

# LINCOLN HIGH SCHOOL



2019-2020 COURSE GUIDE



# LINCOLN HIGH SCHOOL

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[www.pps.net/lincoln](http://www.pps.net/lincoln)



**Peyton Chapman, Principal**  
**Ginger Taylor, Vice Principal**  
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**Jo Ann Wadkins, Vice Principal**  
**Kim Bliss, IB Coordinator**



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 9<sup>th</sup> through 11<sup>th</sup> 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 2019. 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<sup>no</sup> al 11<sup>ro</sup> deberán estar inscritos en un horario completo. Esta oportunidad alistarán a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en febrero de 2019. 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

Área Asistente Superintendente de Preparatoria



**PORTLAND PUBLIC SCHOOLS**  
1600 SW Salmon Street / Portland, OR 97205  
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Lincoln High School

Peyton Chapman, Principal

**Dear Students:**

The Cardinal Course Guide has been carefully and thoughtfully prepared for your use in selecting classes at Lincoln High School for the 2019-2020 school year. You will find a wide variety of course descriptions and special programs for your review. Please discuss your plans with your parents or guardians to make sure they understand and support your plans. We recommend a balanced selection of courses over your four years of high school to include Career Technical Education (CTE), The Arts, activity based courses, as well as those with Service Learning elements.

Please also consult your teachers and counselors as you complete the forecasting form. They are well informed about course content and prerequisites for success in each class. Counselors and teachers will help with the selection of courses that lead to graduation, fit your educational and career plans for the future, as well as provide opportunities for you to learn and develop fun new skills. Please read the sections on multiple ways to earn credit and meet graduation requirements through “Off Campus Learning Proposals,” “Off Campus Learning”, College Coursework, and “Approved Accredited Study Opportunities.”

Our faculty assignments are based upon information received from student forecasts. As you complete your forecast, remember that you are planning your schedule for 2019-2020. A thoughtfully designed schedule is the initial step toward experiencing a successful year at Lincoln High School. Please forecast for a full day of school by selecting eight courses, teacher assistant, or academic learning center periods.

Special thanks goes to Friends of Lincoln for their ongoing support and commitment to helping us maintain a wide array of course offerings and helping us hire the best faculty. Because of these efforts, Lincoln is better able to nurture and sustain a culture of innovation, inquiry, and engagement while also offering a variety of needed student supports.

Sincerely,

Peyton Chapman  
Principal

**Important Note:** Budget and staffing constraints always impact the course and program options available. Forecasting is used as an indicator of student interest in specific courses and programs. However, we cannot guarantee that every course and program listed and described in this booklet will be offered next year.



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Lincoln High School

Peyton Chapman, Principal

### **Estimados Alumnos:**

La Guía de Cursos Cardenal ha sido preparada con cuidado y consideración para que ustedes la usen al seleccionar clases en el colegio secundario Lincoln High School para el año escolar 2019-2020. Aquí encontrarán una amplia variedad de descripciones de cursos y programas especiales para su revisión. Por favor, discutan sus planes con sus padres o tutores para asegurarse de que entiendan sus intenciones y los apoyen en sus planes. Recomendamos una selección equilibrada de cursos a lo largo de sus cuatro años de colegio secundario para incluir Educación en Carreras Técnicas (CTE), las Artes, cursos basados en actividades y también aquellos con elementos de Aprendizaje en Servicio.

Por favor, también consulten con sus profesores y consejeros al completar el formulario de previsión. Ellos están bien informados sobre el contenido de materias y los cursos propedéuticos para tener éxito en cada clase. Los consejeros y profesores les ayudarán con la selección de cursos necesarios para graduarse, clases que se moldeen bien a sus planes futuros en cuanto a educación y carrera y también materias que les den la oportunidad de que ustedes aprendan y desarrollen nuevas, divertidas habilidades. Por favor, lean las selecciones sobre las varias maneras de obtener créditos y cumplir con los requisitos de graduación a través de “Propuestas de aprendizaje fuera del campus”, “Aprendizaje fuera del campus”, Cursos Universitarios y “Oportunidades de estudio acreditadas aprobadas”.

Las asignaciones de nuestros docentes se basan en la información recibida de los pronósticos de los estudiantes. Mientras completan sus formularios de previsión, recuerden que están planificando sus programaciones de asignaturas para el año escolar 2019-2020. Una programación preparada cuidadosamente es el primer paso hacia un año escolar exitoso en Lincoln High School. Por favor, planifiquen para cursar un día completo de clases seleccionando ocho cursos, siendo asistente de profesor/a o periodos de centro de aprendizaje académico.

Agradecemos especialmente a ‘Friends of Lincoln’ por su continuo apoyo y compromiso para ayudarnos a mantener una amplia variedad de cursos ofrecidos y ayudarnos a contratar a los mejores docentes. Debido a estos esfuerzos, el colegio secundario Lincoln está mejor capacitado para fomentar y mantener una cultura innovadora, cautivadora y de indagación, mientras a la vez ofreciendo una variedad de apoyos necesarios para los alumnos.

Sinceramente,

Peyton Chapman  
Directora

# TABLE OF CONTENTS

VISION, MISSION, AND GOALS	8
USING THIS COURSE GUIDE	9
DUAL CREDIT COURSES/CTE	10-15
PPS DIPLOMA REQUIREMENTS	16
ACADEMIC PLANNING	17-23
UNDERSTANDING GRADING	24-25
COUNSELING AND GUIDANCE	26
OTHER LEARNING OPPORTUNITIES:	26-27
AVID	
INTERNATIONAL BACCALAUREATE PROGRAMME	
TALENTED AND GIFTED	
SPANISH IMMERSION	
INTERNATIONAL BACCALAUREATE PROGRAMME	28-32
COURSES:	
ENGLISH	33-36
MATHEMATICS	37-44
SCIENCE	45-52
SOCIAL SCIENCES	53-62
PERFORMING ARTS	63
THEATRE	63-65
MUSIC	65-69
CHOIR	69-71
VISUAL ARTS	72-80
AVID	81-82
BUSINESS	83-88
CONSUMER & FAMILY SCIENCES	89-90
ELECTIVES	91-97
ENGLISH AS A SECOND LANGUAGE	98
IB SPECIFIC COURSES	99-100
PHYSICAL EDUCATION AND HEALTH	101-103
PUBLICATIONS/COMMUNICATIONS	104-105
SPECIAL EDUCATION	106-107
TECHNOLOGY	108-111
WORLD LANGUAGES	112-124
ATHLETICS	125-126
NAIA ELIGIBILITY	127-128
NCAA REQUIREMENTS	129-130

Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Science lab expenses and art class supplies are example 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. Lincoln High School 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, 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 Lincoln High School.



# LINCOLN HIGH SCHOOL

## VISION, MISSION AND GOALS

**OUR VISION:** Students who graduate from Lincoln High School will be responsible, respectful, international citizens with a passion for lifelong learning and the self-esteem and skills necessary to appreciate human diversity and contribute to family and community.

**OUR MISSION:** The mission of Lincoln High School is to serve as a neighborhood high school with an International Studies emphasis. Lincoln strives to meet the needs of a diverse student body in a positive, supportive learning environment and to provide the highest quality academic and extracurricular opportunities. These opportunities include the International Baccalaureate Programme and an overall strong college preparation program.

All programs at Lincoln emphasize academic excellence, critical thinking, the development of lifelong learning skills and high expectations for all students, while fostering self-esteem, personal responsibility and self-discipline. Lincoln's programs encourage students to be responsive to cultural and individual diversity and to become positive, contributing citizens of the world.

**OUR GOALS:** Lincoln High School will provide each student with the opportunity to:

- master the basic skills in reading, writing, speaking, listening, observing, analyzing and computing;
- think critically, logically and imaginatively to identify, analyze and solve problems using a variety of techniques;
- develop an understanding of scientific processes and principles and the skills necessary to use technology;
- develop knowledge and understanding of history, political and economic systems, institutions and the demands of responsible national and world citizenship;
- develop a respect for one's own and other people's cultures and languages; to develop insight into personal values and ethical principles; and to be able to live and work cooperatively with others;
- understand and practice the skills and balance necessary to develop, protect and enhance physical and mental health and to make appropriate decisions affecting his/her future;
- develop time management skills.

# USING THIS COURSE GUIDE

This course guide is designed to help you select courses offered at Lincoln High School. As your student prepares to forecast for 2019-20, you should review the Portland Public Schools graduation requirements.

Please keep the following in mind:

- Budget constraints impact the level of service, course, and program options available at each grade level for the 2019-2020 school year.
- Forecasting will be used as an indicator of student interest in specific courses and programs. If an insufficient number of students request a course, it will not be taught.
- Once you have forecasted, you may not make changes.

## UNDERSTANDING A COURSE

- This course guide is designed to help you select courses offered at Lincoln High School.
- Courses are organized by subject categories.
- Each course description provides the following information:

SUBJECT NAME: Name of course

CREDIT OFFERED: .5 or 1; .5 is a semester course; 1 is a year long course

GRADE LEVEL: 9-12





PREREQUISITE: Course required as a prior condition for this course

GRADUATION REQUIREMENT: Core or Elective

CAN COURSE BE REPEATED FOR CREDIT: Yes or No

DESCRIPTION OF COURSE CONTENT AND EXPECTATION

## UNDERSTANDING COURSE ICONS

Icon	
	Indicates a CTE Pathway course.
	Indicates dual credit class. .
	Place the PCC Icon in the course description of all courses students can earn PCC credit.
	Indicates an IB course

## **DUAL CREDIT COURSES**

Each PPS high school offers a variety of dual credit classes. Students enrolled in dual credit classes may elect to earn college credit for their efforts in this class. Check with your high school counselor to find out which classes at your high school offers dual credit.

You can access the [dual credit FAQ](#) here:

<https://docs.google.com/document/d/1gbRLZQVDDSV5TXOIGcSa2JHRSTAt50SM586Fbv-PT2s/edit>

## **CAREER TECHNICAL EDUCATION - CTE**

A state-approved Career & Technical Education Program of Study is a series of courses/pathways that help students develop the technical skills, academic knowledge and real-world experiences needed to prepare them for the high-skill, high-demand, high-wage careers of the 21st century and make informed choices about their post-secondary options.

At Lincoln High School we have expanded our Programs of Study to include:

- Media Studies/Mass Communications
- Design & Applied Arts
- Business Management
- Hospitality & Tourism-Culinary Arts
- Computer Science Technology



**LINCOLN**  
HIGH SCHOOL  
CTE PROGRAM



# MASS COMMUNICATIONS

## MEDIA STUDIES

COLLEGE AND CAREER READINESS

### CONNECTIONS

**Teacher Contact**  
Mary Rechner  
mrechner@pps.net  
Emily Hensley  
ehensley@pps.net  
**Career Coordinator**  
Meg Kilmer  
meg.kilmer@pps.net  
(503)916-6098

### PROGRAM COURSES

- Mass Communications
- Advanced Mass Communications
- Yearbook

### SKILLS DEVELOPED

- Research
- Reporting
- Writing
- Editing
- Photography and videography
- Principles of design
- Meeting deadlines
- Teamwork
- Design and editing software
- Podcasting
- Online publication

### COMMUNITY COLLEGE ALIGNMENT

- Clackamas Community College

SALARY	
AVERAGE STARTING SALARY	AVERAGE SALARIES OF EXPERIENCED WORKERS
Reporter <b>\$35,000</b>	Reporter <b>\$58,000</b>
Editor <b>\$44,000</b>	Editor <b>\$71,000</b>
Photojournalist <b>\$35,000</b>	Photojournalist <b>\$49,000</b>
Public Relations <b>\$52,000</b>	Public Relations <b>\$76,000</b>
Graphic Designer <b>\$52,000</b>	Graphic Designer <b>\$61,000</b>





**LINCOLN  
HIGH SCHOOL  
CTE PROGRAM**

PORTLAND PUBLIC SCHOOLS | CAREER AND TECHNICAL EDUCATION



# DESIGN AND APPLIED ARTS

COLLEGE AND CAREER READINESS

## CONNECTIONS

### Teacher Contact

Addy Kessler  
akessler@pps.net

### Career Coordinator

Meg Kilmer  
meg.kilmer@pps.net  
(503)916-5200



## PROGRAM COURSES

- The Art of Product Design 1
- The Art of Product Design 2
- The Art of Product Design 3
- The Art of Product Design 4

## SKILLS DEVELOPED

- Engineering design process
- Product cost analysis
- Designing products
- Sustainability
- Industrial design techniques: Working drawings, prototyping, sewing and textiles, fine metals and jewelry, woodworking, leathercraft, and model making

## SALARY

AVERAGE STARTING SALARY	AVERAGE SALARIES OF EXPERIENCED WORKERS
Industrial Designer <b>\$53,000 - \$90,000</b>	Artist <b>\$51,000 - \$81,000</b>
Apparel Designer <b>\$58,000 - \$86,000</b>	Curator <b>\$48,000 - \$72,000</b>
Small Business Entrepreneur <b>\$30,000 - \$90,000</b>	Architect <b>\$60,000 - \$92,000</b>

## COMMUNITY COLLEGE ALIGNMENT

- Linn Benton Community College

CTE PROGRAMS | 2



**LINCOLN**  
HIGH SCHOOL  
CTE PROGRAM



# BUSINESS

## MANAGEMENT AND ADMINISTRATION

COLLEGE AND CAREER READINESS

### CONNECTIONS

#### Teacher Contact

Ronald Waugh  
rwaugh@pps.net

Henry Hooper  
hhooper@pps.net

#### Career Coordinator

Meg Kilmer  
meg.kilmer@pps.net  
(503)916-5200

### PROGRAM COURSES

- IB Business Management SL
- IB Business Management HL
- Entrepreneurship
- Accounting
- Personal Finance: College
- Business Communication: College
- Intro to Business
- Intro to Personal Finance
- MS Office
- Intro to Marketing

### SKILLS DEVELOPED

- Critical thinking for key business decisions
- Strategies for a successful career
- Entrepreneurship
- Marketing
- Teamwork
- Software applications for business
- Accounting
- Personal money management
- Written and oral communication
- Leadership

### COMMUNITY COLLEGE ALIGNMENT

- Portland Community College

### SALARY

#### AVERAGE STARTING SALARIES

Supply Chain  
**\$50,000**

Finance  
**\$50,000**

Marketing  
**\$45,000**

#### AVERAGE SALARY OF EXPERIENCED WORKERS

HR Manager  
**\$110,000**

Financial Manager  
**\$125,000**

Sales Manager  
**\$121,000**





**LINCOLN**  
HIGH SCHOOL  
CTE PROGRAM



# HOSPITALITY/TOURISM CULINARY ARTS

COLLEGE AND CAREER READINESS

### CONNECTIONS

**Teacher Contact**

Melanie Hammericksen  
mhammericksen@pps.net

**Career Coordinator**

Meg Kilmer  
meg.kilmer@pps.net  
(503)916-6098

### PROGRAM COURSES

- Intro to Culinary Arts
- World Cuisine
- Commercial Foods and Bakery

### SKILLS DEVELOPED

- Sanitation/serve safe
- Measuring by volume and weight
- Knife skills
- Grain cooking
- Soups, stocks, sauces
- Herbs and spices
- meat/fish cookery
- Egg cookery
- Catering
- Quick breads
- Yeast breads
- Chocolate
- Custards

- Vegetables and fruits
- Recipe writing
- Menu development

### COMMUNITY COLLEGE ALIGNMENT

- Mt. Hood Community College

### SALARY

AVERAGE STARTING SALARY  
Food Prep, Kitchen, Manager, Server, Front of the House, Management, Bakers  
**\$25,000**

AVERAGE SALARY OF EXPERIENCED WORKERS  
Sous Chef, Consultants, Food Stylist, Catering Chef, Cookbook Writer  
**\$30,000-\$70,000**





**LINCOLN**  
HIGH SCHOOL  
CTE PROGRAM



# COMPUTER SCIENCE

COLLEGE AND CAREER READINESS

### CONNECTIONS

**Teacher Contact**  
Krishnan Ranjani  
rkrishnan@pps.net  
**Career Coordinator**  
Meg Kilmer  
meg.kilmer@pps.net  
(503)916-5200



### SKILLS DEVELOPED

- Problem solving and troubleshooting
- Project Management
- Computational thinking
- Teamwork
- Game development
- Coding
- 3D modeling
- Agile development

### PROGRAM COURSES

- Exploring Computer Science
- Essentials of Game Programming
- 3D Design and Printing

### SALARY

#### AVERAGE STARTING SALARY

Computer Programmers  
**\$53,000**  
Computer Engineering  
**\$97,000**

#### AVERAGE SALARIES OF EXPERIENCED WORKERS

Computer Programmers  
**\$85,000**  
Computer Engineering  
**\$100,000**

### COMMUNITY COLLEGE ALIGNMENT

- Portland Community College



# Portland Public Schools Diploma Requirements

Subject Area	Credits Required
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Focused Elective option: Career & Technical Ed, The Arts, or the 3 <sup>rd</sup> year of the same World Language	1
Electives	6
Meet district proficiency for Oregon's Essential Skills (ES) standards	Read Write Math
<b>TOTAL CREDITS</b>	<b>24</b>

In addition to the graduation requirements listed above, the Portland School Board has approved the implementation of state-mandated diplomas for students pursuing a modified course of study:

- The *Extended Diploma* is a diploma available to students in special education. Students who meet state consideration criteria and earn 12 credits in the specified content area receive this diploma.
  
- The *Modified Diploma* is available to a broader range of students. Under the rules of this diploma, students must earn 24 credits and meet state specified criteria. Of these 24 credits, 12 credits must be core credits including English, science, social science, and math. This diploma requires completion of the Personalized Learning & Essential Skills Diploma Requirements.

**In addition to the above credit requirements, students must complete Personalized Learning Requirements.**

1) Personal Education Plan: Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; Documentation embedded in transcript

2) Career Related Learning Experiences: Educational experiences that connect learning to the world beyond the classroom; Documentation in Naviance

3) Complete a Resume: Include contact information, objective, education and two of the following: work experience volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc.; Documentation in Naviance

4) Extended Application/My Plan Essay: The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals; Documentation in Naviance

Lincoln's Counseling Center volunteers have Naviance activation codes for first-time users of the site:

<https://www.naviance.com/>

## FORECASTING FOR CLASSES

Please choose classes carefully. The schedule is built and hiring decisions are made based on the forecasts that students submit in the spring. Classes may be eliminated if too few forecast for a particular class.

**Students may move to a different class only if originally placed in the wrong level of that course. We cannot move students based on requests for a specific teacher.**

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

### **COURSE STANDARDS AND CREDITS**

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

### **CLASS STANDING**

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

### **FOUR YEAR PLANNING**

Use the worksheet below to plan or revise your academic graduation plan throughout your time in high school. You will meet with your counselor every spring to review and make adjustments. Students will need 2 credits of the same World Language as a requirement for graduation.

## FOUR YEAR PLAN TEMPLATE

<b>PPS Required Courses</b>	Year Completed			
	9	10	11	12
<b>English (4 credits)</b>				
1. English 1-2				
2. English 3-4				
3. English 5-6 or AP/IB English Language				
4. English 7-8 selective				
<b>Social Studies (3 credits)</b>				
1. Modern World History				
2. US History				
3. Government/Economics				
<b>Math (3 credits) Algebra or higher</b>				
1.				
2.				
3.				
<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.				
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.				
Resume				
My Plan Essay				

### **POST HIGH SCHOOL PLANNING**

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

### **COLLEGE ENTRANCE GUIDELINES**

The minimum standards for admission to Oregon’s colleges and universities are subject to change be sure to check with the university about all current requirements.

1. Minimum of 15 credits in core college preparatory courses – see list below. Note: Students need to earn a C

or higher in these courses for them to count toward this requirement.

- English (4 credits)
- Mathematics (3 credits) Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3-4 or above.
- Science (3 credits) Shall include two years of core laboratory science such as biology, chemistry, or physics.
- Social Sciences (3 credits) Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics. Second Language (2 credits)
- Two years of the same second language: American Sign Language, Arabic, French, German, Mandarin Chinese, and Spanish are offered at Lincoln High School.

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

### **RANK ORDER AND GPA**

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

### **PRE-NINTH GRADE CREDIT**

May be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#). Credit may be offered for selected academic courses taken prior to grade nine if the pre-grade nine course meets the same, or equivalent, criteria as a high school course and was taken at a PPS middle school. 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. Pre-ninth grades will be factored into the student's GPA.

### **OUTDOOR SCHOOL**

Sophomores, juniors and seniors may earn .5 elective credit for one week of service as an outdoor school leader (following a weekend training workshop). The program requires counselor's approval and a week-long absence from school. Students must plan carefully to make up their course work. There is a 1 credit limit per school year.

### **STUDYING ABROAD**

Students planning to study a semester or year abroad must first meet with their counselor and the Curriculum Vice Principal to plan how to earn the required graduation credits they will miss while overseas.

### **VALEDICTORIAN ELIGIBILITY**

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

Students are not allowed to repeat a course to better a grade and be eligible for valedictorian status.

## **PARTICIPATION IN GRADUATION**

All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate, have the option of participating in a high school graduation ceremony with the student's class unless student is deemed ineligible due to discipline violations.

## **SUMMER COMPLETION**

A student who fails to obtain the required credits and minimum competency requirements by the end of the senior year and makes up the work during the summer shall receive a diploma upon satisfactory completion of District requirements.

- **Students will receive a diploma dated the following year and may participate in graduation exercises held the following year with principal approval.**

Participation in graduation exercises before all necessary requirements are met is prohibited.

## **STUDENTS TRANSFERRING IN FROM OUT OF STATE**

Students who enroll as a senior at Lincoln High School from out-of-state high schools will receive a regular diploma provided they successfully complete the required credits for graduation as designated by Portland Public Schools.

[http://www.pps.net/cms/lib8/OR01913224/Centricity/domain/219/policies/4/4.10.054-AD\\_Student\\_Transfers.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/domain/219/policies/4/4.10.054-AD_Student_Transfers.pdf)

## **GRADUATING IN LESS THAN FOUR YEARS**

The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

## **EARLY GRADUATION**

Students planning for early graduation after the 6th or 7th semester must complete the approval process with the Curriculum Office in a timely fashion. Students are encouraged to contact their counselor well in advance of their planned graduation date.

## **ESSENTIAL SKILLS**

All PPS students must demonstrate proficiency in the Essential Skills for reading, writing, and math. Students may meet this requirement through a variety of assessments including the SBAC, SAT, ACT and Work Samples.

**\*Juniors who do not meet their Essential Skills will be enrolled in the Essential Skills course in the fall of senior year until they have successfully completed the required work samples in all subject areas.**

## **CREDIT BY EXAM**

Credit by Exam is a process for ascertaining student achievement and awarding credit for a particular course that is normally offered within the student's high school without the student having to enroll or otherwise participate in the course. Credit is PASS or NO PASS only. No letter grades are given for taking credit by examination. This credit is posted on the student's transcript. Students may elect to challenge the course if they have not taken any part of the course. Students should contact the PPS Learning and Credit Options Program (503-916-3358) or see their Counselor for more information. <https://www.pps.net/Page/2330>

No more than four credits can be earned via credit by exam. Students may challenge a particular course only once. Students may not challenge a course they have taken and failed.

### **OFF CAMPUS ALTERNATIVE LEARNING PROPOSALS**

An Off-Campus Learning Proposal provides an alternative way to earn credit to complete a required or elective course. Students should expect to submit a collection of evidence for evaluation to demonstrate proficiency.

Students should contact their counselor for information on submitting an Earning Proficiency Credit for: Work, Volunteer, Internship or other Extended Learning Experience. Grading is Pass-No Pass only.

Specific criteria and documentation is required. Please consult with your counselor for more information.

### **CREDIT RECOVERY/REPEATING A COURSE**

Students may repeat courses at Lincoln in the event of failure as space allows. Please contact your counselor about alternatives, such as those described above.

### **OTHER ACCREDITED STUDY OPPORTUNITIES**

After **approval by school counselor** and administrator according to PPS policy, students may earn high school credit through independent study or online opportunities. Virtual Scholars is an online credit recovery option for students who have failed a high-school core class. Students must contact their counselor for registration.

## **CREDIT RECOVERY OPPORTUNITIES**

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

<b>Credit Recovery Option</b>	<b>Location</b>	<b>Schedule</b>	<b>Credits + Tuition</b>
<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.

## **COLLEGE COURSE WORK**

Students may also participate in programs at our local universities including Templeton Scholars at Lewis and Clark College and Reed Young Scholars at Reed College.

These competitive programs are offered to students who have exhausted high school curricula or have demonstrated a serious interest in a subject not offered at Lincoln. Students should consult with their counselor for more information and access to these programs.



## UNDERSTANDING GRADING AT LINCOLN

**Progress in classes** at Lincoln High School is reported by using the following grades:

A = Excellent Progress	4.0 Points
B = Good Progress	3.0 Points
C = Satisfactory Progress	2.0 Points
D = Minimum Progress	1.0 Point
F = Inadequate Progress	no credit

Credit is granted each semester and classes carry 0.5 credit per semester. **All grade changes, including incompletes, must be cleared within six weeks of the end of the grading period.** The teacher and student must provide a written plan and timeline for the requirements to complete the work and change the incomplete to a grade. This plan should be submitted to the Curriculum Vice-Principal's office. If the work is not completed within the six week period the incomplete grade will revert to the grade earned at the end of the grading period.

Please note that while a "D" is considered passing by PPS, universities will only recognize a grade of C- or better in all college preparatory courses. College bound students should retake any required course in which they receive a "D."

### 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.

### WITHDRAWAL FAIL, WITHDRAWAL NO PASS, WITHDRAWAL NO GRADE

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

- **Withdraw Fail (WF):** Student withdraws and is not passing the course at the time of withdrawal or 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 a 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 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 a student's GPA.

## **PASS / NO PASS**

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

## **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.**

PPS Grading MOU <https://drive.google.com/file/d/1Bxlwn3jaHYCvpEeU3LC2hiEnNKCiaQZW/view>

## **COMMUNICATING ABOUT GRADES**

Lincoln High School will mail a progress report to the home of any student earning less than a "C" in any course at the midpoint of each nine week grading period. These reports communicate grades, attendance and other factors which may be inhibiting the student's achievement.

