The background features a series of parallel diagonal lines in various shades of gray, creating a sense of depth and movement. Overlaid on these lines is a grid of fine, closely spaced horizontal and vertical lines, which together form a complex, textured pattern. The overall aesthetic is modern and geometric.

LINCOLN HIGH SCHOOL  
COURSE GUIDE  
2017-2018



# LINCOLN HIGH SCHOOL

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[www.pps.k12.or.us/schools/lincoln/](http://www.pps.k12.or.us/schools/lincoln/)



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Senior Director

**PORTLAND PUBLIC SCHOOLS**  
Office of School Performance • Secondary Education  
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High School Students and Families,

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

What are the goals of a carefully planned schedule?

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

Students, the opportunities provided by our eight period schedule will prepare you to earn a high school diploma, ready you for college, and help you to pursue your extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

*Oscar Moreno Gilson*

Oscar Moreno Gilson  
Senior Director

# LINCOLN HIGH SCHOOL

## Dear Students:

The Cardinal Course Guide has been carefully and thoughtfully prepared for your use in selecting classes at Lincoln High School for the 2017-2018 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.

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 and fit your educational plans for the future. Please read the sections on multiple ways to earn credit and meet graduation requirements through “Off Campus Learning Proposals,” “On-Line Courses” and “Credit by Exam.”

Our faculty assignments are based upon information received from student forecasts. As you complete your forecast, remember that you are planning your schedule for 2017-2018. 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 the Lincoln High School Foundation 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 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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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 2017-18, you should review the Portland Public Schools graduation requirements.

Please keep the following in mind:

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

## **UNDERSTANDING A COURSE**

- Understanding a Course Description 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 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

# 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
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.

## **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.

## **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.

### **Entrance Requirements:**

The minimum standards for admission to Oregon's colleges and universities are subject to change. Be sure to check with your 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 Educational Options Program (503-916-3358) or see their Counselor for more information.

[http://www.pps.net/cms/lib8/OR01913224/Centricity/domain/219/policies/4/4\\_20\\_023\\_AD.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/domain/219/policies/4/4_20_023_AD.pdf)

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.

[http://www.pps.net/cms/lib8/OR01913224/Centricity/domain/219/policies/4/4\\_20\\_023\\_AD.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/domain/219/policies/4/4_20_023_AD.pdf)

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.

### **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**.

### **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 nor displayed on the transcript. Final grades for each semester are recorded on the transcript.

