature of reality, and free will. In comparative religions, we study the basics of Islam, Christianity, Judaism, Buddhism, Hinduism, and animism. Within ethics, we will study the foundations of ethical and moral thinking as they relate to contemporary issues.

CONSTITUTION GOVERNMENT/ECONOMICS

Credits: 1

Grades: 12

Prerequisites: Application

Recognized by: Oregon Universities & NCAA

Government and Economics Credit

We the People Competition. Students intensely and thoroughly study the United States Constitution and legal precedent set by judicial review. The study leads to a competition with other schools in Congressional District #3 with the goal of competing in state and national competition. Coaches are local attorneys, and students compete as testifiers in mock congressional hearings. Students registering for this class must be able and willing to engage in college level reading and writing. This course will prepare students for the AP US Government and Politics test.

The Constitution Team is both a class and a competitive extra-curricular team. Participation on Constitution Team requires interested students to submit an essay and letter of intent to the Constitution Team teacher and coaches. Application to the Constitution Team is a competitive process that takes place in the spring and is open to all Grant juniors. Members of the Constitution Team are selected according to a four-part process: (1) the quality of submitted essays, (2) academic standing and the recommendations of the applicants' other teachers, (3) group interviews with the Constitution Team teacher and coaches, and (4) the needs of the team to assemble students with diverse talents, academic strengths, and perspectives on American civil life. Grant's Constitution Team is a nationally competitive program and demands dedication from its members. As such, other extra-curricular commitments may disqualify an applicant from participation on the Constitution Team.

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, taxes, production, distribution and the role of the federal, state, and local governments in these issues.

VIETNAM AND THE AMERICAN WAY OF WAR

Credits: 0.5

Grades: 10-12

Prerequisites: None

Recognized by: NCAA

Elective Credit

An in-depth, interdisciplinary examination of the Vietnam War and its lasting impact on American culture and military policy. Following a detailed examination of the historical causes and conduct of the Vietnam War this class examines how that experience has influenced when and how America has gone to war since. Specifically taught will be American military action in Beirut, Granada, Nicaragua, Panama, Somalia, Serbia, and the response to "9/11" in Iraq and Afghanistan. Students will articulate a personally defensible doctrine of post Cold War American military power and explore the lengths our government can and should go to, to maintain public support for protracted conflicts. Anyone who has visited the Vietnam Memorial in Washington DC knows Vietnam is a visceral and tragic wound to our nation. This class is meant to allow us all to learn and clarify our most abiding values from that tragedy. Texts include; S. Karnow's "Vietnam: A History", collected articles, fiction and documentary film, and memoirs. Culminating projects will include book reports and an oral history project. This is a one-semester course. Pairs with History of the Middle East.

HISTORY OF MARGINALIZED COMMUNITIES IN THE PACIFIC NW

Credits: 1

Grades: 10-11

Prerequisites: None

Recognized by: NCAA

Elective Credit

This course will focus on the history of marginalized communities in the Pacific NW. Specifically, we will begin with an examination of the history of indigenous communities in the Pacific NW prior to the arrival of European settler colonists. Throughout the year, we will study the history of Black, Vietnamese, Thai, Chinese, Japanese, Indian, Latin American communities, as well as the more recent emigration of Somalian, Ethiopian, Middle Eastern, and Slavic communities. Students will have the opportunity to research and include any and all communities that they feel are being left out. Throughout the year, students will select a focal community, perform an in-depth study, and offer a presentation on that community to an audience of their peers, as well as the Freshmen communities. Learning methods will focus on anti-racist, student-centered strategies that centralize student voice and self-knowledge, including dialogue journals, documentary, guest speakers, project-based learning. Students will also learn about current movements to organize marginalized communities in Oregon by researching organizations that support their focal community. Students will be encouraged to engage with their focal community, either via volunteering or reaching out to request informational interviews.

HISTORY OF THE MIDDLE EAST

Credits: 0.5

Grades: 10-12

Prerequisites: None

Recognized by: NCAA

Elective Credit

The Middle East has long played a major role in world affairs, but is largely misunderstood by Americans. This course will examine the religion, culture and history of the Middle East from pre-Islamic times to the early 21st century, paying particular attention to the way in which politics, religion and economics have shaped current relations between the Arab world and the West from the birth of Islam through the collapse of the Ottoman Empire to the rise of the Islamic State.

Units of study will explore the impact of European imperialism, the rise and growth of religious fundamentalism, pan-Arabism and the struggle for national identity and nationalism. Foundational texts will include excerpts from *Destiny Disrupted: a history of the world through Islamic eyes* and *A Peace to End All Peace*, focusing on how differing perceptions of the region have led to a climate of suspicion, mistrust and sometimes hostility, with the hope that by the end of the course students will be better prepared to help address and resolve some of these issues. Upon completion of the course, students will have a deeper understanding of the differences within the Arab world, the similarities it shares with the West, and some perspective on the origins of the current geopolitical climate.

AP HUMAN GEOGRAPHY

Credits: 1

Grades: 10-12

Prerequisites: None

Recognized by: Oregon Universities & NCAA
Modern World History/Elective Credit

AP Human Geography will introduce 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.

AP EUROPEAN HISTORY

Credits: 1

Grades: 10-12

Prerequisites: None

Recognized by: Oregon Universities & NCAA
Elective Credit

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 principle 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 must be able and willing to engage in college level reading and writing.