Parents are encouraged to utilize [Parent VUE/Student VUE](#) tool to monitor their student's progress. Access to the Gradebook is via a password that is assigned to each student.

Report cards are mailed home four times each year. Lincoln is on the semester system so grades given at the end of first and third quarters are midterm progress grades and are not counted in the GPA or displayed on the transcript. Final grades for each semester are recorded on the transcript.

## **STUDENT FEES**

Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, students may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses, art class supplies, woods, and culinary arts are examples of classes where a student's contribution can make a difference in the quality of the class. Students are not required to pay the requested contribution in order to enroll in the class. Lincoln High School is only able to offer these enhanced learning opportunities for students because of everyone's support and contributions. We appreciate this commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee for deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish his/her own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form available at registration in

August provides more information about specific fees and contribution options for Lincoln High School.

# COUNSELING AND GUIDANCE

The counseling staff recognizes that all students have unique strengths and needs. Our goal is fourfold:

- 1) assist students, parents, and staff with educational planning;
- 2) assist students with post high school planning;
- 3) assist students and families toward a successful school experience; and
- 4) assist students with problems that interfere with their ability to succeed in school. Students and parents are encouraged to meet the counselors and to take advantage of their assistance.

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

## OTHER LEARNING OPPORTUNITIES AT LINCOLN

### AVID

AVID is a 4-year sequence elective class offered to students who are highly motivated to prepare for “college readiness and success in a global society.” The curriculum centers on promoting higher-level critical thinking skills by enhancing core skills in writing, inquiry, collaboration, organization and reading (WICOR). College students/peer tutors work in the classroom to promote a college centered curriculum, including college visits and guest speakers. In the junior and senior sections of the course students prepare for college entrance exams, and focus on the college admissions process. Additional requirements for the course include a commitment to learning and practicing note taking skills, enrolling in rigorous coursework as well as maintaining good attendance, citizenship and a high GPA. Students are required to enroll in one or more IB courses concurrently with AVID during their junior/senior years.

### INTERNATIONAL BACCALAUREATE PROGRAMME

Lincoln High School has been an authorized IB World School since 1989 and offers the IB Diploma Programme, a comprehensive and challenging pre-university curriculum focused on the last two years of high school. The IB Diploma Programme grew out of the efforts of international schools to establish a common curriculum and university entry credential for geographically mobile students. It was hoped that a shared academic experience with exposure to the tools of critical thinking and to a variety of viewpoints would encourage intercultural understanding by young people.

## **TAG - TALENTED AND GIFTED**

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school TAG Plan addressing the needs of its TAG students and the State mandate. Identification of students, methods for providing appropriate instruction in the classroom, communicating with students, staff and parents, and professional development for teachers are all a part of a school's TAG Plan. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. There are not separate "TAG" courses or TAG tracking in high school. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan.

## **SPANISH IMMERSION**

Lincoln's unique, specialized four-year course sequence in Spanish Immersion completes the K-12 program and focuses on developing fluency and using the Spanish language in interdisciplinary studies. The program begins at Ainsworth Elementary and continues to West Sylvan Middle School. Spanish Immersion is a rigorous program in which as much as 50% of the standard PPS course work over thirteen years is delivered in Spanish.

Students who have Spanish spoken at home are encouraged to apply to join the Immersion Program. Applicants are admitted based upon teacher assessment and recommendation.

The goals of the program are:

- to insure that students attain oral and written fluency in the Spanish language;
- to prepare students to bridge cultural gaps and to communicate effectively in any Spanish-speaking country or community;
- to facilitate community service in Spanish-speaking communities in the region.

Program Sequence: Students who finish the four years of Spanish Immersion instruction at Lincoln with a grade of "C" or better in all classes are recognized at graduation for completing the Spanish Immersion program.

# INTERNATIONAL BACCALAUREATE PROGRAMME

## **IB Mission Statement**

*The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

Lincoln High School has been an authorized IB World School since 1989 and offers the IB Diploma Programme, a comprehensive and challenging pre-university curriculum focused on the last two years of high school. The IB Diploma Programme grew out of the efforts of international schools to establish a common curriculum and university entry credential for geographically mobile students. It was hoped that a shared academic experience with exposure to the tools of critical thinking and to a variety of viewpoints would encourage intercultural understanding by young people.

Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions;
- Learn how to learn;
- Develop a strong sense of their own identity and culture;
- Develop the ability to communicate with and understand people from other countries and cultures.

The programme emphasizes concurrency of learning, internationalism, academic integrity, breadth and depth of study, experiential community-based learning to nurture students who are reflective, balanced, caring, thinking, principled and open minded.

The IB Diploma Programme is now offered in 3317 schools in 141 countries and over a half million students have graduated since the programme's inception. Lincoln's students have consistently achieved at levels above the international averages and the world's leading universities have welcomed our IB graduates.

The IB curriculum provides an international perspective to real-world issues. Students should possess the dedication, academic and organizational ability to complete a rigorous program in their junior and senior years. The IB curriculum is marked by critical thinking, creative expressions and in depth writing across the curriculum. IB students demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas.

## **ACCESS TO THE IB PROGRAMME**

Lincoln has an open access IB programme – IB courses are open to any Lincoln junior or senior who has successfully met the course prerequisites. There is no application process, entrance exam or test score requirements. However, students should be aware of the rigor of these courses and be willing to commit to the quantity and quality of work normally expected at the college level. Students should also be aware of summer reading requirements.

While Lincoln High School strongly encourages students to work towards an IB Diploma, students may choose to participate in the IB Diploma programme in one of three ways:

- IB Diploma student (fulfilling all requirements for the Diploma);
- IB Course student (fulfilling all requirements, including the exam, in one or more IB courses); OR
- IB Course participant (enrolling in IB courses without participating in the external assessments).

## **THE IB DIPLOMA**

Students must successfully complete the four components of the Diploma Programme over the two years of the Diploma Programme.

### **1. Comprehensive Curriculum:**

Students study six subjects, one chosen from each of the six subject groups: Group 1. Language A1 (English), Group 2. Language B (the student's second language), Group 3. Societies and Individuals, Group 4. Sciences, Group 5. Mathematics and Group 6. The Arts or Electives. Normally three subjects are studied at higher level (HL) (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (SL) (courses representing 150 teaching hours). Most IB courses are two years long and students must complete both years to earn IB credit and be eligible to sit for the IB exam. Students complete all internal and external assessments.

### **2. Theory of Knowledge:**

The interdisciplinary Theory of Knowledge (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives. TOK issues and questions are embedded across all content areas and allow students to explore how they know what they know. The TOK course is presented over two semesters bridging the junior and senior year. Students complete the IB prescribed TOK essay in the senior year.

### **3. The Extended Essay:**

Defined as "a study in depth of a limited topic," the Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university. The Extended Essay is begun in the junior year under the supervision of the Librarian, an IB teacher/advisor, and TOK teacher.

### **4. Creativity, Activity and Service:**

The CAS program encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena. Students are required to participate in CAS during the entire two years of the Diploma programme. Students submit evidence of and reflections about their experiences in a personally designed portfolio.

## **THE IB COURSE STUDENT**

Students who complete all of the required class work in an IB course as well as the Internal Assessments and sit for the IB exam receive a statement of results from the International Baccalaureate Organization. Universities may award advanced placement or credit for this coursework.

### **Assessment Practices:**

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

**Internal assessment:** All IB classes have required Internal Assessments, classwork that is marked by Lincoln teachers consistent with the objectives of the IB rubrics. These scores are reported to IB and contribute to the overall IB mark that is awarded by the IBO. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

**External assessment:** Some assessment tasks are conducted and overseen by teachers at Lincoln but then submitted for marking to external examiners around the world. Examples include the TOK essay, the World Literature essay, the Extended Essay and supervised writing in IB English and World

Language Courses.

IB students worldwide sit for written examinations that are then submitted to external examiners for marking. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

The grading system is criterion-based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

### **PLANNING FOR THE IB DIPLOMA PROGRAMME**

While the IB Diploma Programme is available to juniors and seniors only, it is imperative to plan for IB from the onset. IB students must not only meet the requirements of the IB Diploma Programme, but must also meet the graduation requirements for PPS. The [IB planning chart](#) is available online, and is also included on the next page.

## IB FULL DIPLOMA PLANNING CHART

Group	1 Language A English	2 Language B	3 Societies & Individuals	4 Experimental Sciences	5 Mathematics	6 Arts or Electives & TOK
<b>Freshman</b>	English 1-2 Literature	Arabic French German Mandarin Spanish	United States History United States History- Ethnic Studies	Physics NGSS	Algebra 1-2 Geometry Adv. Algebra 3-4	Physical Education See art sequences
<b>Sophomore</b>	English 3-4 Accelerated American Literature/Comp	Arabic French German Mandarin Spanish	Political Economy	IB Biology SL 1-2 Chemistry 1-2 IB Chemistry 1-2	Geometry Adv. Algebra 3-4 IB Math SL 1-2 IB Math HL 1-2	Health
<b>Junior</b>	IB English SL/HL 5-6  IB Spanish A SL 9-10*  *Fulfills Lang B requirement for Diploma Candidates	IB Arabic SL 7-8 IB French SL 7-8 IB German SL 7-8 IB Mandarin SL 7-8 IB Spanish SL 7-8 IB Spanish SL 9-10	IB Anthropology SL IB Business Mgmt. SL IB Environmental Systems and Societies SL 1-2 IB Geography SL IB Global Politics SL IB Philosophy SL IB Psychology SL 1-2 IB History HL 1-2	IB Biology SL 1-2 IB Biology SL 3-4 IB Biology HL 1-2 IB Chemistry 1-2 IB Chemistry 3-4 IB Environmental Systems and Societies SL 1-2 IB Physics 1-2 IB Computer Sc. SL 1-2	Adv. Algebra 3-4 Prelim Math Studies IB Math Studies SL IB Math SL 1-2 IB Math SL 3-4 IB Math HL 1-2 IB Math HL 3-4	Diploma Workshop/TOK IB Elective (Groups 2-4) IB Film SL 1-2 IB Music SL IB Theater SL IB Visual Arts 5-6 SL
<b>Senior</b>	IB English SL/HL 7-8  IB Spanish A SL 11-12*  *Fulfills Lang B requirement for Diploma Candidates	IB Arabic SL 7-8 IB French SL 7-8; HL 9-10 IB German SL 7-8; HL 9-10 IB Mandarin SL 7-8; HL 9-10 IB Spanish SL 7-8 IB Spanish HL 9-10 IB Spanish A SL 11-12	IB Anthropology SL/HL IB Business Mgmt. SL/HL IB Environmental Systems and Societies SL 3-4 IB Geography SL IB Global Politics SL IB History HL 3-4 IB Philosophy SL IB Psychology SL 3-4	IB Biology SL 3-4 IB Biology HL 3-4 IB Chemistry 3-4 IB Environmental Systems and Societies SL 3-4 IB Physics 3-4 IB Computer Sc. SL 3-4	IB Math Studies SL IB Math SL 3-4 IB Math HL 3-4 IB Further Math Studies HL	Diploma Workshop/TOK IB Elective (Groups 2-4) IB Film SL 3-4 IB Music SL IB Theater SL IB Visual Arts SL 5-6 IB Visual Arts HL 7-8
<b>Test Level</b>	<b>SL or HL</b>	<b>SL or HL</b>	<b>SL or HL</b>	<b>SL or HL</b>	<b>SL or HL</b>	<b>SL or HL</b>



### **THE IB COORDINATOR**

The IB Coordinator is available to help students with planning for the IB Diploma. Meetings are scheduled for incoming 8th grade families to meet with the IB Coordinator to guide the students' course selections.

### **STUDENTS INTERESTED IN COMMITTING TO THE IB PROGRAMME**

Will complete an academic plan with the IB Office during the forecasting period for sophomore year. This plan will be adjusted annually as students progress. The IB Coordinator conducts an annual presentation for families of freshmen and sophomores to guide the development of their academic plan. Another annual meeting is held for families of juniors and seniors to counsel families during the completion of the actual IB courses and to advise on IB exam registration.

### **UNIVERSITY RECOGNITION OF THE IB DIPLOMA**

IB courses prepare students for the externally assessed IB examinations offered in May. Students who are candidates for the IB Diploma or IB Certificate are required to take these exams. Successful IB Diploma students may qualify for advanced placement or credit at the university of their choice. The IB exam scores have no effect on the Lincoln course grade, only on the awarding of the IB Diploma or Certificate, credentials awarded by the International Baccalaureate Organization.

### **THE OREGON UNIVERSITY SYSTEM HAS IMPLEMENTED A SYSTEM-WIDE IB RECOGNITION POLICY**

OUS schools will now grant department credit for ALL IB courses, SL and HL, with scores of 5 and above. Students earning the IB Diploma may be granted sophomore standing and be eligible for a merit scholarship.  
[www.ibo.org](http://www.ibo.org)

### **COST OF IB PROGRAMME**

The courses are part of the regular Lincoln High School offerings and are, of course, free to enrolled students. Students who complete requirements for the IB Diploma and Certificate are assessed examination fees by the IBO. Fees for the Diploma are approximately \$900 over the two years of the programme. While very limited scholarship assistance is available, parents are urged to plan for this expenditure.

# ENGLISH

Lincoln's English Curriculum is designed to provide varied opportunities for literature study, writing and speech, including courses which stress the interdisciplinary study of literature, history and art. Our English Department approaches writing as a process, and students have opportunities to use computers for writing and revision in our computer labs. Students will commit to writing a minimum of four formal pieces of writing per year that will undergo the rigors of the writing process. In addition, students will be expected to write informally, creatively and extemporaneously as a way of responding to literature.

In recognition of the international studies emphasis of this school, our courses value the literature of all cultures. As new works in translation become available with greater frequency, we study and review them for possible inclusion in the curriculum. For this reason, the common readings assigned may change from year to year.

Our core sequence of courses from the freshman to senior level emphasizes the integration of writing and literature. IB Junior and Senior English is a two-year International Baccalaureate course.

For the student who wishes to specialize further, we offer Publications.

Courses are placed in this chart at the preferred grade level which reflects the level of the coursework required. All LHS Language Arts Courses are aligned with the Common Core State Standards. Many courses, particularly at the junior and senior level, may be taken during the earlier or later grades. Courses in the top of the chart are recognized by state colleges for one of the four years of required English credit. See course descriptions for more complete grade level requirements and more information regarding required and elective credit. Novels listed in the course descriptions represent only a sampling of the literature to be studied.

9th	10th	11th	12th
English 1-2: Lit	English 3-4 English 3-4: Accelerated	English 5-6: Lit Appreciation IB English A1 HL 5-6 IB English A1 SL 5-6	IB English A1 HL 7-8 IB English A1 SL 7-8 English 7-8: Literary Analysis

## ENGLISH 1-2: LITERATURE/COMPOSITION

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: English

May be repeated for credit: No

This course is designed to increase proficiency in reading, writing, listening and speaking while helping students explore the impact of culture on identity as well as the hero's journey. The fundamentals of critical thinking and textual analysis are taught through such works as Romeo and Juliet, The Odyssey, poetry, multicultural short stories, mythology and various novels. Growth in vocabulary, close reading skills, socratic discussion, and writing skills are emphasized. Students will primarily be expected to demonstrate their knowledge of class texts through graded discussion, analytical paragraph and essay writing, annotation, and journaling.

### **ENGLISH 3-4: AMERICAN LITERATURE/COMPOSITION**

Credit: 1.0

Grade: 10

Prerequisite: None

Graduation Requirement in: English

May be repeated for credit: No

This course is organized around student choice and development of student voice in expression of ideas. Literature selections are drawn primarily from works of US authors in several genres reflecting a multiplicity of perspectives. Class is generally based on seminar-style discussions of shared readings and a variety of collaborative learning techniques. Instruction is designed to increase literacy and proficiency in reading and writing. Writing will emphasize literary analysis but likely include multiple modes. Authors represented may include Bradstreet, Franklin, Hughes, Irving, Poe, Baldwin, Fitzgerald, Salinger, Kesey, Cather, Porter, Alexie, Hansberry, Steinbeck, Wilson, Morrison among others.

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### **ENGLISH 3-4: ACCELERATED AMERICAN LITERATURE/COMPOSITION**

Credit: 1.0

Grade: 10

Prerequisite: Successful completion of English 1-2

Graduation Requirement in: English

May be repeated for credit: No

This course is organized around preparation for IB English. Literature selections are drawn primarily from works of US authors in several genres reflecting a multiplicity of perspectives. Class is generally based on seminar-style discussions of shared readings. In addition, there is an emphasis on the writing process with a focus on critical literary analysis. Authors represented may include Bradstreet, Franklin, Hughes, Irving, Poe, Baldwin, Fitzgerald, Salinger, Kesey, Cather, Porter, Alexie, Hansberry, Steinbeck, Wilson, Morrison among others.

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### **ENGLISH 5-6: LITERATURE APPRECIATION**

Credit: 1.0

Grade: 11

Prerequisite: None

Graduation Requirement in: English

May be repeated for credit: No

Classics students develop an appreciation for and understanding about ideas and experiences from around the world. Through the lens of cultural encounters, students read a balance of contemporary and classic works, including short stories, essays, novels, poetry, nonfiction, drama and visual media, that encourage examination of multiple perspectives. Communication through various modes of writing and speaking will focus on interpreting the human experience through critical analysis of literature. The authors studied, such as William Shakespeare, Alice Walker, Charles Dickens, Ray Bradbury, Alexander Solzhenitsyn, Amy Tan, Sandra Cisneros and selected poets, represent diverse cultural and historical perspectives. All studies will be focused on helping students become effective writers, critical thinkers, attentive readers and engaging presenters.

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## **ENGLISH 7-8: LITERARY ANALYSIS**

Credit: 1.0

Grade: 12

Prerequisite: None

Graduation Requirement in: English

May be repeated for credit: No

The central focus of the course is teaching students to write clearly about abstract ideas. This discussion-based class emphasizes close “reading” of difficult texts and fosters the student’s ability to interpret those texts. Writing for the course will first center on the completion of each student’s College Essay; thereafter, the essay writing concerns itself with thesis essays interpreting an aspect of each text read in class. All writing will be held to a high standard serving to prepare students for writing the following year in college.

Discussions are lively; we will chat about the books in great depth, read novels, short stories, poetry and film. Teachers select a variety of literature to engage students in their interests in literary analysis.

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## **IB ENGLISH A: LITERATURE SL/ HL 5-6**

Credit: 1.0

Grade: 11

Prerequisite: Successful completion of English 3-4 or English 3-4 Accelerated

Graduation Requirement in: English

May be repeated for credit: No

(first year of a two-year course)

Note: Summer Reading Required

This is the first in a rigorous two-year course leading to the International Baccalaureate Higher Level examination at the end of the senior year. It is designed for the motivated student who appreciates the value of close analysis of fine literature, who seeks to increase his/her awareness of the literary contributions from various cultures and time periods, who enjoys discussing and writing, and who is self-disciplined enough to strive for precision in thought and excellence in expression. The authors studied intensively may include Pablo Neruda, Gabriel Garcia Marquez, Bessie Head, Jorge Amado, Anna Akhmatova, Y. Kawabata and selected essayists.

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## **IB ENGLISH A: LITERATURE SL/HL 7-8**

Credit: 1.0

Grade: 12

Prerequisite: IB English HL 5-6 - This is the second year of a two year course.

Graduation Requirement in: English

May be repeated for credit: No

(first year of a two-year course)

Note: Summer Reading Required

This course is the second half of a two-year literature study that meets the expectations established by the International Baccalaureate Program. Students will continue to study the works of American and world literature drawn from the IB prescribed book list. Students will engage in close detailed and critical examination of written text through discussions, activities, oral commentaries and critical analysis and comparison essays. Through the two IB English courses, students will be prepared to take the Language A1 exam in the spring of their senior year. Students anticipating taking the two-year sequence at the Standard Level will be studying 10 instead of 13 works.

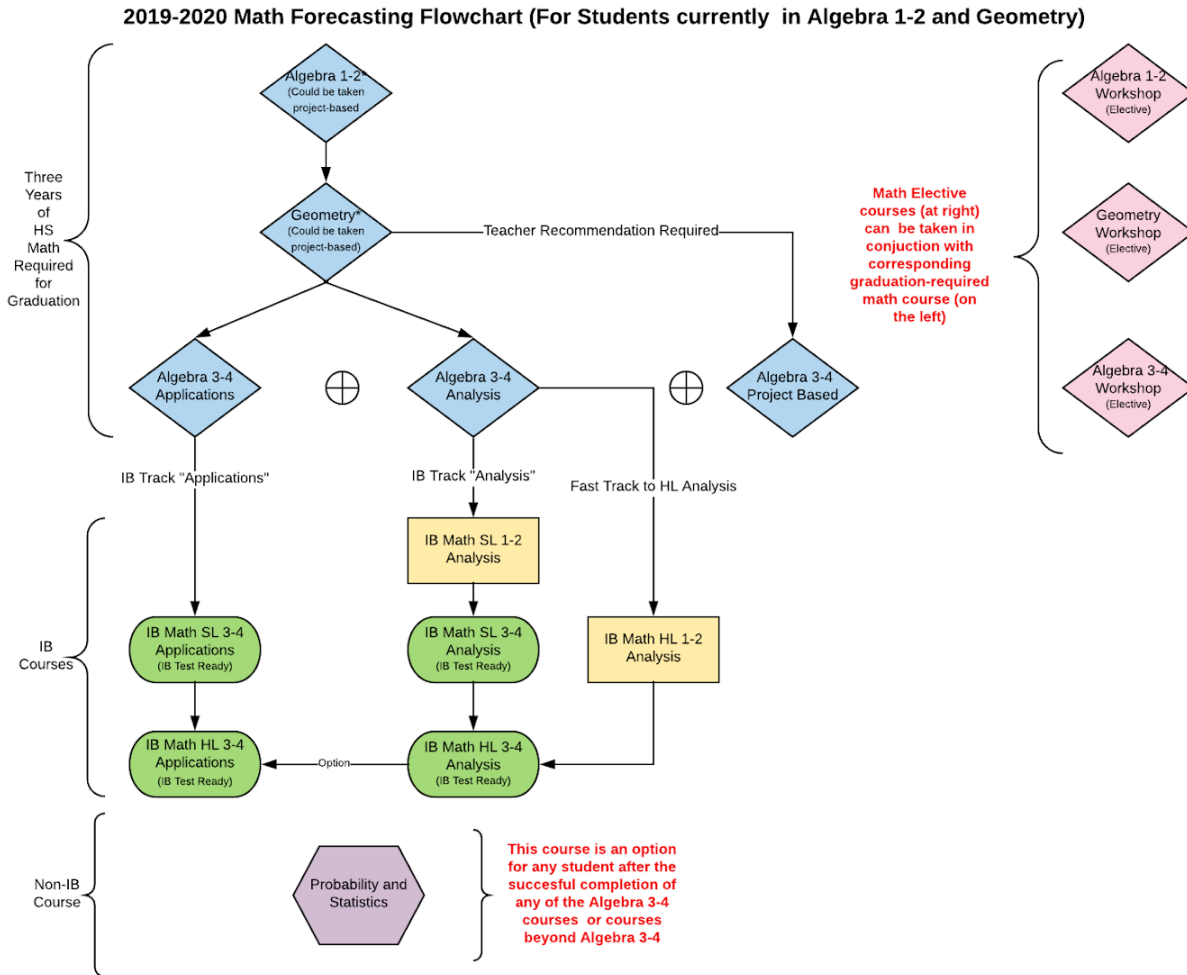
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# MATHEMATICS

The Math Department offers a curriculum that ranges from Algebra 1-2 through advanced mathematics concepts. Courses prepare students for future careers. Skills such as reasoning and problem solving are emphasized in all levels of mathematics. For proper placement in any math course, please check prerequisites as listed below.

The flowchart below reflects the changes in the IB curriculum that will affect students currently enrolled in Algebra 1-2 and Geometry.

- Students currently enrolled in Advanced Algebra 3-4, Accelerated Algebra 3-4, or Advanced Algebra 3-4 Applied, should forecast for IB SL 1-2 or IB HL 1-2.
- Students currently enrolled in IB SL 1-2 or IB HL 1-2 should forecast for IB SL 3-4 or IB HL 3-4 respectively.
- Only 10th and 11th grade students currently enrolled in Advanced Algebra 3-4 or IB SL 1-2 should forecast for IB Math Studies SL as this class will no longer be offered after 2019-2020 school year.



## **CCSS ALGEBRA 1-2**

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Math

May be repeated for credit: No

In the first course in algebra the representation of functions is used as a unifying theme. Students are introduced to linear, quadratic, exponential and polynomial functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations and quadratic equations. They deepen their understanding of basic algebraic concepts using hands-on activities, technology lessons and problem-solving and developing confidence in their ability to think mathematically as they work both individually and collaboratively.

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## **CCSS ALGEBRA 1-2 Project-Based**

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Math

May be repeated for credit: No

This course is a project-centered version of traditional CCSS Algebra 1-2. It will address the same learning targets as CCSS Algebra 1-2. The difference is that assessment of/for student learning will be primarily around projects. Projects will be enhanced with the use of web-based technology (Desmos, etc.) and will afford students the possibility of demonstrating their understanding through a variety of personalized projects/activities. Students are introduced to linear, quadratic, exponential and polynomial functions through graphical, numerical and symbolic representations, and in a variety of contexts. Students learn to solve linear equations, inequalities, systems of equations and quadratic equations. By the end of the course each student will have a portfolio of work representing their learning throughout the semester. This approach may be a significant departure from what many students are used to. It will require a greater degree of independence on the part of the student, an ability to meet deadlines, and to work through individualized tasks. Students who are looking for these features in a class will find themselves well-placed here.

