

# GRANT



# 2020 COURSE GUIDE



**DEAR GRANT COMMUNITY,**

Our mission statement is “Every Student Matters, Every Student Succeeds.” We strive to use this to guide all of our work and decision-making. We have returned to a completely modernized building. The spaces in the building were designed with input from students, staff, parents and community members and will support 21st technology, inclusion, academic achievement and career exploration. The courses we offer are consistent with our mission statement.

There are a variety of courses in each content area and an extensive list of electives and Career Technical Education (CTE) courses. I encourage you to take courses you know you are interested in and to also take advantage of the opportunity to try something new.

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 course requests. Please note that classes are subject to change and some courses may be cancelled due to number of requests and/or teacher availability. Be sure to select alternate courses in case your first choices are 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.

Sincerely,

*Carol Campbell*

Carol Campbell, Ed.D

Principal



*Every Student Matters, Every Student Succeeds*



### High School Students and Families,

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

What are the goals of a carefully planned schedule?

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

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. All 9th through 11th graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

Additionally, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in February 2020. 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*

Joe LaFontaine

Area Assistant Superintendent



Estimados estudiantes y familias de preparatoria,

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

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

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

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

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en febrero de 2020. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o “forecasting”. Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

*Joe LaFontaine*

Joe LaFontaine

Superintendente de Regional

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## School Counselors & Course Selection

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The Grant High School counseling team provides a comprehensive counseling 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. Our goal is to empower students and help them recognize their full potential and reach their personal and professional goals.

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

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

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



## PPS Diploma Requirement

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Subject Area	Credits
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Ed, The Arts or 3rd years of the same World Language	1
Electives	6
Total Credits	24
<b>Other Requirements</b>	
Meet district proficiency for Oregon’s Essential Skills (ES) standards in Reading, writing, speaking/listening, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork	
Develop a Personal Education Plan & Profile: This helps to guide students in pursuing their personal, academic and career interests, and post-high school goals	
Participate in two Career Related Learning Experiences	
Complete an Extended Application: The application of academic and specialized knowledge and skills within the context of a student’s personal and career interests and post-high school goals.	

## FOUR YEAR PLAN WORKSHEET

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

<b>PPS Required Courses</b>	<b>Year Completed</b>			
	9	10	11	12
<b>English (4 credits)</b>				
1. English 1-2				
2. English 3-4				
3. English 5-6				
4. English 7-8 (choice of 4 courses)				
<b>Social Studies (3 credits)</b>				
1. AP Human Geography (starting with class of 2023)				
2. Living in the United States				
3. Government & Economics				
<b>Math (3 credits) Algebra or higher</b>				
1. Algebra 1-2				
2. Geometry 1-2				
3. Advanced Algebra 3-4				
<b>Science (3 credits)</b>				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS				
<b>Health (1 credit)</b>				
<b>PE (1 credit)</b>				
<b>World Language (2 credits same language)</b>				
1.				
2.				



<b>Fine Arts/ Third Year World Language/Career &amp; Technical Education (1 credit)</b>				
1.				
<b>Electives (6 credits)</b>				
1. 9th Grade Inquiry				
2.				
3.				
4.				
5.				
6.				
<b>Essential Skills Reading</b>				
<b>Essential Skills Writing</b>				
<b>Essential Skills Mathematics</b>				
<b>Personalized Learning Requirements</b> <u>Career Related Learning Experience (2 required)</u>				
1.				
2.				
<b>Resume</b>				
<b>My Plan Essay</b>				





## Advanced Placement Courses

AP provides one pathway towards earning college credits in high school. Courses are based on the College Board's approved scope and sequence and are designed to prepare students for success on a national exam. College credit is awarded based on the performance on each exam and is determined by colleges individually. Many colleges and universities award college credit with a score of 3 or higher. All students are encouraged to take the exam, but taking the exam is not required for high school graduation requirement. Students and families are encouraged to communicate with colleges to understand their unique requirements. The following AP coursework is available at Grant:

Content Area	AP Course
Fine Arts	AP Studio Art 2D Design
	AP Studio Art 3D Design
	AP Studio Art Drawing
Mathematics	AP Calculus AB
	AP Calculus BC
Science	AP Biology
	AP Chemistry
	AP Environmental Science
	AP Physics 1
	AP Physics 2
Social Studies	AP European History
	AP Human Geography
World Language	AP Japanese: Embedded in SOGO Japanese Advanced Global Perspectives
	AP Spanish Language & Culture

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



## AVID

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The AVID class is a three year, college readiness, elective class. AVID stands for "Advancement Via Individual Determination." AVID is for students who want support and guidance on the skills needed to be college-ready. Students are expected to maintain a 2.0 or better cumulative GPA and pass all coursework.

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

AVID 10 prerequisite: Selection process including application and interview, 2.0-3.5 GPA.





## Career/Technical Education (CTE)

Grant High School is proud to offer nine different state approved programs of study in Career Education that help students develop the technical skills, academic knowledge and real-world experiences to prepare them for the high-skill, high-demand, high-wage careers of the 21st century and informed choices about their post secondary options. These courses help students make informed choices about their post secondary plans.

Students are encouraged to complete one CTE course as part of their graduation requirements (*see four year plan worksheet*). Many students complete a program of study. Programs of study offer a variety of networking opportunities to help launch students into a career post high school. Students who complete a program of study are recognized at graduation. It is also noted on their final high school transcript.

CTE Programs of Study	Courses
3-D Design & Applied Arts	Intermediate Ceramics
	Advanced Ceramics
	AP Studio Art
Audio Engineering	Audio Engineering/Music Production
	Advanced Audio Eng/Music Production
	Audio Engineering Practicum
	Advanced Guitar Composition and Recording
Business Management	Graphic Design 1-2
	Graphic Design 3-4
	Graphic Design 5-6
	Business Marketing
	Sports Marketing
	Student Store Internship
	Accounting and Personal Finance
	Advanced Accounting/Spreadsheets

<b>Computer Science</b>	Intro to Computer Programming
	Computer Programming JAVA
	Android Innovations Lab
	Advanced Software Development
<b>Construction</b>	Woodworking 1-2
	Woodworking 3-4
	Advanced Woods
	Architectural Design
	GeoTech
	Wood Tech Assistant
<b>Digital Media</b>	Digital Media & Pop Culture
	Digital Media 3-4
	Digital Media 5-6
	Intro to Animation
	Intermediate Animation
<b>Engineering</b>	Intro to Engineering 1-2
	Engineering 3-4
	Tech Support Assistant
<b>Health Science</b>	Principles of Biomedical Science
	Anatomy & Physiology
	Medical Interventions
<b>Multi-Media/Theater Arts</b>	Writing for the Arts: Page to Performance
	Senior Theater
<b>Robotics</b>	Robotics 1-2
	Robotics Advanced



## Dual Credit Courses at Grant

Dual credit provides all eligible students the opportunity to begin to take college-level coursework that aligns with their post-high school goals and plans. Our partnerships for 2020-2021 include Portland Community College, Portland State University, and the Oregon Institute of Technology. Grant has a well-rounded selection of courses that expose students to a wide variety of content and experiences. All students at Grant are enrolled in Dual Credit Junior English (WR 115) and Dual Credit Senior English (WR 121).

Fees for dual credit classes range from \$0- \$700 (cost may change at time of enrollment). Financial assistance is available for eligible students. Please contact your school counselor. Cost should not prevent any student from pursuing a dual credit opportunity.



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

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

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

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

### Dual College Credit Opportunities at Grant High School

Content Area	Grant Course	College Course Equivalent	College / University	Number of Credits
Arts 	Intermediate Ceramics	ART 253A: Ceramics 1	PCC	3
English 	English 5-6: American Literature	WR115	PCC	4
	Eng 7-8: African American Literature	WR 121: English Composition	PCC	4
	Eng 7-8: Contemporary Literature	WR 121: English Composition	PCC	4
	Eng 7-8: Feminism & Gender Studies	WR 121: English Composition	PCC	4
	Eng 7-8: Latin American Literature	WR 121: English Composition	PCC	4



<b>Electives</b>		Student Library Assistant Internship	<b>ENG 104:</b> Introduction to Literature (Fiction)	PCC	4
<b>Drama</b>		Senior Theater: (Acting 5-6)	<b>TA 141:</b> Fundamentals of Acting	PCC	4
<b>Math</b>		Math In Society	<b>MA 105</b>	PCC	4
<b>Math</b>		PSU Statistics	<b>STAT 243-244:</b> Intro to Probability & Statistics	PSU	8
<b>Science</b>		Anatomy & Physiology	<b>BIO 103:</b> Anatomy & Physiology	OIT	4
<b>Social Studies</b>		PSU Honors: The Global City	<b>HON 101, 102, 103:</b> The Global City	PSU*	15
		World Civilizations	<b>HST 104, 105, 106:</b> World History	PSU*	12
		History of the US	<b>HST 201, HST 202</b>	PSU*	8
<b>Writing</b>		PSU News Writing/ Grant Magazine	<b>WR 228:</b> Media Writing	PSU*	8


\*PSU courses are subject to college tuition charges.





+Dual Credit status is pending approval at this time.

# FORECASTING GUIDE - HOW TO READ IT

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

The top two lines are brief descriptors: Title, Credit value, Grade level, Prerequisite for the course. The left column indicates what Graduation requirement the course meets and whether a class may be taken more than once for credit. The center box gives a description of the course.

Course Title	Credit	Grade	Prerequisite
<b>Screen Printing</b>	<b>1</b>	<b>9-12</b>	<b>NONE</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>SCREEN PRINTING:</b> Students will build on art and design skills to further develop their personal style. In this course students will learn to screen print on T-shirts, posters, patches and more. Students will create works using various prompts and techniques including hand cut stencils, photo emulsion stenciling and digital design.		

Icon	Description
	Indicates a course where CTE credit maybe earned.
	Indicates a course where AP credit may be earned if the AP test is taken and a passing score is received on the test. Students who receive test scores of 3 or higher can earn college credit and/or placement into more advanced classes depending on the college's policies.
	Indicates a course where Portland Community College (PCC) credit may be earned if the student registered with PCC.
	Indicates a course where Portland State University (PSU) credit may be earned if the student registered with PSU.

## COURSES THAT REQUIRE AN AUDITION OR PORTFOLIO

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


## COURSES THAT REQUIRE AN APPLICATION

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Area of Study	Course
College Preparation	AVID 10th
	AVID 11th
	AVID 12th
Electives	Elementary/Middle School Internship
	Library Internship: College
	PSU New Writing/Grant Magazine
	Student Leadership
	Yearbook

# ART


Course Title	Credit	Grade	Prerequisite
<b>Animation: Introduction</b>	1	9-12	NONE
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>INTRODUCTION TO ANIMATION:</b> This is a hands-on course in digital imaging, basic animation class using Adobe After Effects, and Photoshop on a MAC platform. In completing this course students will have developed a basic understanding of Photoshop, and After Effects and basic animation design principles. In the second semester students will learn how to “RIG” and animate characters using Rubber Hose and JoyStick and Sliders. Animations during the second semester will use the industry standard of storyboarding, editing, keyframing, and using audio. Students will start to learn how to present their animation compositions with a disciplinary vocabulary of the animation industry while interpreting the design principles of classmates animations through critique and assessments. Students will be creating exciting animation projects that will help prepare them for the animation and design industry.		



Course Title	Credit	Grade	Prerequisite
<b>Animation: Intermediate</b>	1	10-12	Introduction to Animation
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>INTERMEDIATE/ADVANCED ANIMATION:</b> This class will continue using After Effects and introduce Adobe Animate as an animation tool for 2D animation. Students will be creating longer animations and hone their skills in both After Effects using Rubber Hose and Joysticks and Sliders, 3D animation skills and Adobe Animate for 2D animation. Students will concentrate on creating animation pieces that reflect more advanced techniques and create an industry demo reel for their portfolio while focusing their animation voice and style.		