PSU WORLD CIVILIZATIONS

Credits: 1

Grades: 11-12

Prerequisites: MWH - must have a 3.0 GPA

Recognized by: Oregon Universities & NCAA
Elective Credit

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 \$226 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.

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

PSU URBAN HONORS: THE GLOBAL CITY

Credits: 1

Grades: 12

Prerequisites: AP Human Geography or MWH

Recognized by: Oregon Universities & NCAA

Elective Credit

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 fifteen 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 \$1,500.00 renewable yearly scholarship (\$6,000 total) is available to ALL Grant students that successfully complete the sequence and continue into the Honors Program at Portland State.

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.

PSU HISTORY OF THE UNITED STATES

Credits: 1

Grades: 12

Prerequisites: Living in the USA

Elective Credit

(PSU HST 201, 202): HST 201 (Fall) will provide an overview of United States history from Colonial America to the end of the Civil War. We will examine major themes through lecture / discussion, documentary film viewing / analysis, reaction and research paper writing, as well as readings of primary and secondary sources. HST 202 (Spring) will follow the same format in an exploration of an era that spans Reconstruction to the present day. This yearlong combination of courses will award eight quarter-hour credits from Portland State University (students do have to pay a fee in order to receive credit – \$220 per semester – financial aid is available) that will be transferable to any accredited institution of higher learning. Students enrolled in the course will have full access to all resources at Portland State and affiliated colleges.

Prerequisite: PSU requires a cumulative GPA of 3.00 or above in order to enroll (motivated students with a GPA under 3.0 can request a waiver – see instructor).

SPANISH 1-2

Credits: 1

Grades: 9-12

Prerequisites: None

Recognized by: Oregon Universities & NCAA

World Languages Credit

By the end of the first year of Spanish, the student will be able to converse, read, and write about him/herself, family, and pastimes. Students will be able to identify and order food at a restaurant, identify locations and businesses in a city, and give directions. 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 as well as 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, and colors by name. The oral proficiency rating goal is Novice-Mid, in accordance with ACTFL proficiency guidelines. (www.ACTFL.com)

Students are strongly encouraged to begin language study either freshmen or sophomore year.

SPANISH 3-4

Credits: 1

Grades: 9-12

Prerequisites: Spanish 1-2

Recognized by: Oregon Universities & NCAA

World Languages Credit

During the second year of Spanish, students will build on knowledge and skills gained in the first year. They will learn to identify and apply adjectives, and to describe personalities and feelings. They will be able to describe a house and its contents, the city they live in, expand their vocabulary of body parts, clothing, weather, routines, and food/restaurant vocabulary, and will be introduced to the past tense. The goal for oral proficiency is Novice High/Intermediate Low, in accordance with ACTFL proficiency guidelines. (www.ACTFL.com)

Students are strongly encouraged to begin language study either freshmen or sophomore year.

SPANISH 5-6

Credits: 1

Grades: 9-12

Prerequisites: Spanish 3-4

Recognized by: Oregon Universities & NCAA

World Languages Credit

Students will be able to describe and narrate in the present and past tenses on the following topics: animals, shapes, technology, everyday activities, vacations, childhood, and travel.

The class will be conducted 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)

SPANISH 7-8

Credits: 1

Grades: 10-12

Prerequisites: Spanish 5-6

Recognized by: Oregon Universities & NCAA

World Languages Credit

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

Students will be exposed to 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. Students will write short analytical essays based on short stories from Latin American or Spanish authors. Class discussions will be strongly encouraged.

Grades will be based on homework, participation quizzes, tests, oral presentations and written assignments. Students will demonstrate level appropriate proficiency in interpersonal, interpretative 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.

PSU DUAL CREDIT: SPANISH 9-10

Credits: 1

Grades: 11-12

Prerequisites: See Description

Recognized by: Oregon Universities & NCAA
World Languages Credit

This course provides the opportunity to earn college credit through Portland State University while still in high school. Students earn credit for Spanish 201, 202, and 203, equivalent to 12 college credits. This fulfills the college graduation requirement for a Bachelor of Arts at all of Oregon's state colleges and universities. Students will learn more detailed/advanced grammar structures within the context of themed units. Themes include previous experiences, culture and identity, science and technology, politics and poetry, medicine, professions and the economy. Students will also have the opportunity to read a classic piece of Spanish literature. There is a strong emphasis on the proficiency skills of reading, writing, listening and speaking. Students have debates, learn to analyze literature, and research in Spanish. This class is also appropriate for native Spanish speakers who wish to improve their grammar, reading, and writing skills. Students who wish to continue their World Language studies in college will be ready to take 215, 299, or 301 series courses. Students will create an online portfolio of work to show evidence of proficiency. Final grades in this course will be posted to the permanent PSU college transcript. It is the goal of this course to enable students to reach the "Advanced Low" level of proficiency in accordance with ACTFL Proficiency Guidelines. Important: **Spanish 9-10/PSU SPAN 201/202/203 is a 2nd year college Spanish sequence.** Register and pay \$220 each term, 4 credits each term, 12 credits total (with documented financial need, cost reduced to \$50 per term). For registration deadlines and more information, go to <https://www.pdx.edu/challenge-program/for-students>.