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## **CCSS ALGEBRA 1-2 WORKSHOP**

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

This is an elective course that selected students will take concurrent with Algebra 1-2. Students will thus have the opportunity to receive math support every day. Students interested in enrolling in this everyday class must be referred by their middle school math teacher or their middle school or high school counselor.

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## **CCSS GEOMETRY**

Credit: 1.0

Grade: 9-11

Prerequisite: Completion of Algebra 1-2 or teacher recommendation.

Graduation Requirement in: Math

May be repeated for credit: No

Students study two and three-dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1-2 is reviewed with geometric applications. Students may use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas.

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### **CCSS GEOMETRY Project-Based**

Credit: 1.0

Grade: 9-11

Prerequisite: CCSS Algebra 1-2

Graduation Requirement in: Math

May be repeated for credit: No

This course is a project-centered version of traditional CCSS Geometry. It will address the same learning targets as CCSS Geometry. The difference is that assessment of/for student learning will be primarily around projects. Projects will be enhanced with the use of web-based technology (Desmos, etc.) and will afford students the possibility of demonstrating their understanding through a variety of personalized projects/activities. Students are introduced to similarity, congruence, transformations, mathematical logic, measurement and trigonometric relationships in a variety of contexts. By the end of the course each student will have a portfolio of work representing their learning throughout the semester. This approach may be a significant departure from what many students are used to. It will require a greater degree of independence on the part of the student, an ability to meet deadlines, and to work through individualized tasks. Students who are looking for these features in a class will find themselves well-placed here.

---

### **CCSS GEOMETRY WORKSHOP**

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

This is an elective course that selected students will take concurrent with Geometry 1-2. Students will thus have the opportunity to receive math support every day. Students interested in enrolling in this everyday class must be referred by their algebra 1-2 teacher or by high school counselor.

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### **ADVANCED ALGEBRA 3-4 APPLICATIONS**

Credit: 1.0

Grade: 9-12

Prerequisite: Completion of Algebra 1-2 and Geometry 1-2 or teacher recommendation

Graduation Requirement in: Math

May be repeated for credit: No

Advanced Algebra 3-4 Applications and Interpretations is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be



interested in harnessing the power of technology alongside exploring mathematical models. Students who take the Applications pathway will be those who **enjoy mathematics best when seen in a practical context**. While successful completion of this course fulfills the mathematics core requirement for graduation, it is expected that students in this course will continue their mathematical education in IB Math Applications SL or IB Math Applications HL.

The topics in this course are Transformations of Functions, Solving Equations and Inequalities, Functions and their Inverses, Logarithms and Exponents, Trigonometric Functions, Complex Numbers, Polynomials, and Statistics. This course fulfills the requirements for Common Core State Standards for Algebra 3-4.

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### **ADVANCED ALGEBRA 3-4 ANALYSIS**

Credit: 1.0

Grade: 9-12

Prerequisite: Completion of Algebra 1-2 and Geometry 1-2 or teacher recommendation

Graduation Requirement in: Math

May be repeated for credit: No

Advanced Algebra 3-4 Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be **fascinated by exploring real and abstract applications** of these ideas, with and without the use of technology. Students who take the Analysis pathway will be those who enjoy the thrill of mathematical problem solving and generalization. While successful completion of this course fulfills the mathematics core requirement for graduation, it is expected that students in this course will continue their mathematical education in IB Math Analysis SL or IB Math Analysis HL.

The topics in this course are Transformations of Functions, Solving Equations and Inequalities, Functions and their Inverses, Logarithms and Exponents, Trigonometric Functions, Complex Numbers, Polynomials, and Statistics. This course fulfills the requirements for Common Core State Standards for Algebra 3-4.

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### **ADVANCED ALGEBRA 3-4 Project-Based**

Credit: 1.0

Grade: 10-11

Prerequisite: Completion of Algebra 1-2 and Geometry 1-2 or teacher recommendation.

Graduation Requirement in: Math

May be repeated for credit: No

Mathematics is around us at all times. But too frequently students do not connect the math that is learned in classrooms to that which is used in science, design, and technology. This class is a second year course in Algebra that will provide students with the opportunity to combine in-class experiences with off-campus “residencies” that are guided by local professionals. The residency program will place students in professional settings in which they observe and participate in applications of the concepts that they are learning. These residencies will build on classroom learning by focusing on skills in graphic design, problem solving, and technical writing. It will also provide experience in careers that involve mathematics. Students will conclude their residencies by completing in-depth projects based on these experiences.

Students should consider this course if they are interested in applying the mathematical tools that they are taught. The course is intended for students who are self-motivated, who are eager to experience mathematics in a non-traditional setting, and who would benefit from learning at a pace set to their individual needs and skill

level. The course fulfills students' Advanced Algebra 3-4 credit as well as necessary Essential Skills Math Work Samples. It will prepare students to take the IB Math Applications SL 3-4 course offered at Lincoln. Advanced Algebra 3-4 Project-Based can also be taken as an elective math course.

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### **ADVANCED ALGEBRA 3-4 WORKSHOP**

Credit: 1.0

Grade: 10-12

Prerequisite: Completion of Algebra 1-2 or teacher recommendation.

Graduation Requirement in: Elective

May be repeated for credit: No

This is an elective course in which selected students will take concurrent with Advanced Algebra 3-4. Students will thus have the opportunity to receive math instruction everyday. Students interested in enrolling in this course must be referred by their Geometry teacher or by high school counselor.

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### **PROBABILITY AND STATISTICS**

Credit: 1.0

Grade: 12

Prerequisite: Completion of Algebra 3-4

Graduation Requirement in: Math

May be repeated for credit: No

Do you read the newspaper? Are you tired of politicians lying to you? Want to do better in your "Fantasy Sports" league? Take Statistics! Students will learn: how to collect, organize, summarize and present descriptive statistical information; how to perform experiments using sampling techniques; and how to use probability, probability distributions and inferential statistics to examine and make predictions about populations.

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### **IB MATH STUDIES SL**

Credit: 1.0

Grade: 11-12

Prerequisite: Completion of Algebra 3-4

Graduation Requirement in: Math

May be repeated for credit: No

This course is designed for students with varied backgrounds and abilities. The course concentrates on mathematics that can be applied to contexts related to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations.

This course includes project work; students must produce a piece of written work based on personal research, guided and supervised by the teachers. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course.

The students most likely to select this course are those whose main interests lie outside the field of mathematics. Topics covered in this course include numbers and algebra, sets, logic and probability, functions,

statistics and basic calculus. Upon completion of this course, students will be prepared to take the IB Math Studies SL exam.

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### IB MATH ANALYSIS SL 1-2

Credit: 1.0

Grade: 10-11

Prerequisite: Advanced Algebra 3-4 Accelerated

Graduation Requirement in: Math

May be repeated for credit: No

Note: This is the first year of a two year math sequence culminating in preparation for the IB Math SL exam in the second year. This course is also open to seniors who wish to prepare for college level mathematics.

IB Math Analysis SL 1-2 is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be **fascinated by exploring real and abstract applications** of these ideas, with and without the use of technology. Students who take the Analysis pathway will be those who enjoy the thrill of mathematical problem solving and generalization. This two-year course reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

The topics covered in this course are Numbers and Algebra, Functions, Geometry and Trigonometry, and Statistics and Probability.

**Next year:** After completing this course, the students should forecast for IB Math Analysis SL 3-4.

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### IB MATH ANALYSIS HL 1-2

Credit: 1.0

Grade: 10-11

Prerequisite: Advanced Algebra 3-4 Accelerated

Graduation Requirement in: Math

May be repeated for credit: No

IB Math Analysis HL 1-2 is the first year of the two year IB Math Analysis HL sequence. It is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be **fascinated by exploring real and abstract applications** of these ideas, with and without the use of technology. Students who take the Analysis pathway will be those who enjoy the thrill of mathematical problem solving and generalization. This two-year course reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. The IB Math Analysis HL 1-2 course compacts the two year IB Math Analysis SL 1-2 and 3-4 courses in to one year.

The topics covered in this course are Numbers and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. This course includes investigation, inquiry and problems-solving activities including completing the internal assessment.

**Next year:** After completing this course, the students should forecast for IB Math Analysis HL 3-4.



### **IB MATH SL 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: Completion of IB Math SL 1-2 (Pre-Calculus)

This course is for students who have a strong interest and background in mathematics and need a sound mathematical background (including concepts of calculus) as they prepare for future studies

Graduation Requirement in: Math

May be repeated for credit: No

This course is for students who have a strong interest and background in mathematics and need a sound mathematical background (including concepts of calculus) as they prepare for future studies in subjects such as chemistry, economics, engineering and business administration. The course is the second year of a two-year course sequence that prepares students for the IB Math SL exam in May.

The study of Limits, Differential and Integral Calculus is central to this course. Students will, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. A review of Algebra, Functions, Trigonometry, Vectors, Logarithms, Statistics and Probability is embedded in the curriculum and will be reviewed explicitly prior to the May exam.

The internally assessed (IA) component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.



### **IB MATH HL 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: IB Math HL 1-2 or IB Math SL 3-4 with a grade of B or higher

This is the second year of a two-year math sequence culminating in preparation for the IB Math HL exam.

Graduation Requirement in: Math

May be repeated for credit: No

The course is designed for students with a strong mathematics background who are competent in analytical and procedural skills. The majority of these students expect to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The course focuses on students constructing mathematical concepts in a coherent and rigorous way. Students are asked to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic will feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas.

Topics covered in this course include: trigonometry, differential and integral calculus, three-dimensional vectors, complex numbers, and proof including mathematical induction. In addition students will study the further calculus option. Students in this course will also do a mathematical exploration on a topic of their choice using mathematics commensurate with the level of the HL curriculum.

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## **IB FURTHER MATHEMATICS HL**

Credit: 1.0

Grade: 12

Prerequisite: IB Math HL or Alternate (AP Calculus BC, College Calculus)

Graduation Requirement in: Math

May be repeated for credit: No

IB Further Math caters for students with a very strong background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will expect to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications. It is expected that students taking this course will have completed IB Math HL  $\frac{3}{4}$  or are taking it concurrently.

Topics:

Topic 1: Linear Algebra

Topic 2: Geometry

Topic 3: Statistics and Probability

Topic 4: Sets, Relations, Groups

Topic 5: Calculus

Topic 6: Discrete Math

IB Group 5 Aims

The aims of all mathematics courses in group 5 are to enable students to:

1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

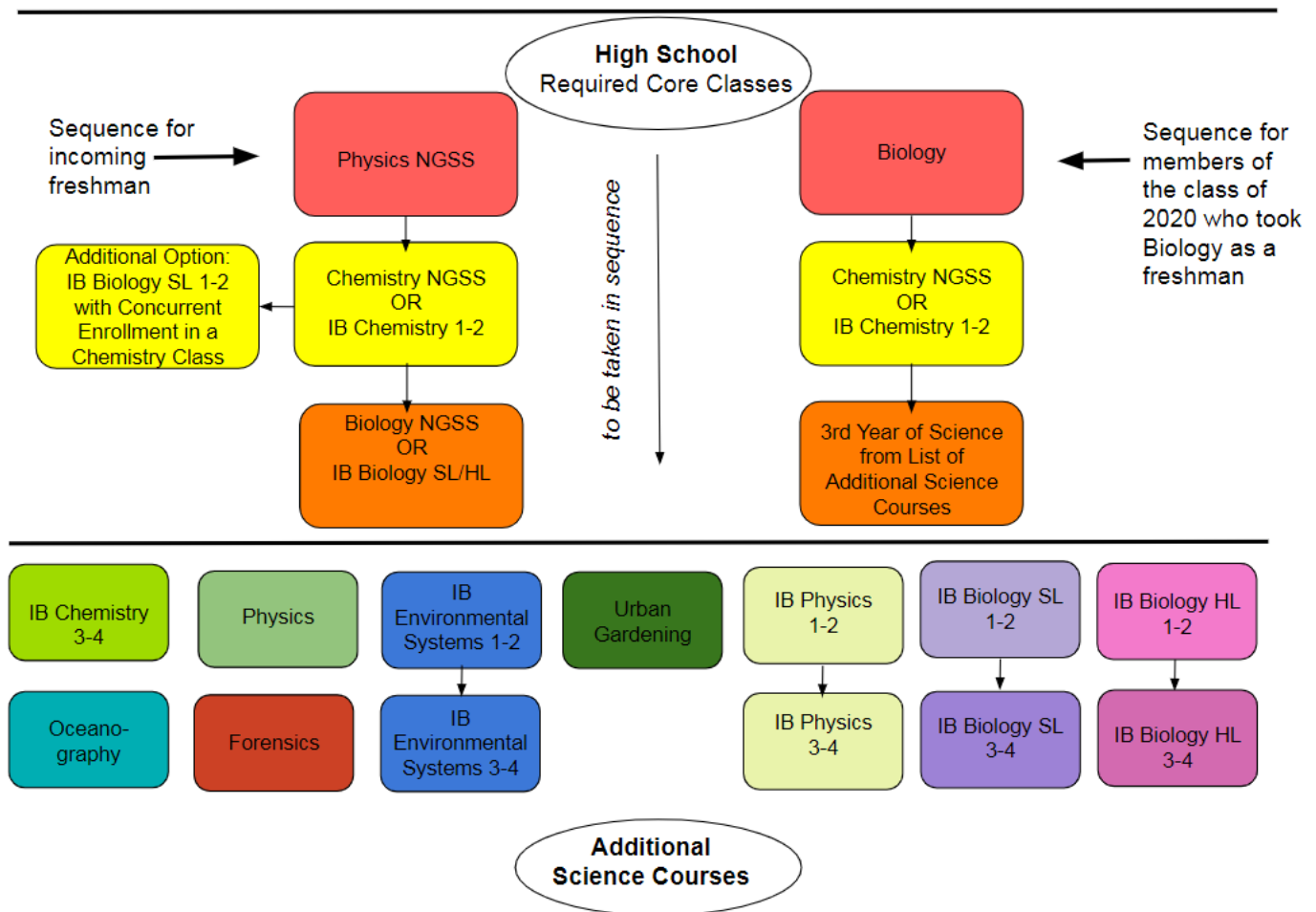
# SCIENCE

Scientific literacy in a technological world is an important personal dimension for all students. The study of science provides this knowledge as well as the foundation for future careers or post-secondary education. Preparing students with the background and skills to develop these dimensions is a primary goal of the Lincoln Science Department. Relating scientific principles to personal, social, environmental and international issues in a global context is an additional goal of the Department.

Portland Public Schools is moving toward a three year sequence in science for all PPS students and Lincoln High School began piloting this program with some freshmen in the 2016-17 school year. As a result, next year's forecasting is dependent on your current grade level and science course. Please use the chart below to determine your course choices for next year.

The new Science sequence in PPS will include Next Generation Science Standards (NGSS) Physics in the freshman year, Chemistry in the sophomore year, and Biology in the junior year. **These courses are considered core science subjects.** While three credits of laboratory science are required for graduation from Lincoln High School, four years are highly recommended to provide full preparation for participation in society. All courses described below are laboratory science courses.

## Lincoln Science Course Offerings 2019-2020



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## **PHYSICS NGSS 1-2**

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Science

May be repeated for credit: No

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.

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## **CHEMISTRY NGSS 1-2**

Credit: 1.0

Grade: 10-12

Prerequisite: Passing grade in Physics NGSS highly recommended

Graduation Requirement in: Science

May be repeated for credit: No

Note: Those students intending to take the two-year IB Chemistry SL sequence should not take this course.

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.

## **BIOLOGY NGSS 1-2**

Credit: 1.0

Grade: 11-12

Prerequisite: Passing grade in Chemistry highly recommended

Graduation Requirement in: Science

May be repeated for credit: No

Note: Those students intending to take the two-year IB Biology SL sequence should not take this course.

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, cells, 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.

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## **PHYSICS 1-2**

Credit: 1.0

Grade: 11-12

Prerequisite: Passing grade in both NGSS Physics and NGSS Chemistry highly recommended

Graduation Requirement in: Science

May be repeated for credit: No

This course deals with the physical laws of the world around us, which are fundamental to our knowledge of the universe and everyday happenings. Students enrolled in this course can expect to gain insights into concepts of motion, light, sound, forces, energy and its transfer, momentum, electricity and magnetism. Often times we use ourselves as the lens through which we examine these topics: the nervous system for electricity, music and our ears for sound, and our eyes for lenses and color, and so on. The mathematics used are adapted to the needs and abilities of the students, and is algebra based. Laboratory explorations are an essential part of what we do in class, as is written expression.

\*Juniors electing to take this course must be concurrently enrolled in NGSS Biology.

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## **FORENSIC SCIENCE**

Credit: 1.0

Grade: 11-12

Prerequisite: three years of core science with passing grades OR two years of core science with passing grades and concurrent enrollment in biology

Graduation Requirement in: Science

May be repeated for credit: No



Forensics will be a full-year course in which students will study how aspects of science are applied to the law. Basic forensic principles will be introduced and students will participate in inquiry activities for multidisciplinary topics including biology, chemistry, zoology, anatomy, genetics, physics, medicine and law. This course will encourage critical thinking, use of the scientific method, integration of technology and application of knowledge and skills learned to the solving of problems. Students will learn about the careers involved with Forensic Science.

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### **PHYSICAL OCEANOGRAPHY**

Credit: 1.0

Grade: 11-12

Prerequisite: three years of core science with passing grades OR two years of core science with passing grades and concurrent enrollment in biology

Graduation Requirement in: Science

May be repeated for credit: No

Oceanography will be an extensive examination of the Earth-Ocean systems, with a focus on physical oceanography, including marine geology, chemistry, and biology. Attention will be given to current events, and the interconnectedness of the Ocean and Earth's climate system and climate change. Through a combination of laboratory investigations, activities, discussions, field trip and research, you will learn about our incredible oceans.

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### **URBAN GARDENING AND SUSTAINABLE AGRICULTURE**

Credit: 1.0

Grade: 11-12

Prerequisite: three years of core science with passing grades OR two years of core science with passing grades and concurrent enrollment in biology

Graduation Requirement in: Science

May be repeated for credit: No

This class will cover numerous topics related to gardening and agriculture. Students will learn practical gardening techniques, using Lincoln's garden as their classroom. They will look at global food systems from the perspective of scientists, politicians and humanitarians. Students will learn to see gardens and agricultural fields as ecosystems and unravel the complex interactions happening within them. They will use the scientific method to conduct investigations in order to learn how plants grow best. Through readings, field trips and guest speakers, this class will give students a variety of experiences and perspectives on food.

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### **IB BIOLOGY SL 1-2**

Credit: 1.0

Grade: 10-11

Prerequisite: Successful completion of OR concurrently enrolled in Chemistry 1-2 or IB Chemistry 1-2.

Graduation Requirement in: Science

May be repeated for credit: No

This course is designed to be a student's first high school encounter with Biology as a student enters a

two-year IB Biology program in preparation for the standard level IB Biology examination. Students will study cells, biochemistry, human nutrition, human physiology and community ecology. International perspectives will be examined and emphasis will be placed on critical thinking, understanding of scientific theories and experimentation. The expectation is that the student will take both years of IB Biology to ensure a complete study of the topics.

In order to take the standard level (SL) IB exam, students must take IB Biology 3-4 SL in their junior or senior year.

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### **IB BIOLOGY SL 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: IB Biology SL 1-2

Graduation Requirement in: Science

May be repeated for credit: No

Students will study statistics, bioethics, genetics, biotechnology, population ecology and evolution. International perspectives will be examined and emphasis will be placed on critical thinking, understanding of scientific theories, and experimentation. Laboratory skills will be developed in order to meet the IB work sample requirements.

This course is open to all students who have met the prerequisites. Upon completion of the course, the student will be qualified to take the standard level IB Biology examination.

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### **IB BIOLOGY HL 1-2**

Credit: 1.0

Grade: 11 (first year of a two-year sequence)

Prerequisite: Chemistry 1-2 or IB Chemistry SL 1-2.

Graduation Requirement in: Science

May be repeated for credit: No

This course is designed to be an enriched encounter with biology as the student enters a two-year IB Biology program in preparation for the higher level IB Biology examination. A sophisticated examination of biochemistry, cell biology, cell metabolism, classical genetics, genetic engineering, and plants will occur in this course. Emphasis will be placed on critical thinking and understanding of scientific theories. A walking field trip will be included as part of the plants curriculum.

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### **IB BIOLOGY HL 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: the first year of IB Biology HL (second year of a two-year sequence)

Graduation Requirement in: Science

May be repeated for credit: No

This course will include an in-depth look at evolution, anatomy and physiology, animal reproduction, ecology, and an ecology field trip. Emphasis will be placed on critical thinking and understanding of scientific theories as well as experimentation. Attention will be paid to medical implications and ethical dimensions of each topic. Laboratory skills will be developed in order to meet the IB work sample requirements. Upon completion of the course, the student will be qualified to take the higher level IB Biology examination.

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### **IB CHEMISTRY 1-2**

Credit: 1.0

Grade: 10-12

Prerequisite: one year of core science with a "C" or better and Geometry 1-2.

Graduation Requirement in: Science

May be repeated for credit: No

Chemistry is the study of materials, related processes and interactions. As a laboratory science, heavy emphasis is placed on experiments which validate theoretical concepts. This course will include discussion and experimentation centered around matter and energy, atomic theory, the periodic table, stoichiometry and chemical reactions, the gas laws, kinetic theory, acids and bases. Students will also consider the environmental and social impact of chemistry as part of their study. This accelerated course is the first year of the two-year SL sequence. IB Chemistry 3-4 SL must be taken subsequently to be eligible for IB examinations.

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### **IB CHEMISTRY 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: IB Chemistry 1-2 or Chemistry 1-2 with teacher permission.

Graduation Requirement in: Science

May be repeated for credit: No

This class will provide the more in-depth discussion and experimentation needed to prepare students for the IB standard level exam. Students must have had one year of chemistry (preferably IB Chemistry 1-2). Students will cover topics in environmental justice, organic chemistry, fuels and society, oxidation-reduction, electrochemistry and thermodynamics. In addition students will review and extend their knowledge of stoichiometry, atomic theory, the periodic table, energetics, kinetics, acids and bases, as well as descriptive chemistry and qualitative analysis.

Upon completion of this course, students will be prepared to take the standard level IB Chemistry examination. Because of overlap in content, some students may also wish to take the AP Chemistry exam. Some additional preparation may be necessary.

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## **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (1-2 or 3-4)**

Credit: 1.0

Grade: 11-12

Prerequisite: three years of core science with passing grades OR two years of core science with passing grades and concurrent enrollment in biology

Graduation Requirement in: Science

May be repeated for credit: No

This is a two-year course in which the topics covered alternate every other year. Students may choose to take it as a single-year course. Taking both years of the course is required to take the IB exam.

IB Environmental Systems and Societies focuses on global ecological concepts. Students will study the interactions between populations, communities and ecosystems while exploring the flow of energy and matter on our planet using a systems approach. A wide range of techniques to measure the biotic and abiotic components of ecosystems will be learned. Students will seek to understand the value of biodiversity, what influences and threatens it, and strategies for its conservation. Throughout the course students will consider humanity's impact and dependence on all of these systems. Students will explore the idea of our human society as an ecosystem and the implications of that framework. Finally, students will examine their own ecological value system and those of others around the world.

(The alternating year of the course covers aquatic, atmospheric and terrestrial systems, pollution, climate change and human population growth. It will be offered in the 2020-21 school year.)

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## **IB PHYSICS 1-2**

Credit: 1.0

Grade: 11-12

Prerequisite: Completion of Advanced Algebra 3-4 with a "C" or better and concurrent enrollment in a subsequent math class.

Graduation Requirement in: Science

May be repeated for credit: No

Physics is the most fundamental of the experimental sciences as it seeks to explain the very universe itself, from the smallest particles to the vast distances between galaxies. The IB Physics course will explore classical physics in the first year by studying the motion and energy of objects. Specifically, students will investigate systems by analyzing the forces that drive the system. Both mechanical and electrical systems will be considered. These topics will be explored from both a theoretical and an experimental viewpoint.

Students need a high level of confidence in their mathematical reasoning abilities, as laws and definitions in physics are grounded in mathematics. Furthermore, students who plan to take the higher level (HL) IB Physics exam must take this class as a junior. Sophomores enrolled in the course and who continue to take the IB Physics 3-4 can only qualify to take the Standard Level (SL) IB Physics exam. Completion of both years of the course is required to take either test.

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## **IB PHYSICS 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: Physics 1-2 (with teacher's permission) or IB Physics 1-2 and concurrent enrollment in a math class

Graduation Requirement in: Science

May be repeated for credit: No

Students extend their exploration of the topics covered in IB Physics 1-2 by studying the applications of classical physics in investigating wave phenomena and modern physics and its applications. This class is taught and assessed at the HL level. Students will be prepared to take either the SL or HL IB Physics Exam.

\*Waived if student has completed Calculus or IB HL Math with teacher permission.

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## **SCIENCE LAB ASSISTANT**

Credit: 1.0

Grade: 10-12

Prerequisite: Approval by a science teacher, completion of a core science course with a "C" or better.

Graduation Requirement in: Elective

May be repeated for credit: Yes

This is a unique opportunity for motivated students to receive training and experience in laboratory technology. Activities may include setting up labs, making solutions, correcting lab reports, word processing, plant and animal care, lab clean-up, inventory and assisting students with their regular lab assignments. Prior permission of the instructor is required.

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# SOCIAL SCIENCES

*“But when you’re gone, who remembers your name? Who keeps your flame?”*  
 -from the musical *Hamilton*

Courses in the Social Sciences offer students the opportunity to interpret human experience and behavior; evaluate social, economic and physical environments; and assess the history and development of political and cultural institutions. Students will engage with diverse and conflicting perspectives that challenge them to analyze, defend, and redefine their own understanding of the world. Students in Social Science courses at Lincoln High School will learn to contest the very methods and foundations of the Social Sciences, and to explain how concepts such as “justice” and “truth” are uncertain and vary across cultures and time. Ultimately, students who take full advantage of the Social Science offerings at LHS become informed, empathetic, and active global citizens who will build and create a better society than the one they inherited.