Course Title	Credit	Grade	Prerequisite
<b>Arts: Foundations</b>	1	9-12	NONE
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: NO	<p><b>ARTS: FOUNDATIONS:</b> This 2-D 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 results in a personal record and guide to the content of the course.</p>		


Course Title	Credit	Grade	Prerequisite
<b>Visual Arts: Intermediate/Advanced</b>	1	10-12	Arts: Foundations
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>VISUAL ARTS: INTERMEDIATE/ADVANCED:</b> This 2-D course builds on the skills and ideas introduced in Arts: Foundations. Units of study emphasize developing personal expression and deepening an individual's sense of self while 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.</p>		





Course Title	Credit	Grade	Prerequisite
<b>Ceramics and Sculpture: Foundations</b>	1	9-12	NONE
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<p><b>FOUNDATIONS IN CERAMICS AND SCULPTURE:</b>            This beginning course will introduce students of all abilities to the FANTASTIC world of 3D Art. Students will explore a variety of media with an emphasis in CLAY! Techniques may also include: wire, cardboard, plaster, fibers, and more! We will touch on art history, culture, and art criticism. Students will learn to creatively problem solve, using research and sketches to create functional and sculptural forms. Flex period is required for use as studio “homework” time.</p> <p>*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.</p>		


Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>Ceramics &amp; Sculpture: Intermediate</b>	1	10-12	<b>Ceramics &amp; Sculpture: Foundations</b>	<b>PCC - AR 253A</b>	<b>3 Credits</b>	<b>Free</b>
Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO    	<p><b>PCC DUAL-CREDIT CERAMICS &amp; SCULPTURE INTERMEDIATE:</b> This course builds on the skills and ideas introduced in Foundations in Ceramics &amp; Sculpture. It is for those motivated students who have a strong interest in 3D art. 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, 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.</p> <p>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.</p>					



Course Title	Credit	Grade	Prerequisite
<b>Ceramics and Sculpture: Advanced</b>	1	10-12	<b>Ceramics and Sculpture: Intermediate</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  Repeated for credit: YES  	<b>CERAMICS AND SCULPTURE: ADVANCED:</b> This course continues to build off Ceramics and Sculpture: Intermediate. The dual credit course is only offered at the intermediate level.		


Course Title	Credit	Grade	Prerequisite
<b>Digital Media &amp; Pop Culture</b>	1	9-12	<b>NONE</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>DIGITAL MEDIA &amp; POP CULTURE:</b> This art course will introduce students to creative expression through digital art and design skills. Students will explore contemporary ways in which artists use and create digital works, which may include: graphic art, digital collage, animated GIFs, and short video works. 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.		


Course Title	Credit	Grade	Prerequisite
<b>Digital Media 3-4</b>	1	10-12	<b>Digital Media and Pop Culture</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>DIGITAL MEDIA 3-4 (CTE):</b> 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..		

Course Title	Credit	Grade	Prerequisite
<b>Digital Media 5-6</b>	1	11-12	Digital Media 3-4
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>DIGITAL MEDIA 5-6 (CTE):</b> Building off of frameworks covered in Digital Media 3-4 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..		



Course Title	Credit	Grade	Prerequisite
<b>Photography: Foundations</b>	1	9-12	NONE
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: NO	<b>Photography: Foundations:</b> The major emphasis of this digital photography course is gaining technical and artistic photographic skills. Students explore the elements of photography as well as completing specific projects, which will help them learn about the potential of their own equipment. Evaluation is based upon 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, working with DSLR cameras, and manipulation of images in Adobe's Lightroom.		

Course Title	Credit	Grade	Prerequisite
<b>Photography: Intermediate/Advanced</b>	1	10-12	Foundations in Photography
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>PHOTOGRAPHY: INTERMEDIATE/ADVANCED:</b> 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 to 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, weekly and year long photo assignments. The Scholastic Art Competition, and Earl Blumenauer's Congressional Art Competition.		

Course Title	Credit	Grade	Prerequisite
<b>Screen Printing</b>	<b>1</b>	<b>9-12</b>	<b>NONE</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>SCREEN PRINTING:</b> Students will build on art and design skills to further develop their personal style. In this course students will learn to screen print on T-shirts, posters, patches and more. Students will create works using various prompts and techniques including hand cut stencils, photo emulsion stenciling and digital design.		

Course Title	Credit	Grade	Prerequisite
<b>Screen Printing: Intermediate/ Advanced</b>	<b>1</b>	<b>10-12</b>	<b>Screen Printing</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: NO  	<b>SCREEN PRINTING:</b> Building off of concepts and techniques from Screen Printing 1 -2, students will refine design and print skills for creative expression and problem solving. Students will broaden their design and print skills with workshops in the Adobe Suite and explorations into 3D forms such as flat pack toys, installation and small sewing projects. As a collective, students will design for projects outside of class such as pop-up installations and community-based prompts.		




Course Title	Credit	Grade	Prerequisite
<b>AP Studio Art</b>	<b>1</b>	<b>11 - 12</b>	<b>Application (portfolio review)</b>
<p>Counts Towards Graduation Requirement in: Fine Arts</p> <p>May be repeated for credit: NO</p>  	<p><b>AP STUDIO ART:</b> 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.</p> <p>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.</p> <p>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.</p>		







# BUSINESS

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


Title	Credit	Grade	Prerequisite
<b>Accounting and Personal Finance</b>	1	9-12	NONE
Education Requirement in: Elective, CTE  May be repeated for credit: NO  	<p><b>ACCOUNTING &amp; PERSONAL FINANCE:</b> All students are welcome in this one-year course which will introduce students to one of the fastest-growing professions in the United States. This course includes a formal system of financial record management for a sole proprietorship. Students will study accounting vocabulary, the relationship between accounting and business, and the complete accounting cycle for a service business. Cengage Aplia General Journal Online Working Papers will be used to enter transactions, create financial reports and analyze data. Students will gain experience dealing with specialized accounting applications: journals, petty cash system, taxes, depreciation, managerial decisions, and interest. Accounting career opportunities and financial business ethics will be researched and discussed through a culturally relevant lens. The Personal Finance portion of the course will help students to become financially responsible, conscientious members of society. 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 prepares students for entry-level positions in accounting and/or continued education at the postsecondary level.</p>		




Course Title	Credit	Grade	Prerequisite
<b>Advanced Accounting/ Spreadsheets</b>	1	10-12	Accounting and Personal Finance
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO  	<b>ADVANCED ACCOUNTING/SPREADSHEETS:</b> This course provides students with the skills necessary to use the computer to accomplish accounting procedures learned in Accounting 1-2. Students develop proficiency on the computer while working with the general ledger, accounts payable, and payroll accounting systems for a merchandising business organized as a corporation. Students use the Cengage Aplia General Journal Online Working Papers to analyze data and to make decisions in several career interest areas. Projects reinforce electronic spreadsheet skills. This course prepares students for entry-level positions in accounting and/or continued education at the post-secondary level.		


Course Title	Credit	Grade	Prerequisite
<b>Graphic Design: 1 - 2</b>	1	9-12	NONE
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO  	<b>GRAPHIC DESIGN 1-2:</b> All students are welcome to explore their interest in art and technology through this foundational course in Graphic Design. This course 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, as well as optimize graphics for print and non-print mediums. Students will learn to use the industry-standard software program Adobe Illustrator and Adobe Photoshop. These programs will be used for students to create, edit, organize and publish their works. Students will have the opportunity to create and present a digital portfolio of studio work. 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.		




Course Title	Credit	Grade	Prerequisite
<b>Graphic Design: 3 - 4</b>	1	10-12	<b>Graphic Design 1-2</b>
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO  	<b>GRAPHIC DESIGN: INTERMEDIATE:</b> Graphic Design 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.		


Course Title	Credit	Grade	Prerequisite
<b>Graphic Design: 5 - 6</b>	1	11-12	<b>Graphic Design: 3-4</b>
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO  	<b>GRAPHIC DESIGN: ADVANCED:</b> 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's 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.		



Course Title	Credit	Grade	Prerequisite
<b>Marketing and Entrepreneurship</b>	1	9-12	NONE
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO  	<b>MARKETING &amp; ENTREPRENEURSHIP:</b> 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 hands on environment.		

Course Title	Credit	Grade	Prerequisite
<b>Sports and Entertainment Marketing</b>	1	10-12	Marketing and Entrepreneurship
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO  	<b>SPORTS AND ENTERTAINMENT MARKETING:</b> This course is designed to teach students to apply marketing concepts as they relate to the sports and entertainment field. This growing multi-billion dollar industry has emerged as one of the leading occupational areas of the 21st century. This course will give students an overview of the industry, information about career opportunities and hands on experience implementing marketing concepts and strategies. Students who are interested in studying sports and entertainment marketing in college and pursuing a career in this field are encouraged to take this course. Emphasis is placed on the following principles as they apply to the industry: branding, sponsorship, promotion, licensing and naming rights, on-site merchandising, public relations, safety and security. The class will utilize, guest speakers, field trips and team projects throughout the year. The class is a group-oriented class and requires a student to be an active member in class discussions and activities.		

Course Title	Credit	Grade	Prerequisite
<b>Student Run Business: T-Shirt Shop</b>	1	10-12	NONE
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: NO	<b>STUDENT RUN BUSINESS: T-SHIRT SHOP:</b> 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		


Course Title	Credit	Grade	Prerequisite
<b>Student Store Internship</b>	1	10-12	Marketing and Entrepreneurship
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES  	<b>STUDENT STORE INTERNSHIP:</b> Students will develop and improve their business skills by supporting the management and operation of the student store. As interns of the on-campus Generals Store, students will assist in all elements of the retail store such as sales and customer service, inventory, accounting, advertising, promotions, public relations, and more. Students will be asked to work some lunch and flex periods as well as during some evening events at Grant. . The course grade is based upon participation, willingness to work, and execution of assigned tasks. Students considered for this course are required to complete an application and to have completed the marketing and entrepreneurship course. They should have an interest, motivation, and knowledge of business operation/marketing, and the potential ability to work maturely and independently with technology in a retail store setting.		





# CAREER TECHNICAL EDUCATION - CTE


These CTE program of study courses are embedded within their departments' course descriptions:


- 3D Design and Applied Arts are in Arts
- Digital Media is in Arts
- Theatre is in Performing Arts
- Health Science is in Science

Course Title	Credit	Grade	Prerequisite
<b>Audio Engineering/ Music Production</b>	1	9-12	<b>NONE</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES  	<b>AUDIO ENGINEERING/MUSIC PRODUCTION:</b> 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.		


Course Title	Credit	Grade	Prerequisite
<b>Advanced Audio Engineering</b>	1	10-12	<b>NONE</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: YES  	<b>ADVANCED AUDIO ENGINEERING:</b> 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.		


Course Title	Credit	Grade	Prerequisite
<b>Audio Engineer Practicum</b>	1	11-12	<b>NONE</b>
Counts Towards Graduation Requirement in: Fine Arts, CTE  May be repeated for credit: YES  	<b>AUDIO ENGINEER PRACTICUM:</b> Have you excelled in Audio Engineering? Do you want to work on an individual audio project? Put your skills into practice for a full year or semester long project! Examples might include but are not limited to: producing a series of podcasts, heading the audio crew for a major Grant production, recording a full length album of original music, building a vintage tube guitar amplifier, doing a school wide audiology test, producing a mixed tape, interning for a local recording studio, etc. Students will have the freedom to develop a project that speaks to their interests and challenges their skill sets. By the third week of the class students will present a plan for an audio-based project to be implemented and carried out under the supervision and guidance of the teacher and a project mentor.		


Course Title	Credit	Grade	Prerequisite
<b>Architectural Drawing</b>	1	9-12	<b>NONE</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<b>ARCHITECTURAL DRAWING:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Intro to Computer Programming</b>	1	9-12	<b>NONE</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<b>INTRO TO COMPUTER PROGRAMMING:</b> 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, 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..		