Prerequisites: Passage of Spanish 7-8 with a B or higher and instructor recommendation. Intended for Juniors/Seniors

FRENCH 1-2

Credits: 1

Grades: 9-11

Prerequisites: None

Recognized by: Oregon Universities & NCAA
World Languages Credit

An introduction to the French language, that emphasizes communicating ideas and messages. This course is an immersion style experience (speaking/listening primarily in French), designed for all learners, that uses storytelling and story writing for literacy development and contextualized grammar lessons. We also explore French-speaking cultures, play games, use movement, and incorporate students' ideas and experiences into the content of the class.

The proficiency target is "Novice-Mid" in accordance with the ACTFL guidelines (www.actfl.org).

FRENCH 3-4

Credits: 1

Grades: 9-12

Prerequisites: French 1-2

Recognized by: Oregon Universities & NCAA
World Languages Credit

Students build on the foundation of 1-2 by continuing to use stories (telling, listening, reading, and writing) as a means to explore grammar and structure in context and to practice fluency and varied means of expression. It is an immersion style learning experience with games, movement and activities based on students' ideas and experiences with a particular focus on the two forms of the past tense. Throughout the year, food vocabulary and culture are prominent themes. Students will also do short readings, projects, cultural activities.

The proficiency target is "Novice-High" in accordance with the ACTFL guidelines (www.actfl.org).

FRENCH 5-6

Credits: 1

Grades: 9-12

Prerequisites: French 3-4

Recognized by: Oregon Universities & NCAA

World Languages Credit

In French 5-6, students are exposed to more complicated grammatical constructions and continue to refine their listening, reading, writing, and speaking skills in an immersion style (only in French) course. With the study of idiomatic expressions and the reading of short, culturally relevant texts, students learn more complex ways to express themselves. The third year level also emphasizes written compositions which may take the form of letters, short term papers or critical paragraphs. Cultural awareness comes from a comparison of the culture (literature, film and history) of countries that share the language. We continue to use stories, movement, games, have class discussions and do interactive activities regularly.

FRENCH 7-8

Credits: 1

Grades: 9-12

Prerequisites: French 5-6

Recognized by: Oregon Universities & NCAA

World Languages Credit

This course is an advanced level, immersion style (only in French) academic exploration of the language and culture that continues to build upon the themes and grammar of the previous levels. The focus is on conversational skills, being able to discuss a variety of topics and particularly the expression of opinions, as well as refining academic writing skills. It is designed for all learners, and uses storytelling/story writing, projects and short novels for literacy development and contextualized grammar lessons. We also explore French-speaking cultures, play games, use movement, and incorporate students' ideas and experiences into the content of the class.

PROGRAM OVERVIEW:

The Japanese Language and Cultural Studies Program at Grant High School offers two levels of instruction; KISO COURSE (foundational classes) and SOGO COURSE (content-based immersive classes). KISO courses are introductory classes for students with little to no experience/exposure to Japanese prior to high school. There are four years of Japanese offered for the KISO course. SOGO course classes are open to students with intermediate level proficiency. Most of the students in SOGO course have completed the Japanese Magnet Program at Richmond Elementary School and Mt. Tabor Middle School. However, any students who are interested in taking SOGO course classes may take a placement assessment and be placed in the appropriate level class upon request.

We use ACTFL National Standards (<http://www.actfl.org/>), which are highly aligned with Common Core State Standards, to guide our instructions and assessment.

KISO COURSE: NOVICE ~ INTERMEDIATE:

KISO course classes (1st year Japanese through 4th year Japanese) offer students the opportunity to develop Intermediate Level language and cultural skills through rigorous speaking and writing practice in class. Completion of 4 years of KISO course prepares students to visit Japan and/or to have culturally appropriate interactions with native speakers. Students learn hiragana and katakana (Japanese characters) in the 1st year class and are expected to use them in reading and writing from the 2nd year on. Basic kanji (Chinese characters) are introduced in the 1st year and students continue to build their kanji proficiency throughout the four-year course.

SOGO COURSE: INTERMEDIATE ~ ADVANCED:

SOGO course offers students the opportunity to develop Advanced Level language, preparing them to be global professionals and citizens. Students will continue to develop their language skills through content-based language classes in an immersive environment (classes are conducted in Japanese). There is an optional experiential learning opportunity provided through Sapporo Summer Institute for sophomore and junior students. Completion of all the requirements necessitates significant commitment and focus by students and results in special recognition at graduation. The SOGO COURSE is open to all students meeting the proficiency criteria. To ensure successful transition, 8th grade students from Mt. Tabor middle school are placed in appropriate level classes upon reviewing the teacher recommendation, benchmark average in 8th grade Japanese class, and STAMP test scores.

SPECIAL RECOGNITION:

Special recognition is given to students who exhibit hard work and excellence in high level Japanese proficiency attainment. Students who complete all SOGO course work at Grant High School with a C or above will be awarded this special recognition. Qualified students will receive an official letter documenting their accomplishment, often used to augment college applications. Additionally, they will be able to take part in the Japanese Immersion Program completion ceremony upon graduation, where they will receive a special cord and seal on their high school graduation diploma.