## PPS GRADUATION REQUIREMENTS:

- United States History (USH 1 credit)
- Modern World History (MWH 1 credit)
- Political Economy (GOV .5 credit/ECON .5 credit)

## SOCIAL SCIENCE GRADE LEVEL COURSE OFFERINGS:

Level	Offerings
9	CORE: <ul style="list-style-type: none"> <li>• US Histories: Ethnic Studies (<b>fulfills USH credit</b>)</li> </ul>
10	CORE: <ul style="list-style-type: none"> <li>• US Histories: Ethnic Studies (<b>fulfills USH credit</b>)</li> <li>• Political Economy<sup>1</sup> (<b>fulfills GOV/ECON credit</b>)</li> <li>• Modern World History (<b>fulfills GS credit</b>)</li> </ul> SOCIAL SCIENCE ELECTIVES: <ul style="list-style-type: none"> <li>• Critical Race Studies/Hip Hop Cultural Exploration</li> <li>• “We The People” Constitution Class (<b>fulfills GOV credit</b>)</li> </ul>
11/12	CORE: <ul style="list-style-type: none"> <li>• US Histories: Ethnic Studies (<b>fulfills USH credit</b>)</li> <li>• Modern World History (<b>fulfills GS credit</b>)</li> <li>• Political Economy (<b>fulfills GOV/ECON credit</b>)</li> </ul> SOCIAL SCIENCE ELECTIVES: <ul style="list-style-type: none"> <li>• Environmental Justice</li> <li>• Critical Race Studies/Hip Hop Cultural Exploration</li> <li>• Critical Race Studies 3/4</li> <li>• IB Geography SL (1 yr)</li> <li>• IB Global Politics SL (1 yr)</li> <li>• IB History HL (1 or 2 yrs) (<b>fulfills GS credit</b>)</li> <li>• IB Social &amp; Cultural Anthropology SL/HL (1 or 2 yrs)</li> <li>• IB Philosophy SL/HL (1 or 2 yrs)</li> <li>• IB Psychology SL (2 yrs)</li> <li>• Building a Just &amp; Sustainable World</li> <li>• Introduction to Gender Studies</li> <li>• History of Art and Power</li> <li>• Peace, Justice, &amp; You(th)</li> <li>• “We The People” Constitution Class (<b>fulfills GOV credit</b>)</li> </ul>

<sup>1</sup> Level 10 Political Economy is for anticipated full-IB students only

## **UNITED STATES HISTORIES: ETHNIC STUDIES**

Credit: 1

Grade: 9-10

Prerequisite: None

Graduation Requirement in: USH

May be repeated for credit: No

U.S. History Ethnic Studies examines national trends in U.S. history from Reconstruction (1865) forward into the 21st century through the lens of critical race theory. Students explore the perspectives of marginalized populations and investigate questions of race and cultural diversity within the context of United States History. Topics include: redlining, gentrification, segregation in schools.

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## **MODERN WORLD HISTORY**

Credit: 1

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Global Studies

May be repeated for credit: No

Modern World History explores several themes in world history and global issues across world regions from the era of colonization to the present. Themes covered in a given class may vary, and may include (but are not limited to) colonization, revolution, war and peace, human rights, belief systems, and the environment. The regions studied within each theme may also vary, but all students should expect to explore key issues in multiple regions. Examination of current events are an integral part of the course. Students are given the foundations to understand the importance of cultural perspectives, historical background and geography in areas studies, as well as economic, political and social factors that impact history. Awareness of contemporary relationships in the global community, international interdependence and a global perspective allows students to appreciate the benefits of a multicultural world.

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## **“WE THE PEOPLE” CLASS ON THE CONSTITUTION**

Credit: .5

Grade: 10-12

Prerequisite:-Constitution Team Membership

Graduation Requirement in: Gov/Econ

May be repeated for credit: No

NOTE: Course fulfills government and economics credits.

The Constitution Team is a semester course where students learn about the United States Constitution and apply this knowledge to historical and contemporary questions. The teaching method is Socratic and students learn to present their ideas and opinions in verbal and written formats. The class is open to students in grades 10-12 on a space available basis. Students must submit two written essays in the previous spring that describes their interest in the course and evaluation of a current event. The course is extremely demanding, so it is recommended that students be able to prioritize their time commitments efficiently. The class is

automatically scheduled first period and Tuesday evenings from 6-9 PM. The students enrolled on the Constitution Team will also have the opportunity to participate in competitions sponsored by the Center for Civics Education.

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## **POLITICAL ECONOMY**

Credit: 1.0

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Government/Economics

May be repeated for credit: No

NOTE: Level 10 for full IB sophomores ONLY

The focus of this class will be to foster civic engagement and provide some answers to why the world is the way it is, why humans act the way they do, and to try and understand the pressing issues our national and international economies face today. You will also be asked to analyze and critique the roots of our system of government and economic system, the way they both currently operate, and potential plans for the future. We will have an in depth examination of the relationship between the government and the economy. We will also look at both micro and macroeconomics. Including, but not limited to basic economic principles, economic theory and philosophy of, foundation of microeconomics, and international markets. (This year long course meets the graduation requirement for .5 Government and .5 Economics).

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## **CRITICAL RACE STUDIES**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

NOTE: First semester course to be **paired with Hip Hop Cultural Exploration** second semester

Although race itself may be an illusion, the constructs created because of it are very real. Race impacts all of our lives and is deeply entrenched in not only the history of the United States, but also its present and future. Because of this, it is essential to understand how race and institutionalized racism, may predetermine our path; in order to seek to actively change it, we must know what the history is in order to create a better future. The idea of race has often led many people to lose their own identities and culture in order to assimilate into the dominant culture. This course focuses on ways for students to begin to understand their own racial history, culture, and identity, in order to begin to develop a high sense of self. It is designed to tackle the difficult, yet necessary, conversation about race and how it impacts us individually, within our community, and within the United States.

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## **HIP HOP CULTURAL EXPLORATION**

Credit: .5

Grade: 10-12

Prerequisite: Critical Race Studies

Graduation Requirement in: Elective



May be repeated for credit: No

NOTE: Second semester course **paired with Critical Race Studies** first semester

NOTE: Complex and controversial topics will be discussed; students are asked to process and discuss these ideas maturely.

Hip Hop is a culture that is rarely understood and valued for its entirety from the mainstream media. It is a culture that includes multiple art forms, that were created out of direct opposition to institutionalized racism and historical oppression of People of Color. In this class, students will use all of the knowledge gained in Critical Race Studies to take a deeper look at the culture of Hip Hop and how it has impacted the dominant culture in the United States. Students will be studying all elements of Hip Hop as well as the historical events that have impacted much of its work. Lastly, students will be making connections and learnings on the effects of the appropriation of Hip Hop on an individual, cultural and institutional level.

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### **CRITICAL RACE STUDIES 3/4**

Credit: 1

Grade: 11-12

Prerequisite: Critical Race Studies/Hip Hop Cultural Exploration

Graduation Requirement in: Elective

May be repeated for credit: No

The impacts of race and racism are something that we all experience; however, much of it is meant to remain invisible. Because of this, it is our job to bring it into the light and not only see it, but understand it and work to change it. This course will build off of the foundational knowledge that was learned in CRS1/Hip Hop Cultural Exploration and is designed to move into a place of action. It is a place where we will continue to learn about ourselves, ask questions, and work together to find answers. You have chosen this course because you want to do your part in dismantling white supremacy, and although we cannot do this overnight, together we can continue to interrupt it and demand for just and equitable communities.

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### **ENVIRONMENTAL JUSTICE**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Environmental Justice takes a service-learning approach, in order to: 1) study the causes and consequences of the global environmental crisis; 2) to understand the various approaches of groups here in Portland and around the world who are working toward solutions to the crisis; and 3) to actively engage with community organizations and initiatives that are working to make the transition to a more just and sustainable future. By looking at the many ways in which Portland/Northwest based groups are addressing the environmental crisis—through community organizing, urban planning, political action, and sustainable economic initiatives, for example—the course will introduce students to ways in which they can play active, leadership roles in shaping a more sustainable future.

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## **IB GEOGRAPHY SL**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

IB Geography focuses on the interactions between individuals, societies and the physical environment, seeking to identify historical, political, ecological and economic trends and patterns in these interactions. By looking at specific examples and case studies, the course will examine how the relationships between human cultures and the physical environment change over time, and how people adapt and respond to such change. The four core topics of IB Geography — populations in transition, disparities in wealth and development, patterns in environmental quality and sustainability, and patterns in resource consumption — give students a foundation to understand some of today's key global issues, including poverty, sustainability, and climate change. Upon completion of this course, students will be prepared to take the standard level IB Geography examination.

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## **IB GLOBAL POLITICS SL**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. Upon completion of this course, students will be prepared to take the standard level IB Global Politics examination.

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## **IB HISTORY**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Global Studies

May be repeated for credit: No

**NOTE:** Students who are planning to take both years of IB History must take them in sequence.

“History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students learn how the discipline works.... In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts."

-extracted from *Diploma Programme History Guide*

The course is a two year course, each year dealing with one half of the 20th Century. All enrolled students are encouraged to take the IB History HL exams administered at the end of the Senior Year. With that goal in mind, the majority of the assessments in the course will mirror those given by the IBO.

### **IB HISTORY HL 1-2 (1900-1949)**

The first half of the course explores four main case studies: the causes, practices, and effects of WWI & WWII; and the social, political, and economic conditions that led to the rise of Hitler and Mussolini. Major concepts include: just war theory; the impact of war and authoritarianism on women and minorities; Marxism; participation in the world wars by Latin-American, African, and Asian nations; genocide; and resistance and opposition movements.

### **IB HISTORY HL 3-4 (1950-2000)**

NOTE: Students who wish to take this course as a Junior need Instructor Permission.

The second half of the course explores the origins of the Cold War and several case studies: Korea, Fidel Castro's Cuba; Vietnam as a global conflict, and the impact of The Cold War on the Americas. Major concepts include: liberation theology, guerrilla movements, populist leaders, containment and intervention, the Red Scare, human rights, postcolonialism, youth culture and protests, and democracy in crisis.



### **IB PHILOSOPHY SL/HL**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions such as: What is it to be human? Do we have free will? What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world's most interesting and

influential thinkers. It also invites the development of perspectives that encompass cultural pluralism and an awareness of the international context within which it unfolds. This constitutes a new challenge for students doing philosophy within a worldwide perspective—an important feature that is reflected in the themes and activities of the course. This course will prepare students to take the IB Philosophy SL exam.

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### **IB PSYCHOLOGY SL 1-2**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

This course is designed to prepare students for the standard level IB exam in Psychology, but also introduces students to a variety of approaches to psychology. IB topics include the biological, cognitive and sociocultural perspectives. Other psychological topics include research methods, behaviorism, and dysfunctional behavior. This is the first year of a two year course sequence; both years of IB psychology are required to prepare for the IB exam.

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### **IB PSYCHOLOGY SL 3-4**

Credit: 1

Grade: 12

Prerequisite: IB Psychology SL 1-2

Graduation Requirement in: Elective

May be repeated for credit: No

This course is the second year of the a two-year sequence in psychology. Students will continue their explorations of IB topics. Students will also have the opportunity to design and implement their own psychological research experiment. Both years of IB psychology are required to prepare for the IB exam.

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### **IB SOCIAL AND CULTURAL ANTHROPOLOGY SL 1-2**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

What is culture? What does it mean to be a person? What does it mean to live in a society? How are we the same and different from each other? Social and cultural anthropology is the comparative study of culture and human societies, placing special emphasis on comparative perspectives that make explicit our own cultural assumptions. In other words, we study other societies in order to look very critically at our own. The course is structured in three parts: engaging with anthropology, engaging with ethnography and engaging in

anthropological practice. Engaging with anthropology introduces the key language of anthropology, the specific practice of participant observation and ethics in anthropology, and the theoretical lenses we use to make sense of the world we see. Ethnography is the content of the course, literally “writing about people”. We use a variety of ethnographic texts including books, articles, films and photographs. Engaging with anthropological practice is the “doing” of anthropology. In SL, we conduct a limited fieldwork assessment. This course prepares students to take the SL IB exam and is welcome and accommodating to all Lincoln Students.

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### **IB SOCIAL AND CULTURAL ANTHROPOLOGY HL 3-4**

Credit: 1

Grade: 12

Prerequisite: IB Social and Cultural Anthropology SL 1-2

Graduation Requirement in: Elective

May be repeated for credit: No

Continuing the foundational work of SL Social and Cultural Anthropology, students enrolled at the HL level will expand their ethnographic study, refining their understanding of aspects of culture while immersing themselves in anthropological theory. The hallmark of the HL year is the internal assessment, a model of “doing anthropology” with a specific focus on methodology. This personal fieldwork enables students to gain an experience of what it is like to be an anthropologist including topic selection, the evaluation of research methods and techniques, the carrying out of this fieldwork, a critical reflection on the research process, and writing for publication. This course prepares students to take the IB social and cultural anthropology HL exam.

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### **BUILDING A JUST & SUSTAINABLE WORLD**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

The climate crisis is here and we must face the challenges that come with it. But how do we live in a world ravaged by climate change? How can we clothe, shelter and feed ourselves and our community in ways that use less water and energy and survive more extreme weather conditions? And how can we partner with marginalized communities that are most severely impacted by the climate crisis? In this class students will investigate the climate crisis using a variety of texts, grounded in a social justice perspective; artists, makers, activists and innovative doers will facilitate field trips and be guest speakers. But at its core this is a project-based class: individually and in groups, students will tackle the hands-on work required of us as climate change rapidly transforms the communities in which we live. The dire consequences of the climate crisis can be overwhelming but in this class we will seed a hopeful resilience. With power tools, curious minds, creative hearts and dirty hands we will explore the ways that we can build a more just and sustainable world.

Joint Art & Social Science Elective Offering - Team Taught: Alex Stegner & Addy Kessler

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## **INTRODUCTION TO GENDER STUDIES**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

This course seeks to explore the social institutions that inform our deeply entrenched notions of the feminine and the masculine; on relations between and among women and men; and on sexuality, as well as explore the ways in which genders, sex ('biology'), and sexuality have been differently produced across a range of historical contexts and cultural entanglements. Students will develop media literacy skills through critical analysis of media and texts as they consider how both sexuality and gender intertwine with constructed categories of race, ethnicity, and nation. We will go on to explore the roots of more recent concepts within the field of gender studies to refine our understandings of - and increase our alertness to - the ways in which society favors, rewards, enforces, and even produces heterosexuality as a necessary component of prevailing western capitalist paradigms.

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## **HISTORY OF ART & POWER**

Credit: 1

Grade:

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Rapid change in social, political, and economic order affects and alters the development of art and its production. Likewise, art plays an active role in producing, representing, recording, and reacting to those social, political, and economic changes.

This course examines the interconnectedness of art and power in modern history (Renaissance to present). Specifically, this course examines how art influences and is influenced by economic development, technology, political revolution, and shifts in cultural and social values. While the course begins with the Renaissance in Western Europe, units examine art and power within a global framework. Topics include colonialism and empire, globalization, gender and sexuality, race, and art in modern protest movements.

Joint Art & Social Science Elective Offering - Team Taught: Rion Roberts & Coren Rau

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## **PEACE, JUSTICE, & YOU(TH)**

Credit: 1

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Note: FLEX, afterschool and weekend commitments

In Peace, Justice & You(th), students will research, analyze and deconstruct why it is that Portland, Oregon, a

city considered to be one of the most progressive and livable cities in the United States, has the #1 highest rate of homeless youth, the 3<sup>rd</sup> highest juvenile custody rate and 4<sup>th</sup> highest school drop-out rate? We will explore how such a startling trajectory can exist for Portland's youth through the lens of history, equity, racial justice, gender, conflict resolution and restorative justice.

To do this, we will seek to understand how the echoes of Oregon's unjust history are perpetuated by current policies. We will examine three systems that affect the lives of youth- *Housing, Justice and Education*. Students will explore the connections between housing discrimination, forced relocation and exclusion laws of the past with the lives of Oregon's youth today, who face racism, gentrification, inequitable school funding, and unfair practices of the justice system. Throughout the course, special attention will be paid to local and national youth-led movements and programs, such as the Multnomah Youth Commission and Never Again, that aim to help youth become leaders, advocates and engaged members of their own communities and the broader world. The class will culminate in an action-based local project with leaders and organizations from our own community that are working on peace and justice issues.

# PERFORMING ARTS: THEATRE, BAND, CHOIR

9th	10th	11th	12th
Actor's Workshop Design Workshop Musical Theatre	Actor's Workshop Design Workshop Musical Theatre Advanced Design Workshop Intermediate Theatre	Actor's Workshop Design Workshop Musical Theatre Advanced Design Workshop Intermediate Theatre Advanced Theatre IB Theatre SL	Actor's Workshop Design Workshop Musical Theatre Advanced Design Workshop Intermediate Theatre Advanced Theatre IB Theatre SL
Freshman Leadership & Inquiry - BAND Guitar Lab Symphonic Band Orchestra Jazz Freshman Leadership & Inquiry - CHOIR Treble Choir Cardinal Choir Chamber Singers	Guitar Lab Symphonic Band Orchestra Jazz Treble Choir Cardinal Choir Chamber Singers	Guitar Lab Symphonic Band Orchestra Wind Ensemble Jazz Treble Choir Cardinal Choir Chamber Singers IB Music	Guitar Lab Symphonic Band Orchestra Wind Ensemble Jazz Treble Choir Cardinal Choir Chamber Singers IB Music

## PERFORMING ARTS: THEATRE

### ACTOR'S WORKSHOP

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

Improvisation, scene study, children's theater and one-act plays will be among the units used to introduce the basic concepts of acting technique, character development and oral interpretation. Students will also gain hands-on experience with technical theatre (lighting, costuming, set construction, etc.) as well as self-exploration and encouragement to participate in arts events outside of class time.

### DESIGN WORKSHOP

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

Students will receive hands-on instruction in design principles using a fully functional scene shop (students



must complete a safety workshop before using any of the power tools) and learning from community members participating in classroom workshops. Using the principles of design and aesthetics, students will be instructed in designing sets, make-up, costumes, lighting and publicity. This will be an interactive class in which students will demonstrate a proficiency in all aspects of design.

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### **ADVANCED DESIGN WORKSHOP**

Credit: 1.0

Grade: 10-12

Prerequisite: Design Workshop or instructor's consent

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

As a continuation of the concepts and skills taught in Design Workshop, Advanced Design Workshop will include individualized projects, as well as set construction and hands-on training in technical theatre. This is a "think-outside-the-box" class.

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### **MUSICAL THEATRE CLASS**

Credit: 1.0

Grade: 9-12

Prerequisite: Design Workshop or instructor's consent

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

This course will examine musical theater in its social, historical and creative context: and how these three elements work together to create an effective performance. Students will be introduced to practical skills in dance, acting and singing styles. Coursework culminates in original student performances written and performed by the students. Some musicals studied, in the past have included: *Wicked*, *Avenue Q* and *Grease*. Field trips to view musical theatre productions on an availability basis. Previous experience in musical theatre is not required.

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### **INTERMEDIATE THEATRE 3-4: PRODUCTION, THEATER HISTORY AND PERFORMANCE**

Credit: 1.0

Grade: 10-12

Prerequisite: Actor's Workshop, Musical Theatre or instructor's consent.

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

Students continue training in acting techniques, with an emphasis on styles of acting and theatre history. Scriptwriting and other methods of communicating through theater will be explored. Beyond basic acting skills, the class also teaches problem-solving, communication, creativity, self-growth, self-discipline and teamwork. The course will culminate with the performance of a full-length production.

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### **ADVANCED THEATRE 5-6: PRODUCTION, PERFORMANCE AND DIRECTING**

Credit: 1.0

Grade: 11-12

Prerequisite: Intermediate Theatre or instructor's consent.

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

Advanced Theatre is designed by the instructor and students to meet the individual needs of students in perfecting their art. Performing a full-scale production is but one of the ways students involve themselves with all aspects of theatre production. Skills such as leadership, responsibility, creativity and open-mindedness are employed to help the student succeed not only in theatre, but in all areas of school and life.

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### **INDEPENDENT THEATRE STUDY**

Credit: 1.0

Grade: 11-12

Prerequisite: Consent of instructor

Graduation Requirement in: Fine Art

May be repeated for credit: No

Independent Theatre Study is an opportunity for motivated and exceptional students to work independently under the supervision of the theatre instructor within the Arts Department. Course content will be designed, constructed and evaluated by the teacher and student to meet the needs of both the departmental discipline and the individual.

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### **IB THEATRE SL**

Credit: 1.0

Grade: 11-12

Prerequisite: Intermediate Theatre and instructor's consent

Graduation Requirement in: Fine Art

May be repeated for credit: No



IB Theatre students will work independently on a curriculum designed by the individual theatre student and the theatre director that will aid in completing the internal assessment required of the IB Theatre Arts course. Students will be required to create and continue a portfolio, including weekly journal entries as an ongoing discussion of their experiences. Students learn by doing, by discovering how to learn, and by reflecting on doing and will participate with another theater class to achieve this goal. This course is for serious theatre students. Upon completion of this course, students will be eligible to submit their work for the standard level IB Theatre examination.

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## **PERFORMING ARTS: MUSIC**

### **GUITAR LAB Levels 1 & 2**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

NOTE: Students must provide their own acoustic guitars.

This class will encompass beginning and lower-intermediate levels of guitar work. No audition is required. Primary study will emphasize individual skills of technique, scales, chords, and songs. Material covered will include the 18 first-position chords, minor and major pentatonic scales, Blues form, and E barred-root chords. Other components address music theory, history and song writing. Willingness to perform alone and with others is essential to the a successful learning environment. Space is limited.

Occasional performances outside of school will be required.

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### **GUITAR LAB LEVELS 3 & 4**

Credit: 1.0

Grade: 9-12

Prerequisite: Guitar Lab level 2 or by audition with Mr. Kays

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

NOTE: Students must provide their own acoustic guitars.

This class will encompass upper-intermediate and advanced levels of guitar work. You must have completed Guitar Lab level 2, or audition for Mr. Kays, to take this class. Primary study will emphasize individual skills of technique, scales, chords, and songs. Material covered will include the material covered in Guitar Lab 1&2, as well as A barred-root chords, open 'jazz' chords, and improvisation techniques. Other components address music theory, history and song writing. Willingness to perform alone and with others is essential to the a successful learning environment.

Occasional performances outside of school will be required.

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### **JAZZ ENSEMBLE**

Credit: 1.0

Grade: 10-12

Prerequisite: Audition (Spring of 2019). Concurrent enrollment in Wind Ensemble is heavily preferred

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

NOTE: FLEX, afterschool and weekend commitments from time to time.

This group is for 10-12 grade students who demonstrate advanced levels of performance on an instrument. Appropriate instruments for this group are trumpet, trombone, saxophone, guitar, bass, piano, vibes, and drums. Jazz Ensemble students learn to perform and identify a variety of jazz styles. Students will develop proficiency in jazz through performance, improvisation, jazz theory, technical exercises, listening, transcription, composition and history. Students will perform at school concerts, athletic events, festivals, contests, public events, and other functions.

All potential jazz ensemble students will forecast for *Jazz Ensemble*. After forecasting, there will be an audition process to confirm that the student has the skill-level to join the class and also to determine seating placement. The audition material can be found at [www.cardinalmusic.net](http://www.cardinalmusic.net).

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## **ORCHESTRA**

Credit: 1.0

Grade: 9-12

Prerequisite: Audition for Mr. Kays in the spring of 2019; Prior violin, viola, cello or acoustic bass experience

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

NOTE: Students will be asked to purchase performance attire. ***There will be a major trip in Spring of 2020.***

This is an orchestra for 9th-12th grade students who play violin, viola, cello, or acoustical bass (stand-up, not electric). On a scale of 1-6, this group will perform music that is level 3-6.

Students will develop musicianship through the study of the orchestral repertoire, emphasizing individual and ensemble techniques, solo/ensemble literature, music theory, composition and history. Students perform at concerts, contests, festivals, and community events. All students are required to perform at all assigned events.

All potential orchestra students will forecast for *Orchestra*. After forecasting, there will be an audition process for seating placement within the group. The audition material can be found at [www.cardinalmusic.net](http://www.cardinalmusic.net).

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## **FRESHMAN LEADERSHIP & INQUIRY - BAND (FLIB)**

Credit: 1.0

Grade: 9

Prerequisite: Previous band experience

Graduation Requirement in: CCE requirement

May be repeated for credit: No

NOTE: Students are expected to participate in the summer band camp in August, the week before school begins. It is OK to miss some of the band camp for family vacation and sports practices. Students will be asked to purchase performance attire. ***There will be a major trip in Spring of 2020.***

This course is designed for students to harness their full potential as Inspired.Global.Thinkers. Students in this course will develop an understanding of their own unique strengths and abilities, gain knowledge of valuable skills such as communication, teamwork, problem solving, and explore a variety of careers and and post-secondary options. Students will learn valuable anti-bullying skills, suicide prevention, drug and alcohol refusal skills and appropriate use of social media. As students explore their role in making the world a more peaceful place, they will participate in studies around mindfulness, peace, justice and conflict resolution. Students will enjoy guest speakers from a variety of careers, who visit classes to share their career stories and offer advice. Students will also receive an introduction to the online college and career tools Lincoln students use throughout high school including Naviance, Synergy StudentVUE, and Oregon Career Information System.

This course allows band students to have a band experience *and* take the Freshman Leadership and Inquiry required class *without* using their only elective. All band students will forecast for *Freshman Leadership & Inquiry - Band*. After forecasting, there will be an audition process for seating placement. The audition material can be found at [www.cardinalmusic.net](http://www.cardinalmusic.net).

The *FLIB Class* will have the following instrumentation: flutes (includes piccolo); oboes; bassoons; clarinets; bass clarinet; alto saxophones; tenor saxophone; baritone saxophone; trumpets; French horns; trombones; Euphoniums; Tubas; String Bass; and percussion.