Course Title	Credit	Grade	Prerequisite
<b>Computer Programming (Java)</b>	1	10-12	<b>Algebra 1-2 and Introduction to Computer Programming</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<p><b>COMPUTER PROGRAMMING (Java):</b> More than half of the country's smartphones 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.</p> <p>Prerequisites: If prerequisites are not met, you must get instructor approval</p>		


Course Title	Credit	Grade	Prerequisite
<b>Android Innovations Lab</b>	1	10-12	<b>Java and Android Programming</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<p><b>ANDROID INNOVATIONS LAB:</b> 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.</p>		


Course Title	Credit	Grade	Prerequisite
<b>Advanced Software Development</b>	1	11-12	<b>Android Innovation Lab</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES  	<p><b>ADVANCED SOFTWARE DEVELOPMENT:</b> This course will allow students to apply everything they've learned in the previous computer science courses to build an advanced piece of software in a small team using the programming language of their choice. There are a wide range of potential topics of investigation: 3D gaming, virtual reality, app development, and artificial intelligence are just some of the areas that can be explored. Students will also be encouraged to take part in several local and statewide programming competitions.</p>		





Course Title	Credit	Grade	Prerequisite
<b>Intro to Engineering 1 - 2</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<b>INTRODUCTION TO ENGINEERING 1-2:</b> Do you like to design and make things by hand and with machines in the makerspace? Do you like choosing your own projects or participating in design and building challenges with your peers? In this hands-on, project-based class you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), digital fabrication (3D printing & laser cutting), and many others...		


Course Title	Credit	Grade	Prerequisite
<b>Engineering 3-4</b>	<b>1</b>	<b>10-12</b>	<b>Intro to Engineering 1-2</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES  	<b>ENGINEERING 3-4:</b> This course extends upon the digital design and fabrication project work from "Intro to Engineering 1-2." In this course, students work in small teams on longer timeline projects that require more advanced design and fabrication tools. As with the Intro class, you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), digital fabrication (3D printing & laser cutting) and additionally the CNC router in the makerspace.		


Course Title	Credit	Grade	Prerequisite
<b>Robotics 1-2</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<b>ROBOTICS 1-2:</b> Do you want to design, build, and program robots that perform a wide variety of tasks as well as compete in class challenges? In this project-based course, you will build and program self-driving robots and remote-controlled robots. Previous programming experience is helpful, but not required.		


Course Title	Credit	Grade	Prerequisite
<b>Robotics Advanced</b>	1	10-12	<b>Intro to Robotics</b> 9th graders see below
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES  	<p><b>ADVANCED ROBOTICS:</b> This course is for students who want to support the Grant High School robotics team in technical and non-technical roles. Students will learn (and teach) about robot design, construction, and programming, and also the project management, marketing, fundraising, and community outreach required for successful participation in the FIRST Robotics Competition (FRC). In January and February, students will build the FRC robot; this will require after school and weekend meetings in addition to class time. After the competition, students will continue to build their skills in preparation for the next year's competition. (Note that students who don't take this class can still be members of the team by attending the after school and weekend meetings.)</p> <p>Freshman students with previous robotics experience may enroll with instructor approval.</p>		


Course Title	Credit	Grade	Prerequisite
<b>Tech Support Assistant</b>	1	10-12	<b>Teacher Approval Required</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES  	<p><b>TECH SUPPORT ASSISTANT:</b> Do you enjoy helping others and have a desire to learn about technology? Do you want to develop the skills required for IT support and systems engineering? In this class, you will learn to configure and troubleshoot wired and wireless networks, operating systems, audio and visual systems and many others by problem solving issues at our school and engineering your own IT projects. Your experiences in this course will boost your resume for part-time jobs, internships, college work-study or your future as an IT professional.</p>		

Course Title	Credit	Grade	Prerequisite
<b>GeoTech</b>	2	9-11	<b>Algebra 1-2</b>
Counts Towards Graduation Requirement in: CTE  May be repeated for credit: NO  	<p><b>GEOTECH:</b> Students interested in building should forecast for this class! This double block class of Geometry and Building (one credit of Geometry and one elective CTE credit) provides students opportunities to learn Common Core Geometry standards in a math classroom and in the woodshop 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Woodworking 1-2</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES  	<b>Woodworking 1-2:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Woodworking 3-4</b>	<b>1</b>	<b>10-12</b>	<b>Woodworking 1-2</b>
Counts Towards Graduation Requirement in: CTE, Elective  Repeated for credit: NO  	<b>WOODWORKING 3-4:</b> This class focuses on more advanced woodworking and construction techniques. Students are expected to use their skills and knowledge to both build according to plans, and to design, build, and problem solve new projects. This class paired with Introduction to Wood Technologies is one way to earn a CTE endorsement.		

Course Title	Credit	Grade	Prerequisite
<b>Advanced Woods</b>	<b>1</b>	<b>11-12</b>	<b>Woodworking 3-4</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES  	<b>ADVANCED WOODS:</b> This class is a third class in the CTE Pathway. Students work on more independent projects. Focus on making and reading plans. Problem solving, other Career related strands including project management. Students may focus on either furniture making or on construction; when focus is on furniture joinery and tight tolerances will be stressed; when focus is on furniture following plans and building to code will be stressed. Advanced woodworking students are expected to model the motto "Carpenters Build Communities." The class may be repeated.		

Course Title	Credit	Grade	Prerequisite
<b>Woods Tech Assistant</b>	1	11-12	Intro to Woods Technology
<p>Counts Towards Graduation Requirement in: CTE, Elective</p> <p>May be repeated for credit: YES</p> 	<p><b>WOODS TECH ASSISTANT:</b> This course is only open to students who have successfully completed Introduction to Woods. Assistants will to practice, model, and promote safety, and assist with a variety of woods related set-up, operation, and cleanup activities with machinery, power, and hand tools. Assistants will solve manufacturing and woodworking problems. Assistants will use plans and specifications. Student must be committed to helping other students be successful and safe and to helping prepare materials and machines for others to use. Woods Technical Assistants will use the above skills to help other students be successful in Woodworking, GeoTech, and Construction classes.</p> <p>Prerequisite: Intro to Wood Technologies</p>		




# ENGLISH

## ENGLISH REQUIRED COURSES 9TH - 11TH


Course Title	Credit	Grade	Prerequisite
<b>English 1-2</b>	1	9	None
Counts Towards Graduation Requirement in: Language Arts  May be repeated for credit: NO	<p><b>ENGLISH 1-2:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>English 3-4 World Literature</b>	1	10	English 1-2
Counts Towards Graduation Requirement in: Language Arts  May be repeated for credit: NO	<p><b>ENGLISH 3-4 WORLD LITERATURE:</b> English 3-4 World Literature is a rigorous course for students who are ready to engage in serious and sustained study of literature and writing. Students will be asked to read materials as a class and independently and to write fluently and analytically.</p> <p>Students read world literature in a variety of forms such as short stories, dramas, novels, poetry, and essays. Students learn to read closely and understand the function and use of grammar. Multiple writing opportunities in different modes are given, emphasizing the writing process. Students will also write a research paper, using MLA guidelines. Students are expected to participate in class discussions, work independently and in groups, take notes in class and on readings, and give presentations to the class. This course is designed to prepare students for the dual credit junior and senior level courses.</p>		




Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>English 5-6 American Literature</b>	<b>1</b>	<b>11</b>	<b>English 1-4</b>	<b>WR 115</b>	<b>4 Credits</b>	<b>Free</b>
Counts Towards Graduation Requirement in: Language Arts  May be repeated for credit: NO  	<p><b>ENGLISH 5-6 AMERICAN LITERATURE - WRITING 115:</b> Junior Language Arts students study varied literature of the United States and explore multicultural literature, film, essays, and poetry considering the essential question: What is the American Experience? Juniors enrich their experiences by continuing to improve their writing through a variety of modes.</p> <p>Junior English is a dual credit course. Students who meet the college level requirements of the course will earn 4 college credits in Writing 115 in addition to the High School English/Language Arts Credit.</p>					


**SENIOR ENGLISH REQUIRED COURSE** (May chose from the next 4 classes)

Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>English 7-8 African American Literature</b>	<b>1</b>	<b>12</b>	<b>English 1-2, 3-4, 5-6</b>	<b>WR 121 English Composition</b>	<b>4 Credits</b>	<b>Free</b>
Counts Towards Graduation Requirement in: Language Arts  May be repeated for credit: NO  	<p><b>AFRICAN AMERICAN LITERATURE:</b> This dual-credit course provides high school English credit, as well as WR 121 credit through PCC. 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 Danticat -- to understand how Black literature has evolved from the 17th century to the present day.</p> <p>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.</p>					



Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>English 7-8 Feminism/ Gender Studies</b>	<b>1</b>	<b>12</b>	<b>English 1-2, 3-4, 5-6</b>	<b>WR 121: English Composition</b>	<b>4 Credits</b>	<b>Free</b>
<p>Counts Towards Graduation Requirement in: Language Arts</p> <p>May be repeated for credit: NO</p> 	<p><b>FEMINISM AND GENDER STUDIES:</b> 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 understandings of gender has changed throughout history and how gender is being shaped in contemporary society.</p> <p>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.</p> <p>Next, we consider our current understandings of gender and then work backward to explore how we arrived at this point. What roles do the women's movement and LGBTQ movements play in shaping gender and identity? What were past understandings of the roles of women and men and gender in the public and private spheres? How do societies and cultures differ in their conceptions and performances of gender and gender roles? How are women and men and gender represented and shaped through literature, media and entertainment? These are some of the essential questions that will guide our study of a range of texts--fiction, non-fiction, film, drama, and poetry--in our examination of the roles of gender and women in relation to culture, history, politics, and literature.</p> <p>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.</p>					

Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>English 7-8 Latin American Literature</b>	<b>1</b>	<b>12</b>	<b>English 1-2, 3-4, 5-6</b>	<b>WR 121: English Composition</b>	<b>4 Credits</b>	<b>Free</b>
Counts Towards Graduation Requirement in: Language Arts  May be repeated for credit: NO  	<p><b>LATIN AMERICAN LITERATURE:</b> This senior level, dual-credit course begins with the seemingly simple, but ultimately complex, question, “where exactly is Latin America?” and proceeds to explore the possibilities and limitations of “Latin American literature” as a genre. From there, the course follows a series of interconnected and thematically focused units that investigate some of the ways in which Latin American literature challenges and transcends traditional notions of national, regional, cultural, and geographic boundaries; engages in issues of national, regional, cultural, and personal identity; and serves as a form of resistance to, and liberation from, external and internal forces of subjugation and oppression in a post-colonial and increasingly globalized world.</p> <p>Through this course of study, students will continue to develop and hone their skills as collaborative problem solvers, critical thinkers, close readers, and effective writers who use literature and other forms of art to broaden their perspectives and make creative connections between themselves and the larger world. Finally, students will spend a considerable amount of time engaged in personal reflection that seeks to make cogent connections between their personal and immediate lives and the broader spirit of “latinidad.”</p>					

Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>English 7-8: Contemporary Literature</b>	<b>1</b>	<b>12</b>	<b>English 1-2, 3-4, 5-6</b>	<b>WR 121: English Composition</b>	<b>4 Credits</b>	<b>Free</b>
Counts Towards Graduation Requirement in: Language Arts  May be repeated for credit: No  	<p><b>CONTEMPORARY LITERATURE:</b></p> <p>This dual-credit course provides high school English credit as well as Writing 121 credit through PCC (WR 121) and introduces a wide variety of texts—novels, films, memoirs, poems, essays, plays, musical compositions, paintings, photographs, etc. from a wide array of world and local perspectives e.g. African American; gender &amp; feminism; Latin American; etc.</p> <p>A central focus of the course is Academic Inquiry: writing to explore, explain, and to develop ideas, often as a kind of sustained conversation between a writer and other people's knowledge, experiences, and perspectives. Students will read and write a considerable amount throughout the year to better prepare for life after Grant High School.</p>					

# ENGLISH LANGUAGE DEVELOPMENT

Course Title	Credit	Grade	Prerequisite
<b>ENGLISH LANGUAGE DEVELOPMENT (ELD)</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Electives  May be repeated for credit: YES	<p><b>ELD:</b> 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.</p>		



# HEALTH & PHYSICAL EDUCATION

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## Required Health and Physical Education Education Credits

### One Year Track:

## **Fit2Live&Learn**

(One Year Track)  
(available 9th & 11th grades)

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**

(Two Year Track)  
(available 9th - 12th grades)

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 after Freshman year.

## **Health**

(available 10th - 12th grade years)

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.