COURSE REQUIREMENTS AND PREREQUISITES

KISO COURSE - NOVICE ~ INTERMEDIATE LEVEL

Requirements

- Online Portfolio
- Community-based language and culture experience in each course
- 2 World Language credits. (District Requirement)

Prerequisite:

- Japanese 1–2: No Prerequisite
- Japanese 3–4: C or Above in Japanese 1 or Novice Mid
- Japanese 5–6: C or Above in Japanese 2 or Novice High
- Japanese 7–8: C or Above in Japanese 3 or Intermediate Low

SOGO COURSE - INTERMEDIATE ~ ADVANCED LEVEL

Requirements:

- Community-based language and culture experience in each course
- Opportunity to participate in Sapporo Summer Institute

Prerequisites:

Japanese Immersion: Global Perspectives

Adv. Japanese Immersion: Global Perspective (2017-18)

- Successful completion of JMP K-8 or Intermediate Mid (GP), Intermediate High (Adv. GP)

Japanese Immersion: History and Culture

Adv. Japanese Immersion: History and Culture (2018-19)

- Successful completion of JMP K-8 or Intermediate Mid (HS), Intermediate High (Adv. HS)

Japanese Immersion: Literature and Media

Adv. Japanese Immersion: Literature and Media (2017-18)

- Successful completion of History & Culture and Global Perspective.
- Intermediate High (LM), Advanced Low (Adv. LM)

Japanese Immersion: Japanese Society

Adv. Japanese Immersion: Japanese Society (2018-19)

- Successful completion of History & Culture and Global Perspective.
- Intermediate High (JS), Advanced Low (Adv. JS)

OPPORTUNITIES:

College Credit and Placement: Students may take a proficiency examination for placement in a university Japanese program and/or for the purpose of employment. The KISO and SOGO course work involve AP Japanese Exam material and preparation. All students are strongly encouraged to take the AP Japanese Exam to earn college credit.

Summer Intensive Learning in Japan: During the summer following their sophomore or junior year, SOGO course students may participate in an intensive summer institute in Japan. This institute involves high-level language studies coupled with extensive independent field study experiences.

Alternative Credits: Students who continue their Japanese studies in Japan or at a university or community college can meet program requirements with documentation.

KISO COURSE: JAPANESE 1-2

Credit: 1

Grade: 9-12

Prerequisite: None

Recognized by: Oregon Universities & NCAA
World Languages Credit

In the 1st year Japanese class, students will learn to communicate on familiar topics using a variety of words and phrases. Students will learn the Japanese sound system, hiragana and katakana (Japanese characters) and begin study of kanji (Chinese characters). Students will be introduced to Japanese grammar, vocabulary, and culture through sequential thematic units. Through the lens of traditional and contemporary Japanese culture, topics such as personal information, food and dining, daily activities and school life will be explored. We will use a variety of instructional materials and activities, which include a textbook, authentic materials, Japanese film, cultural exchanges, and field trips. The proficiency target of this class is Novice Mid, in accordance with the ACTFL Proficiency Guidelines.

KISO COURSE: JAPANESE 3-4

Credit: 1

Grade: 9-12

Prerequisite: Japanese 1-2

Recognized by: Oregon Universities & NCAA

World Languages Credit

In the 2nd year Japanese class, students will learn to exchange personal information using phrases and simple sentences, and ask and answer simple questions on a variety of familiar topics such as school, hobbies, food and community. 2nd 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 ACTFL Proficiency Guidelines.

KISO COURSE: JAPANESE 5-6/7-8

Credit: 1

Grade: 9-12

Prerequisite: Japanese 3-4

Recognized by: Oregon Universities & NCAA

World Languages Credit

The foundation of Japanese language learning is built in the first two–years of the KISO Course. The students of this course will build upon those foundations and build upon expressions and vocabulary, learning how to express themselves using more vivid detail in Japanese. In this 3rd and 4th year combination class, students will transition from heavily depending on learned phrases to being able to express their ideas by creating sentences in Japanese and survive in daily (non–complicated) situations. The content themes for this class are shopping and traveling. Students will learn to negotiate services and prices at shops, getting and giving directions, and will function in other uncomplicated communicative tasks, which are required skills necessary when they visit Japan. Students will learn to understand when to use polite terms. Students will continue to improve proficiency in listening, speaking, reading, and writing throughout the units of this class.

Community–based language learning will be strongly encouraged throughout the year. The students of this course will engage in authentic projects, where they communicate directly with their Japanese peers, living in Japan, and get feedback from them. Students who finish the third year course will be ready to participate in any summer program in Japan that is offered and/or sponsored by private institutions of their choice.

The 4th year material will include preparation for the AP Exam for those who are ready to take the exam at the end of their 4th year. The proficiency targets for 3rd and 4th year Japanese are Intermediate Low and Intermediate Mid respectively, in accordance with the ACTFL Proficiency Guidelines. Conducted in Japanese.

SOGO COURSE: JAPANESE IMMERSION: HISTORY AND CULTURE

Credit: 1

Grade: 9-10

Prerequisite: JMP K-8 & Teacher Recommendation

Recognized by: Oregon Universities & NCAA

World Languages Credit

This course is offered to Freshman and Sophomore Sogo Course students.

Students in this course will explore specific aspects of Japanese culture and value by viewing and examining Japanese history and modern life. Such issues include: ‘cultural borrowings’ and its impact on Japan now and then, transportation, visual and performing arts, aesthetics, sports, clothing, etc. Students will investigate how cultural identity is formed over years as well as examining their own identities.