Students will learn all of the leadership and inquiry skills *as well as* develop musicianship through the study of the band repertoire, emphasizing individual and ensemble techniques, solo/ensemble literature, music theory, composition and history. Students perform at concerts, contests, festivals, athletic and community events including parade(s). All students are required to perform at all assigned events unless there is an approved (by Mr. Kays) circumstance that conflicts.

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## **WIND ENSEMBLE**

Credit: 1.0

Grade: 10-12

Prerequisite: Audition during the Spring of 2019 is required.

Graduation Requirement in: Fine Arts

May be repeated for credit: Yes

NOTE: Students are expected to participate in the summer band camp in August, the week before school begins. It is OK to miss some of the band camp for family vacation and sports practices. Students will be asked to purchase performance attire. ***There will be a major trip in Spring of 2020.***

All band students will forecast for *Wind Ensemble*. After forecasting, there will be an audition process for seating placement within the *Wind Ensemble*. The audition material can be found at [www.cardinalmusic.net](http://www.cardinalmusic.net). Students will be placed based on their ability, not on their seniority.

The *Wind Ensemble* will have use the following instrumentation: flutes (includes piccolo); oboes; English horn; bassoons; clarinets; bass clarinet; alto saxophones; tenor saxophone; baritone saxophone; trumpets; French horns; trombones; Euphoniums; Tubas; String Bass; percussion.

Students will develop musicianship through the study of the band repertoire, emphasizing individual and ensemble techniques, solo/ensemble literature, music theory, composition and history. Students perform at concerts, contests, festivals, athletic and community events including parade(s). All students are required to perform at all assigned events unless otherwise approved by Mr. Kays.

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## **PERCUSSION CLASS**

Credit: 1.0

Grade: 09-12

Prerequisite: No experience necessary

Graduation Requirement in: Fine Art

May be repeated for credit: Yes

NOTE: Students will be asked to purchase performance attire.

Students will learn all the necessary skills to perform on a wide range of percussion instruments such as drum set, snare drum, timpani, marimba, as well as percussion instruments from around the world like bongos, congas, and djembes. A history of percussion will be discussed and incorporated throughout the year, with engaging projects and assignments to reinforce those concepts. Students will have the opportunity to display their skills in various performance opportunities with the wind ensemble, symphonic band, and percussion ensemble. These concerts will serve as midterms and final exams and hopefully give the students a sense of accomplishment and achievement. Music theory will also be incorporated as a means to increase student's aptitude and facility for a wide range of musical contexts.

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## **PERFORMING ARTS: CHOIR**

### **CARDINAL CHOIR**

Credit: 1.0

Prerequisite: Must audition with Mrs. Riffel. Please contact her at [Iriffel@pps.net](mailto:Iriffel@pps.net) to schedule your audition

Graduation Requirement in: Elective/Art

May be repeated for credit: Yes

Note: Occasional evening and weekend commitments

Cardinal Choir is an auditioned vocal ensemble of mixed voices grades 9-12. The ensemble is designed to be an advanced choral experience where students delve into music from a variety of cultures and styles, build vocal technique, and learn advanced theory and musicianship. A high level of commitment is required. The ensemble performs at all LHS choral concerts, Portland-area festivals and competitions, and school and community events. In 2017, the Cardinal Choir was selected to sing in the Oregon School Activities Association State Choir Festival for the first time in Lincoln High School history. The Cardinal Choir is also a touring ensemble and in recent years has toured to Seattle, Anaheim, and San Francisco. This year we will be going on our first international tour to Victoria, British Columbia.

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### **TREBLE CHOIR**

Credit: 1.0

Prerequisite: None.

Graduation Requirement in: Elective/Art

May be repeated for credit: Yes

Note: Evening performance commitments 3-4 times per year

Treble Choir is a non-auditioned vocal ensemble for Soprano and Alto voices grades 9-12. Previous vocal

experience is not required. The class will focus on developing vocal technique and musicianship through exploration of treble chorus literature, music theory, and sight-singing. The group will sing selections from a variety of musical styles and cultures. Treble Choir performs at the Fall, Spring, and Farewell choir concerts.

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### **CHAMBER SINGERS**

Credit: 1.0

Prerequisite: Membership in Cardinal Choir unless by special arrangement. Audition required.

Please contact her at [Iriffel@pps.net](mailto:Iriffel@pps.net) to schedule your audition

Graduation Requirement in: Elective/Art

May be repeated for credit: Yes

Note: Evening and after school commitments

Chamber Singers is a highly advanced 16-voice mixed ensemble. Membership in Cardinal Choir is required unless by special arrangement. The Chamber Singers performs at choir concerts and other community events and schools. Repertoire is varied and primarily a cappella (without accompaniment). Membership requires a high level of commitment and outside practice.

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### **FRESHMAN LEADERSHIP & INQUIRY - CHOIR (FLIC)**

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: CCE requirement

May be repeated for credit: No

This course is designed for students to harness their full potential as Inspired.Global.Thinkers. Students in this course will develop an understanding of their own unique strengths and abilities, gain knowledge of valuable skills such as communication, teamwork, problem solving, and explore a variety of careers and and post-secondary options. Students will learn valuable anti-bullying skills, suicide prevention, drug and alcohol refusal skills and appropriate use of social media. As students explore their role in making the world a more peaceful place, they will participate in studies around mindfulness, peace, justice and conflict resolution. Students will enjoy guest speakers from a variety of careers, who visit classes to share their career stories and offer advice. Students will also receive an introduction to the online college and career tools Lincoln students use throughout high school including Naviance, Synergy StudentVUE, and Oregon Career Information System.

Freshman Leadership & Inquiry - Choir is a way for students do all of the above and also get involved with choir at Lincoln. Singing will be incorporated into the daily curriculum, and students will have the opportunity to build community and friendships with other students that have shared musical interests. FLIC will also musically prepare students for continued involvement in other choirs at Lincoln. Students will sing a variety of repertoire, learn basic music theory and musicianship, and develop a healthy and beautiful vocal technique. Students involved in FLIC may also audition for other choirs at Lincoln if desired.



## **IB MUSIC SL/HL**

Credit: 1.0

SL Prerequisite: Some theoretical music knowledge and experience. Highly recommended: enrollment in a performing music class such as choir, band, orchestra, or jazz.

HL Prerequisite: IB Music SL OR significant musical knowledge/experience AND enrollment in a performing music class such as choir, band, orchestra, or jazz.

Graduation Requirement in: Elective/Art

May be repeated for credit: No

IB Music is a college-level survey of music theory, history, and style. Students will read, listen to, and analyze musical scores. Students will also prepare for the IB assessments which include musical performance (solo and/or group), a music listening exam, and the Musical Links Investigation which challenges students to search for musical links between two distinct musical cultures. This class works to complement the growth of the student as a musician by deepening his/her understanding of music in its theoretical, historical and cultural context. The class is a requirement for any student wishing to assess in IB Music.



# VISUAL ARTS

"The future belongs to young people with an education and the imagination to create." ~ President Barack Obama

Visual and Performing Arts courses are designed to complement Lincoln college preparatory offerings. Each course provides students of varying abilities and learning styles multiple opportunities to think critically, imaginatively and reflectively. Students learn to identify, analyze and solve problems in creative expression using a variety of techniques. Course content includes conceptual and technical knowledge within the context of its history, culture, aesthetics and criticism. This academic approach meets national and regional State Standards in the Arts.

The College Board reports a significant correlation between arts coursework and higher SAT scores.

9th	10th	11th	12th
Ceramics & Mixed Media 1-2	Ceramics & Mixed Media 1-2 Ceramics & Mixed Media 3-4	Ceramics & Mixed Media 1-2 Ceramics & Mixed Media 3-4 Ceramics & Mixed Media 5-6	Ceramics & Mixed Media 1-2 Ceramics & Mixed Media 3-4 Ceramics & Mixed Media 5-6 Ceramics & Mixed Media 7-8
	Art of Product Design 1-2	Art of Product Design 1-2 Art of Product Design 3-4	Art of Product Design 1-2 Art of Product Design 3-4
2D Design 1-2	2D Design 1-2 2D Design 3-4	2D Design 1-2 2D Design 3-4 2D Design 5-6	2D Design 1-2 2D Design 3-4 2D Design 5-6 2D Design 7-8
	Graphic Arts * *(Soph. who have taken a beginning Art class)	Graphic Arts Applied Design	Graphic Arts Applied Design
	Photography 1-2 Beginning	Photography 1-2 Beginning Photography 3-4 Intermediate	Photography 1-2 Beginning Photography 3-4 Intermediate Photography 5-6 Advanced/IB
		IB Visual Arts Studio SL (TESTING students only)	IB Visual Arts Studio SL IB Visual Arts Studio HL
Art Electives		Building a Just & Sustainable World History of Art and Power	Building a Just & Sustainable World History of Art and Power

The chart above articulates the levels of study in every studio area of the Visual Arts: 1-2's are foundation level; 3-4's are mid level; 5-8's are advanced levels. Individual course descriptions make clear grade levels and prerequisites.



### **3-D DESIGN CERAMICS 1-2**

Credit: 1

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

Note: Requires the ability to work maturely, independently, and cooperatively with others in a studio environment.

This is a foundation level course introducing fundamental technical, and conceptual skills in visual art for students of all abilities. Through hands-on units of study, students will learn problem-solving strategies in concept development, compositional structure, execution of work and project management. Students will use the visual language to make three-dimensional forms in clay enhanced by two-dimensional surface design. Utilitarian, sculptural, and mixed media forms will be explored through design problems based in art history and aesthetics. A creative problem-solving process incorporating research, idea generation, journaling, and reflective thinking in a sketchbook is integral to the course. Each unit of study is presented with specific criteria in technical skills, design and compositional requirements and content exploration. A standards based scoring guide is used to assess the student's proficiency in the specific criteria of each unit. Flex period is required for use as studio "homework" time.

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### **3-D DESIGN CERAMICS 3-4**

Credit: 1

Grade: 10-12

Prerequisite: Completion of 3D Design Ceramics 1-2 at a "C" or above level; or admission by

portfolio

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

This middle level course is an exploration of sculptural and utilitarian concepts in ceramics and mixed media emphasizing three-dimensional form and two-dimensional surface design. Design problems will investigate traditional genres with a contemporary lense such as figure sculpting, teapots, and wheel throwing. Technical units include introduction to the potter's wheel, glaze formulation and testing, surface design experimentation, mold making, kiln operation and studio management. Journaling and note taking formally emphasizes self-reflection and personal growth through research in history, concepts, techniques and processes. This course prepares students for IB Multidisciplinary Visual Arts or college study. Flex period is required for use as studio homework time. Instruction and assessment is standards-based. Proficiency is evaluated using a quarterly portfolio scoring guide.

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### **3-D DESIGN CERAMICS 5-6; 7-8**

Credit: 1

Grade: 11-12

Prerequisite: 3D Design Ceramics 1-4

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

These advanced level courses continue in-depth exploration and development of portfolio work in 3-dimensional media. Students at the 5-6 level will be given one large project per semester, their remaining work will be independently driven, 7-8 students are entirely independent. Students will propose design problems for each of their independent works. A visual arts journal will form the foundation for independent research, critical analysis, and reflection of historic and personal works. As the body of work evolves, students will write an artist's statement that synthesizes and clearly expresses the conceptual aspects of their work as well as technical and formal design concerns. The year will culminate in a showcase of portfolio work with artist statement and expository labels. This course pairs well with the IB Multidisciplinary Visual Arts course and prepares students for college study. Instruction and assessment is standards based. Proficiency is assessed using a quarterly portfolio scoring guide.

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### **THE ART OF PRODUCT DESIGN 1-2**

Credit: 1

Grade: 10-12

Prerequisite: Requires the ability and maturity to work independently and cooperatively with others in a busy studio environment

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

The Art of Product Design is a project based course that explores form, function and aesthetics. Students will learn about a broad range of design related careers and gain an understanding for the impact and influence that craft and design can have on the world. Students will create prototypes as well as a final product for each design challenge. Class sessions are primarily workshop based and include hands-on activities, group discussion, demonstrations, and slide-presentations to reinforce the key ideas. Topics include identifying consumer needs, investigating problems in design, refining ideas, material use, design for production and manufacturing, production costs and retail pricing. We will explore a variety of materials and techniques such as: leathercraft, woodworking, hand and machine sewing, textile weaving/dying/printing, garment design, mold making and casting. We will meet with local designers and visit a variety of local production facilities to learn about their process and products. We will also take regularly scheduled visits to the Portland Art Museum for guided tours of exhibits that relate to the topics we are covering in class.

Instruction and assessment is standards based. Each unit of study is presented with specific criteria in technical skills, design and compositional requirements, and content exploration. A standards based scoring guide is used to assess the student's achievement of the specific criteria in each unit.

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## **THE ART OF PRODUCT DESIGN 3-4**

Credit: 1

Grade: 11-12

Prerequisite: The Art of Product Design 1-2

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

The Art of Product Design 3-4 is a continuation of the 1-2 curriculum giving students the opportunity to delve deeper into the world of design and their personal aesthetics. In this course we will explore fine metals/jewelry design, garment patterning and making, woodworking/joinery and furniture building, and advanced leathercraft techniques. In addition to assigned projects, students will have the opportunity to explore their own ideas through supported independent projects. Class sessions are primarily workshop based and include hands-on activities, group discussion, demonstrations, and slide-presentations to reinforce the key ideas. This course pairs well with the IB Multidisciplinary Visual Arts course and prepares students for college study in Visual Arts, Product Design and Industrial Design. We will meet with local designers and visit a variety of local production facilities to learn about their process and products. We will also take regularly scheduled visits to the Portland Art Museum for guided tours of exhibits that relate to the topics we are covering in class.

Instruction and assessment is standards based. Each unit of study is presented with specific criteria in technical skills, design and compositional requirements, and content exploration. A standards based scoring guide is used to assess the student's achievement of the specific criteria in each unit.

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## **2D DESIGN 1-2: Studio, History, & Aesthetics**

Credit: 1

Grade: 9-12

Prerequisite: The ability to maturely work independently and cooperatively with others in a studio environment.

Graduation Requirement in: Fine Art

May be repeated for credit: No

2D Design 1-2 is an introductory course in two dimensional art. Sequential units of study emphasize acquisition of fundamental technical skills in drawing, color, design, painting and printmaking. Students are challenged to creatively problem solve design units introduced through prints, lecture/discussion, demonstration, idea generation and preparatory sketchbook entries. Units of study conclude with individual and group critiques, written analysis and self-evaluation using standard scoring guides. There are many opportunities for students to understand the multiple functions of the fine arts in history and contemporary society. The conceptual content of the course is centered in the study and analysis of the global history, aesthetics and traditions of two-dimensional art.

## **2D DESIGN 3-4: Studio, History, & Aesthetics**

Credit: 1

Grade: 10-12

Prerequisite: DRAW, PAINT, PRINT 1-2 or 3-4

Requires the ability to maturely work independently and cooperatively with others in a studio environment. Students must be willing to work outside of class time on their artwork and projects.

Graduation Requirement in: Fine Art

May be repeated for credit: No

2D Design 3-4 is an intermediate level course in two-dimensional art production, art historical connections and aesthetics. Sequential units of study emphasize acquisition of advanced technical skills while developing personal expression. The conceptual content of the course is centered in the study of the global history, aesthetics and traditions of art as practiced in the modern period. Units of study focus on traditional genres in the fine arts. Specialized technical units may include introduction to a variety of media such as acrylic paint, techniques in printmaking like stencils and mixed media. Development of personal ideas and expression will be guided by gallery and museum visits.

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## **2D DESIGN 5-6 / 7-8: Advanced Painting/Advanced Printmaking**

Credit: 1

Grade: 11-12

Prerequisite: DRAW, PAINT, PRINT 3-4

Requires the ability to maturely work independently and cooperatively with others in a studio environment. Students must be willing to work outside of class time on their artwork and projects.

Graduation Requirement in: Fine Art

May be repeated for credit: No

2D Design 5-6 / 7-8 is an intermediate level course in two-dimensional art production, art historical connections and aesthetics. Sequential units of study emphasize acquisition of advanced technical skills while developing personal expression. The conceptual content of the course is centered in student-directed units of study focus on development of independent research in the fine arts. Specialized technical units may include introduction to a variety of media such as water-based oil pigments, advanced techniques in printmaking like intaglio, mixed media. Development of personal ideas and expression will be guided by gallery and museum visits.

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## **GRAPHIC ARTS**

Credit: 1

Grade: 10-12

Prerequisite: Open to 11-12 graders. \*10th graders can forecast for this class only if they have already taken another beginning Arts class. Requires basic knowledge of computer operations and the ability to work maturely in a lab environment.

Graduation Requirement in: Fine Art

May be repeated for credit: No

This class is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression and creative problem solving through the creation of commercial, interactive and fine art. Students will learn to use Adobe Illustrator, PhotoShop and InDesign. All work is based

upon the study, aesthetics, purpose and criticism of digital art forms, with an emphasis on real-world applications.

\* Drawing skills are the basic foundation for ALL fields of visual art. The 2D Design class is highly recommended for all students. Students who wish to take Graphic Arts their sophomore year must have already taken a beginning Arts class (2D or 3D Design, or Visual Studies). Graphic Arts is open to all juniors and seniors.

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## **APPLIED DESIGN**

Credit: 1

Grade: 11-12

Prerequisite: Graphic Arts

Graduation Requirement in: Fine Art

May be repeated for credit: No

This course is designed to be an exciting way to combine previous learning in design into real-world products and outcomes. Students will work in teams to identify problems, investigate solutions, and create real products that address these issues in creative, innovative, and ethical ways. There will be an emphasis on publishing finished work in print, web, video, and mobile media formats. We will be seeking out community partners to further enhance the work happening in class. It is essential that students be SELF-MOTIVATED to succeed and work well with others in a TEAM environment.

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## **PHOTOGRAPHY 1-2: BEGINNING PHOTOGRAPHY**

Credit-1

Grade: 10-12

Prerequisite: Basic computer skills and ability to work maturely in a studio setting.

Graduation Requirement in: Fine Art

May be repeated for credit: No

This is an introductory survey class in which students will acquire skills in digital photography in the context of a fine arts class. Students will explore photographic composition and framing techniques through the use of digital cameras and/or smartphones. The majority of class time is spent on computers working with Adobe Lightroom and Photoshop and a variety of Google programs such as Google docs, photos and blogger. There will be sometimes during class for shooting photographs but outside class time will be needed for getting most photographs. The last quarter of the year will be spent using analog processes to prepare for Photography 3-4. Students will be writing about their work and doing research on other contemporary photographers through the use of a blog they will create. The emphasis will be in online presentations rather than printed work. Students earn one FINE ARTS credit for this class. The course content is aligned with national and state fine arts standards and benchmarks. Instruction and assessment is standards based.

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## **PHOTOGRAPHY 3-4: INTERMEDIATE PHOTOGRAPHY**

Credit: 1

Grade: 11-12

Prerequisite: Photography 1-2 or teacher permission, a strong interest in darkroom photography, the ability to work maturely in a studio setting . Students must be willing to work outside of class time on their artwork and projects.

Graduation Requirement in: Fine Art

May be repeated for credit: No

This class is geared to the student who wants to further explore fine arts photography in a project based format that is predominantly based in film and darkroom processes, but will incorporate digital and other alternative processes as well. Students will work with a variety of cameras-film, digital, toy, pinhole, mobile, and medium format. Students will learn how to develop and print their own black and white images in a wet lab darkroom. They will learn more advanced digital skills in Photoshop and Lightroom. Periodic oral and written critiques allow students to develop analytical, reflective and critical thinking skills. Lecture/discussion, study and review of historic and contemporary images and film add to these skills as well as provides additional career education. There will be opportunities for students to relate with professionals in the field of photography through guest speakers, studio tours and other field trips. Students can use this course as the studio component for testing in IB Arts. Those students choosing the IB path must also take the IB Multidisciplinary course.

The course content is aligned with national and state fine arts standards and benchmarks. Instruction and assessment is standards based. Students earn one FINE ARTS credit for this class.

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## **PHOTOGRAPHY 5-6: ADVANCED/ IB PHOTOGRAPHY**

Credit: 1

Grade: 12

Prerequisite: Photo 3-4 or teacher permission. Students must be willing to work outside of class time on their artwork and projects and be able to work maturely in a studio setting

Graduation Requirement in: Fine Art

May be repeated for credit: No

This is a rigorous studio class for the very self directed student who wants to further expand on skills learned in Photography 3-4. The focus of the class will be geared toward independent projects and incorporating text and image to create bodies of work. Bookmaking, alternative processes and mixed media application will be the focus rather than “straight” photography. Students can use this course as the studio component for testing in IB Arts. Those students choosing the IB path must also take the IB Multidisciplinary course.

The course content is aligned with national and state fine arts standards and benchmarks. Instruction and assessment is standards based. Students earn one FINE ARTS credit for this class.

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## **IB VISUAL ART STUDIO: Multidisciplinary Seminar**

**(5-6 SLA or 7-8 HLA)**

Credit: 1

Grade: 11-12

Prerequisite: Highly motivated, mature students who have completed an introductory and intermediate Visual arts course or portfolio admission with permission of instructor. Students with ability to work independently, research and write in an academic manner, and periodically meet during FLEX. A very significant amount of time outside the classroom is required to successfully reach IB standards. An appreciation a variety of art styles and open-ended thinking are recommended.

Graduation Requirement in: Fine Elective

May be repeated for credit: No

This Standard and Higher Level IB course is presented in a seminar format combining advanced level students in all media — ceramics, drawing, painting printmaking, photography and sculpture — under the mentorship of one teacher. Visiting professional artists and college admission officers make presentations. To better prepare students for professional and analytical art research in Investigation Workbooks, evidence of visits to local galleries and museums must be included in research. Regular group critiques and oral presentations assist in higher-level critical analysis as well as prepare students for the IB External Oral Exam in early April. Students learn how to create and manage their artwork digitally as portfolio, which can be used for college admission. Students will participate in group exhibitions in the Arts Linc Gallery, and assist as able in specialized studio areas. Participation in outside classes and workshops such as the Portland Art Museum's Drawing Portfolio Workshop program is encouraged. IB Art History course is also strongly recommended for students anticipating a college fine arts or architecture major or minor. Upon completion of this course, students will be eligible to submit their work for the standard or higher level IB Visual Arts examination.

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## **STUDIO ARTS TECHNICIAN**

Credit: 1

Grade: 9-12

Prerequisite: Permission of the teacher is essential! Requires motivation to learn studio operation and management skills. Prior studio classroom experience with tools and materials is desirable.

Graduation Requirement in: Elective

May be repeated for credit: No

Studio Arts Technician (Teacher's Assistant) is a letter grade credit support position to assist the teacher with daily operations and management of the studio classroom and labs, storeroom, office and exhibition spaces. Students will learn skills applicable and transferable to jobs outside of school (i.e., frame shop, tile factory, photography studio, artist's assistant, etc.). Specific tasks will vary according to the studio assignment in ceramics, photography, painting or graphics classroom studios and labs.

Students will learn to be self-managers in daily operation of the studio classroom; will experience problem-solving as critical thinking process; will acquire studio management skills; learn varied technical skills; prepare student work for exhibition; will peer tutor as able by sharing skills with other students in the studio; will assist in records keeping; will become aware of professional opportunities in the arts.



## **BUILDING A JUST & SUSTAINABLE WORLD**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

The climate crisis is here and we must face the challenges that come with it. But how do we live in a world ravaged by climate change? How can we clothe, shelter and feed ourselves and our community in ways that use less water and energy and survive more extreme weather conditions? And how can we partner with marginalized communities that are most severely impacted by the climate crisis? In this class students will investigate the climate crisis using a variety of texts, grounded in a social justice perspective; artists, makers, activists and innovative doers will facilitate field trips and be guest speakers. But at its core this is a project-based class: individually and in groups, students will tackle the hands-on work required of us as climate change rapidly transforms the communities in which we live. The dire consequences of the climate crisis can be overwhelming but in this class we will seed a hopeful resilience. With power tools, curious minds, creative hearts and dirty hands we will explore the ways that we can build a more just and sustainable world.

Joint Art & Social Science Elective Offering - Team Taught: Alex Stegner & Addy Kessler

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## **HISTORY OF ART & POWER**

Credit: 1

Grade:

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Rapid change in social, political, and economic order affects and alters the development of art and its production. Likewise, art plays an active role in producing, representing, recording, and reacting to those social, political, and economic changes.

This course examines the interconnectedness of art and power in modern history (Renaissance to present). Specifically, this course examines how art influences and is influenced by economic development, technology, political revolution, and shifts in cultural and social values. While the course begins with the Renaissance in Western Europe, units examine art and power within a global framework. Topics include colonialism and empire, globalization, gender and sexuality, race, and art in modern protest movements.

Joint Art & Social Science Elective Offering - Team Taught: Rion Roberts & Coren Rau

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## AVID

### Advancement Via Individual Determination

AVID ([Advancement via Individual Determination](#)) is an academic elective offered in a 4-year sequence to students who are highly motivated to prepare for “college readiness and success in a global society” and would benefit from additional support in achieving their goals. Students must apply to the program and complete an interview prior to being placed in an AVID cohort. AVID curriculum centers on promoting higher-level critical thinking by enhancing core academic skills in **w**riting, **i**nquiry, **c**ollaboration, **o**rganization and **r**eading (WICOR).

Peer tutors work in the classroom to promote a college-centered curriculum based on critical thinking and tutorials. The program also includes an optional AVID After Hours study hall, college visits and guest speakers. In the junior and senior sections of the course students prepare for college entrance exams, and focus on the college admissions process. Additional requirements for the course include a commitment to learning and practicing note taking skills, enrolling in rigorous coursework as well as maintaining good attendance, citizenship and a high GPA. Students are required to enroll in one or more IB courses concurrently with AVID during their junior/senior years.

#### **AVID**

9, 10,11, 12

Admission by [application only](#) or continuation from a prior AVID class.

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

AVID students are admitted to the program by application/interview only unless they have previously been enrolled in an AVID program in another school.