Course Title	Credit	Grade	Prerequisite
<b>Competitive Games</b>	1	10-12	<b>P.E. requirement complete</b>
Counts Towards Graduation Requirement in: Electives May be repeated for credit: YES	<b>Competitive Games:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Cross Training</b>	1	9-12	None
Counts Towards Graduation Requirement in: Physical Education, Elective May be repeated for credit: YES	<b>CROSS TRAINING: (Two Year Track)</b> This program is designed to improve individual physical fitness. The CrossFit program will include techniques and safety work on all the barbell lifts and concentrate on training strategies for improving explosive movement patterns. CrossFit is universally scalable, making it the perfect application for any committed individual regardless of experience.  Personalized fitness programs are not a component of this class.		

Course Title	Credit	Grade	Prerequisite
<b>Advanced Cross Training</b>	1	10-12	<b>Cross Training 1-2</b>
Counts Towards Graduation Requirement in: Electives May be repeated for credit: YES	<b>Advanced Cross Training:</b> This course is designed for students who have taken Cross Training 1-2 and who are interested in advanced movement CrossFit patterns in a competitive environment to further improve overall fitness.		

Course Title	Credit	Grade	Prerequisite
<b>Fit 2 Live &amp; Learn</b>	2	9-12	None
Counts Towards Graduation Requirement in: Physical Education and Health May be repeated for credit: YES	<b>FIT 2 LIVE AND LEARN: (One Year Track)</b> 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. <i>Note: Students are strongly encouraged to take this course at the freshman or sophomore level.</i>		



Course Title	Credit	Grade	Prerequisite
<b>Health 1-2</b>	<b>1</b>	<b>10-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Health  May be repeated for credit: NO	<p><b>HEALTH 1-2: (Two Year Track)</b> The academic success of America’s youth is strongly linked with their health. Health literacy is essential for preparing students to be healthy and productive members of our society. To prepare our students we must promote a skill-based learning model in which students will be able to develop, practice, and personalize the following essential health skills:</p> <ul style="list-style-type: none"> <li>a. Comprehends concepts related to health promotion and disease prevention to enhance health</li> <li>b. Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors</li> <li>c. Access valid information, products, and services to enhance health</li> <li>d. Use interpersonal communication skills to enhance health and avoid or reduce health risks</li> <li>e. Use decision making skills to enhance health</li> <li>f. Use goal-setting skills to enhance health</li> <li>g. Practice health enhancing behaviors and avoid or reduce health risks</li> <li>h. Advocate for personal, family, and community health</li> <li>i. Students in Health 1 will engage with all Health standards through the content areas of: Social, Emotional and Mental Health, Alcohol, Tobacco, and Other Drugs, Nutrition, and Comprehensive Sexuality Education.</li> <li>j. Students in Health 2 will engage with all Health standards through the content areas of: Risk Taking and Safety, Comprehensive Sexuality Education and Violence Prevention, Alcohol, Tobacco, and Other Drugs, and Social, Emotional, and Mental Health.</li> </ul>		

Course Title	Credit	Grade	Prerequisite
<b>Physical Education: Walking</b>	<b>1</b>	<b>10-12</b>	<b>P.E. requirement complete</b>
Counts Towards Graduation Requirement in: Electives  May be repeated for credit: YES	<p><b>PHYSICAL EDUCATION: WALKING</b> class will be a self-paced walking program. Walking is a lifelong fitness activity that maintains and enhances physical fitness and well-being. This class will focus on safe and effective ways to increase walking frequency, duration, and intensity.</p>		



Course Title	Credit	Grade	Prerequisite
<b>Strength and Conditioning</b>	1	10-12	<b>Completion of Cross Training or completion of Fit2 Live &amp; Learn.</b>
Counts Towards Graduation Requirement in: Electives May be repeated for credit: YES	<b>STRENGTH &amp; CONDITIONING 1-6:</b> This course is a teacher-directed class that motivates students who desire to increase physical strength, power, speed, coordination and endurance through an advanced lifting program that focuses on Olympic style lifts. This course is strongly recommended for those athletes striving to get to the next level.		


Course Title	Credit	Grade	Prerequisite
<b>Yoga</b>	1	10-12	None
Counts Towards Graduation Requirement in: Electives May be repeated for credit: YES	<b>YOGA:</b> Students will address physical and mental strength habits while practicing Yoga and Mindfulness. Different types and styles of yoga will be utilized.		



# MATHEMATICS


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

Course Title	Credit	Grade	Prerequisite
<b>Algebra 1-2</b>	<b>1</b>	<b>9</b>	<b>None</b>
Counts Towards Graduation Requirement in: Math  May be repeated for credit: NO	<p><b>ALGEBRA 1-2:</b> 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.</p> <p>A major focus of Algebra 1-2 is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics included in the course are: simplifying algebraic expressions, solving equations, problem solving, one and two variable statistics, functions (linear, quadratic, and exponential), systems of equations, inequalities and sequences. Students will use available software to deepen their understanding of basic algebraic concepts and develop confidence in their ability to think mathematically as they work both individually and collaboratively.</p> <p>Homework is required in this class.</p>		


Course Title	Credit	Grade	Prerequisite
<b>GeoTech</b>	<b>2</b>	<b>9-11</b>	<b>Algebra 1-2</b>
Counts Towards Graduation Requirement in: Math, CTE  May be repeated for credit: NO  	<p><b>GEOTECH:</b> Students interested in building should forecast for this class! This double block class of Geometry and Building (one credit of Geometry and one elective CTE credit) provides students opportunities to learn Common Core Geometry standards in a math classroom and in the woodshop 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.</p> <p>Homework is required in this class.</p>		


Course Title	Credit	Grade	Prerequisite
<b>Geometry 1-2</b>	<b>1</b>	<b>9-11</b>	<b>Algebra 1-2</b>
Counts Towards Graduation Requirement in: Math  May be repeated for credit: NO	<p><b>GEOMETRY 1-2:</b> In this course, students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus will be congruence, similarity, right triangles, trigonometry, circles, and measurement. In addition, students will build on probability concepts from the middle grades by expanding their ability to compute and interpret theoretical and experimental probabilities. Students use the software available to deepen their understanding of key ideas.</p> <p>Homework is required in this class.</p>		


Course Title	Credit	Grade	Prerequisite
<b>Advanced Algebra 3-4</b>	<b>1</b>	<b>9-12</b>	<b>Geometry 1-2</b>
Counts Towards Graduation Requirement in: Math  May be repeated for credit: NO	<p><b>ADVANCED ALGEBRA 3-4:</b> 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.</p> <p>Homework is required in this class.</p>		

Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>PCC Dual Credit - Math in Society</b>	1	11 - 12	Algebra 3-4	<b>Math 105</b>	4	Free
Counts Towards Graduation Requirement in: Elective Math  May be repeated for credit: NO  	<p><b>PCC DUAL CREDIT - MATH IN SOCIETY:</b> This course is a wonderful opportunity to earn both high school elective credit and college math credit.</p> <p>This course is designed as math for liberal arts and provides students the opportunity to earn four math college credits that can be transferred to any university.</p> <p>Students will learn financial math, statistics, probability and logic. They will also use Microsoft Excel and Google Sheets. PCC will require a 70% or better in order to pass and receive college Math credit.</p> <p>Homework is required in this class.</p>					

Course Title	Credit	Grade	Prerequisite
<b>Pre-Calculus</b>	1	9-12	<b>Algebra 3-4</b>
Counts Towards Graduation Requirement in: Elective Math  May be repeated for credit: NO	<p><b>PRE-CALCULUS:</b> This course provides strong preparation for further college courses as well as a working knowledge of college level algebra and plane geometry. A strong foundation in algebra is the key to success in this course. First semester focuses on the study of functions, including quadratics, and other polynomial functions, linear inequalities, and exponential functions. Second semester emphasizes trigonometry, including the unit circle, trigonometric functions, trig equations and applications, and triangle trigonometry. All students are expected to have their own graphing calculator, which will be used to visualize and discover mathematical relationships.</p> <p>Homework is required in this class.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AP Calculus AB</b>	<b>1</b>	<b>11-12</b>	<b>Pre-Calculus</b>
<p>Counts Towards Graduation Requirement in: Elective Math</p> <p>May be repeated for credit: NO</p> 	<p><b>AP CALCULUS AB:</b> 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.</p> <p>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.</p> <p>All students are expected to bring a graphing calculator. Daily assignments and unit test results will determine grades.</p> <p>Homework is required in this class.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AP Calculus BC</b>	<b>1</b>	<b>11-12</b>	<b>AP Calculus BC</b>
<p>Counts Towards Graduation Requirement in: Elective Math</p> <p>May be repeated for credit: NO</p> 	<p><b>AP CALCULUS BC:</b> This is the second course in Calculus and Analytical Geometry. It will provide a basis for students taking the Calculus BC Advanced Placement Exam.</p> <p>Topics include hyperbolic functions, polar coordinates, infinite sequences and series, power series, Taylor's Polynomials, vectors and differential equations.</p> <p>All students are expected to bring a graphing calculator. Daily assignments, class problems, and test results will determine grades.</p> <p>Homework is required in this class.</p>		

Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>PSU Dual-Credit Statistics</b>	1	12	See Below	<b>STAT 243</b> <b>STAT 244</b>	8	See Below
<p>Counts Towards Graduation Requirement in: Elective Math</p> <p>May be repeated for credit: NO</p> <div style="text-align: center;">  <p><b>Portland State</b></p> </div>	<p><b>PSU DUAL-CREDIT STATISTICS:</b> 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.</p> <p>Homework is required in this class.</p> <p>*Upon successful completion of each semester, students earn 4 PSU credits per semester (total 8 credits for the year). PSU tuition is \$243 per semester per course; students on free or reduced lunch pay \$50 per term (tuition is subject to change). Tuition is due Mid-September for semester one and early February for semester two. Students may take a maximum of three PSU course per semester.</p> <p><b>**Prerequisite:</b> Successful completion of either Math in Society (B or higher) or Precalculus. This course is designed for <b>seniors</b>. PSU also requires a minimum GPA of 3.0.</p>					





# PERFORMING ARTS

## BAND

Course Title	Credit	Grade	Prerequisite
<b>Jazz Ensemble</b>	<b>1</b>	<b>10-12</b>	<b>Audition</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>JAZZ ENSEMBLE:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Jazz Lab</b>	<b>1</b>	<b>9-12</b>	<b>See below</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>JAZZ LAB:</b> 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.</p> <p>Prerequisite: Previous instrumental experience OR director's approval.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Percussion Ensemble</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>PERCUSSION ENSEMBLE:</b> 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.</p> <p>Students may choose to take the course for a semester, or full-year.</p>		

Course Title	Credit	Grade	Prerequisite
<b>String Orchestra</b>	<b>1</b>	<b>9-12</b>	<b>See below</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>STRING ORCHESTRA:</b> 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.</p> <p>Prerequisite: Previous instrumental experience OR director's approval.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Symphonic Band</b>	<b>1</b>	<b>9-12</b>	<b>See Below</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>SYMPHONIC BAND:</b> Symphonic Band is a preparatory concert ensemble for Wind Ensemble consisting primarily of 9th and 10th graders. The ensemble contains members of various ability levels, but previous band experience or director's approval is required. Students in the Symphonic Band will play a wide variety of literature while continuing to grow in their aural abilities regarding blend and balance, intonation, rhythmic accuracy, and the production of good tone. They will perform in at least three concerts, one parade, and at various pep band events throughout the year.</p> <p>Prerequisite: Previous wind instrument / percussion experience OR director's approval</p>		

Course Title	Credit	Grade	Prerequisite
<b>Wind Ensemble</b>	<b>1</b>	<b>10-12</b>	<b>Audition</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<p><b>WIND ENSEMBLE:</b> 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.</p>		

## CHOIR

Course Title	Credit	Grade	Prerequisite
<b>A Cappella Choir</b>	<b>1</b>	<b>10-12</b>	<b>Audition</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>A CAPPELLA CHOIR:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Men's Ensemble</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>MEN'S ENSEMBLE:</b> 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!		