AP preparation is embedded in this advanced curriculum. The students are strongly encouraged to take the AP Japanese Exam in their freshman and/or sophomore year. Conducted in Japanese.

Prerequisite: Successful completion of JMP K-8 with teacher recommendation or Intermediate Mid level of proficiency in Japanese.

SOGO COURSE: ADVANCED JAPANESE IMMERSION: HISTORY AND CULTURE

Credit: 1

Grade: 9-10

Prerequisite: JMP K-8 & Teacher Recommendation

Recognized by: Oregon Universities

World Languages Credit

This course is offered to Freshmen and Sophomore Sogo Course students demonstrating full readiness to take the AP Japanese exam.

Students in this course will explore specific aspects of Japanese culture and value by viewing and examining Japanese history (Edo period) and modern life. Such issues include: ‘cultural borrowings’ and its impact on Japan now and then, transportation, visual and performing arts, aesthetics, sports, clothing, etc. Students will investigate how cultural identity is formed over years as well as examining their own identities.

This advanced course will provide an accelerated opportunity to extend the student’s language learning at a higher proficiency level. Students who wish to enroll in this class must be ready to handle authentic material in homework assignments and work independently on their own at home. Students in this course are expected to have the ability, independent study skills in Japanese, and the willingness to function in Japanese 100% of the time in class – including, peer-to-peer conversations and any email required by this class.

AP preparation is embedded in this advanced curriculum. The students are strongly encouraged to take the AP Japanese Exam in their freshman and/or sophomore year. Conducted in Japanese.

Prerequisite: Successful completion of JMP K-8 with teacher recommendation or Intermediate High level of proficiency in Japanese or higher.

SOGO COURSE – JAPANESE IMMERSION: JAPANESE SOCIETY

Credit: 1

Grade: 11-12

Prerequisite: See description

Recognized by: Oregon Universities

World Languages Credit

This course is offered to Junior and Senior Sogo Course students who have minimum proficiency of Intermediate Mid.

In this course, students gain deeper understanding of various aspects of Japanese society through reading, discussing, and analyzing variety of Japanese texts. The texts are selected around topics concerning contemporary social issues, such as educational system, aging society, gender roles, environmental challenge, minorities, immigration, and so on. Through analytical reading, students learn style differences between written and spoken Japanese language. Students also learn to speak about the topics and to research and write about various social issues for specific audiences and purposes. Conducted entirely in Japanese.

Prerequisite: C or above in both Global Perspectives/ History and Culture or Intermediate High level of proficiency in Japanese.

SOGO COURSE — ADVANCED JAPANESE IMMERSION: JAPANESE SOCIETY

Credit: 1

Grade: 11-12

Prerequisite: See description

Recognized by: Oregon Universities & NCAA

World Languages Credit

In this course, students gain deeper understanding of various aspects of Japanese society through reading, discussing, and analyzing variety of Japanese texts. The texts are selected around topics concerning contemporary social issues, such as educational system, aging society, gender roles, environmental challenge, minorities, immigration, and so on. Through analytical reading, students learn style differences between written and spoken Japanese language. Students also learn to speak about the topics and to research and write about various social issues for specific audiences and purposes. Conducted entirely in Japanese.

This advanced course will provide an accelerated opportunity to extend the student's language learning at a higher proficiency level. Students who wish to enroll in this class must be ready to handle authentic material in homework assignments and work independently on their own at home. Students in this course are expected to have the ability, independent study skills in Japanese, and the willingness to function in Japanese 100% of the time in class – including peer-to-peer conversations and any email required by this class.

Prerequisite: C or above in both Advanced Global Perspectives/History and Culture or Advanced Low level of proficiency in Japanese.

INTRO TO EDUCATION

Credits: 1
Grades: 9-12
Prerequisites: None
Elective Credit

Students will explore education as a career opportunity in a course that combines projects and real-world experiences through practicum work. Course activities will expose students to the history of public schools in the United States, teaching strategies and curriculum design, social justice in education, classroom observations and a spring internship, and educational activism. Students in this course will earn 3 PCC ED 100 credits.

MINDFUL STUDIES

Credits: .5
Grades: 10-12
Prerequisites: None
Elective Credit: ☺

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

INTRODUCTION TO GRANT MAGAZINE

Credits: 1
Grades: 9-11
Prerequisites: None
Elective and CTE Credit: ☺

This is designed as a preparatory/feeder course for the school's award-winning journalism publication. Students will learn the basics of journalism, including training in reporting, interviewing and other information-gathering techniques. Students also will practice writing personality

profiles, feature stories and breaking news. Some training involving page design and photography will be part of the introductory course. Students will have a chance to have work they complete appear in a Grant Magazine issue at the end of the school year. The class is open to freshmen and sophomores.

PSU NEWS WRITING/GRANT MAGAZINE

Credits: 1
Grades: 10-12
Prerequisites: Application
Elective Credit: ☺

(WR 228-PSU course code)

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 juniors and seniors as an elective. Seniors can earn up to 8 college credits upon successful completion.

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

The symbol ☺ indicates that a course may be repeated for credit.