#### Course Description:

AVID is a 4-year sequence elective class offered to students who are highly motivated to prepare for “college readiness and success in a global society.” The curriculum centers on promoting higher-level critical thinking skills by enhancing core skills in writing, inquiry, collaboration, organization and reading (WICOR). College students/peer tutors work in the classroom to promote a college centered curriculum, including college visits and guest speakers. In the junior and senior sections of the course students prepare for college entrance exams, and focus on the college admissions process. Additional requirements for the course include a commitment to learning and practicing note taking skills, enrolling in rigorous coursework as well as maintaining good attendance, citizenship and a high GPA. Students are required to enroll in one or more IB courses concurrently with AVID during their junior/senior years.

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**AVID Peer Tutor**

Credit: 1.0

Grade: 11-12

Prerequisite: Acceptance via application and completion of the AVID Tutor training modules (12 hours)

Graduation Requirement in: Elective

May be repeated for credit: Yes

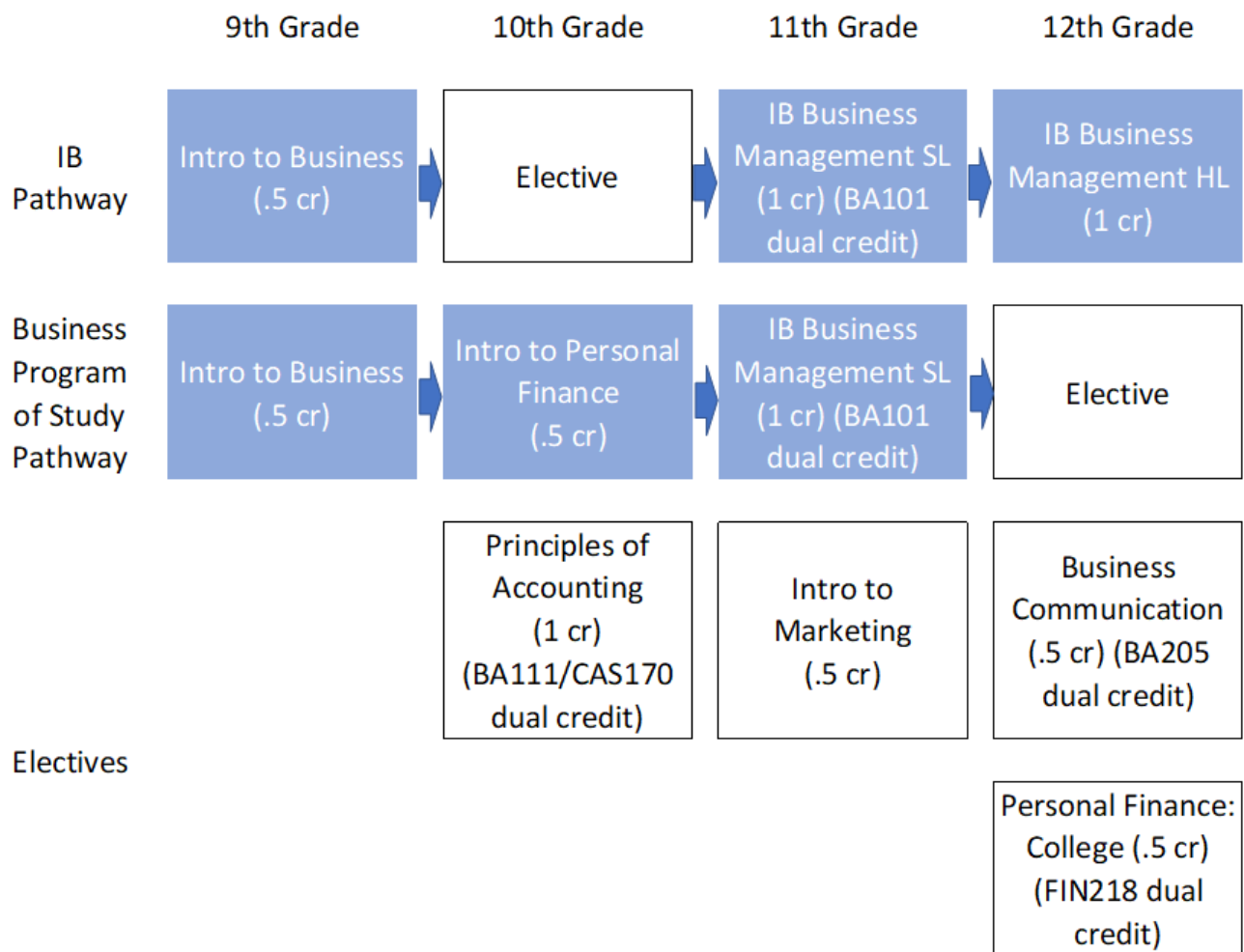
AVID tutors work in the AVID classes, running tutorial groups and assisting students in organization, study skills and general AVID curriculum. AVID tutors model academic norms including organization, intellectual curiosity and strong/sensitive communication and self-advocacy skills. Students receive one elective credit for their work in this capacity as well as practical job training experience.

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## BUSINESS and FINANCE

Business studies prepare students not just for their livelihood, but also for life. The range of classes offered by the Business and Finance Department is designed to provide (1) the fundamentals for students planning to attend business school/college or taking specialized courses beyond high school; (2) marketable skills for personal use; and/or (3) exploratory courses for students who wish to determine interest and aptitude in the business area before continuing in an advanced program. The following table suggests two possible pathways (plus elective courses) for students interested in immersing themselves in the study of business. Note that these are suggestions only; many variations are possible, including taking only one or two business courses and/or varying the years in which a course is taken.

### Suggested Pathways - Business & Finance



In addition to IB Business Management, the Business and Finance curriculum also offers students the option to earn dual college credit with Portland State University School of Business (PSU) or Portland Community College (PCC) through IB Business Management (BA 101), Business Communication (BA 205), Personal Finance (FIN 218) and Principles of Accounting (BA 111 and CAS 170). The dual credit classes are taught at Lincoln High School during regular school hours by faculty approved by PSU and/or PCC. Through these articulation agreements with PSU and PCC, students may earn 4+ college quarter credits per class.

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## **INTRODUCTION TO BUSINESS**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Arts/Elective

May be repeated for credit: No

Introduction to Business will help students build a strong knowledge base and develop business skills as they study basic economic concepts, business ownership & operations, business management, business communication, business ethics & social responsibility, human resources, culture & diversity in business, marketing, financial & technological resources, leadership & teamwork, marketing, economics, and career opportunities.

A basic understanding of these concepts through project-based learning, real-time learning with seasoned business professionals and leadership development activities will give students a firm foundation for continuing business study and/or entering the workplace.

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## **INTRODUCTION TO PERSONAL FINANCE**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

This class will help you understand the importance of the financial world, including planning and managing money wisely. Areas of study will include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this class you will develop financial goals and create realistic and reasonable objectives to be “money smart.”

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## **PRINCIPLES OF ACCOUNTING**

**Optional: PCC Dual Credit - BA111 Intro to Accounting & CAS170 Beginning Excel (pending)**

Credit: 1 High School Credit | 6 College Quarter Credits from PCC for BA111 and CAS170

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No



Note: Students will have the option to take this class for 6 quarter credits through PCC's dual credit program (3 credits for BA 111 and 3 credits for CAS 170), which is offered to students free-of-charge.

Principles of Accounting is an exploratory course for students interested in business and/or accounting as possible career choices and provides them with an in-depth, hands-on exposure to basic accounting concepts as they learn about:

- Financial & Accounting Terminology
- Completing an Accounting Cycle, including Financial Statement Preparation
- Payroll Records, Taxes and Banking Procedures
- Application of Generally Accepted Accounting Principles (GAAP)
- Business Ethics
- Careers and Employment Opportunities
- Using Microsoft Excel Spreadsheets in preparation of Financial Statements



### **PERSONAL FINANCE**

#### **Optional: PSU Dual Credit (FIN 218)**

Credit: .5 High School Credit | 4 College Quarter Credits from PSU for FIN 218

Grade: 11-12

Prerequisite: None



Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

Note: Juniors and seniors have the option to take this class for 4 college credits from Portland State University at a cost of approximately \$225. (Sophomores may also be accepted into the dual credit program, after an interview and assessment by the instructor.)

Personal Finance is a course that will provide you with working knowledge of the following:

- 1) Planning Process: to be able to use quantitative tools for measuring financial well-being, understand the importance of time value of money, calculate the impact of taxes on financial decisions
- 2) Managing Your Money: to understand the different strategies associated with controlling your financial plan through cash management, credit management, and management of major purchases
- 3) Protecting Yourself with Insurance: to understand risk management and the utilization financial planning process, of insurance products to control your future financial health
- 4) Managing Your Investment: to understand the importance of investment goals and tools (stocks, bonds, mutual funds and real estate), be able to calculate tax impacts, and understand the concept of risk vs return, diversification, asset allocation and market efficiency
- 5) Retirement and Estate Planning: to understand the importance of establishing a sound, simple retirement plan at the earliest stages of your financial life cycle utilizing tax, insurance and investment planning.



## **BUSINESS COMMUNICATION**

**Optional: PSU Dual Credit (BA 205) or PCC Dual Credit (BA 205) (pending)**

Credit: .5 High School Credit | 4 College Quarter Credits for BA 205 from either PSU or PCC

Grade: 11-12

Prerequisite: Intro to Business

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No



Note: Juniors and seniors have the option to take this class for 4 college quarter credits from Portland State University at a cost of approximately \$225. Alternatively, students will have the option to take this class for 4 quarter credits through the PCC's dual credit program, which is offered to students free-of-charge. (Sophomores may also be accepted into the dual credit program after an interview and assessment by the instructor.)

What message are you sending when you speak, write, and listen? Verbal and nonverbal communication skills are key to success in business. Whether you work for someone else, plan to seek employment, or want to start your own business in the future, you need to understand your audience and how to effectively reach it.

*Business Communication* provides an in-depth study of verbal and nonverbal communications from a business perspective. It introduces techniques for choosing the right format, tone, and message for diverse audiences as well as the most appropriate way to deliver the message. It also identifies the barriers that can prevent effective communication.

Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be modeled for and practiced by students.



## **INTRODUCTION TO MARKETING**

Credit: .5

Grade: 10-12

Prerequisite: Intro to Business

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

Note: Sophomores, juniors and seniors are eligible to take this class as long as they have taken Intro to Business. (Freshmen may also be accepted into the class for second semester, after a conversation and an assessment by the instructor.)

Course Description: This course is designed to provide students with a broad background on the nature and scope of marketing concepts used in business.

Course Objectives: Marketing is a core business course. It is designed to give students a clear understanding of the marketing function, introduce students to the elements of the marketing mix (4P's) and demonstrate how today's managers employ these tools to gain a competitive edge in the global economy.

Learning Outcomes:

- Understand the role of the marketing function within a firm.
- Describe key market segmentation and targeting strategies.
- Identify the elements of marketing mix (4P's) and common strategies used with each tool.
- Recommend and justify an appropriate mix of the 4P's to create a cohesive marketing strategy for a new product.
- Identify and relate key trends impacting consumers and the practice of marketing to established theory.

During this course students will have an opportunity to develop critical thinking and presentation skills during weekly workshops designed to reinforce the concepts presented in class. The semester will culminate in a final team project where students will creatively employ the principles presented this core class through the development of a marketing plan.



### **IB BUSINESS MANAGEMENT SL**

**Optional: PSU Dual Credit (BA 101) or PCC Dual Credit (BA 101) (pending)**

Credit: 1 High School Credit | 4 College Quarter Credits for BA 101 from either PSU or PCC

Grade: 11-12

Prerequisite: Intro to Business

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No



Note: Juniors and seniors have the option to take this class for 4 college quarter credits from Portland State University at a cost of approximately \$225. Alternatively, students will have the option to take this class for 4 quarter credits through the PCC's dual credit program, which is offered to students free-of-charge. (Sophomores may also be accepted into the dual credit program after an interview and assessment by the instructor.) Further, students have the option to take this class for IB credit (Group 3: Individuals and Societies). If the course is taken for IB credit, however, a student may not take the course for dual college credit.

IB Business Management SL builds upon skills learned in Intro to Business and will focus on businesses operating in the local, national, and global marketplace. The course emphasizes the integration of the various functional areas of business as the firm evolves from its entrepreneurial origins to a mature corporation. Included in the course curriculum is group work on the creation of a business plan. Key course topics include:

- Business and Economics
- Business Ethics and Social Responsibility
- International Business
- Legal Entities
- Small Business, Entrepreneurship, and Franchising
- Business Management
- Organization, Teamwork, and Communication
- Service and Manufacturing Operations
- Human Resources
- Marketing



- Accounting & Finance

A mastery of these concepts through project-based, real-time learning with seasoned business professionals and leadership development activities gives students a firm foundation for continuing business study at the university level and/or entering the workplace.

This course will prepare students to take the IB Business Management SL exam.



## **IB BUSINESS MANAGEMENT HL**

Credit: 1 High School Credit

Grade: 12

Prerequisite: IB Business Management SL

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

IB Business Management HL further develops students' understanding of business theories learned in Intro to Business and IB Business Management SL and applying those tools and skills by creating a real business.

Key topics, building upon the SL curriculum, include:

- Human resource management
  - Organizational planning tools
  - Organizational (corporate) culture
  - Industrial/employee relations
- Finance
  - Budgets and Efficiency Ratio Analysis
  - Investment appraisal
- Marketing
  - Sales forecasting
  - The extended marketing mix of seven Ps
- Operations management
  - Lean production and quality management
  - Production planning
  - Research and development

A mastery of these concepts through project-based, real-time learning with seasoned business professionals and leadership development activities gives students a firm foundation for continuing business study at the university level and/or entering the workplace.

This course will prepare students to take the IB Business Management HL

## CONSUMER & FAMILY SCIENCES: 21st CENTURY LIFE AND CAREERS



### INTRODUCTION TO CULINARY ARTS

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

Besides learning nutritious recipes, you will also learn kitchen safety, how to read a recipe, how to measure ingredients, as well as the importance of a clean kitchen. Learn your way around a home kitchen (your family will enjoy your homework), then compare and contrast the requirements for a commercial kitchen. Lectures from food industry professionals and field trips to food carts, restaurants and farms offer students insight into the many aspects of the culinary world. An independent project will require you to apply your new knowledge and skills in a real world setting. Examples might include drafting a plan for your own food business, creating a cookbook, developing a world hunger relief project, writing a food blog, or preparing the menu and cooking for a major event. All students must learn kitchen safety and sanitation practices in order to obtain their Multnomah County Food Handler's Card within the first two weeks of the course (\$10 fee required). Cooking lab dress code will comply with industry practices (long pants, closed toed shoes, hairnet for long hair, etc.). It is recommended that students also forecast for the World Cuisine class too.



### WORLD CUISINE

Credit: .5

Grade: 10-12

Prerequisite: Completion of Introduction to Culinary Arts

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

In this class, you will build on Techniques learned in Intro to culinary along with exploring food from other Cultures. This course also introduces the art of managing catered events, restaurant operations and other types of food service establishments. You must have your Multnomah County Food Handler's Card within the first two weeks of the course (\$10 fee for the card). Cooking lab dress code will comply with industry practices (long pants, closed toed shoes, hair tie for hair below the chin).



## **COMMERCIAL FOODS & BAKERY**

Credit: .5

Grade: 10-12

Prerequisite: Completion of Introduction to Culinary Arts

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

In this class, you will build on Techniques learned in Intro to culinary along with exploring food from other Cultures. This course also introduces the art of managing catered events, restaurant operations and other types of food service establishments. You must have your Multnomah County Food Handler's Card within the first two weeks of the course (\$10 fee for the card). Cooking lab dress code will comply with industry practices (long pants, closed toed shoes, hair tie for hair below the chin).

# ELECTIVES

All courses in this section receive ELECTIVE CREDIT

## **ACADEMIC CENTER**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

This 1 credit class offers students the opportunity to enhance their academic skills. Students will be provided an academic environment to study, including time to complete their homework. Students will also work on developing high leverage skills associated with academic success such as organizational, time management and note-taking skills.

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## **CREATIVE WRITING (NONFICTION AND FICTION)**

Credit: 1

Grades: 11-12

Prerequisite: None

Graduation Requirement: Elective

May be repeated for credit: Yes

Do you enjoy telling and hearing stories? What about listening to storytelling podcasts? Would you appreciate the space and time to develop your creative writing and storytelling skills? Do you like to contemplate the nature of truth? If you answered yes to at least two of the above questions, then this is the class for you.

Throughout the year, you'll learn the craft of writing creatively by reading and discussing the works of others, while honing your own craft by responding to prompts, ending up with a large portfolio of your work. You'll also have your writing read by an audience of your peers and critiqued in a supportive classroom environment.

The first two plus quarters are focused on nonfiction. Put simply, a work of creative nonfiction is one that is true and well told. The writer or speaker of creative nonfiction shares real experiences, thoughts, and emotions with an audience, and does so using the techniques of writers of fiction and poetry. This time is focused on writing the personal essay, including the college application essay, but it also involves live storytelling and the creation of a class podcast. The rest of the year we'll blur the lines between nonfiction and fiction, and then write some purely imaginative pieces, applying the previously learned writing skills to fiction.

All in all, this class is designed so you'll produce fine work not because you have to, but because you want to.

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### **IB FILM 1-2**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

IB Film 1-2 is focused on the academic study of film through an exploration of film analysis, history, and theory. Students will explore and analyze key aspects of film, including cinematography, sound, lighting, and editing, while beginning to experiment in filmmaking by applying what they learn about the elements of film in mini filmmaking projects. Students will also view, discuss, and analyze films for genre, narrative, and historical context. Films from a variety of periods and regions will be screened, with special attention paid to directions from underrepresented groups. This course will prepare students for the IB Film external assessments, including an analysis of a scene from a film and comparative analysis of two films.

This is the first year of a two year course. Students planning on testing in IB Film will need to take both years.

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### **IB FILM 3-4**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

The second year of IB Film is focused on film production while strengthening student analysis of film form, history, and theory. Students will learn about and participate in a number of aspects of filmmaking, including pre-production, organization, design, image, sound, and assembly. Students will take on multiple roles on several group projects in order to develop a filmmaker's portfolio which will be submitted as the IB Film internal assessment. Students will also polish their analytical skills prior to completing their external assessment.

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### **INTRO TO EDUCATION**

Credit: 3 PCC Ed 100 credits (Dual Credit Option)

Grade: 11-12

Prerequisite: none

Graduation Requirement in: Elective

May be repeated for credit: No

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

## **(FRESHMAN) INQUIRY & LEADERSHIP**

Credit: 1

Grade: ALL 9th GRADERS

Prerequisite: None

Graduation Requirement in: Elective - fulfills the CCE requirement

May be repeated for credit: No

This course is designed for students to harness their full potential as Inspired.Global.Thinkers Students in this course will develop an understanding of their own unique strengths and abilities, gain knowledge of valuable skills such as communication, teamwork, problem solving, and explore a variety of careers and and postsecondary options. Students will learn valuable anti-bullying skills, suicide prevention, drug and alcohol refusal skills and appropriate use of social media. As students explore their role in making the world a more peaceful place, they will participate in studies around mindfulness, peace, justice and conflict resolution. Students will develop action leadership projects to help fulfill 9th grade service learning requirements. Students will enjoy guest speakers from a variety of careers, who visit classes to share their career stories and offer advice. Students will also receive an introduction to the online college and career tools Lincoln students use throughout high school including Naviance, Synergy StudentVUE, and Oregon Career Information System.

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## **LEADERSHIP - INTERMEDIATE**

Credit: 1

Grade: 10-11

Prerequisite: FL&I

Graduation Requirement in: Elective

May be repeated for credit: No

Note: Elected class officers will be given priority.

This course emphasizes an understanding of leadership as a theory and a practice. Academic study includes a framework for understanding various types of leadership, power, communication, persuasion and human motivation. Students will have the opportunity to meet proficiency in the Career Related Learning Standards. Students will demonstrate their knowledge and abilities through the application of techniques and full participation in course activities, school activities and activities beyond the classroom. Some of these experiences may count toward community service hours. Each student in this course will design and implement an Independent Project of Advocacy and Leadership.

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## **LEADERSHIP - ADVANCED**

Credit: 1

Grade: 11-12

Prerequisite: Application and Interview process

Graduation Requirement in: Elective

May be repeated for credit: No

Note: Elected ASB and class officers will be given priority

This course emphasizes an advanced understanding of leadership as a theory and a practice. Academic study

includes a framework for understanding various types of leadership, power, communication, persuasion and human motivation. Students will have the opportunity to meet proficiency in the Career Related Learning Standards. Students will demonstrate their knowledge and abilities through the application of techniques and full participation in course activities, school activities and activities beyond the classroom. Some of these experiences may count toward community service hours. Each student in this course will design and implement an Advanced Independent Project of Advocacy and Leadership.

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### **STUDENT ATHLETIC LEADERSHIP**

Credit: .5

Grade: 9-12

Prerequisite: Approval from varsity athletic coach or Athletic Director

Graduation Requirement in: Elective

May be repeated for credit: No

The purpose of the Student Athletic Leadership Team (SALT) is to provide student athletes with a voice in the school community. This groups encourages sportsmanship and leadership, brings spirit to the community, and helps to improve the overall experience of all students.. SALT works on community service and outreach projects and seeks to heighten awareness of athletics in our community by giving back to it. SALT is a curriculum committed to empower athletes of all ages and levels to become dynamic leaders on their athletic teams, amongst their peers, and within the community.

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### **LIBRARY/MEDIA ASSISTANT**

Credit: 1

Grade: 11-12

Prerequisite: Media Specialist approval required.

Graduation Requirement in: Elective

May be repeated for credit: Yes

Students are trained in all aspects of information retrieval, computer use and library collection maintenance. Students learn to assist others in the use of all library materials and digital information searching. Our library is very busy and we rely on our student assistants to take an active role in all scheduled activities in the library, as well as helping students on a one-to-one basis.

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### **MINDFUL STUDIES**

Credit: .5

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

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.

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### **OFFICE ASSISTANT**

Credit: .5

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Note: Credit each quarter, administrative approval required.

Offices include the Main Office, Counseling Center and Attendance Office. Attendance is of utmost importance when you work in the offices. There are usually two-three aides per period; the duties are shared among the students. Duties include, but are not limited to, answering phones, sorting and delivering mail, signing for and delivering packages, and working on many other projects as assigned. If there is not work for you at any given time, you may use your time in the office as a study hall.

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### **PEER ADVOCATE**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

This is an opportunity for students in grade 10-12 to work specifically with a 9th grade student to support their academic progress.

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### **SPEECH, ETHICS and RHETORIC**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

If you enjoy debating ethical issues, are interested in controversial current events, want to build your public speaking skills, or simply want to learn what ethics is, then this is the class for you. Is the notion of right and wrong merely a societal construct? Can we ever know if our actions are ethical? How can you formulate a compelling argument in favor of your position while understanding the opinion of the opposing side? This class will focus on learning about ethical theories and how they can be applied to real life situations. We will begin by analyzing popular film through the lens of ethical theory before moving on to debate contentious ethical problems. Through this class, you will learn how to weigh all sides of an issue, compose an eloquent



argument, and develop persuasive speech abilities. Teams will work toward competing in the 2020 regional Ethics Bowl Competition, and will have the chance to attend free Ethics Bowl workshops at PSU. You must be enrolled in the class in order to compete, however not all students enrolled will take part in the competition.

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### **TEACHER ASSISTANT**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Credit each semester. Teacher approval required.

There are opportunities for primarily juniors and seniors to work as teacher aides doing routine clerical assistance for a particular teacher on a regular basis. The student is expected to be regular in attendance and to be on task during the class period. Students seeking an opportunity to assist teachers with classrooms or laboratory instructions are required to have taken the course the previous year. This is a pass/no pass class.

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### **URBAN EXPLORATION**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

No Teen Left Inside! Urban Exploration is an innovative high school general elective class that meets almost entirely outdoors. Students will learn experientially by walking with purpose through Portland from downtown to Forest Park. Then they will create and use dichotomous keys for identification of plants and animals, participate in and eventually create urban treasure hunts! Students will collect, study, and compare and contrast stormwater and stream water. Integrating knowledge gleaned from their explorations, each student will create a Field Guide with a particular angle (for example: native trees of Portland, cultural icons, outdoor art, birds of downtown). Students will then design and lead an exploratory walk with a theme and activities as a community service for selected populations.

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### **YOGA**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

“Yoga allows you to find an inner peace that is not ruffled and riled by the endless stresses and struggles of life.”

~ B.K.S. Iyengar, *Light On Life*

Yoga is a physical mindfulness practice that develops a healthy combination of balance, strength and flexibility. Yoga is for everyone, and it encourages overall wellbeing. It builds mental and physical stamina, and teaches us to breathe consciously. **What we practice on the mat, we take into our lives; therefore we are always practicing how we live, think, and respond.** In this class, students will learn correct body alignment in many yoga poses, while learning to listen to their bodies by playing the edge without over-efforting. Students will learn which poses stimulate and energize their minds, and which poses calm and center them. **This class includes 45-75 minutes of yoga during most classes;** many lessons are woven in during the movement portion of class. Students will learn the basics of functional anatomy, which they will learn to apply to effective posture/yoga class sequencing. Student check in, activities, discussion, and journaling bookend the class.

### **Practicing yoga:**

- cultivates focus, awareness, and calmness
- is a playful and intentional way to maintain fitness
- teaches us to find stillness within the chaos of life
- provides an opportunity for us to take time to know ourselves, to go inward, to be present
- is a great way to become comfortable with our own bodies
- improves athleticism, posture, and coordination
- informs us about our anatomy and physiology
- helps students manage the pressures of academics
- increases the part of the brain related to memory and learning, and decreases the part of the brain connected with stress and anxiety
- teaches us to respond well to life's challenges

"I believe that we learn by practice . . . Practice means to perform, over and over again in the face of all obstacles . . ."  
~ Martha Graham

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# English as a Second Language

## **ELD 1-4**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

This course focuses on mastering listening, speaking, reading and writing both vocabulary and sentence forms at the Beginning and Early Intermediate levels of the Oregon English Language Proficiency Standards. This course emphasizes guided language practice and gradual release of responsibility (I do it, we do it, you do it) based on functions (a purpose for communication). Focused Approaches Matrix of Grammatical Forms may also be used to guide instruction. Students will be scheduled based on their language proficiency.