# COURSE LISTINGS

Course	Credit	Level	Course	Credit	Level
<b>English</b>			<b>Social Sciences</b>		
English 1-2: Lit./Comp.	1	9	United States History	1	9-10
English 3-4: American Lit./Comp	1	10	United States History: Ethnic Studies	1	9-10
English 3-4: Accel. American Lit./Comp	1	10	Modern World History	1	10-12
English 5-6: Literature Appreciation	1	11	Modern World History Queer Studies	1	11-12
English 5-6: Reading the Media	1	11	Government	.5	11-12
English 7-8: Literary Analysis	1	12	Economics	.5	11-12
IB English A1 SL	1*	11-12	"We the People" Constitution Class	.5	10-12
IB English A1 HL	1*	12	<del>Current Issues</del>	1	9-12
Academic Center - Language Arts	1	9-12	Critical Race Studies	.5	11-12
<b>Mathematics</b>			Hip Hop Cultural Exploration	.5	11-12
CCSS Algebra 1-2	1	9	Environmental Justice	1	11-12
CCSS Algebra 1-2 Project Based	1	9	IB Geography SL	1	11-12
CCSS Algebra 1-2 Everyday Class	1	9	IB Global Politics SL	1	11-12
CCSS Geometry	1	9-11	IB History	1*	11-12
CCSS Geometry Everyday Class	1	9-11	IB Philosophy SL	1	11-12
CCSS Geometry and Art	1	9-12	<del>IB Philosophy HL</del>	1*	12
Advanced Algebra 3-4	1	9-12	IB Psychology SL	1*	11-12
Advanced Algebra 3-4 Everyday Class	1	10-12	IB Social Cultural & Anthropology SL	1	11-12
Advanced Algebra 3-4 Accelerated	1	9-12	IB Social Cultural & Anthropology HL	1	12
Preliminary Math Studies	1	10-11	<b>Arts - Music</b>		
Probabilities and Statistics	1	12	Guitar Lab	1	9-12
IB Math Studies SL	1	11-12	Symphonic Band	1	9-12
IB Math SL	1*	10-12	Wind Ensemble	1	10-12
IB Math HL	1*	10-11	Orchestra	1	9-12
IB Further Mathematics HL	1	12	Jazz Ensemble	1	9-12
Academic Center - Math	1	9-12	IB Music SL	1	11-12
<b>Science</b>			Cardinal Choir	1	10-12
Patterns Physics	1	9-10	<del>Lincoln Men's Choir</del>	1	9-12
Chemistry 1-2	1	10-12	Lincoln Women's Choir	1	9-12
<del>Biology 1-2</del>	1	11-12	Introduction to Singer/Songwriter	1	9-12
Physics 1-2	1	10-12	<b>Arts - Theatre Arts</b>		
Forensic Science	1	11-12	Actor's Workshop	1	9-12
Oceanography	1	11-12	Design Workshop	1	9-12
Urban Gardening and Sustainable Ag.	1	11-12	Advanced Design Workshop	1	10-12
IB Astronomy SL	1	11-12	Musical Theatre	1	9-12
IB Biology SL	1*	10-11	Intermediate Theatre	1	10-12
IB Biology HL	1*	11-12	Advanced Theatre	1	11-12
IB Chemistry	1*	10-12	Independent Theatre Study	1	11-12
IB Environmental Systems	1*	11-12	IB Theatre SL	1	11-12
IB Physics	1*	10-12	<b>Arts - Visual Arts</b>		
IB Sports, Exercise and Health Science SL	1*	11-12	3D Design Ceramics 1-2;3-4	1	9-12
Science Lab Assistant	1	10-12	3D Design Ceramics 5-6;7-8	1	11-12
			The Art of Product Design	1	10-12
			2D Design 1-2	1	9-11
			2D Design 3-4	1	10-12
			Graphic Arts	1	10-12
			Applied Design	1	11-12
			Photography 1-2: Beginning Photography	1	10-12
			Photography 3-4: Intermediate Photography	1	11-12
			Photography 5-6: Advanced/IB Photo	1	12
			IB Visual Art Studio and Research	1*	11-12
			Studio Arts Technician	1	9-12