INTRODUCTION TO ENGINEERING DESIGN

Credits: 1

Grades: 10-12

Prerequisites: Application

Elective and CTE Credit: ⓐ

This introductory course will prepare students for advanced work in drafting and design. Students will learn how to read and prepare basic blueprints, schematics, and engineering drawings and will have knowledge of the industrial world and its contribution to society. Students will organize and express ideas through the media of drawing and will learn basic design techniques using CAD or other software. In this course, students will also explore careers.

Prerequisite: Completion of and/or concurrent enrollment in Geometry

PRINCIPLES OF ENGINEERING

Credits: 1

Grades: 11-12

Prerequisites: See Description

Elective Credit

This second course in engineering explores fundamental engineering principles through the exploration of examples from different disciplines. The topics covered in this class include: Energy and Power, Materials and Structures, Control Structures, and Statistics and Kinematics. Students will employ engineering and scientific concepts in the solution of engineering design problems. They develop their problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Prerequisite: Completion of Introduction to Engineering Design or with instructor approval; completion of and/or concurrent enrollment in Physics.

INTRODUCTION TO WOOD TECHNOLOGIES

Credits: 1

Grades: 9-12

Prerequisites: None

Elective and CTE Credit

This class introduces students to the amazing possibilities of making things from wood. Through a series of increasing 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, but students will be introduced to basics of carpentry and construction as well. The goal of this class is for students to be able to design, create, and build projects to fulfill individual and community needs by the end of the year.

ADVANCED WOODS

Credits: 1

Grades: 10-12

Prerequisites: Intro to Wood Technologies

Elective and CTE Credit

This class is the second in the CTE Pathway. Students work on more independent projects. Focus on making and reading plans. Problem solving, other Career related strands. Focus is on joinery, and very close tolerances.

INDEPENDENT WOOD STUDIES

Credits: 1

Grades: 11-12

Prerequisites: Intro to Wood Technologies

Elective and CTE Credit

Students who have successfully completed Intro to Woods and who wish to pursue independent work or approved internships.

INTRO TO ROBOTICS

Credits: 1

Grades: 10-12

Prerequisites: None

Elective Credit: ☺

This is a project-based course, in which students learn about circuits, programming, and the engineering design process, and then use their knowledge to design, build, and program robots. Previous programming experience is helpful, but not required.

ROBOTICS TEAM

Credits: 1

Grades: 10-12

Prerequisites: Instructor approval

Elective Credit: ☺

This course is for students on the Grant High School FIRST robotics team. Students will learn (and teach) about robot design, construction, and programming, and also the 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 robotics skills in preparation for the next year's competition. (Note that students who don't take the class can still be members of the team by attending the after school and weekend meetings.) Freshman students with previous robotics experience may enroll with instructor approval.

The symbol ☺ indicates that a course may be repeated for credit.

INTRO TO COMPUTER PROGRAMMING

Credits: 1

Grades: 9-12

Prerequisites: Algebra 1-2

Elective or CTE Credit: ☺

This is a project-based, hands-on course that focuses on teaching the tools students need to become good programmers. We will design and code websites, games, and interactive stories, build and program robots, and design applications for the Raspberry Pi while learning important skills such as problem solving, research, algorithm development, and basic programming principles. Students do not need prior programming experience to be successful in this course.

JAVA AND ANDROID PROGRAMMING

Credits: 1

Grades: 10-12

Prerequisites: Intro to Computer Programming & Algebra 1-2

Elective or CTE Credit: ☺

More than half of the country's smart phones and tablets run on Android, this course will teach students the fundamental skills they'll need to program their own mobile apps for Android using real-world, industry standard tools. Over the course of the year students will learn to program in Java (the programming language used to create Android apps), create small Java-based games, program several pre-designed mobile apps, and develop an application based on their own interests.

Prerequisites: If prerequisites are not met, you must get instructor approval.

ANDROID INNOVATION LAB

Credits: 1

Grades: 10-12

Prerequisites: Java and Android Programming

Elective or CTE Credit: ☺

This is a collaborative, project-based, hands-on course in which students will work in small groups to shepherd an Android app from the idea stage to a fully-functional product. Students will continue programming for Android devices, expanding their knowledge of Android features, programming principles, and project management strategies. They will also collaborate on branding strategies and graphics for their applications in order to produce complete projects ready for the Google Play Store.

STUDENT GOVERNMENT/LEADERSHIP

Credits: 1

Grades: 9-12

Prerequisites: Application

Elective Credit: ☺

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 and Vice President are elected by an all-school vote, and five senatorial positions are elected in the class. Students must also submit an application and have one year of leadership experience at the high school level in order to run for one of the elected positions. All students in the class will be on one of five committees: Spirit, Finance, Clubs & Services, Equity, or Communications. This collaborative class plans and facilitates school assemblies, dances, service projects, and events. See Ms. Murray or Mr. Eisemann with questions.

YEARBOOK

Credits: 1

Grades: 10-12

Prerequisites: Application

Elective Credit: ☺

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.

AVID 10: SOPHOMORE YEAR

Credits: 1

Grades: 10

Prerequisites: Application

Elective Credit

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. demonstrate exceptional classroom behavior, and participate actively in student-led tutorials and other AVID activities.