Course Title	Credit	Grade	Prerequisite
<b>Royal Blues</b>	<b>1</b>	<b>11-12</b>	<b>Audition</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>ROYAL BLUES:</b> Royal Blues is an advanced, auditioned, chamber choir of equal soprano, alto, tenor, and bass voices. The Royal Blues perform up to as many as 50 times a year, perfecting all styles of choral music which include classical, madrigals, popular, jazz, gospel, folk, and experimental. Advanced vocal tone/production, sight reading skills, thorough musical literacy, advanced listening skills, and performance ensemble skills are required. Royal Blues are a highly sought after group, performing for various state and local functions throughout the year and thus personal dedication, commitment, and scholarship are required. Students selected for this choir are also co- enrolled in A Cappella. Students provide their own formal attire.		

Course Title	Credit	Grade	Prerequisite
<b>Treble Choir</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Fine Arts May be repeated for credit: YES	<b>TREBLE CHOIR:</b> 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.		

## DANCE

Course Title	Credit	Grade	Prerequisite
<b>Dance 1-2</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Fine Arts May be repeated for credit: NO	<b>DANCE 1-2:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Dance 3-4</b>	<b>1</b>	<b>10-12</b>	<b>Dance 1-2</b>
Counts Towards Graduation Requirement in: Fine Arts May be repeated for credit: NO	<b>DANCE 3-4:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Dance 5-6</b>	<b>1</b>	<b>10-12</b>	<b>Dance 3-4</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>DANCE 5-6:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Advanced Dance Performance</b>	<b>1</b>	<b>10-12</b>	<b>Audition</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>ADVANCED DANCE PERFORMANCE:</b> 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.		



## DRAMA

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Course Title	Credit	Grade	Prerequisite
<b>Acting: Beginning</b>	<b>1</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: NO	<b>ACTING: BEGINNING:</b> (Acting 1-2) This course is for ANYONE who would like to dive into performance/theater. No experience is necessary. This is a big, fun class! We play games and explore improvisation. Students will create original material and begin understanding acting technique and theatre in general (memorization of text is part of this class). This is for the beginning student who wants to find out what it feels like to perform in front of an audience. This is an introductory class and all are welcome!		


Course Title	Credit	Grade	Prerequisite
<b>Acting: Intermediate</b>	1	10-12	<b>Acting: Beginning</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: NO	<b>ACTING: INTERMEDIATE:</b> (Acting 3-4) This class is for the 10th – 12 <sup>th</sup> year student who has *SOME acting/theater experience, or for the student who had Beginning Theatre and wants to continue to grow as an actor and a performer. Anyone with a theatre background will thrive and grow in this class. We focus on more advanced and challenging material for the student who wants to continue their theatrical experience.		

Course Title	Credit	Grade	Prerequisite
<b>Theatre &amp; Acting: Advanced</b>	1	11-12	<b>Acting: Intermediate</b>
Counts Towards Graduation Requirement in: Fine Arts  May be repeated for credit: YES	<b>THEATRE &amp; ACTING: ADVANCED:</b> (Acting 5-6) Shakespeare, Greek, Restoration Comedy, and more! Serious theatre students will hone their craft on the classics and explore various acting styles through the centuries. This class is for the serious actor who wants to do it all!		

Course Title & Category	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>Senior Theater</b>	1	12	<b>Theatre &amp; Acting: Advanced</b>	<b>TA 141: Fundamentals of Acting</b>	4	Free
Counts Towards Graduation Requirement in: Elective, CTE  May be repeated for credit: NO    	<b>Senior Theatre – Page to Production:</b> (Acting 7-8) This class is for the serious theater student who has taken at least one theater class and understands that the culminating project is a student directed One Act play. We are also fortunate to have the <i>Visions and Voices</i> program from Portland Center Stage for a 6 week residency, where students have an opportunity to write short plays – and have the possibility of professional actors perform their work. Students will do it all in this class; read and analyze plays, write, act, tech and direct.  Oregon Transfer Module (Transferability of credits): All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum college cumulative GPA of 2.0 at the time the module is posted.					




Course Title	Credit	Grade	Prerequisite
<b>Theater Tech 1-2</b>	1	9-12	None
Counts Towards Graduation Requirement in: Fine Art May be repeated for credit: YES	<p><b>THEATER TECHNOLOGY 1-2:</b> This class is for the student who is interested in how things work, having a hands on experience, delve into creative design, build and paint, and light the stage for performers. The Tech Theatre course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Students must be able to work independently as students often work in small groups on directed projects. Students may take this class more than once for credit. Anyone can take this class at anytime!</p>		

Course Title	Credit	Grade	Prerequisite
<b>Writing for the Arts (Page to Performance)</b>	1	10-12	English 1-2
Counts Towards Graduation Requirement in: Elective, CTE May be repeated for credit: YES 	<p><b>WRITING FOR THE ARTS: PAGE TO PERFORMANCE:</b> This class is about unearthing our stories and exploring the different mediums in which to tell those stories. Old school creative writing. Writers who just want to write will love this class – also theater kids who want to write and are interested in completing the CTE program. Units include; script writing, children’s books, memoirs, poetry, moth and poetry slam preparation, and a lot of self-exploration and creative projects too!.</p>		



## INSTRUMENTAL

Course Title	Credit	Grade	Prerequisite
<b>Guitar Comp/Rec Beginner</b>	1	9-12	None
<p>Counts Towards Graduation Requirement in: Fine Arts</p> <p>May be repeated for credit: YES</p>	<p><b>GUITAR COMPOSITION/RECORDING: BEGINNER:</b> 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.</p> <p>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 play a variety of styles of music. Use your knowledge of guitar to begin learning to compose and record your own music.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Guitar Comp/Rec: Advanced</b>	1	10-12	Beginner Guitar
<p>Counts Towards Graduation Requirement in: Fine Arts, CTE</p> <p>May be repeated for credit: YES</p> 	<p><b>GUITAR COMPOSITION/RECORDING: ADVANCED:</b> 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.</p> <p>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.</p>		



# SCIENCE

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

## Course Offerings by grade level

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

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





## SCIENCE REQUIRED COURSES


Course Title	Credit	Grade	Prerequisite
<b>NGSS Physics</b>	<b>1</b>	<b>9</b>	<b>None</b>
Counts Towards Graduation Requirement in: Science  May be repeated for credit: NO	<p><b>NGSS Physics</b> This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. 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 three-year science sequence.</p>		


Course Title	Credit	Grade	Prerequisite
<b>NGSS Chemistry</b>	<b>1</b>	<b>10</b>	<b>NGSS PHYSICS</b>
Counts Towards Graduation Requirement in: Science  May be repeated for credit: NO	<p><b>NGSS CHEMISTRY:</b> This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.</p>		

Course Title	Credit	Grade	Prerequisite
<b>NGSS Biology</b>	1	11	<b>NGSS Chemistry</b>
Counts Towards Graduation Requirement in: Science  May be repeated for credit: NO	<p><b>NGSS BIOLOGY</b> This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized.</p>		


## SCIENCE ELECTIVES


Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>Anatomy and Physiology</b>	1	10-12	<b>NGSS Physics or Principles of Medical Science</b>	BIO: 105	4	\$100
Counts Towards Graduation Requirement in: Elective Science, CTE  May be repeated for credit: NO   	<p><b>ANATOMY AND PHYSIOLOGY:</b> 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, 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.</p> <p>Fee waivers are available.</p> <p>Students may take this course without registering as a dual credit with Oregon Institute of Technology (OIT)</p>					


Course Title	Credit	Grade	Prerequisite
<b>AP Biology</b>	<b>1</b>	<b>12</b>	<b>NGSS Biology</b>
Counts Towards Graduation Requirement in: Elective Science  May be repeated for credit: NO  	<p><b>AP BIOLOGY:</b> This is a second-year biology class that will examine the principles of biology in greater detail than what students learned in NGSS Biology. This class is designed to prepare students to take the Advanced Placement exam, and is designed to be the equivalent of a college introductory biology course. Students will develop the skills to be scientifically literate by engaging in practices such as planning investigations engaging in arguments and analyzing data. Content learned in this course includes molecules of life, cell structure and function, cell cycle and communication, energy, heredity, DNA structure and function, evolution, and ecology.</p>		


Course Title	Credit	Grade	Prerequisite
<b>AP Chemistry</b>	<b>1</b>	<b>11-12</b>	<b>NGSS Chemistry Algebra 3/4</b>
Counts Towards Graduation Requirement in: Elective Science  May be repeated for credit: NO  	<p><b>AP CHEMISTRY:</b> This is an advanced placement course designed to prepare students for the AP Chemistry exam. The course will be based on inquiry-based learning models. AP Chemistry students learn about the fundamental concepts of chemistry, such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems. The course will develop the student's ability to incorporate mathematical skills in the solution of chemistry problems, both through the use of textbook problems and laboratory activities. Significant emphasis will be placed on developing the student's ability to solve problems through dimensional analysis and estimation. You will develop the ability to think clearly and to express ideas with clarity and logic, both orally and in writing. You will also work with classmates to conduct meaningful laboratory investigations that let you observe chemical reactions and substances, interpret your findings, and communicate your results.</p> <p>Students should be prepared to commit considerable time to studying and completing assignments outside of class.</p>		




Course Title	Credit	Grade	Prerequisite
<b>AP Environmental Science</b>	<b>1</b>	<b>11-12</b>	<b>NGSS Physics &amp; NGSS Chemistry</b>
Counts Towards Graduation Requirement in: Elective Science  May be repeated for credit: NO  	<p><b>AP ENVIRONMENTAL SCIENCE:</b> 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.</p> <p>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.</p> <p>Field work is part of this course. Students are required to attend field trips and to complete outside research projects.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Medical Interventions</b>	<b>1</b>	<b>11-12</b>	<b>Biomedical Science</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<p><b>Medical Interventions:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AP Physics 1: Algebra Based</b>	1	10-12	<b>Geometry (taking Adv Algebra 3-4)</b>
Counts Towards Graduation Requirement in: Elective Science  May be repeated for credit: NO  	<p><b>AP PHYSICS 1:</b> mimics a typical college, algebra-based, freshman physics class. Topics include kinematics, dynamics, work, energy, gravity, rotational motion, DC circuits, mechanical waves and sound. Students perform frequent laboratory work. Grades are based on the lab reports, homework sets, quizzes and tests.</p> <p>Physics provides a way of thinking about the world, and a consistent effort is made to explain real world phenomena and develop critical thinking skills about data. Students are encouraged to take the AP Test in May for college credit.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AP Physics 2: Algebra Based</b>	1	11-12	<b>AP Physics 1</b>
Counts Towards Graduation Requirement in: Elective Science  May be repeated for credit: NO  	<p><b>AP PHYSICS 2:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Principles of Biomedical Science</b>	1	9-12	<b>None</b>
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: NO  	<p><b>PRINCIPLES OF BIOMEDICAL SCIENCE:</b> In this course, students will have guided exposure to a variety of health careers/ occupation and will learn about important issues in healthcare. The students will experience how biology, chemistry, and physics are used by medical and health professionals. Students will participate in real-life simulations, 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.</p>		

# HIGH SCHOOL SPECIAL EDUCATION PROGRAMS/SERVICES

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.

Course Title	Credit	Grade	Prerequisite
<b>Academic Skills 9</b>	<b>1</b>	<b>9</b>	<b>IEP</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>ACADEMIC SKILLS 9:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Academic Skills 10</b>	<b>1</b>	<b>10</b>	<b>IEP</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>ACADEMIC SKILLS 10:</b> 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.		



Course Title	Credit	Grade	Prerequisite
<b>Academic Skills 11</b>	1	11	IEP
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>ACADEMIC SKILLS 11:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Academic Skills 12</b>	1	12	IEP
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>ACADEMIC SKILLS 12:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Transition/Learning Center</b>	1	11-12	IEP
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>TRANSITION/LEARNING CENTER:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Basic English</b>	1	9-12	IEP
Counts Towards Graduation Requirement in: English (modified diploma only)  May be repeated for credit: Yes	<p><b>BASIC ENGLISH:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Basic Math</b>	1	9-12	IEP
Counts Towards Graduation Requirement in: Math (modified diploma only)  Repeated for credit: Yes	<p><b>BASIC MATH:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Social Skills</b>	1	9-12	IEP
Counts Towards Graduation Requirement in: Elective  Repeated for credit: Yes	<p><b>SOCIAL SKILLS:</b> The program provides specially designed instruction in social skills, school success strategies, conflict resolution, coping skills, and academics at the students’ instructional level. The program uses a blend of Trauma Informed Practices, collaborative problem solving and Restorative Justice approach to meet students at their therapeutic level. The classroom environments feature clear expectations, community building, relationship building with adults and peers, positive support strategies, and encouragement. Related services are provided consistent with each student’s IEP.</p>		




# SOCIAL STUDIES

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.