\*denotes a 2 year IB course that receives 1 credit per year

Course	Credit	Level	Course	Credit	Level
<b>AVID</b>			<b>Physical Education and Health</b>		
Advancement Via Individual Determination	1	9-12	Physical Education	1	9-10
AVID Peer Tutor	1	11-12	Health Education	1	10-12
<b>Business</b>			Health and Sports Nutrition	1	9-12
<del>Computer Applications Dual Credit</del>	.5	11-12	Speed, Agility and Weight Training	1	9-12
Introduction to Business	.5	9-12	Advanced Health & Sports Nutrition	1	10-12
Introduction to Personal Finance	1	9-12	Advanced Speed, Agility & Weight Training	1	10-12
Principles of Accounting	.5	10-12	<b>Publications/Communications</b>		
Personal Finance Dual Credit Option	.5	11-12	<del>Intro to Mass Communications</del>	1	9-11
Business Communication Dual Credit	.5	11-12	Mass Communications	1	10-12
IB Business Management SL	1*	11-12	Advanced Mass Communications	1	11-12
<b>Consumer and Family Sciences</b>			<b>Special Education</b>		
Introduction to Culinary Arts	.5	10-12	Basic Reading and Writing Skills	1	9-12
World Cuisine	.5	10-12	Study Skills	1	9-12
<b>Electives</b>			Math Skills	1	9-12
Academic Center --Language Arts	1	9-12	<b>Technology</b>		
Academic Center --Math	1	9-12	3D Design & Printing	.5	9-12
Academic Center - World Language	.5	9-12	Exploring Computer Science	.5	9-12
College & Career Exploration	.5	9	Robotics 1	.5	9-12
<del>College &amp; Career Preparation</del>	.5	11-12	Robotics 2	1	10-12
Creative Nonfiction	1	11-12	Fundamentals of Web Coding	.5	9-12
<del>Creative Writing</del>	1	11-12	IB Computer Science SL1-2	1*	11-12
Critical Race Studies	.5	11-12	<b>World Languages</b>		
Culinary Arts	.5	9-12	American Sign Language 1-2	1	9-12
<del>Current Issues</del>	.5	10-12	American Sign Language 3-4	1	10-12
Environmental Justice	1	11-12	American Sign Language 5-6	1	10-12
French Film	.5	9-12	Arabic 1-2	1	9-12
<del>French History, Literature and Art</del>	1	11-12	Arabic 3-4	1	9-12
Health and Sports Nutrition	1	9-12	Arabic 5-6	1	9-12
Hip Hop Cultural Exploration	.5	11-12	IB Arabic B SL 7-8	1	11-12
IB Film 1-2	1	11-12	French 1-2	1	9-12
Intro to Education	3	10	French 3-4	1	9-12
<del>Internship ElemSch/MiddleSch</del>	.5	11-12	French 5-6	1	9-12
Introduction to Leadership	1	9-10	IB French B SL 7-8	1	11-12
Advanced Leadership	1	11-12	IB French B HL 9-10	1	12
Library/Media Assistant	1	11-12	German 1-2	1	9-12
Modern World History Queer Studies	1	11-12	German 3-4	1	9-12
Mindful Studies	.5	9-12	German 5-6	1	9-12
Office Assistant	1	11-12	IB German B SL 7-8	1	11-12
Peer Advocate	1	10-12	IB German B HL 9-10	1	12
<del>Personal Fitness</del>	.5	11-12	Mandarin Chinese 1-2	1	9-12
Public Art	.5	11-12	Mandarin Chinese 3-4	1	9-12
<del>Spanish Film</del>	1	10-12	Mandarin Chinese 5-6	1	9-12
Speech, Ethics and Rhetoric	1	11-12	IB Mandarin Chinese B SL 7-8	1	11-12
Speed, Agility and Weight Training	.5	9-12	IB Mandarin Chinese B SL 9-10	1	12
Teacher Assistant	1	11-12	Spanish 1-2	1	9-12
<del>Theory Of Knowledge Non-IB</del>	1	11-12	Spanish 3-4	1	9-12
Urban Exploration	.5	9-12	Spanish 5-6	1	9-12
World Cuisine	.5	10-12	IB Spanish B SL 7-8	1	10-12
Yoga	.5	9-12	IB Spanish B HL 9-10	1	11-12
<b>English as a Second Language</b>			Lengua y Literatura 5-6	1	9
ELD 1-4	1	9-12	Lengua y Literatura 7-8	1	10
<b>IB Specific Courses</b>			IB Spanish B HL Humanidades	1	11-12
IB Theory of Knowledge for Juniors	.5	11	BI Espanol A: Literatura SL	1	11-12
IB Theory of Knowledge for Seniors	.5	12	<del>Spanish Film</del>	1	10-12
			Revista Cultural	1	10-12

\*denotes a 2 year IB course that receives 1 credit per year

# 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. Creative, Action 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.

### **IB DIPLOMA STUDENTS SHOULD**

- Complete Algebra in Middle School
- Must commit to at least four years of study of a single foreign language
- Incoming freshmen should develop a four year plan to ensure they can meet graduation requirements before beginning their IB classes in Grade 11
- All IB classes must be taken at Lincoln High School during the regular school year

### **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 Academic Center	English 3-4 English 3-4: Accelerated Academic Center	English 5-6: Lit Appreciation IB English A1 HL 5-6 IB English A1 SL 5-6 English 5-6: Reading the Media Academic Center	IB English A1 HL 7-8 IB English A1 SL 7-8 English 7-8: Literary Analysis Academic Center

## ENGLISH 1-2: LITERATURE/COMPOSITION

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

This course is designed to increase proficiency in reading, writing, listening and speaking. The fundamentals of critical thinking and literary analysis are taught through such works as Romeo and Juliet or Julius Caesar, The Odyssey, poetry, short stories, mythology and various novels which may include: Lord of the Flies, Catcher in the Rye and Their Eyes Were Watching God. Growth in vocabulary, speaking and writing skills is emphasized. Essays will include close textual analysis and critical thinking in the following modes: expository, persuasive, descriptive and narrative.

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

Credit: 1.0

Grade: 10

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

This course is organized around student choice and development of student voice in expression of ideas. For the literary study component of class, students select literature to read and form literature circles--book study groups. Choices are made from a broad range of traditional and contemporary texts, and in all genres. In addition, there is an emphasis on the writing process and critical analysis of American Literature.

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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: Core

May be repeated for credit: No

This course is organized around student choice and development of student voice in expression of ideas. For the literary study component of class, students select literature to read and form literature circles--book study groups. Choices are made from a broad range of traditional and contemporary texts, and in all genres. In addition, there is an emphasis on the writing process and critical analysis of American Literature.