AVID 11: JUNIOR YEAR

Credits: 1

Grades: 11

Prerequisites: AVID 10 or Application

Elective Credit

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. Student will work to improve their GPA to a 3.0 in addition to complete at least one advanced course (AP, PCC Dual credit, etc.)

AVID 12: SENIOR YEAR


Credits: 1

Grades: 12

Prerequisites: AVID 11 or Application

Elective Credit

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.

The symbol  indicates that a course may be repeated for credit.

ONLINE LEARNING/CREDIT RECOVERY

Credits: Varies

Grades: 9-12

Prerequisites: Counselor Approval

Elective Credit: 

This class is an opportunity for students to recover credit in a class in which they received a D or F. Most core content classes are available. This can also be an option for juniors or seniors who need the health credit and were unable to fit the course into their schedule. 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.

STUDY HALL

Credits: None

Grades: 9-12

Prerequisites: Counselor Approval

Elective Credit: 

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.

COLLEGE READINESS

Credits: 1

Grades: 12

Prerequisites: Counselor Approval

Elective Credit: 

This self-paced class gives you time to complete your high school graduation requirements (CRLE, Resume, and My Plan Essay) and requirements for applying to colleges. Students will be expected to complete their FAFSA form, OSAC, and applications to three or more colleges. The second semester will be spent researching and applying for scholarships. There will be periodic check-ins with counselors and our career coordinator to check progress on class expectations.

ATTENDANCE OFFICE AIDE - VP OFFICE

Credits: 0.5

Grades: 11-12

Prerequisites: Instructor Approval

Elective Credit: ☺

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.

OFFICE AIDE - ATHLETIC OFFICE

Credits: 0.5

Grades: 11-12

Prerequisites: Instructor Approval

Elective Credit: ☺

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 interview with the person in charge prior to forecasting, and complete the required form.) Students will receive a Pass/No Pass.

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.

OFFICE AIDE - COUNSELING

Credits: 0.5

Grades: 10-12

Prerequisites: Instructor Approval

Elective Credit: ☺

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 interview with office staff prior to forecasting.) Students will receive a Pass/No Pass.

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.

OFFICE AIDE - MAIN OFFICE

Credits: 0.5

Grades: 10-12

Prerequisites: Instructor Approval

Elective Credit: ☺

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 need to have required form signed off by main office staff. Students receive a Pass/No Pass.

This position requires students to work with office staff in an office environment. Answering phones, copying, processing bulk mailings and other office-related tasks are the main duties of this position.

TEACHER ASSISTANT

Credits: 0.5

Grades: 10-12

Prerequisites: Teacher Approval

Elective Credit: ☺

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. Teacher Assistants earn Pass or No Pass grades, and may only be a TA for one period each semester. You may pair a TA, Office Aide, or Mentor in the same semester.

Prerequisite: Submission of the Teacher Assistant contract within the first 3 weeks of school.

TECHNOLOGY ASSISTANT

Credits: 0.5

Grades: 10-12

Prerequisites: Application

Elective Credit: ☺

Students may contract with the Site Technology Specialist to assist during the assigned period. The course grade is based upon participation, willingness to work, and execution of assigned tasks. Duties may vary from inventory, answering phones, repairing/upgrading technology, web design, coding, troubleshooting, and other technology-related tasks. Prior knowledge not necessary! Contracts, signed by student, parent, and STS, are submitted during the first 2-3 weeks of school. This course can be taken for one semester or for the whole year. Technology Assistants will receive a letter grade (A-F).

The symbol ☺ indicates that a course may be repeated for credit.

SCIENCE LAB ASSISTANT

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit: ☺

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).

VISUAL ART LAB ASSISTANT

Credits: 1

Grades: 10-12

Prerequisites: Teacher Approval

Elective Credit: ☺

Fine Arts Lab Assistant: 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. Student will receive a letter grade (A-F). Students must obtain instructor approval.

EVERYBODY IN MENTOR

Credits: 1

Grades: 10-12

Prerequisites: See description

Elective Credit: ☺

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 a general education elective like an art or PE class.

AVID MENTOR

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit: ☺

AVID tutors will work in 10th & 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.

BAND MENTOR

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit: ☺

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

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit: ☺

The choir mentor program is open to 10th through 12th-grade students who have had a 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.

COMMUNITY MENTOR

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit

Students have the opportunity to peer mentor and assist in teaching coursework in the 9th grade Biology, English, Writer's Workshop or Modern World History classroom. This coursework involves a commitment to attend tutorial to assist in tutoring 9th grade students with your mentor teacher, and two summer training days and occasional school year meetings with community counselors and teachers. During training, community mentors will be taught effective classroom strategies for assisting teachers during small group work and with individual students as well as general classroom activities. Students who choose this course should be outgoing and dedicated scholars who enjoy coaching younger students in attaining academic skills. Students are evaluated in a variety of ways, from timeliness and leadership to effective engagement with individual students. Please list a focus area, Biology, Language Arts, Writing, or Modern World History, on the forecast sheet.

DANCE MENTOR

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit: ☺

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.

FIT 2 LIVE AND LEARN MENTOR

Credits: 1

Grades: 10-12

Prerequisites: Application & Teacher Approval

Elective Credit: ☺

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!