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

- SOPHOMORE: AP Human Geography (*beginning with the class of 2023*)
- JUNIOR: Living in the U.S
- SENIOR: Economics, Government or Government Constitution Team

## SOCIAL STUDIES REQUIREMENTS FOR SOPHOMORES & JUNIORS

Course Title	Credit	Grade	Prerequisite
<b>AP Human Geography</b>	1	10	None
<p>Counts Towards Graduation Requirement in: Modern World History</p> <p>May be repeated for credit: NO</p> 	<p><b>AP HUMAN GEOGRAPHY:</b> AP Human Geography will introduce the student to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. The following topics will be covered in the course: Geography's nature and perspectives, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development and cities and urban land use.</p>		





Course Title	Credit	Grade	Prerequisite
<b>Living in the U.S.</b>	<b>1</b>	<b>11</b>	<b>None</b>
Counts Towards Graduation Requirement in: US History May be repeated for credit: NO	<p><b>LIVING IN THE U.S.:</b> In Grade 8, students will have studied US History through Post-Civil War Reconstruction. After an introduction/review of the establishment and development of the American republic during the 18th and 19th centuries high school students will primarily explore the time period between “Industrialism and reform in the “United States” and “The Making of Modern America”.</p> <p>Living in the U.S.A. examines America’s multicultural past, in particular the ways in which race and its social construction have shaped the experiences of different racial and ethnic communities. The class activities include reading primary and secondary sources from multiple perspectives, examining the diverse experiences of individuals and movements struggling to extend the founding ideals of liberty, democracy, equality and opportunity in America. The focus of the course includes significant turning points in American history; such as Native-European Encounters, Constitutional issues, Abolition, The War with Mexico, Assimilation, the Great Migration, Civil Rights and Immigration are the focal points. Historical fiction, persuasive and expository writing, small group activities, role-plays, and Socratic Seminars will also play a role.</p> <p>The emphasis of this course is topical rather than sequential as such it will emphasize student’s critical thinking and the ability to process information and abstract ideas. Students will integrate conceptual understandings, recognize interconnections and analyze how the events of the past impact our future. Students will participate in a variety of activities including: reading, historical fiction, primary/secondary source documents, persuasive and expository writing, independent and collaborative research, small group activities, role-plays, mixers and Socratic Seminars.</p>		

## SOCIAL STUDIES REQUIREMENTS FOR SENIORS

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

Course Title	Credit	Grade	Prerequisite
<b>U.S. Government</b>	<b>.5</b>	<b>12</b>	<b>None</b>
Counts Towards Graduation Requirement in: Government May be repeated for credit: NO	<p><b>U.S. GOVERNMENT:</b> This course provides students with an opportunity to explore a variety of legal principles through case studies, role playing, field trips, legal research, guest speakers, and mock trials. The semester course will cover reading and historical interpretation of the United States and Oregon constitutions. There is an emphasis on the Bill of Rights and the 14th Amendment. Students are introduced to the processes and institutions of the federal and state government. Current candidates, initiatives, and legislation will be analyzed and deliberated.</p>		


Course Title	Credit	Grade	Prerequisite
<b>Economics</b>	.5	12	<b>None</b>
Counts Towards Graduation Requirement in: Economics  May be repeated for credit: NO	<b>ECONOMICS</b> 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.		



Course Title	Credit	Grade	Prerequisite
<b>Govt: US Constitution/Social Studies</b>	1	12	See Below
<p>Counts Towards Graduation Requirement in: Government &amp; Economics</p> <p>May be repeated for credit: NO</p>	<p><b>Govt: US Constitution/Social Studies: The Constitution Team</b> is both a class and a competitive extracurricular team. Students will enjoy a rigorous academic experience that appeals to those interested in government, social justice, history, politics, law, activism, social change, public speaking, competition, as well as independent and collaborative learning. Participation on Constitution Team requires an application. The process begins in the spring and is open to all Grant juniors. Throughout the year students thoroughly study the United States Constitution, legal precedent set by judicial review, history and current events. In addition to the classroom teacher, a group of coaches volunteer to support the learning process. Coaches are local attorneys, judges and Grant High School Alums.</p> <p>The competition aspect encourages students to compete as testifiers in mock congressional hearings. There are three opportunities for competition: districts, state and nationals in Washington, D.C. The team is comprised of 6 units. Each unit is made up of 6 students and each unit studies a different aspect of the Constitution. The focus is as follows:</p> <p>Unit 1 - Philosophical and historical foundations (Locke, Montesquieu, the Magna Carta, etc.)</p> <p>Unit 2 - Framing the Constitution, the Constitutional Convention of 1787, how and why it was written</p> <p>Unit 3 - How we have changed the Constitution to achieve the ideals of the Declaration of Independence</p> <p>Unit 4 - How our government works, separation of powers between the branches of the government</p> <p>Unit 5 - Bill of Rights, civil rights and civil liberties (freedom of speech, religion, press, trials, etc.)</p> <p>Unit 6 - Current events, history and future of democracy, civic engagement, citizenship.</p> <p>Grants' Constitution Team is a nationally competitive program that engages students in all aspects of government. The Oregon standards for economics will be integrated into this course rather than taught as a separate semester course. Economics topics will include inflation, unemployment, wages, income inequality, taxes, production, distribution and the role of the federal, state, and local governments and personal finance.</p> <p>Students may register for AP U.S. Government and Politics exam</p>		

## SOCIAL STUDIES ELECTIVES

Course Title	Credit	Grade	Prerequisite
<b>Ethnic Studies</b>	1	10-12	None
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: NO	<p><b>ETHNIC STUDIES</b> 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 connections to other experiences of stratification, including gender, class, sexuality, and legal status.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AP European History</b>	1	10-12	None
Counts Towards Graduation Requirement in: Elective Social Studies  May be repeated for credit: NO  	<p><b>AP EUROPEAN HISTORY:</b> Advanced Placement European History focuses on developments from 1450 to the present. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. This course prepares students to succeed on the AP Modern European History Exam.</p> <p>Students registering for this class will engage in college level reading and writing.</p>		


Course Title	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>The Global City: College</b>	1	12	3.00 GPA	<b>PSU - HON 101, 102, 103</b>	12	\$660*
<p>Counts Towards Graduation Requirement in: Elective Social Studies</p> <p>May be repeated for credit: NO</p> <div data-bbox="228 625 467 863" data-label="Image"> </div>	<p><b>PSU HONORS - THE GLOBAL CITY: (PSU - HON 101, 102, 103)</b> 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 <i>transnationalism</i> while developing a framework for thinking about professional and scholarly studies of the city. This yearlong class will award twelve quarter-hour credits through the Honors Program at Portland State University (students do have to pay a fee in order to receive credit – approx. \$220 per quarter – financial aid is available) that will be transferable to most accredited institutions of higher learning. Students enrolled in the course will have full access to all resources at Portland State and affiliated colleges. PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll. A \$1500.00 renewable yearly scholarship (\$6000 total) is available to ALL Grant students that successfully complete the sequence and continue into the Honors Program at Portland State.</p> <p><b>Prerequisite:</b> 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.</p> <p>* Costs may vary depending on financial need.</p>					

Course Title	Credit	Grade	Prerequisite
<b>History of the Middle East</b>	.5	10-12	<b>None</b>
Counts Towards Graduation Requirement in: Elective Social Studies  May be repeated for credit: NO	<p><b>HISTORY OF THE MIDDLE EAST:</b> 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.</p> <p>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. Focusing on how differing perceptions of the region has led to a climate of suspicion, mistrust and sometimes hostility, by the end of the course students will be better prepared to help address and resolve some of these issues. 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.</p> <p>Students may also select Vietnam and the American Way of War for a year-long course.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Intro to Psychology</b>	1	10-12	<b>None</b>
Counts Towards Graduation Requirement in: Elective Social Studies  May be repeated for credit: NO	<p>Why do I do what I do? This question drives Psychology. It's the study of human behavior.</p> <ul style="list-style-type: none"> <li>● What will be addressed? <ul style="list-style-type: none"> <li>○ Theories and concepts relating to human behavior</li> <li>○ Genetic Influences</li> <li>○ Social Influences</li> <li>○ Physiological Influences</li> <li>○ Cultural Influences</li> </ul> </li> <li>● How will I learn the material? <ul style="list-style-type: none"> <li>○ Textbook studying</li> <li>○ Reflection</li> <li>○ Connecting content to self</li> <li>○ Note taking</li> <li>○ Note studying</li> </ul> </li> </ul>		



Course Title	Credit	Grade	Prerequisite
<b>Vietnam and the American Way of War</b>	.5	10-12	None
Counts Towards Graduation Requirement in: Elective Social Studies  May be repeated for credit: NO	<p><b>VIETNAM AND THE AMERICAN WAY OF WAR:</b> 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. This is a one-semester course. Students may also select History of the Middle East for a year-long course.</p>		

Course Title & Category	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>World Civilizations: College</b>	1	11 - 12	3.00 GPA	HST 104, 105, 106:	12	\$660*
Counts Towards Graduation Requirement in: Elective Social Studies  May be repeated for credit: NO  	<p><b>WORLD CIVILIZATIONS: COLLEGE</b> 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.</p> <p><b>Prerequisite:</b> PSU requires an approximate cumulative GPA of 3.00 or above in order to enroll.</p> <p>* Costs may vary depending on financial need.</p>					

# WORLD LANGUAGE

## SPANISH

Course Title	Credit	Grade	Prerequisite
<b>Spanish 1-2</b>	<b>1</b>	<b>9-11</b>	<b>None</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SPANISH 1-2:</b> 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. (<a href="http://www.ACTFL.com">www.ACTFL.com</a>)</p> <p>Students are strongly encouraged to begin language study in either 9th or 10th grade.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Spanish 3-4</b>	<b>1</b>	<b>9-12</b>	<b>Spanish 1-2</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SPANISH 3-4:</b> 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. (<a href="http://www.ACTFL.com">www.ACTFL.com</a>)</p> <p>Students are strongly encouraged to begin language study in either 9th or 10th grade.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Spanish 5-6</b>	<b>1</b>	<b>9-12</b>	<b>Spanish 3-4</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SPANISH 5-6:</b> 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.</p> <p>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 (<a href="http://www.ACTFL.com">www.ACTFL.com</a>)</p>		

Course Title	Credit	Grade	Prerequisite
<b>Spanish 7-8</b>	<b>1</b>	<b>10-12</b>	<b>Spanish 5-6</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SPANISH 7-8:</b> 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.</p> <p>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.</p> <p>Grades will be based on homework, participation quizzes, tests, oral presentations and written assignments. Students will demonstrate level appropriate proficiency in interpersonal, interpretive and presentational modes of communication. It is the goal of this course to enable students to reach the "Intermediate High" level of proficiency in accordance with ACTFL Proficiency Guidelines.</p>		

Course Title	HS Credit	Grade(s)	Prerequisite
<b>AP Spanish Language &amp; Culture</b>	1	11 - 12	See below
<p>Counts Towards Graduation Requirement in: World Language</p> <p>May be repeated for credit: NO</p> 	<p><b>AP SPANISH LANGUAGE &amp; CULTURE:</b> is course provides students with the opportunity to</p> <ul style="list-style-type: none"> <li>● Graduate with the Seal of Biliteracy (provided they have completed the requirements)</li> <li>● Have colleges or universities recognize up to 12 language credits, which fulfills the requirement for a Bachelor of Arts at all of Oregon’s State colleges and universities.</li> <li>● <b>Proficiency goal:</b> This course aims to help students achieve the proficiency level of: Advanced Low in their Presentational Speaking &amp; Presentational Writing. We recommend students to have an Intermediate High level by Spanish 7-8 in Presentational Speaking &amp; Writing.</li> <li>● <b>Goals:</b> to analyze, to research, to debate, to make cultural connections, to compare and contrast, to argue, etc.</li> <li>● Themes: <ul style="list-style-type: none"> <li>○ <b>Professional Portfolio</b> - students will develop their resume, their cover letter, learn how to formally ask for a letter of recommendation and/or inquire about something. They will be able to identify cost of attending college abroad, and to compare and contrast cultural norms of specific Spanish speaking cultures.</li> <li>○ <b>Contemporary Life</b> - students will research in Spanish a contemporary topic that affects global communities, in particular, experienced here in the US and in a Spanish speaking country. They will write an annotated bibliography, a persuasive three draft essay in MLA format, and they will present their findings to their peers. Students will make connections between those issues experienced here in the US and in a particular Spanish speaking country.</li> <li>○ <b>Science &amp; Technology</b> - Students will research and debate in class on the advantages and disadvantages of the use of technology in their personal lives, the classroom, their professional lives. They will research a Spanish speaking community, and using data, they will debate the pros &amp; cons. Students will, in addition, research and present on diverse scientific advances by Spanish speaking scientists.</li> <li>○ <b>Aesthetics in Culture</b> - Students will explore the impact of aesthetics in a Spanish speaking country, and how it affects gender equality/equity. They will compare the income gap of people in that country to that of the US. They will provide suggestions to improve this situation. In addition, students will evaluate their future income &amp; income loss based on the current income gap, and make a case for eliminating it.</li> <li>○ <b>Global Challenges</b> - Students will explore the impact of and/or access to: clean water, guns, modern slavery/human trafficking, mass migrations, etc, in a Spanish speaking</li> </ul> </li> </ul>		

country, and they will compare it to that of the US. Students will offer solutions to help ameliorate these current issues.