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

Credit: 1.0

Grade: 11

Prerequisite: None

Graduation Requirement in: Core

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 5-6: READING THE MEDIA**

Credit: 1.0

Grade: 11

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

Media Literacy is defined by the Center for Media Literacy as follows:

“Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms- from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well essential skills of inquiry and self-expression necessary for citizens of a democracy”

([http://www.medialit.org/reading\\_room/rr2def.php](http://www.medialit.org/reading_room/rr2def.php)).

This course is designed to introduce students to the concepts and skills mentioned in the definition in order to explore the ways various media shape the way we perceive ourselves and the world. The goal is to continue honing literary analysis and critical thinking skills by applying them to many facets of the media including film, television, news, advertising and the Internet. Therefore, this course will involve the reading of fiction, poetry and nonfiction with media-based themes, as well as critical analyses of the above-mentioned mediums. In addition to the reading, writing skills will be developed in various modes, from academic to persuasive to creative, and other assessments include projects, presentations, debates and dialogues.

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

Credit: 1.0

Grade: 12

Prerequisite: None

Graduation Requirement in: Core

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 A1 SL/ HL 5-6**

Credit: 1.0

Grade: 11

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

Graduation Requirement in: Core

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 A1 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: Core

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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### **~~ACADEMIC CENTER – LANGUAGE ARTS~~**

~~Credit: 1.0~~

~~Grade: 9-12~~

~~Prerequisite: None~~

~~Graduation Requirement in: Elective~~

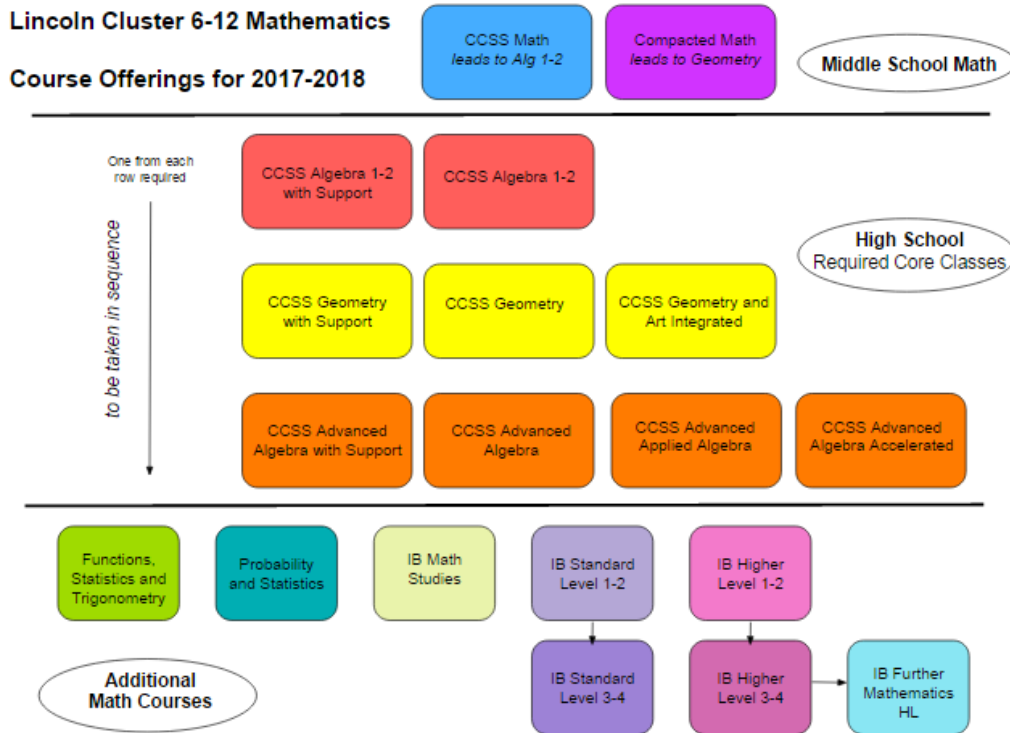
~~May be repeated for credit: Yes~~

~~This 1 credit class offers students the opportunity to enhance their academic skills with a focus on Language Arts 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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# 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.



## CCSS ALGEBRA 1-2

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Core

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, TI-84 calculator lessons and problem-solving and developing confidence in their ability to think mathematically as they work both individually and collaboratively.