MATH MENTOR

Credits: 1

Grades: 11-12

Prerequisites: Teacher Approval

Elective Credit: ☺

More than math experts, this class is for students who can be leaders and role models to young students who may be struggling through their first year of high school. Mentors work in freshman level math classes - giving students the support they need to succeed in the class. This does not require that students have A's in math. Mentors will be trained on how to guide and support students.

The symbol ☺ indicates that a course may be repeated for credit.

GEOTECH MENTOR

Credits: 1

Grades: 10-12

Prerequisites: Successful Completion of GeoTech and Teacher Approval

Elective Credit: ☺

This course is only open to students who have successfully completed both parts of GeoTech. Students applying to be a Construction Assistant must be committed to helping other students achieve the goals of the GeoTech class: “On Time; On Budget; According to Plan; Safely; Together.”

The Construction Assistant will promote safety, and assist with a variety of construction related set-up, operation, and cleanup activities. The Assistant will NOT be building, but will help students in the GeoTech class build and do math successfully. Assistants may, occasionally, have time to work on independent projects, but primarily time will be used to support the current GeoTech class. Students will receive a letter grade (A-F). Students must obtain instructor approval.

SCIENCE MENTOR

Credits: 1

Grades: 11-12

Prerequisites: Biology & Chemistry

Elective Credit

Do you like science and would like to share your knowledge with other students? Become a science mentor! We are looking for students that feel confident in either biology or chemistry that would like to work with other students in a science classroom. Your tasks would include tutoring individual students, setting up labs, encouraging our struggling students, and helping teachers instruct curriculum. This course is different than a TA and would receive 0.5 credits per semester as a letter grade. It looks good for colleges! To learn more, talk to one of your science teachers to see if you would make a good science mentor.

WOODS MENTOR

Credits: 1

Grades: 10-12

Prerequisites: Intro to Wood Technologies

Elective and CTE Credit

Do you like science and would like to share your knowledge with other students? Become a science mentor! We are looking for students that feel confident in either biology or chemistry that would like to work with other students in a science classroom. Your tasks would include tutoring individual students, setting up labs, encouraging our struggling students, and helping teachers instruct curriculum. This course is different than a TA and would receive 0.5 credits per semester as a letter grade. It looks good for colleges! To learn more, talk to one of your science teachers to see if you would make a good science mentor.

GENERALS STORE INTERNSHIP

Credits: 0.5

Grades: 10-12

Prerequisites: None

Elective Credit: ☺

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 may work one period before, during, or after school. The course grade is based upon participation, willingness to work, and execution of assigned tasks. Students will be required to put in outside classroom time depending on projects or events. Students considered for this course are required to complete an application, resume, and interview prior to forecasting. Students will receive a letter grade (A-F). Prerequisite: This class requires a minimum of two Business elective classes and participation in the Entrepreneur Trade Show. In addition, students should have interest, motivation, and knowledge of business operation/marketing. Students must also have the ability to work maturely and independently with technology and in a retail store setting.

PCC STUDENT LIBRARY ASSISTANT INTERNSHIP

Credits: 1

Grades: 11-12

Prerequisites: Application

Elective Credit: ☺

This class is a combination of library access services and procedures as well as an introduction to a wide range of literature written for children and teens, an introduction to the history of this literature focusing on American and British writing as well as international and multicultural traditions, an examination of the differences between literature for children and teens and literature for adults, the relationship between text and illustrations, and other issues and controversies concerning children's literature such as the didactic use of text and censorship

Equates to the following PCC course: ENG 216, Teen and Children's Literature, 4 credit hours/12 week course

Note: There is a required summer orientation for students enrolled in this course. The library orientation will take place on Thursday, August 23rd, 10:00 a.m. - 4:00 p.m.

The PPS Special Education Department assists students who have Individualized Education Plans (IEP). In our 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, 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- 10/LEARNING CENTER

Credits: 1
Grades: 9-12
Prerequisites: IEP
Elective Credit: ☺

Students learn practical study, organizational and self-advocacy skills, working towards achievement of individual IEP goals. Students will practice these strategies to generalize the learned skills to their regular Grant High School curriculum. Students who have not yet demonstrated proficiency in Essential Skills will have the opportunity to focus on relevant math, reading, and writing skills, including practice work samples. Planning for post-high school transition skills will be integrated into this class.

ACADEMIC SKILLS 11-12 LEARNING CENTER

Credits: 1
Grades: 9-12
Prerequisites: IEP
Elective Credit: ☺

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. For example, Students who have not yet demonstrated proficiency in Essential Skills will have the opportunity to focus on relevant math, reading, and writing skills, including practice work samples.

TRANSITION/LEARNING CENTER

Credits: 1
Grades: 11-12
Prerequisites: IEP
Elective Credit: ☺

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.

BASIC ENGLISH/LC

Credits: 1
Grades: 9-12
Prerequisites: IEP
ELA Credit (Modified Diploma Only): ☺

This class builds and supports the foundation for student's literacy skills and prepares them for future high school 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, and magazine articles and film. Writing and speaking opportunities can include journaling, narrative, expository, and persuasive modes.

BASIC MATH

Credits: 1

Grades: 9-12

Prerequisites: IEP

Math Credit (Modified Diploma Only): ☺

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, pre-algebra, and basic geometric concepts. Assignments will be individualized to support the needs and goals established in each student's IEP.

The symbol ☺ indicates that a course may be repeated for credit.