- **Identity: Personal & Public** - Students will explore cultural identities of underrepresented populations in a Spanish speaking country. They will investigate how the Spanish speaking world deals/or not with racism and racial injustice, gender, religion, disabilities, etc.

**Pre-requisites:** Passage of Spanish 7-8 with a B or higher, and instructions recommendations. intended for Juniors or Seniors. Recommended proficiency level Intermediate high.



## JAPANESE

Please see the Japanese Course of Study document for more information on the Immersion Program on the Grant High School website <https://www.pps.net/Page/13502>

### COURSE REQUIREMENTS AND PREREQUISITES:

	Requirements	Courses	Prerequisites
<b>基礎コース</b>  <b>KISO COURSE</b>  <i>Novice ~ Intermediate Level</i>	<ul style="list-style-type: none"> <li>Community-based language and culture experience in each course</li> <li>2 World Language credits. (District Requirement)</li> </ul>	Japanese 1-2	No Prerequisite
		Japanese 3-4	C or Above in Japanese 1-2 or Novice Mid
		Japanese 5-6	C or Above in Japanese 3-4 or Novice High
		Japanese 7-8	C or Above in Japanese 5-6 or Intermediate Low
<b>総合コース</b>  <b>SOGO COURSE</b>  <i>Intermediate ~ Advanced Level</i>	<ul style="list-style-type: none"> <li>Community-based language and culture experience in each course</li> <li>Opportunity to participate in Sapporo Summer Institute (during Sophomore and Junior years)</li> </ul>	<ul style="list-style-type: none"> <li>Japanese Immersion: History and Culture</li> <li>Adv. Japanese Immersion: History and Culture (2020-21)</li> </ul>	Successful completion of JMP K-8 or Intermediate Low (HC), Intermediate Mid (Adv.HC)
		<ul style="list-style-type: none"> <li>Japanese Immersion: Global Perspectives</li> <li>Adv. Japanese Immersion: Global Perspectives (2021-22)</li> </ul>	Successful completion of JMP K-8 or Intermediate Low (GP), Intermediate Mid (Adv.GP)
		<ul style="list-style-type: none"> <li>Japanese Immersion: Japanese Society</li> <li>Adv. Japanese Immersion: Japanese Society (2020-21)</li> </ul>	Successful completion of History Culture and Global Perspective. Intermediate Mid (JS), Intermediate High (Adv. JS)
		<ul style="list-style-type: none"> <li>Japanese Immersion: Literature and Media</li> <li>Adv. Japanese Immersion: Literature and Media (2021-22)</li> </ul>	Successful completion of History Culture and Global Perspective. Intermediate Mid (LM), Intermediate High (Adv. LM)

### 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.

**Japanese 1-2 and 3-4 are offered every other year, see year offered below.**

Course Title	Year offered	Credit	Grade	Prerequisite
<b>Japanese 1-2</b>	<b>2021-2022</b>	<b>1</b>	<b>9-11</b>	<b>None</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>KISO COURSE: JAPANESE 1-2:</b> 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.</p> <p>The proficiency target of this class is Novice Mid, in accordance with the ACTFL Proficiency Guidelines.</p>			

Course Title	Year offered	Credit	Grade	Prerequisite
<b>Japanese 3-4</b>	<b>2020-2021</b>	<b>1</b>	<b>9-12</b>	<b>Japanese 1-2 or Novice Mid</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>KISO COURSE: JAPANESE 3-4:</b> 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.</p> <p>The proficiency target of this class is Novice-high in accordance with ACTFL Proficiency Guidelines.</p>			

Course Title	Credit	Grade	Prerequisite
<b>Japanese 5-6</b>	<b>1</b>	<b>10-12</b>	<b>Japanese 3-4 with a C or above</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<b>KISO COURSE: Japanese 5-6:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Japanese 7-8</b>	<b>1</b>	<b>10-12</b>	<b>Japanese 5-6 - with a C or above</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<b>KISO Course: 7-8:</b> 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.		



Course Title	Year offered	Credit	Grade	Prerequisite
<b>Japanese Immersion: History and Culture</b>	<b>2020-2021</b>	<b>1</b>	<b>9-10</b>	<b>JMP K-8 &amp; Teacher Recommendation or Intermediate Mid proficiency</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SOGO COURSE – JAPANESE IMMERSION: HISTORY AND CULTURE:</b> This course is offered to Freshman and Sophomore Sogo Course students.</p> <p>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.</p> <p>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.</p> <p><b>Prerequisite:</b> Successful completion of JMP K-8 with teacher recommendation or Intermediate Low level of proficiency in Japanese.</p>			





Course Title	Year offered	Credit	Grade	Prerequisite
<b>Japanese Immersion: Adv History and Culture</b>	<b>2020-2021</b>	<b>1</b>	<b>9-10</b>	<b>JMP K-8 &amp; Teacher Recommendation or Intermediate/High proficiency</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SOGO COURSE: ADVANCED JAPANESE IMMERSION: HISTORY AND CULTURE</b></p> <p>This course is offered to Freshmen and Sophomore Sogo Course students demonstrating full readiness to take the AP Japanese exam.</p> <p>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.</p> <p>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 his/her 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.</p> <p>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.</p> <p><b>Prerequisite:</b> Successful completion of JMP K-8 with teacher recommendation or Intermediate Mid level of proficiency in Japanese or higher.</p>			



*Every Student Matters, Every Student Succeeds*

Course Title	Year offered	Credit	Grade	Prerequisite
<b>Japanese Immersion: Japanese Society</b>	<b>2020-2021</b>	<b>1</b>	<b>11-12</b>	<b>C or above in both immersion GP/HC or Intermediate High proficiency</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SOGO COURSE: JAPANESE IMMERSION: JAPANESE SOCIETY:</b>This course is offered to Junior and Senior Sogo Course students who have minimum proficiency of Intermediate Mid.</p> <p>In this course, students gain a deeper understanding of various aspects of Japanese society through reading, discussing, and analyzing a 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</p> <p>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.</p> <p><b>Prerequisite:</b> C or above in both Global Perspectives/History and Culture or Intermediate Mid level of proficiency in Japanese</p>			


Course Title	Year offered	Credit	Grade	Prerequisite
<b>Japanese Immersion: Adv Japanese Society</b>	<b>2020-2021</b>	<b>1</b>	<b>11-12</b>	<b>C or above in both immersion GP/HC or Intermediate High proficiency</b>
Counts Towards Graduation Requirement in: World Language  May be repeated for credit: NO	<p><b>SOGO COURSE: JAPANESE IMMERSION: ADVANCED JAPANESE SOCIETY:</b> Same content as Japanese Immersion: Japanese Society.</p> <p>In this course, students gain a deeper understanding of various aspects of Japanese society through reading, discussing, and analyzing a 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.</p> <p>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 his/her 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.</p>			

# ELECTIVES

Course Title	Credit	Grade	Prerequisite
<b>Climate Change Climate Justice</b>	1	10-12	None
<p>Counts Towards Graduation Requirement in: Elective</p> <p>May be repeated for credit: NO</p> <p>Note: This course will be offered at a few PPS high schools in the 2020-21 school year as pilot based on student interest, course development and resources available.</p>	<p><b>Climate Change Climate Justice:</b> In this interdisciplinary elective course students will explore the topic of climate change and climate justice through both a science and social studies lens. This will be the pilot year of this groundbreaking course. The course will be developed over the spring and summer of the 2019-20 school year by site-based student and educator teams, in collaboration with frontline communities, and other stakeholders. For the inaugural year, the course will be able to serve as both elective credit and as a .5 science credit recovery course. There is the possibility that it will also be able to serve as .5 social studies or ELA credit recovery. Because this course will be designed over the summer by teams from each high school, this course description cannot give more specific details.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Journalism: Intro</b>	1	9-11	None
<p>Counts Towards Graduation Requirement in: Elective</p> <p>May be repeated for credit: NO</p>	<p><b>JOURNALISM INTRO:</b> Take your writing to the next level with this fun, dynamic, and supportive writing course! Either as a feeder course for the school's award-winning Grant Magazine, or as a stand-alone exploration of new styles of writing, this course is for you. Students will learn the basics of journalism, including training in reporting and interviewing, ethics and First Amendment law, editing and AP style. We will write personal profiles, feature stories, breaking news, reviews, and editorials. Expect exposure to graphic design, typography, page design, and photography, as well as explorations of media analysis, bias, "fake news," and current events. Students will have opportunities to submit work to Grant Magazine. The class is open to grades 9-11.</p>		



Course Title & Category	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>PSU News Writing/Grant Magazine</b>	1	10 - 12	Application	<b>PSU WR 228</b>	8	\$660
Counts Towards Graduation Requirement in: CTE, Elective  May be repeated for credit: YES for High school Credit  	<p><b>PSU NEWS WRITING/GRANT MAGAZINE:</b>            This is a hands-on, college-level course taught by a Portland State University adjunct professor on news writing, reporting and developing stories of high journalistic quality. The course will focus on helping students identify newsworthy topics, conducting interviews with sources, and construction of news magazine style stories -- including profiles, features, and opinion pieces -- for publication in Grant High School's national award-winning news magazine. The magazine is produced in the school's newsroom, where students also take photographs, draw editorial cartoons, and layout and design eight issues during the year. The news magazine also maintains an online presence. The course is open to sophomores, juniors and seniors as an elective. Seniors can earn up to 8 college credits upon successful completion. Prerequisite: Must apply and be accepted by the instructor; editors are selected in the spring for the following fall. Interested sophomores must have instructor approval.</p>					

Course Title	Credit	Grade	Prerequisite
<b>Introduction to Leadership</b>	1	9-11	<b>None</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<p><b>INTRODUCTION TO LEADERSHIP:</b> This class is open to any student interested in developing the characteristics and skills of a strong leader. This class is recommended for any student that is interested in any type of leadership position within the school or outside organizations in the future. Skills development will include topics such as: communication, planning, organization, problem solving, and teamwork.</p>		



Course Title	Credit	Grade	Prerequisite
<b>Student Government and Leadership</b>	1	10-12	<b>Application or Introduction to leadership</b>
<p>Counts Towards Graduation Requirement in: Elective</p> <p>May be repeated for credit: YES</p>	<p><b>STUDENT GOVERNMENT/LEADERSHIP:</b> 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 leadership experience, or a desire to build their leadership skills. All students in the class will be on one of five committees: Spirit, Finance, Clubs &amp; Services, Equity, or Communications. This collaborative class plans and facilitates school assemblies, dances, service projects, and events.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Mindfulness</b>	1	10-12	None
Counts Towards Graduation Requirement in: Electives  May be repeated for credit: NO	<b>MINDFULNESS:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Students for Equity</b>	1	9-12	None
Counts Towards Graduation Requirement in: Electives  May be repeated for credit: NO	<b>MINDFULNESS:</b> Are you interested in deepening your knowledge about equitable practices? Would you like to be a driving force behind Race Forward? Our equity course focuses on promoting and supporting equitable practices both in our building and beyond: building and delivering trainings for community groups; building and delivering Race Forward events; working with Leadership, teachers, and administrators in finding ways to be inclusive of ALL of Grant's students.		