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

Credit: 1.0

Grade: 9

Prerequisite: None

Graduation Requirement in: Core

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 EVERYDAY CLASS**

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 instruction 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: Core

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 EVERYDAY CLASS**

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 instruction 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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## **GEOMETRY and ART**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: CCSS Geometry Core and Visual Art Elective

May be repeated for credit: No

This course is designed for students who are interested in exploring the connections between geometry and art. The class will meet everyday – half of the time will be devoted to studying geometric concepts and the other half to creating art and design-based projects that involve these concepts. Topics include symmetry, tessellations, perspective drawing, fractals and patterns in nature.

Students should consider taking this class if they enjoy thinking creatively about the application of math and if they have an interest in art and design. Many of the graded assessments in this class will be projects rather than tests, which will require independent work outside of class. Students who complete this course will receive credit for CCSS Geometry.

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## **ADVANCED ALGEBRA 3-4**

Credit: 1.0

Grade: 9-12

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

Graduation Requirement in: Core

May be repeated for credit: No

This course emphasizes modeling data and problem situations with functions: linear, quadratic, polynomial, exponential, rational, radical and logarithmic functions. The course also introduces students to sequences and series, solving systems, complex numbers, problems in trigonometry and some discrete topics such as probability. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply the mathematics and to communicate their reasoning. Students will use the TI-84 graphing calculator in class to study these topics.

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### **APPLIED ALGEBRA 3-4**

Credit: 1.0

Grade: 10-11

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

Graduation Requirement in: Core

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 Math Studies course offered at Lincoln. Applied Algebra 3-4 can also be taken as an elective math course.

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### **ADVANCED ALGEBRA 3-4 EVERYDAY CLASS**

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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### **ADVANCED ALGEBRA 3-4: ACCELERATED**

Credit: 1.0

Grade: 9-12

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

Graduation Requirement in: Core

May be repeated for credit: No

Advanced Algebra 3-4 Accelerated is designed for the mathematically inclined student with a solid background in Algebra and Geometry and in-depth problem-solving capabilities who is comfortable working at a fast pace. This course covers the content of Algebra 3-4 more deeply and provides opportunities for extensions. 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 Pre-Calculus, IB Math SL and IB Math HL.

## **PRELIMINARY MATH STUDIES**

Credit: 1.0

Grade: 11-12

Prerequisite: Completion of Algebra 3-4

Graduation Requirement in: Elective

May be repeated for credit: No

The purpose of the course is to build confidence and to encourage an appreciation of mathematics in students who would like more time to deepen the skills needed to be successful in IB Math Studies. As well as introducing some new mathematical content, the various topics in the course give students an opportunity to apply and further develop the knowledge, skills and understanding initially developed in Algebra 3-4. Preliminary Math Studies is designed using IB Standards. Proficiency grading will be used to guide the class curriculum.

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## **PROBABILITY AND STATISTICS**

Credit: 1.0

Grade: 12

Prerequisite: Completion of Algebra 3-4

Graduation Requirement in: Elective

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:

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.

## **IB MATH SL 1-2**

Credit: 1.0

Grade: 11

Prerequisite: Completion of Advanced Algebra 3-4

Graduation Requirement in:

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.

This course develops the ability to apply trigonometric techniques in problem solving and an introduction to mathematical analysis. Topics include trigonometric functions and their applications; quadratic, exponential and logarithmic functions; analytic geometry; sequences and series; vectors, probability and statistics. Students will have an opportunity to complete at least one portfolio project in this course.

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## **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:

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.

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## **IB MATH HL 1-2**

Credit: 1.0

Grade: 10-11

Prerequisite: Completion of Accelerated Advanced Algebra 3-4 with a grade of B or higher

Graduation Requirement in:

May be repeated for credit: No

This is the first year of a two year math sequence culminating in preparation for the IB Math HL exam in the second year. This course's curriculum is the same as IB Math SL 1-2 and IB Math SL 3-4, however the complexity of tasks in IB Math HL are more demanding. In addition, the pace is quick. 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 sequences and series, vectors, circular functions and trigonometry, probability and statistics, and calculus.

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## **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:

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 one of following option topics: further calculus or abstract algebra. 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:

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 also be taking mathematics HL.