# IB Specific Courses

## THEORY OF KNOWLEDGE (TOK)

Theory of knowledge, a requirement for IB Diploma candidates, is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (sense perception, emotion, language, reason, memory, intuition, imagination, & faith) and different areas of knowledge (mathematics, the natural sciences, the human sciences, history, the arts, ethics, religious knowledge systems, and indigenous knowledge systems). The TOK course encourages critical thinking about knowledge itself, in an effort to try to help students make sense of what they encounter in the world around them. The core content contains questions such as: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What are the implications of having, or not having, knowledge?

As the unifying course that ties together the other six subject areas, TOK is now required over the two years of the Diploma programme.



## IB THEORY OF KNOWLEDGE FOR JUNIORS

Credit: .5

Grade: 11 (2nd semester junior year)

Prerequisite: None

Graduation Requirement in: electives

May be repeated for credit: No

Note: This is a REQUIRED class for IB Diploma Juniors. This is the first year of a required two year sequence. Students will advance to IB TOK for Seniors to complete the Diploma requirements.

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. As such, it is intended as a space for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. Some units in TOK are: reason, sense perception, language, the nature of science, history, ethics, and aesthetics (the nature of beauty). In the junior year of the course, students build and practice the skills necessary to complete the IB internally and externally assessed components of the course: The TOK Oral Presentation, and the TOK Prescribed Title.



## IB THEORY OF KNOWLEDGE FOR SENIORS

Credit: .5

Grade: 12 (IB Diploma students only) first semester senior year

Prerequisite: TOK for Juniors

Graduation Requirement in: electives

May be repeated for credit: No

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. As such, it is intended as a space for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of TOK is to

encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. Some units in TOK are: reason, sense perception, language, the nature of science, history, ethics, and aesthetics (the nature of beauty). In the senior year of the course, students complete and submit final versions of the IB internally and externally assessed components of the course: The TOK Oral Presentation, and the TOK Prescribed Title.

# PHYSICAL EDUCATION AND HEALTH

## PHYSICAL EDUCATION 1-2

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: PE

May be repeated for credit: No

Required Materials: Lincoln PE T-shirt, combination lock, athletic shoes and pants/shorts

This course is designed to encourage youth to become physically fit, while developing physical literacy as a means to staying fit and healthy for life. A physically literate student shall demonstrate competency and/or improvement in the following areas: motor skill development, fitness-related terms and concepts, and life-long activities that enhance physical fitness and social skills. Grades are based on one's participation, assignments, skills tests, quizzes and semester projects. Participation includes cultivating a positive and supportive community, participating fully (communicating well, and doing best to improve skills/physical literacy knowledge), dressing appropriately, and being on time.

Many different lifetime activities including dance/yoga and team sports will be taught through the lenses of history, rules, positioning, safety, skills and strategies. The focus in class will always be to improve from one's current skill level while learning new skills. Students will practice treating each other with respect, positive sportsmanship, and fair play. Students will fully participate to the best of their abilities with the goal of raising heart rates while be physically active for extended periods of time. One objective of PE Class is for students to enjoy the benefits of physical fitness, so they become competent in a variety of activities, so the likelihood of each student being active for life increases.

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## HEALTH EDUCATION 1-2

Credit: 1.0

Grade: 10-12

Prerequisite: None

Graduation Requirement in: HEALTH

May be repeated for credit: No

This is a required full year course to be taken at Lincoln for graduation. Health Education prepares students to shape their behavior in health-enhancing ways. Students learn to access valid and reliable health information, analyze the influences in their lives, communicate effectively, and use real life scenarios to practice making decisions and set attainable goals. The goal of this course is for students to gain the knowledge and develop the skills necessary to manage stress healthfully and enhance the quality of their personal, family and community life. All of the content and skills practice mentioned above are *enriched* in the classroom setting where students interact with peers and use data derived from Lincoln students. The requirement for the rehearsed informative/persuasive speech is completed in this Health class.

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## **HEALTH AND SPORTS NUTRITION**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Health and Sports Nutrition is a combination of weight training and cardiovascular fitness activities and nutrition education. Students will take part in a variety of activities that will enhance cardiovascular fitness, individual and sport specific training, weight training, endurance and flexibility. Additional group activities include daily cardio core specific warm ups, Tabata Training, HIIT- High Intensity Interval Training, Meditative Cool Downs, Circuit Training, Core Strength Training and Yoga. The primary objectives of this course are for students to learn by properly training the cardiovascular and musculoskeletal systems, so daily tasks can be made easier. Through healthy eating and positive lifestyle habits, illness and disease can be prevented. With proper training, athletes potential can be maximized. Sports Nutrition will cover the foundations of basic nutrition, nutrition for athletes, and focus on areas relevant to high school students by evaluating energy needs for increased physical activity and the effects of dietary supplements, Creatine, and the negativity of anabolic steroids.

**Student athletes and students not participating in athletics, male and female, are encouraged to take Health and Sports Nutrition. Students who have completed Health and Sports Nutrition 1-2 may also enroll in Advanced HSN 3-4, 5-6 or 7-8.**

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## **SPEED, AGILITY AND WEIGHT TRAINING**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Speed, agility, and weight training is an elective course that will be a combination of exercises and routines revolving around cardiovascular fitness, muscular strength, muscular fitness, and flexibility, while improving body composition. The objective of this course will be to improve the overall functional fitness, strength, and speed/agility of the students. Student athletes and students not participating in athletics, male and female, are encouraged to take weight training to improve overall wellness. During this course students will be taught and expected to maintain safe movements while improving athleticism and health. This course will cover the proper techniques of various weight training exercises, properly warming up and cooling down, as well as cover various topics surrounding weight-lifting in popular culture today such as resistance training, olympic lifting, powerlifting, overload principle, and sports specific training.

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## **ADVANCED SPEED, AGILITY AND WEIGHT TRAINING**

Credit: 1.0

Grade: 9-12

Prerequisite: Speed, agility, & weight training or approval from varsity athletic coach

Graduation Requirement in: Elective

May be repeated for credit: Yes

This is a class designed for students competing on athletic teams to train in a competitive environment amongst each other. Advanced Speed, agility, and weight training is a challenging elective course that will be a combination of exercises and routines revolving around cardiovascular fitness, muscular strength, muscular fitness, and flexibility, while improving body composition. The objective of this course will be to improve the overall functional fitness, strength, and speed/agility of the students. Student athletes and students not participating in athletics, male and female, are encouraged to take Advanced weight training to improve overall wellness. During this course students will be taught and expected to maintain safe movements while improving athleticism and health. This course will cover the proper techniques of various weight training exercises, properly warming up and cooling down, as well as cover various topics surrounding weight-lifting in popular culture today such as resistance training, olympic lifting, powerlifting, overload principle, and sports specific training.



# PUBLICATION/COMMUNICATIONS

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## **MASS COMMUNICATIONS**

Credit: 1

Grade: 9-12

Prerequisite: none

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: No

Students will learn foundational skills preparing them to write articles to be published in the online version of The Cardinal Times (and possibly the print version as well.) Students will learn how to think critically about various forms of media, the ethics of journalism, what makes a story worth telling (news values), how to cover a story, how to interview sources, and how to write various kinds of journalism, including but not limited to: breaking news, investigative stories, profiles, editorials, think pieces, sports coverage, and arts and culture stories. Students will also learn how to revise and edit, use digital and social media, and work as a team.

For students who choose to go on, these foundational skills will prepare them to take Advanced Mass Communications where they will work on Lincoln's newspaper, The Cardinal Times, or Lincoln's magazine, Beyond the Flock.



## **ADVANCED MASS COMMUNICATIONS**

Credit: 1

Grade: 10-12

Prerequisite: Successful completion of Mass Communications

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: Yes

Students who have previously completed Mass Communications are eligible to take Advanced Communications. In this hands-on course, students will produce high quality journalism and will be provided a real world experience in regularly writing and publishing on a deadline. Students will have the opportunity to specialize in writing about sports, music, politics, fashion, health, or other topics of their choice, as well as the opportunity to specialize in photography, design, writing, or marketing.

Advanced Communications students will choose to work primarily on either the magazine, Beyond the Flock, or the newspaper, The Cardinal Times. In both cases students will have the opportunity to work collaboratively in teams as well as the opportunity to take on leadership roles, such as section editor or editor-in-chief.



## **YEARBOOK PUBLICATIONS 1-2/3-4**

Credit: 1

Grade: 9-12

Prerequisite: none, though Mass Communications, Photography or Graphic Design encouraged

Graduation Requirement in: Arts/CTE/Elective

May be repeated for credit: Yes

This class is responsible for creating the Lincoln Cardinal Yearbook. Students will broaden their knowledge of design, graphics applications, and photography. They will create and publish specific pages of the yearbook. In addition, students will learn the processes, purposes, ethics, and responsibilities of journalism. Yearbook Publications 1-2 is a prerequisite for becoming a group leader or editor the following year.

This course requires basic knowledge of computer operations; it also requires self-motivation, ethics, interest in digital media and an ability to work well in groups. Because of print deadlines, a full-year commitment is also required (you cannot drop the class once pages have been assigned).

# SPECIAL EDUCATION

The Individuals with Disabilities Act (IDEA) mandates a “free, appropriate education for all children with disabilities.” The Learning Center meets the needs of qualified students using a diagnostic-prescriptive approach. Individual needs for reading, writing, math and study skills are assessed to create goals and develop individual strategies. Performance is monitored so that lessons can be specifically designed to meet ongoing needs.

If a specific disability is suspected, a parent, teacher, or counselor can initiate referrals. The Special Education Team, including the parent, school psychologist, a general educational teacher and a special education teacher, determines student eligibility according to IDEA guidelines.

Parental consent for placement in Special Education is required. An Individualized Education Plan (IEP) is written and agreed to by the IEP team which includes parents/guardians.

Students with disabilities participate in Learning Center courses according to need and determined by their IEP team. Maximum general education participation is the goal for students in the program.

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## **BASIC READING and WRITING SKILLS** (Language Arts)

Credit: 1

Grade: 9-12

Prerequisite: IEP Reading and/or Writing Goals

Graduation Requirement in: Elective

May be repeated for credit: No

The purpose of this course is to provide the student with reading and writing disabilities with an opportunity to increase basic reading and writing skills. Students qualifying for this grade level expectation course are usually at least two years behind grade level.

The program begins with comprehensive assessment of reading fluency, comprehension and writing skills in order to establish a baseline. The remedial program is developed using this baseline in order to determine the appropriate level of instruction.

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## **STUDY SKILLS**

Credit: 1

Grade: 9-12

Prerequisite: Study Skills Goals on IEP

Graduation Requirement in: Elective

May be repeated for credit: No

The Study Skills and Academic Support classes provide experiences to aid students with learning disabilities in developing necessary study and organizational skills to enable them to succeed in general education classes. Emphasis will be placed on the skills of listening, time management, textbook usage, test taking skills, skimming and scanning, note taking and outlining, questioning and remembering. In addition, classroom social skills will be reinforced to help the student in relationships with peers and teachers. Learning styles will also be

discussed. Techniques for utilizing strengths will be taught. An important part of the course is learning to use a planner and check assignment completion with general education teachers through the required weekly progress reports. After the introduction of basic study skills, students will be given time and assistance with general education work in each class session.

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## **MATH SKILLS**

Credit: 1

Grade: 9-12

Graduation Requirement in: Elective

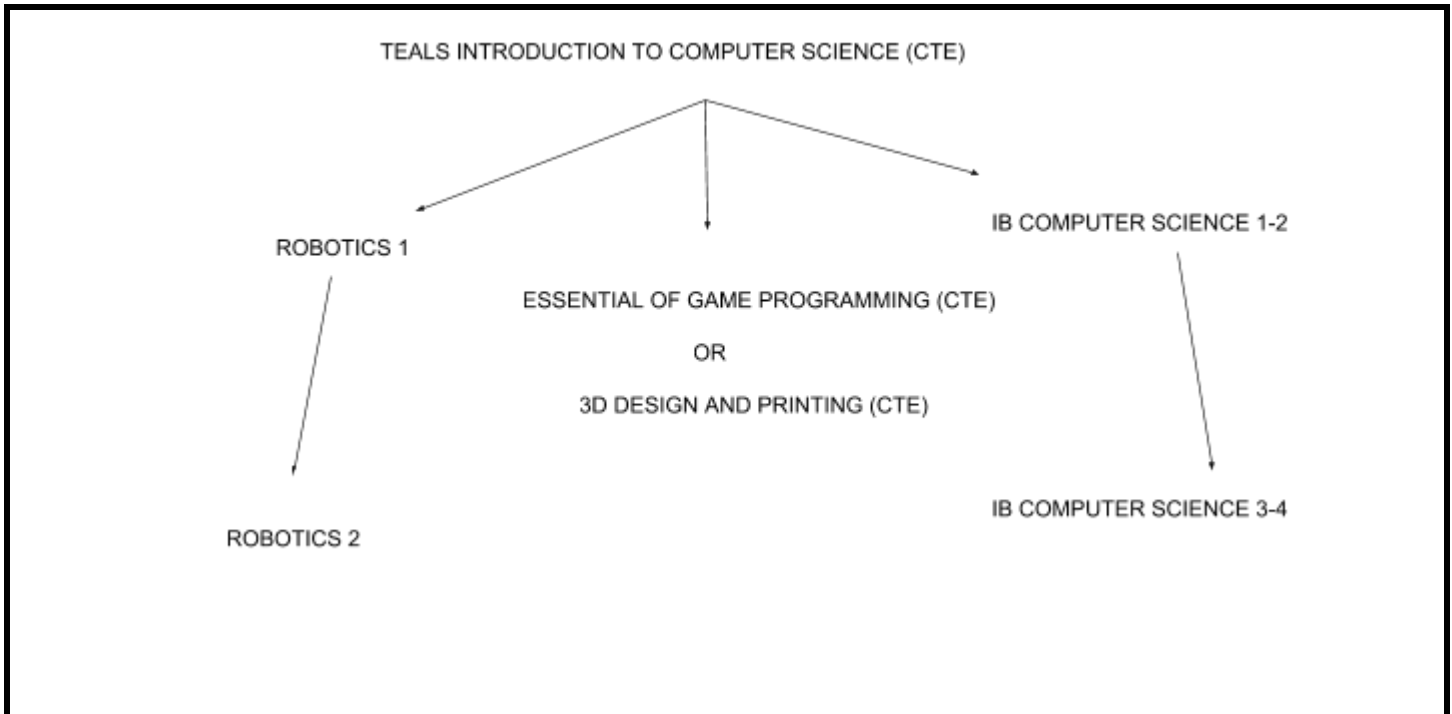
Prerequisite: Math goal on Individualized Education Plan (IEP)

May be repeated for credit: No

The Math Skills course is designed to increase math skills necessary for success in general education math courses and in everyday life activities. Assessments are given to determine the strengths and weakness of the student. Goals are determined using given IEP goals and those set by the student and the teacher. Both group and individual instruction are given.

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# COMPUTER SCIENCE AND TECHNOLOGY



## TEALS INTRODUCTION TO COMPUTER SCIENCE



Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

TEALS (Technology Education and Literacy in Schools) Introduction to Computer Science is a CTE (Career and Technical Education) semester class with no prerequisites. This course explores basic computational thinking and programming concepts through project based learning. The class uses SNAP! or Scratch, a visual block-based programming language, to introduce students to coding for the first time. If the SNAP! curriculum is completed, the class transitions to an industry standard text-based programming language called Python. Computer science professionals will partner with the teacher to help students with assignments and demonstrate what it is like to work in the CS industry.



## ESSENTIALS OF GAME PROGRAMMING

Credit: .5

Grade: 9-12

Prerequisite: Successful completion of TEALS Introduction to Computer Science; Ability to work maturely and independently with technology and in a lab setting.

Graduation Requirement in: Elective

May be repeated for credit: No

Students will study the principles of game design. They will create a concept for board or card games. They will then use software programs like: Game Maker (and if time permits, Unity) to create 2D games that have learning outcomes: teaching vocabulary, skills, ideas or concepts from any subject they have studied or are still studying (Biology, Chemistry, Math, Physics, Economics, Music, Art, etc.). This CTE class is structured like a real world work environment where students are expected to work in teams, meet strict deadlines, and put forth their best efforts.

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## 3D DESIGN AND PRINTING

Credit: .5

Grade:

Prerequisite: Successful completion of TEALS Introduction to Computer Science; Ability to work maturely and independently with technology and in a lab setting.

Graduation Requirement in: Elective

May be repeated for credit: No

In this class, students will learn about 3D design, modeling and printing. We will take a product from concept to a final 3D printed object. We will explore 3D rendering with tools like Tinkercad and Fusion 360 and also cover 3D printing. We will work together to design pieces for fit and build with material tolerances in mind. This CTE class is structured like a real world work environment where students are expected to work in teams, meet strict deadlines, and put forth their best efforts.

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## ROBOTICS 1 (Introduction to Robotics)

Credit: .5

Grade: 9-12

Prerequisite: Successful completion of Exploring Computer Science or equivalent experience with computers;

Alg. 1-2

Graduation Requirement in: Elective

May be repeated for credit: No

This is a beginning course in robotics. Students will use Lego Robotics kits to build robots of their own design and use RobotC to program them. The robots will have the ability to sense sound, light, distance and touch. The focus of the course is on students working in small teams to accomplish various challenges. For example, one of the challenges is for the robot to traverse a maze. To accomplish this, students will need to learn to write computer code that moves the robot through the maze. A student that takes this course should have a desire to be creative and a willingness to explore. This is a hands-on course. If time permits, students will learn to solder by building a simple kit. Skills learned: simple mechanics, gears, programming in Robot-C, processing data and making decisions, teamwork.

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## **ROBOTICS 2**

Credit: 1

Grade: 10-12

Prerequisite: Successful completion of Robotics 01 OR past participation with competitive robotics (FLL, FTC, etc)

Graduation Requirement in: Elective

May be repeated for credit: Yes

This is a second course in Robotics. Students will build a robot of their own design (as part of a team) that must meet the design challenges from an external organization (FIRST/FTC). This is a yearly competition held in the spring at various locations in the northwest. Students will learn to cut metal, solder, use and create 3D-CAD models, use multimeters etc. Students will use Java programming and Android Studio to program their bots. Students will be required to participate in one (possibly two) external competitions that will be held on weekends in the winter or spring. After the competition the class will provide the opportunity to the student to further their existing design, participate in a different challenge, or possibly to design a robot using parts (and processors) of their own choosing. Students will work to solve problems as a team. All projects will have a writing and presentation component. This class may be taken more than once with teacher approval.

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## **IB COMPUTER SCIENCE SL 1-2**

Credit: 1

Grade: 11-12

Prerequisite: Successful completion of Exploring Computer Science; Alg. 3-4

Graduation Requirement in: Elective

May be repeated for credit: No

The aim of the course is to have “students become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, group 4 computer science course emphasizes the need for both a theoretical and practical approach.” The topics studied include system fundamentals, computer organization, networks, and computational thinking, and problem solving and programming. Students will demonstrate practical application of skills through the development of a product and associated documentation.

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## **IB COMPUTER SCIENCE SL 3-4**

Credit: 1

Grade: 12

Prerequisite: Successful completion of IB Computer Science 1-2

Graduation Requirement in: Elective

May be repeated for credit: No

This is the second year of the IB Computer Science course which prepares students for the IB SL exam in the subject. Students will continue developing their skills and in addition will study one of the following options: databases, modelling and simulation, web science OR object-oriented programming (OOP). As part of the

assessment for IB, students will have the opportunity to develop software that solves a real need or problem. This assessment will have the student take on the role of developer and working through the entire software development process. Upon completion of this course, students will be prepared to take the standard level IB Computer Science examination.

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# WORLD LANGUAGES

The study of foreign language and culture is an integral part of the International Studies program at Lincoln. With 80% of the student body studying one or more languages, Lincoln has a decidedly "international accent" to its overall curriculum. Lincoln students are encouraged to become involved in a variety of language and cultural experiences, both inside and outside of the foreign language classroom environment. Language clubs, for example, provide opportunities to learn about ethnic crafts, cooking, music, performing arts, etc.

Five languages are currently offered: Spanish, German, French, Mandarin Chinese and Arabic. Incoming freshmen are asked to list two preferences when forecasting for a foreign language course. This will give the staff and counselors a broader set of choices as they strive to maintain the quality and diversity of Lincoln's foreign language curriculum. Portland Public Schools requires students to complete two years of the same foreign language.

## LANGUAGE GUIDELINES

1. First-year courses in all languages are open to any Lincoln student, regardless of age or year in school.
2. Students who took a foreign language in seventh and eighth grade must take the second-year level as freshmen at Lincoln if they have earned a grade C or better in their middle school studies.  
Note: Students who have earned a D or an F in a 1-2 or 3-4 class may only repeat the course at Lincoln High School if the space permits.
3. It is recommended that students earn a C or better in order to move to the next level of a foreign language or have teacher approval.

## WORLD LANGUAGE OFFERINGS

American Sign Language 1-2  
American Sign Language 3-4  
American Sign Language 5-6  
American Sign Language 7-8  
Arabic 1-2  
Arabic 3-4  
Arabic 5-6  
IB Arabic B SL 7-8  
IB Arabic B SL 9-10  
French 1-2  
French 3-4  
French 5-6  
IB French B SL 7-8  
IB French B HL 9-10  
French Film  
German 1-2  
German 3-4  
German 5-6  
IB German B SL 7-8  
IB German B HL 9-10  
Mandarin Chinese 1-2  
Mandarin Chinese 3-4

Mandarin Chinese 5-6  
IB Mandarin Chinese B SL 7-8  
IB Mandarin Chinese B SL 9-10  
Spanish 1-2  
Spanish 3-4  
Spanish 5-6  
IB Spanish B SL 7-8  
IB Spanish B SL/HL 9-10  
IB Spanish B HL 11-12 (Humanidades)  
Lengua y Literatura 5-6  
Lengua y Literatura 7-8  
IB Spanish A: Language and Literature HL 9-10  
IB Spanish A: Language and Literature HL 11-12  
Revista Cultural

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### **AMERICAN SIGN LANGUAGE 1-2**

Credit: 1

Grade: 9-12

Prerequisite: None

Graduation Requirement in: WL/Elective

May be repeated for credit: No

The first year of ASL will provide an introduction to the study of American Sign Language, as well as Deaf culture and history in the United States. The students will participate in a variety of activities including reading and writing, group work activities, presentations, and practice signing in and out of class. Classes will be instructed primarily using ASL and the students will be expected to sign and not use their voice during most classes. Students who successfully complete the course are expected to reach at least the Novice-Mid proficiency level. Students will master fingerspelling, as well as a broad set of basic communication using ASL, developing both productive and receptive skills.

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### **AMERICAN SIGN LANGUAGE 3-4**

Credit: 1

Grade: 10-12

Prerequisite: Grade C or higher in ASL 1-2 and/or 3-4 or consent of instructor

Graduation Requirement in: WL/Elective

May be repeated for credit: No

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

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## **AMERICAN SIGN LANGUAGE 5-6; 7-8**

Credit: 1

Grade: 11-12

Prerequisite: Grade C or higher in ASL 5-6 or consent of instructor

Graduation Requirement in: WL/Elective

May be repeated for credit: No

The third and fourth years of ASL will continue the course descriptions as outlined in ASL 3-4, and will also emphasize service projects that will directly impact our community at Lincoln and in Portland. Students will also teach introductory ASL courses at various levels.

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## **ARABIC 1-2**

Credit: 1

Grade: 9-12

Prerequisite: None

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This is the first level of a four year sequence designed to introduce the language of Modern Standard Arabic. Emphasis is basic grammar, syntax, writing, translation, listening comprehension, and oral communication. Students will also be exposed to a variety of cultural experiences to gain greater insight into Arabic language, literature and civilization.

In subsequent years, additional levels of Arabic language will be added until a full four year program is implemented.

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## **ARABIC 3-4**

Credit: 1

Grade: 9-12

Prerequisite: Grade C or higher in Arabic 1-2 or consent of instructor.

Graduation Requirement in: WL/Elective

May be repeated for credit: No

In Arabic 3-4, students will continue to develop their speaking, listening, reading and writing skills, with a focus on communication. They will expand their vocabularies, solidify their knowledge of basic grammar, and begin to use more complex grammatical structures, while gaining a more expansive knowledge of Arab culture.

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## **ARABIC 5-6**

Credit: 1

Grade: 9-12

Prerequisite: Grade C or higher in Arabic 3-4 or consent of instructor.

Graduation Requirement in: WL/Elective

May be repeated for credit: No

In Arabic 5-6, Arabic students will continue to expand their knowledge of Arabic language and culture, building on knowledge gained in Arabic 3-4. Students will learn to express themselves with more precision in speaking

and writing, while expanding their vocabularies in order to comprehend a greater variety of authentic and semi-authentic written and spoken material. Students will also learn to further distinguish between Arabic registers and gain control of their use.

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### **IB ARABIC B SL 7-8**

Credit: 1

Grade: 11-12

Prerequisite: Grade C or higher in Arabic 5-6 or consent of instructor.

Graduation Requirement in: WL/Elective

May be repeated for credit: No

In IB Arabic 7-8, students will continue to expand their knowledge of Arabic language and culture, building on knowledge gained in Arabic 5-6. They will develop their ability to speak extemporaneously on increasingly complex topics, heighten their precision of expression by solidifying their grasp of grammar, and expand their vocabularies significantly in order to enable them to comprehend a wider variety of authentic texts in preparation for the IB Arabic AB initio examination. Students are expected to speak only Arabic in class.

### **IB ARABIC B SL 9-10**

Credit: 1

Grade: 11-12

Prerequisite: Grade C or higher in Arabic 7-8 or consent of instructor.