Course Title	Credit	Grade	Prerequisite
<b>Virtual Scholars Online Course</b>	1	9-12	Counselor Approval
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>VIRTUAL SCHOLARS ONLINE COURSE:</b> This class is an opportunity for students to recover credits 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.		

Course Title	Credit	Grade	Prerequisite
<b>Yearbook</b>	<b>1</b>	<b>10-12</b>	<b>Application</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>YEARBOOK:</b> 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.		

Course Title	Credit	Grade	Prerequisite
<b>Study Hall</b>	<b>0</b>	<b>9-12</b>	<b>None</b>
Counts Towards Graduation Requirement in: N/A  May be repeated: YES	<b>STUDY HALL:</b> 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

Course Title	Credit	Grade	Prerequisite
<b>9th Grade Inquiry</b>	<b>1</b>	<b>9</b>	<b>None</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: NO	<p><b>9th GRADE INQUIRY:</b> 9th Grade Inquiry is a required course that will support you as you enter Grant High School and provide instruction to support academic success in Grant courses and beyond. We will explore college and career options, learn academic skills, and also focus on important social/emotional skills. Ninth Grade Inquiry is an opportunity for you to gain exposure to the working world that you will one day enter. We will explore the ways that post-secondary options, including college, will help you in the future. Through this class, you will see a bridge between school and career in ways that both keep you motivated to continue to explore professional interest throughout high school and to graduate with the skills needed for your next steps in life. After having opportunities to reflect on your current strengths and interests, you will gain exposure to a wide range of possible careers; how careers connect to choices at Grant; the value of community service; and the expectations for college entrance and scholarships. We will practice and learn academic skills and standards consistently by using current/relevant content to prepare you for all course levels at Grant High School.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AVID 10:</b>	<b>1</b>	<b>10</b>	<b>Application</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: NO	<p><b>AVID 10:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>AVID 11</b>	1	11	<b>Application or AVID 10</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: NO	<b>AVID 11:</b> 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.)		

Course Title	Credit	Grade	Prerequisite
<b>AVID 12</b>	1	12	<b>Application or AVID 11</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: NO	<b>AVID 12:</b> 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.		





Course Title	Credit	Grade	Prerequisite
<b>Essential Skills: Language Arts</b>	.5	12	Students needing to show proficiency through work samples
Counts Towards Graduation Requirement in: Completion of Language Arts Proficiency  May be repeated for credit: NO	<b>ESSENTIAL SKILLS: Language Arts:</b> This course is taught by a Language Arts instructor, and is designed to provide students with the opportunity to complete Reading & Writing Work Samples to meet Essential Skills graduation requirements. Students will receive instruction designed to help them achieve success in completing two work samples for both Reading and Writing. 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		


Course Title	Credit	Grade	Prerequisite
<b>Essential Skills: Math</b>	.5	12	Students needing to show proficiency through work samples
Counts Towards Graduation Requirement in: Completion of Math Proficiency  May be repeated for credit: NO	<b>ESSENTIAL SKILLS: MATH:</b> This course is taught by a Math instructor, and is designed to provide students with the opportunity to complete two 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		



# INTERNSHIPS, LAB ASSISTANTS & MENTORS

## INTERNSHIPS

Course Title	Credit	Grade	Prerequisite
<b>Internship: Elem/Middle School</b>	1	10-12	School Site Approval and Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>Internship: Elem/Middle School:</b> In this internship students have an independent study helping teachers at a neighboring middle school and/or elementary school.		

Course Title & Category	HS Credit	Grade(s)	Prerequisite	College Course & Category	College Credits	Cost
<b>LIBRARY ASSISTANT INTERNSHIP: COLLEGE</b>	1	11 - 12	Application	ENG 104	4	Free
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES 	<p><b>LIBRARY ASSISTANT INTERNSHIP: COLLEGE</b> This class is a combination of library access services and procedures as well as an examination of significant works of young adult fiction from diverse cultures and genres.</p> <p>Equates to the following PCC course: ENG 104, Intro to Literature (Fiction), 4 credit hours/12 week course</p> <p>Note: There is a required summer orientation class for students enrolled in this course.</p>					



## LAB ASSISTANTS

Course Title	Credit	Grade	Prerequisite
<b>Science Lab Assistant</b>	1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>SCIENCE LAB ASSIST:</b> 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).		



Course Title	Credit	Grade	Prerequisite
<b>Visual Art Lab Assistant</b>	1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>VISUAL ART LAB ASSISTANT:</b> 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.		

## MENTORS

Course Title	Credit	Grade	Prerequisite
<b>Academic Student Mentor</b>	1	11-12	Approved Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>ACADEMIC STUDENT MENTOR:</b> In this class, students will have the opportunity to peer mentor and support student learning. Students who choose this course should enjoy coaching younger students and helping them with academic success skills. Students mentor in a variety of courses; 9th grade Inquiry, NGSS Physics, English 1-2, Algebra 1-2, and more.		

Course Title	Credit	Grade	Prerequisite
<b>Everybody In Mentor</b>	1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>EVERYBODY IN MENTOR:</b> 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 electives like art, or PE class.		

Course Title	Credit	Grade	Prerequisite
<b>Fit 2 Live and Learn Mentor</b>	1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>MENTOR: FIT 2 LIVE AND LEARN:</b> 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!		

Course Title	Credit	Grade	Prerequisite
<b>Peer Tutor AVID</b>	1	11-12	Approved Contract
Counts Towards Graduation Requirement in: Elective May be repeated for credit: YES	<b>PEER TUTOR AVID:</b> 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.		



Course Title	Credit	Grade	Prerequisite
<b>Math Mentor</b>	1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<b>MATH MENTOR:</b> 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.		



Course Title	Credit	Grade	Prerequisite
<b>Performing Arts Mentor</b>	1	11-12	Approved Contract
<p>Counts Towards Graduation Requirement in: Elective</p> <p>May be repeated for credit: YES</p>	<p><b>BAND MENTOR 11-12:</b> 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.</p> <p><b>CHOIR MENTOR:</b> 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.</p> <p><b>DANCE MENTOR:</b> 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.</p> <p><b>THEATRE MENTOR:</b> This course is for students that have had theatre class, or technical theatre experience. The theatre class mentor will help with; warm-ups, and coaching and staging of class scenes. The Technical Theatre mentor must have experience with tech, and have run tech for at least one show at Grant. The theatre mentors will assist with teaching and provide support where needed - while exploring the world of theatre through the lens of teacher, director, and designer. Theatre mentor's must have Ms. Todd's written approval.</p>		



## OFFICE ASSISTANTS & TEACHER AIDES

Course Title	Credit	Grade	Prerequisite
<b>Attendance Office Aide</b>	.5 or 1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<p><b>ATTENDANCE OFFICE AIDE:</b> 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.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Athletic Office Aide</b>	.5 or 1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<p><b>ATHLETIC OFFICE AIDE:</b> Students develop good work habits while performing a variety of office support tasks. Students may work one period during the school day. The course grade is based upon attendance, participation, willingness to work, and execution of assigned tasks. (Students interview with the person in charge prior to forecasting, and complete the required form.) 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. Students will receive a Pass/No Pass.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Counseling Office Aide</b>	.5 or 1	10-12	Approved Contract
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<p><b>COUNSELING OFFICE AIDE:</b> Students develop good work habits while performing a variety of office support tasks. Students may work one period during the school day. This position requires students to work with office staff in an office environment. Answering phones, scheduling appointments, copying, processing bulk mailings and other office-related tasks are the main duties of this position. Students will receive a Pass/No Pass.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Main Office Aide</b>	.5 or 1	<b>10-12</b>	<b>Approved Contract</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<p><b>MAIN OFFICE AIDE:</b> 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.</p> <p>Students might be asked to do the following: Answer phones, photo-copying, processing bulk mailings and other office-related tasks. Students will receive a Pass/No Pass.</p>		

Course Title	Credit	Grade	Prerequisite
<b>Teacher Assistant</b>	.5 or 1	<b>10-12</b>	<b>Approved Contract</b>
Counts Towards Graduation Requirement in: Elective  May be repeated for credit: YES	<p><b>TEACHER ASSISTANT:</b> Students may contract with a teacher of their choice to assist in the classroom during the assigned period. Duties may vary from clerical, to making copies, to running errands within the building. Contracts, signed by student, parent, and teacher, are submitted during the first 2-3 weeks of school. You may pair a TA, Office Aide, or Mentor in the same semester.</p> <p>Students will receive a Pass/No Pass.</p>		



# OTHER ACADEMIC INFORMATION

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## ADDITIONAL OPTIONS FOR EARNING HIGH SCHOOL CREDIT

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### 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 freshman year.** See your counselor for more information or download and print out this form and return it to the counseling office. <https://goo.gl/D33t9s>

### Other PPS Program Offerings

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

### Virtual Scholars

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

### Credit by Exam

Any student may test for credit by examination. Limited courses are available. Visit [www.pps.net/Page/2330](http://www.pps.net/Page/2330) for more information.

### Off Campus/Work Experience Learning

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

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

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

# CREDIT RECOVERY OPPORTUNITIES

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

Credit Recovery Option	Location	Schedule	Credits + Tuition
<b>School-Based Credit Recovery</b>	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school.  Tuition-free.
<b>Portland Evening Scholars</b>	Benson High School 546 NE 12th Ave, Portland, OR 97232	Evenings.  Fall: Sept – Jan  Spring: Feb – May	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
<b>Summer Scholars</b>	Benson High School 546 NE 12th Ave, Portland, OR 97232	Three weeks over the summer; two sessions available.	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
<b>Virtual Scholars</b>	Varies by class; some classes are taken entirely online, others require some in-school time.  Also available during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

# PPS GRADING PRACTICES

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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.
- 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.
- **Three weeks prior to the end of the semester/two weeks prior to the end of the trimester:** If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

## INCOMPLETE

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, 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 an agreement between the teacher, and the family, and the building administrator approves:
  - **The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the "I" will revert to the initial grade earned.**
  - **A detailed, written plan using a district form 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 the second semester in June, the nine week time period to replace the "I" begins with the start of school the following academic year.**

## PASS/NO PASS

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

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
  - Written in the course syllabus
  - Clearly communicated to students and families
  - Chosen by a student as a grading option within the timeline mentioned above.



- To receive a “Pass”, a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No Pass grade is calculated in the student’s GPA.
  - A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

### **NO GRADE (NG)**

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

### **DROPPING A CLASS**

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

### **GUIDELINES FOR USING NOTATIONS: WF/WN/WX**

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

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

### **REPEATED COURSES**

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

### **GRADE CHANGES**

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

## CHALLENGING GRADES

The Portland Association of Teachers' contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher's grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.

If a student receives an 'NP' or 'F' and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a 'change of grade form' to the data clerk indicating what class and grade is to be changed.

In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final 'F'. Specifically, a progress report in May '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 unweighted calculations are recorded on the transcript. Valedictorian recognition is determined using the unweighted cumulative GPA.

## TRANSCRIPT DETAILS

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may be forwarded the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
  - Reviewing progress towards graduation
  - For accurate GPA calculation, grade reporting
  - To support post secondary planning
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#) Parents or students entering high school with credits already earned must request to have the credit and grade removed from their transcript prior to the end of the student's first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religious studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.

10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. Proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course as validated and recorded by a licensed instructor or other district designee.

## CERTIFICATION OF COURSES

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

## TALENTED & GIFTED (TAG)

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



**UNDER OREGON LAW,** students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. Grant is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students. In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish their own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form will provide you with more information about specific fees and contribution options for Grant High School.

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



**DISCLAIMER:**

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

*The Grant High School Administration and Staff*