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.
- 

## **~~ACADEMIC CENTER – Math Focus~~**

~~Credit: .5~~

~~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 with a focus on Mathematical skills. Students will be provided an academic environment to study, including time to complete their homework and re-take tests. Students will also work on developing high leverage skills associated with academic success such as organizational, time management and note-taking skills.~~

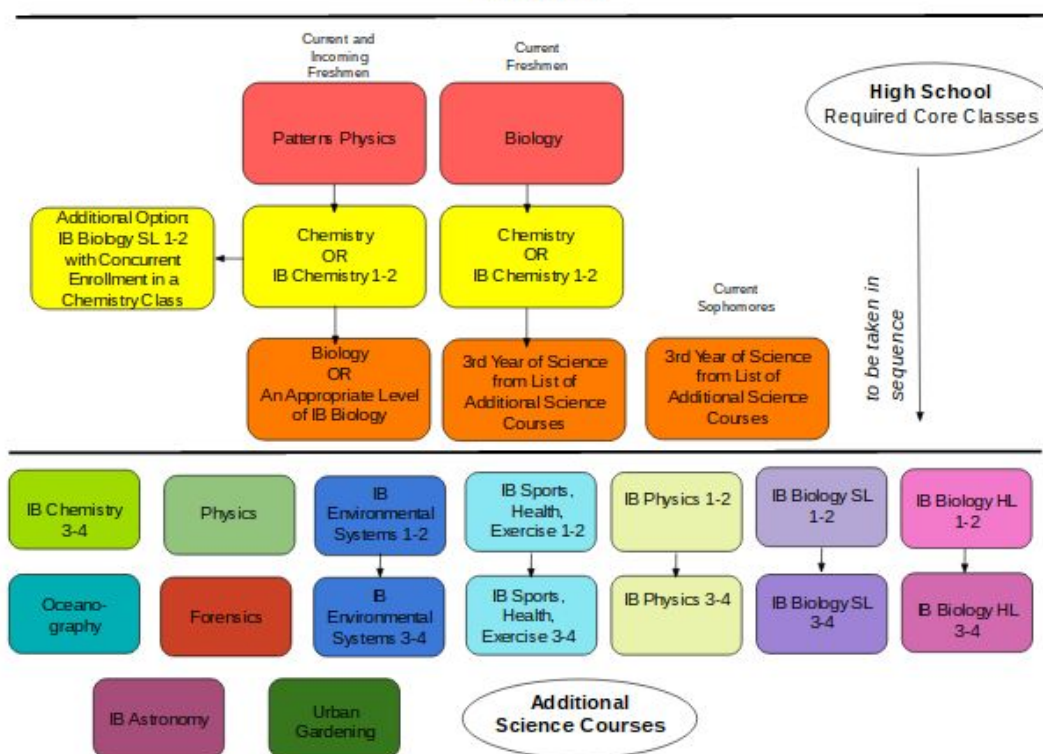
# SCIENCE

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 Patterns 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  
2017-2018



## **PATTERNS PHYSICS**

Credit: 1.0

Grade: 9-10

Prerequisite: None

Graduation Requirement in: Science

May be repeated for credit: No

This course focuses on the core ideas of Physics - motion, matter, energy and force. This hands-on course is highly engaging to students, with emphasis on data collection, analysis, communication, and giving real-life context to science content. It lays the foundation for future high school science courses. Students will experience the "Patterns Approach to Physics"-- continually emphasizing the fundamental idea that the nature of science is to find patterns in nature then to use the patterns to predict the future and understand the past. The Patterns Physics class is lab based, STEM (Science Technology Engineering Mathematics) focused, and teaches students problem solving, innovation, engineering design, and critical thinking. This class is the first science class of the new three-year science sequence (the new sequence starts with incoming freshmen in the 2017-18 school year).

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## **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 a laboratory science which emphasizes the study of the composition and changes of matter. There is a strong emphasis placed on measurement, problem-solving and the processes involved in physical and chemical changes. Models are used to explain laboratory observations, scientific laws and theories. The topics covered in the course will include energy, the kinetic theory of matter, atomic structure, bonding, the nature of chemical reactions, solutions and equilibrium, and thermodynamics.

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## **BIOLOGY 1-2**

Credit: 1.0

Grade: 11-12

Prerequisite: None

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.

Students will be expected to develop skills using scientific processes. They will be expected to analyze how scientists have arrived at current theories by critically thinking about appropriate evidence. Attention will be given to the impact of biological findings on society. This course is designed to meet the common science work sample requirements. Topics covered will include, but not be limited to, the nature of science, ecology, cells, biochemistry, structure and function of organisms, genetics, evolution and taxonomy.