Graduation Requirement in: WL/Elective

May be repeated for credit: No

In IB Arabic 9-10, students will continue to expand their knowledge of Arabic language and culture, building on knowledge gained in Arabic 7-8. They will develop their ability to speak extemporaneously on increasingly complex topics, heighten their precision of expression by solidifying their grasp of grammar, and expand their vocabularies significantly in order to enable them to comprehend a wider variety of authentic texts in preparation for the IB Arabic B SL examination. Students are expected to speak only Arabic in class.

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### **FRENCH 1-2, GERMAN 1-2, SPANISH 1-2**

Credit: 1

Grade: 9-12

Prerequisite: None

Graduation Requirement in: WL/Elective

May be repeated for credit: No

The student is introduced to the basic pronunciation patterns and to the writing system. Conversational vocabulary is stressed along with basic grammatical constructions. Through a variety of cultural experiences, the student learns to recognize and accept similarities and differences between American culture and that of the second language. The student has opportunities to identify ways in which the knowledge of a second language may have a bearing on career choices and also learns to use the second language to gain insights into the nature and function of communication.

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### **FRENCH 3-4, GERMAN 3-4, SPANISH 3-4**

Credit: 1

Grade: 9-12

Prerequisite: Successful completion of French/German/Spanish 1-2 (Grade C or higher or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

The student continues to develop the skills needed in listening, speaking, reading, writing and the use of structure. Vocabulary growth and oral work are still fundamental, but reading and writing receive increasing emphasis. The student continues to learn how language is a major expression of the culture of its speakers. Cultural diversity is stressed. The student's understanding of the relationships among languages and the nature and function of communication is enhanced.

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### **FRENCH 5-6, GERMAN 5-6, SPANISH 5-6**

Credit: 1

Grade: 9-12

Prerequisite: Successful completion of French/German/Spanish 3-4 (Grade C or higher or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

There is continued emphasis on all skills: reading, writing, listening and speaking. Grammatical concepts continue to be reviewed and are expanded upon through reading selections in culture and history. Literature in graded forms is introduced. Comprehension skills are developed through videos, movies and readings. Students begin manipulating the language to fit their own needs. They begin writing more complex sentences and paragraphs and are required to rely mainly on the target language as a means of oral communication.

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### **IB FRENCH B SL 7-8**

Credit: 1

Grade: 11-12

Prerequisite: Grade C or higher in French 5-6 or consent of instructor

Graduation Requirement in: WL/Elective

May be repeated for credit: No

Grammar and vocabulary continue to be reviewed and expanded upon. Reading skills are developed through the reading of literature in the original (poetry, short stories, plays and a novel) and some newspaper and magazine articles. Writing skills are practiced through the writing of short essays, letters, film critiques and summaries of readings. Cultural awareness increases through the study of literature and other readings, as well as through music and films. Listening and speaking skills continue to be stressed. At this level students are expected to speak French at all times. Upon completion of this course, students will be prepared to take the standard level IB French examination.

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### **IB FRENCH B HL 9-10**

Credit: 1

Grade: 12

Prerequisite: Grade C or higher in IB French 7-8 or consent of instructor.

Graduation Requirement in: WL/Elective

May be repeated for credit: No

In this class we prepare for the IB HL exams. French culture (music, art and history) is examined through the study of selected works of literature. We read short stories, poems, novels, plays and essays. Grammar continues to be reviewed. Various media resources, such as CDs, TV, magazines and radio recordings, are used. There is an emphasis on improving oral proficiency. The class is held in French and students are expected to speak only in French. Upon completion of this course, students will be prepared to take the higher level IB French examination.

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### **IB GERMAN B SL 7-8**

Credit: 1

Grade: 11-12

Prerequisite: Grade C or higher in German 5-6 or consent of instructor

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course is designed around the IB Core and Options, which are a series of current political and social topics such as media and technology, humans and the environment, immigration, education, health and sickness, the politics of family, and cultural awareness. There is an emphasis on the comprehension of and the production of both spoken language and written language. Students will read several short stories and a novel. Students practice writing and speaking freely on prepared topics. The writing process will be used for all extended writing assignments, although there is also a healthy dose of on-demand writing. Students are expected to speak only German. Upon completion of this course, students will be prepared to take the standard level IB German examination.

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### **IB GERMAN B HL 9-10**

Credit: 1

Grade: 12

Prerequisite: Grade C or higher in German 7-8 or consent of instructor

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course is also designed around the IB Core and Options, which are a series of current political and social topics such as media and technology, humans and the environment, immigration, education, health and sickness, the politics of family, and cultural awareness. Students in German 9-10 will focus on literature as well as speaking. Students will read short stories, novels and plays, write responses to these works, and discuss them during class. Students are expected to speak only German in class. This class will be offered if there is sufficient enrollment. Upon completion of this course, students will be prepared to take the higher level IB German examination.

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## **MANDARIN CHINESE 1-2**

Credit: 1

Grade: 9-12

Prerequisite: None

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course is the first level of a four-year sequential course designed to guide students from beginners to intermediate-mid proficiency level of the Mandarin Chinese language. The first level will familiarize students with basic pronunciation, pinyin, and the Chinese character writing system. In addition, students will develop basic language skills in listening, speaking, reading, and writing, as well as begin to understand and appreciate Chinese culture.

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## **MANDARIN CHINESE 3-4**

Credit: 1

Grade: 9-12

Prerequisite: (Grade C or higher in 1-2 or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

The second year of this four-year sequential course is designed to further students' abilities in the Mandarin Chinese language. In this course, students will expand their knowledge of common vocabulary and the Chinese grammar system. They will also develop linguistic communicative skills at the novice-high level, as well as be introduced to Chinese culture through common idioms and introductions to Chinese traditions and celebrations.

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## **MANDARIN CHINESE 5-6**

Credit: 1

Grade: 9-12

Prerequisite: (Grade C or higher in 3-4 or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

Mandarin 5-6 is designed to guide students to low-intermediate level of the Mandarin Chinese language. Students will continue to explore the communicative functions of the Chinese language in more depth. In addition to higher-level vocabulary and grammar, students will be introduced to Chinese songs and idioms. By successfully completing this course, students will be able to initiate and carry on conversations in Chinese.

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### **IB MANDARIN CHINESE B SL 7-8**

Credit: 1

Grade: 11-12

Prerequisite: (Grade C or higher in Mandarin Chinese 5-6 or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course will be designed to prepare students for the IB Mandarin Ab initio exam. Students will extensively further their skills in reading, writing, listening, and speaking based on the IB Mandarin Ab initio curriculum. They will expand their knowledge of vocabulary and grammar as well as develop advanced Reading comprehension from authentic materials. Students will practice various forms of Chinese writing. Cultural awareness will be emphasized. In this class students will be expected to speak only Chinese.

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### **IB MANDARIN CHINESE B SL 9-10**

Credit: 1

Grade: 12

Prerequisite: (Grade C or higher in Mandarin Chinese 7-8 or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course will be designed to prepare students for the IB Mandarin SL exam. In this class, students will extensively develop their communicative skills in Chinese, with heavy emphasis on speaking, reading, writing and research based on the IB required cores and options curriculum. This course will provide students with an authentic language experience as all course work will be conducted in Chinese.

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### **IB MANDARIN CHINESE B HL 11-12**

Credit: 1

Grade: 12

Prerequisite: (Grade C or higher in Mandarin Chinese 9-10 or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course will be designed to prepare students for the IB Mandarin B HL exam. In this class, students will extensively develop their communicative skills in Chinese, with heavy emphasis on speaking, reading, writing and research based on the IB required cores and options curriculum. This course will provide students with an authentic language experience as all course work will be conducted in Chinese.

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## Spanish Language A (*native, native-like*) & Spanish Language B (*acquisition*) at Lincoln High School

**Note:** Spanish DLI students are identified in the Spring of their 8<sup>th</sup> grade year. Students with oral and written language production at or above the ACTFL level of Intermediate High by 8th grade will be Language A students.

### Spanish as a World Language Track:

*IB Language B — **Group 2:** Language acquisition*

Spanish 5-6 (9<sup>th</sup> – 12<sup>th</sup> Grades)

**Prerequisites:** Successful completion (grade of ‘C’ or better is strongly advised) of prior level.

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IB Spanish B SL 7-8 (10<sup>th</sup> – 12<sup>th</sup> Grades)

↓

IB Spanish B SL/HL 9-10 (11<sup>th</sup> – 12<sup>th</sup> Grades)

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IB Spanish B HL 11-12 ‘Humanidades’ (12<sup>th</sup> Grade)

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**Seal of Biliteracy**

### Spanish as a Native (*or native-like*) Language Track:

*IB Language A — **Group 1:** Studies in language and lit.*

Lengua y Literatura 5-6 (9<sup>th</sup> Grade)

**Prerequisites:** Oral & written language production at or above ACTFL level of Intermediate High by 8th grade.

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Lengua y Literatura 7-8 (10<sup>th</sup> Grade)

↓

IB Spanish A: Language and Literature HL 9-10 (11<sup>th</sup> Grade) [Year 1]

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IB Spanish A: Language and Literature HL 11-12 (12<sup>th</sup> Grade) [Year 2]

↓

**Seal of Biliteracy and Bilingual IB Certificate**



### **IB SPANISH B SL 7-8**

Credit: 1

Grade: 10-12

Prerequisite: Successful completion of Spanish 5-6 (Grade C or higher or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

In fourth year Spanish students move towards fluency with the explicit goal of learning to express and support detailed opinions on a variety of topics. Students will work almost entirely in Spanish in both written and spoken communication. Students in IB 7-8 prepare to take the standard level IB exam (SL) or are considered to be in the first year of a two-year sequence for the higher level course (HL). IB Spanish 7-8 reviews and requires mastery of all indicative tenses and exposes students to both present and imperfect subjunctive as well as extended idiomatic expressions. The focus, however, revolves around thematic topics relating to global issues, communication and media and social relations. IB Spanish 7-8 aims to promote oral fluency in both academic and non-academic communication.

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### **IB SPANISH B SL/HL 9-10**

Credit: 1

Grade: 11-12

Prerequisite: Successful completion of IB Spanish B SL 7-8 or Lengua & Literatura 7-8 (Grade C or higher or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

Latin American and Spanish culture, ideas, thought and history are examined through study of selected works of literature. Readings consist of short stories, poems, novels, plays and essays. An advanced grammar study that stresses all language skills continues with an emphasis on oral and written expression. Cultural topics are studied through the use of various media resources. There is an emphasis on improving oral proficiency through the use of authentic materials as well as visits by native speakers. Students are expected to speak only Spanish. Upon completion of this course, students will be prepared to take the IB Spanish B examination.

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### **IB SPANISH B HL 11-12 (Humanidades)**

Credit: 1

Grade: 12

Prerequisite: Successful completion of IB Spanish B SL/HL 9-10 (Grade C or higher or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

Humanidades emphasizes authentic communication in Spanish related to the various Spanish and Latin American literature and other texts that will be read through the year. As the students read and study the diverse reading materials, they will be writing text analysis, interior monologues, creative personal essays, journals, research papers and poems. Students need to come to class prepared to further their grammatical progress at a more independent pace.

During the year, the Humanidades class will be having an authentic language experience as they complete over 20 hours of volunteer work at an out-of-school site using the Spanish language skills. These service experiences are excellent preparation since they represent authentic job responsibilities where the students will be using their Spanish as well as their cultural awareness. In addition to the service component, the students will also be studying history, literature and art of Latin America and Spain.

This course prepares students to take the HL IB Spanish B exam. Highly motivated students can also complete their standard IB Essay in Spanish.

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### **LENGUA Y LITERATURA 5-6**

Credit: 1

Grade: 9

Prerequisite: Successful completion of 8th Grade Immersion; STAMP level Intermediate High by 8th Grade Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course is designed to increase the proficiency of Lengua y literatura students in all modalities of the Spanish language: speaking, reading, writing skills and listening, and to develop and reinforce specific language skills that are typically problematic for Lengua y Literatura students. The fundamentals of critical thinking and literary analysis are taught through short stories, plays, poetry, short-novels (or excerpts of longer novels).

This is a content-based class where the ever-present study of grammar and contextual vocabulary is done through the study of the art, literature, history, culture, human rights, current events, personalities and influential people of Spain and Latin American countries, and the various Latino communities in the United States. Additional readings enhance the study of the literature and culture of these countries and communities.

Grammar studies will focus on: the study of spelling, accentuation and punctuation rules, Ser/estar, preterit/imperfect, the sequence of tenses, the compound tenses and the subjunctive mode.

Students are encouraged to read newspaper and online articles published in Spanish speaking countries. Students are expected to speak only in Spanish in class.

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### **LENGUA Y LITERATURA 7-8**

Credit: 1

Grade: 10

Prerequisite: Successful completion of Lengua y Literatura 5-6 (Grade C or higher or consent of instructor)

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course continues to expand on concepts and principles established in the freshman year. The clear expression of ideas in a variety of forms, both in writing and speech, is emphasized. Students will be expected to complete extensive reading, critical analysis, writing assignments and oral presentations concerning the works and characteristics of several literary forms. Students are expected to speak only Spanish in class.

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**IB SPANISH A: LANGUAGE AND LITERATURE HL 9-10 (IB ESPAÑOL A: LENGUA Y LITERATURA NS 9-10)**

Credit: 1

Grade: 11 (first year of a two-year course)

Prerequisite: Successful completion of Lengua y Literatura 7-8, qualifying test scores, or teacher approval

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This is the first half of a rigorous two-year course leading to the International Baccalaureate Program Higher Level examination at the end of the Senior year. This track is specifically for native Spanish speakers who are literate in their mother tongue or advanced students who have received content instruction in Spanish since elementary or middle school. The focus of the course is directed towards active engagement with language and culture, developing and understanding the constructed nature of meanings generated by language, and the function of context in this process. It seeks to develop student's skills of analysis for both literary and non-literary texts, and an awareness of the contributions from various cultures and time periods. Student will strengthen their expressive abilities, both in oral and written communication. Authors studied may include Isabel Allende, Jorge Luis Borges, Alejo Carpentier, Rosario Castellanos, Miguel de Cervantes Saavedra, Julio Cortázar, Sor Juana Inés de la Cruz, Rubén Darío, Rosario Ferré, Carlos Fuentes, Eduardo Galeano, Nicolás Guillén, Gabriel García Márquez, José Martí, Rigoberta Menchú, Gabriela Mistral, Nancy Morejón, Pablo Neruda, Octavio Paz, Elena Poniatowska, Horacio Quiroga, Juan Rulfo, Ernesto Sábato, Alfonsina Storni, and César Vallejo.

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**IB SPANISH A: LANGUAGE AND LITERATURE HL 11-12 (IB ESPAÑOL A: LENGUA Y LITERATURA NS 11-12)**

Credit: 1

Grade: 12 (second year of a two-year course)

Prerequisite: Successful completion of IB Spanish A: Language and Literature HL 9-10

Graduation Requirement in: WL/Elective

May be repeated for credit: No

This course is the second half of a two-year language and literature study that meets the expectations established by the International Baccalaureate Program. Students will continue to study a variety of literary and non-literary works from Spain and Latin-America. Students will critically examine text through discussions, activities, oral commentaries, critical analysis and comparison essays. Through this two-year course, students will be prepared to take the IB Spanish A: Language and Literature HL examinations in the spring of their Senior year.

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## **REVISTA CULTURAL**

Credit: 1

Grade: 11-12

Prerequisite: Intermediate High to Advanced level Spanish language skills. First/home language OR upper level Spanish coursework (ie. Humanidades, Lengua y Literatura, IB Spanish).

Graduation Requirement in: WL/Elective

May be repeated for credit: Yes

This course is designed as a hands-on publication workshop to serve heritage and native Spanish-speakers as well as advanced level Spanish-language learners. Students will publish a quarterly Spanish-language magazine as a forum for ELL and other heritage language writers to develop native language literacy, and for Lengua y literatura/IB Spanish students to hone their written and oral communication skills in an authentic Spanish-language work environment. Instruction components will cover a range of journalistic writing types, interview technique, cultural critique, photojournalism, graphic design, and graphic storytelling. A series of visiting speakers will offer students the opportunity to work with professionals in these fields, explore career options, and initiate connections with the Spanish-speaking community of the greater-Portland area. Magazine content will vary from issue to issue, and may include profiles of contemporary figures, reporting and commentary on current local and world events, issues of equity and inclusion, popular culture, and the promotion of upcoming language/cultural-themed events.

# ATHLETICS

“Athletes First, Winning Second” is the philosophy that drives the Lincoln High School Athletic Department in concert with the Athletics Department of Portland Public Schools. This philosophy fosters the development of the athlete in all aspects of competitive interscholastic athletics. Scholarship, citizenship, leadership and sportsmanship are the foundation upon which the athletics program is built.

Sports are offered during the three sessions: Fall, Winter, Spring.

## **Fall Sports**

Cheerleading  
Cross Country  
Dance  
Football  
Soccer  
Volleyball

## **Winter Sports**

Cheerleading  
Basketball  
Dance  
Swimming  
Wrestling

## **Spring Sports**

Baseball  
Golf  
Softball  
Softball  
Tennis  
Track and Field

## **ATHLETIC CLEARANCE**

Athletes must have an approved physical exam and history before participating in any sport. The District’s form provides for a detailed history and exam and is to be filled out by a qualified medical provider. The clearance form also has the statement of risks release to be signed by both the athlete and a parent/guardian. This physical is valid for two years. In addition, students must be registered on Family ID. Links to the online registration can be found on [Lincolnathletics.com](http://Lincolnathletics.com)

## **ACADEMIC ELIGIBILITY**

Entering freshmen are automatically eligible to play sports in the Fall. Returning athletes must adhere to two academic standards. The Oregon Schools Activity Association (OSAA) mandates that a student must be enrolled in and passing five classes. This standard also states that a student must have passed five classes the previous semester. The Portland Interscholastic League (PIL) has the standard that an athlete must achieve a 2.0 GPA and no Fs, or a 2.5 GPA and one F to be eligible each quarter (9 weeks). A student who fails to achieve the PIL standard will be placed on probation for one quarter. While on probation, the student is required to attend three additional hours per week of tutoring. If a student does not achieve the PIL standard after one quarter of probation, the student will be ineligible until the next grading period. There is no probation period for the OSAA standard.

- For more information regarding the OSAA please visit: <http://www.osaa.org/>

## **ATTENDANCE POLICY**

An athlete must be present at all classes on the day of a practice or a contest in order to participate that day. Only pre-arranged excused appointments will allow an athlete to be able to play when he/she misses a class, and the athlete must be present for at least half a day.

## **PARTICIPATION FEES**

The PIL charges a participation fee for each athlete in every sport. These fees are reduced if an athlete is on the free or reduced lunch program. Scholarships are available if someone is unable to pay the fee. Fees are used to offset the costs of the athletics program.

## **CLUB SPORTS**

Lincoln offers a wide array of club sports, which will be announced at the beginning of each school year.

## **NCAA/NAIA REQUIREMENTS**

Students who want to participate in the National Collegiate Athletic Association (NCAA), Division I or II, should start the certification process by the end of their junior year or early in senior year. See the next page for detailed information.

- For more information regarding the NCAA Clearinghouse please visit: <https://web3.ncaa.org/ecwr3/>
- For more information regarding the NAIA please visit: [https://www.playnaia.org/d/NAIA\\_GuidefortheCollegeBoundStudent.pdf](https://www.playnaia.org/d/NAIA_GuidefortheCollegeBoundStudent.pdf)

## NAAIA participation experience

In the NAAIA, a student-athlete can compete during four “seasons of competition” within the first 10 semesters (or equivalent) in college. A season of competition is charged when you participate in one or more intercollegiate contests whether at the varsity, junior varsity or freshman level, or in elite-level, non-collegiate competition. To compete, student-athletes must be enrolled in at least 12 hours every semester or quarter and be making normal progress toward a baccalaureate degree. They must also meet freshman and/or continuing eligibility rules.

## What’s different about recruiting?

The NAAIA recruiting process for both freshmen and transfers is less cumbersome, with few restrictions on the contact between a student-athlete and a coach. More frequent communication allows the student to become more comfortable with the school and athletics staff.

Once you have started your college experience by enrolling and/or attending classes, representatives from another NAAIA school cannot initiate contact with you. This no-contact policy applies even if you have not started classes yet, but have drawn equipment and begun organized practice.

What if you’re interested in transferring to an NAAIA institution? Because NAAIA coaches cannot contact you, you’ll need to take that initiative by calling or emailing them. Once contacted, within 10 days the NAAIA institution must notify in writing the athletics director or faculty athletics representative at the school where you are currently enrolled. They don’t need permission to respond to you, but your current school must be notified that the contact has been made.

## Can I visit a campus for a tryout?

Students are permitted a maximum of two days of tryouts throughout their entire career, and the tryout cannot interfere with school time. The tryout must occur on campus. If a school has a policy for reimbursing all students for such visits, the same can be applied to you as a prospective student-athlete.

## What about letters of intent?

As an association, the NAAIA does not have a letter of intent program in which students sign a binding agreement to participate in athletics at a particular institution. Student-athletes may sign letters of intent with an individual NAAIA school, however, they aren’t obligated to attend that institution. That said, some NAAIA conferences require their member schools to recognize letters of intent that are signed with other institutions within the conference. Please check with your prospective school to see if any conference programs apply.

## Admission standards for athletes

To participate in athletics in the NAAIA, you must be admitted to the college or university under admission standards equal to or higher than those applied to the general student body.

## What about financial aid, scholarships, grants, loans?

NAAIA rules on financial aid are straightforward. Each school determines how much aid it awards to an individual student-athlete. Under no conditions may anyone else provide direct financial assistance to any student-athlete. Scholarships, grants-in-aid or student loans are controlled by each institution through the same committee that handles all student loans and scholarships.

Financial aid to student-athletes is limited to the actual cost of:

- Tuition
- Mandatory fees, books and supplies required for courses in which the student-athlete is enrolled
- Room and board based on the official room and board allowance listed in the institution’s catalog

Each sport has an overall limit on the amount of financial aid it can award as full or partial grants to students in that sport. For example, the overall limit in baseball is 12. Baseball scholarships can be awarded to any number of students (for example, 1 full scholarship, 10 half awards and 24 quarter awards) as long as the combined total does not exceed 12.

Limits on the total amount of aid that can be given to varsity athletes in each sport:

Football.....	24	Cross Country.....	5	Golf.....	5
Basketball (Division I).....	11	Swimming & Diving.....	8	Soccer.....	12
Basketball (Division II).....	6	Baseball.....	12	Tennis.....	5
Volleyball.....	8	Softball.....	10	Wrestling.....	8
Track & Field.....	12	Competitive Cheer.....	12	Competitive Dance.....	12
Lacrosse.....	12	Men’s Volleyball.....	8		

Academically gifted students can be exempted from these limits if they meet grade or test score criteria established by the NAAIA.

## Questions for parents to ask the NAAIA institution about financial aid

- What types of financial-aid agreements does your school have?
- Which campus representatives have to sign off on the agreement for it to be valid?
- What will the financial-aid agreement cover? Housing? Food? Books? Tuition?
- How long will the agreement last? A quarter/semester? A full academic year?
- If my son or daughter signs a financial agreement with your institution, can she/he sign with another school within your conference without penalty?
- If my son or daughter quits the team after the season, will he or she continue to receive the scholarship?
- If my son or daughter suffers a season-ending injury, will the financial-aid agreement be honored?
- If my son or daughter becomes academically ineligible, will the agreement be honored?
- On your campus, who is responsible for checking the student-athlete’s eligibility?
- Is there an academic support program in place for student-athletes on your campus?
- Do you offer my student’s major?



### Do I meet the freshman eligibility requirements?

If you will graduate from a U.S. high school this spring and enroll in college this coming fall, the requirements are simple. An entering freshman must:

- Be a graduate of an accredited high school.
- Meet **two of the three** following requirements. If as an entering freshman you do not meet at least two of the three standards, you cannot participate in athletics for the first full year of attendance (2 semesters, 3 quarters, or equivalent).

#### MUST MEET TWO OF THE THREE

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 16 on the ACT or 860 on the SAT.	Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.	Graduate in the top half of your high school class.
Tests must be taken on a national testing date; score must be achieved on a single test. The SAT must be achieved on the Evidence-Based Reading and Writing & Math section only; the Writing score cannot be used. You must meet the score requirement on a test date prior to the start of the term in which you intend to participate in athletics.	The NAA accepts the grade point average determined by the high school, provided it is recorded and awarded in the same manner as for every other student at the school.	If a student's class rank does not appear on the transcript, a signed letter from the principal or headmaster, vice principal or guidance counselor written on the school's letterhead and with the school's official seal, stating the student's final class rank position or percent, may be submitted.
*These minimum ACT and SAT score are in place for 2017-18 and are subject to change moving forward.		

**Learning disabilities.** Students with diagnosed learning disabilities, who do not meet the freshman eligibility requirements, may have their academic profiles reviewed by the NAA National Eligibility Committee at the request of an NAA institution.

### What if I didn't attend a U.S. high school?

The criteria for alternative high school experiences and those outside of the U.S. are determined as follows:

#### GED Students — must meet two of the three

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 16 on the ACT or 860 on the SAT*	GED students are recognized as having met the GPA requirement.	(Not applicable)

#### Home Schooled Students

**TEST SCORE REQUIREMENT** — Home school students who have an 18 on the ACT or 950 on the SAT are considered to have met the freshman eligibility requirement.

If a home schooled student completes a home schooling program conducted in accordance with the laws of the student's state of residence, but does not meet the test score requirement, a home school waiver may be requested from the NAA Home School Committee.

#### International Students — must meet two of the three

Graduates of high schools outside of the United States or one of the U.S. territories.

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 16 on the ACT or 860 on the SAT.	Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.	Graduate in the top half of your high school class.
International students must provide their academic records in both the language of issue as well as word-for-word English translation.		

Note: For detailed information about the process for international students, please see the [NAA Guide for the International Student-Athlete](#).



Click here for  
DII Academic  
Requirements

# DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

## Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math, or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
<b>4 years</b>	<b>3 years</b>	<b>2 years</b>	<b>1 year</b>	<b>2 years</b>	<b>4 years</b>

### Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

## 2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.