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## **PHYSICS 1-2**

Credit: 1.0

Grade: 10-12

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

Graduation Requirement in: Science

May be repeated for credit: No

This course deals with the basic laws of physics, which are fundamental to our knowledge of the universe. Students enrolled in this course can expect to gain insights into concepts of motion, light, forces, energy and its transfer, momentum, electricity, magnetism and radiation. The mathematics used are adapted to the needs and abilities of the students. Laboratory work is an essential part of the program, as is written work. The information gained can be used in almost all areas of employment and living.

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## **NOT OFFERED FOR 2017-2018**

~~**ASTRONOMY** – Credit: 1.0~~

~~Grade: 11-12~~

~~Prerequisite: Two years of core science with passing grades~~

~~Graduation Requirement in: Science~~

~~May be repeated for credit: No~~

~~This one-year course first focuses on studying the solar system and then broadening the scope to the vast expanse of the universe from individual stars to clusters of galaxies. Students will trace the major historical milestones in developing a model of the solar system, current scientific tools employed in the study of individual bodies of the solar system, and the physical characteristics of all major bodies in the solar system. Students will also learn about the scientific methods and equipment used to study the solar system from manned space travel to large telescopes.~~

~~In studying the stars, students will explore such topics as stellar classification, stellar evolution and cosmology. The major tool for the study of stars and galaxies, the electromagnetic spectrum and its detection, will also be studied.~~

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## **FORENSIC SCIENCE**

Credit: 1.0

Grade: 11-12

Prerequisite: Biology and one additional Science with passing grades

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: two years of core science with passing grades

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 trips 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: two years of core science with passing grades

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 ASTRONOMY SL**

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. Students must have completed with a C or better, or be concurrently enrolled in Physics 1-2 or IB Physics 1-2.

Graduation Requirement in: Science

May be repeated for credit: No

This one-year IB science course will cover stars, planets, galaxies, and cosmology. 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 standard level IB Astronomy examination. This astronomy course will cover fewer topics in much greater depth than (non-IB) Astronomy 1-2. It is a highly quantitative course and students should be comfortable with advanced algebra and trigonometry from the beginning. Students must also be excited about learning new math skills (including statistical analysis) in the context of astronomy. While (non-IB) Astronomy 1-2 class puts a strong focus on the historical development of astronomical ideas, IB Astronomy focuses on contemporary ideas, theories, and discoveries.

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

Credit: 1.0

Grade: 11-12

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.

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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, energetics, the gas laws, kinetic theory, acids and bases and oxidation-reduction. Students will also consider the environmental and social impact of chemistry as part of their study. Students who plan to do the IB exam at higher level must take this class as a junior. When taken as a sophomore, the accelerated course is the first year of the two-year SL sequence. Read the description of IB Chemistry 3-4 for information about 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 higher level or standard level exam. Students must have had one year of chemistry (preferably IB Chemistry 1-2). Students will cover topics in organic chemistry, human biochemistry, 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.

Students who wish to take the IB higher level exam must take IB Chemistry 1-2 in their junior year and IB Chemistry 3-4 during their senior year. Standard level students may take this class either as juniors or seniors. Because of overlap in content, some students may wish to take the AP Chemistry exam. Some additional preparation may be necessary.

## **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 1-2**

Credit: 1.0

Grade: 11-12

Prerequisite: 2 years of core science, including biology (may take biology concurrently)

Graduation Requirement in: Science

May be repeated for credit: No

This course will provide students with a coherent perspective of the interdependence between organisms and their environment. Students will learn a wide range of techniques to measure the biotic and abiotic components of ecosystems, and seek to understand how these components exist interdependently. Students will explore the idea of our human society as an ecosystem and the implications of that framework. The class will include a core examination of our global ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; pollution management; global warming; and environmental value systems. Students will evaluate the scientific, ethical and socio-political concerns presented by environmental issues.

This course is a combination of science and social studies. It provides a science credit on the Lincoln High School transcript. For full IB students, it can fulfill the requirement for *either* the group 3 subjects (Individuals and Societies) or the group 4 subjects (the Experimental Sciences.)

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## **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 3-4**

Credit: 1.0

Grade: 12

Prerequisite: IB Environmental Systems & Societies SL 1-2

Graduation Requirement in: Science

May be repeated for credit: No

This course seeks to answer two fundamental questions: can we view and understand human society as an ecosystem? And if so, what are the implications of the ecosystem framework? Topics will include an examination of our intrinsic environmental values in comparison to other cultures; the study of human populations and usage of energy, soil, food, and water resources in modern and less economically developed countries; detecting and monitoring pollution; approaches to pollution management; and, the issue of global warming.

This class prepares students for the IB Environmental Systems and Societies SL examination.

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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.

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### **IB PHYSICS 3-4**

Credit: 1.0

Grade: 11-12

Prerequisite: Physics 1-2 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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### **IB SPORTS, EXERCISE AND HEALTH SCIENCE SL 1-2**

Credit: 1.0

Grade: 11-12

Prerequisite: 2 years of core science, including biology (may take biology concurrently)

Graduation Requirement in: Science

May be repeated for credit: No

This course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human health and performance.

Juniors taking this course are expected to enroll in IB SEHS 3-4 the following year. Seniors interested in the subject matter are encouraged to take the course but will not be able to take the IB exam for this topic.

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### **IB SPORTS, EXERCISE AND HEALTH SCIENCE SL 3-4**

Credit: 1.0

Grade: 12

Prerequisite: IB Sports, Exercise, and Health Science 1-2

Graduation Requirement in: Science

May be repeated for credit: No

This course is a continuation of concepts and topics included in the IB SEHS course guide. In addition, emphasis will be placed on completion of the IB Internal Assessment (IA). The IA is an authentic individual inquiry project in which students demonstrate the application of their skills and knowledge gained throughout the course. The course will also include preparation for the IB exam administered in May.

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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: No

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)
- Government (GOV .5 credit)
- Economics (ECON .5 credit)

## SOCIAL SCIENCE GRADE LEVEL COURSE OFFERINGS:

Level	Offerings
9	CORE: <ul style="list-style-type: none"> <li>● United States History (<b>fulfills USH credit</b>)</li> <li>● United States History: Ethnic Studies (<b>fulfills USH credit</b>)</li> </ul>
10	CORE: <ul style="list-style-type: none"> <li>● United States History (<b>fulfills USH credit</b>)</li> <li>● United States History: Ethnic Studies (<b>fulfills USH credit</b>)</li> <li>● Government / Economics<sup>1</sup> (<b>fulfills GOV/ECON credit</b>)</li> <li>● Modern World History (<b>fulfills MWH credit</b>)</li> </ul> SOCIAL SCIENCE ELECTIVES: <ul style="list-style-type: none"> <li>● Current Issues</li> <li>● “We The People” Constitution Class (<b>fulfills GOV credit</b>)</li> </ul>
11/12	CORE: <ul style="list-style-type: none"> <li>● United States History Upper Level<sup>2</sup> (<b>fulfills USH credit</b>)</li> <li>● Modern World History (<b>fulfills MWH credit</b>)</li> <li>● Government / Economics (<b>fulfills GOV/ECON credit</b>)</li> </ul> SOCIAL SCIENCE ELECTIVES <sup>3</sup> : <ul style="list-style-type: none"> <li>● Critical Race Studies</li> <li>● Current Issues</li> <li>● Environmental Justice</li> <li>● Hip Hop Cultural Exploration</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 MWH 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>● Modern World History: Queer Studies</li> <li>● “We The People” Constitution Class (<b>fulfills GOV credit</b>)</li> </ul>

<sup>1</sup> Level 10 Government/Economics is for anticipated full-IB students only

<sup>2</sup> US History Upper Level is for transfer students only

<sup>3</sup> IB Group 3 Courses are college-level/honors elective courses open to ALL Level 11-12 student regardless of IB Status



## **UNITED STATES HISTORY**

Credit: 1

Grade: 9-10

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

This course explores the major trends and concepts of United States history during the 20th Century. Social, political, cultural and economic factors will be explored, with emphasis on the cause and effect factors in respect to our contemporary society.

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## **UNITED STATES HISTORY: ETHNIC STUDIES**

Credit: 1

Grade: 9-10

Prerequisite: None

Graduation Requirement in: Core

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. During the second semester students undertake a significant personal research project with a focus on how national events relate to state/local history and race relations specifically in Portland. Topics include: redlining, gentrification, segregation in schools.

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## **MODERN WORLD HISTORY**

Credit: 1

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Core

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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## **MODERN WORLD HISTORY: Queer Studies**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

NOTE: Full year course, but students may enroll for just one semester. Complex and controversial topics will be discussed; students are asked to process and discuss these ideas maturely.

Modern World History is an analysis of the recent past and how the actions of the 19th and 20th Centuries have shaped our lives in the 21st Century. The main focus of Modern World History: Queer Studies will be to look at how the historiographic presentation (and in some cases erasure) of Queer individuals has changed over time.

The course uses the perspectives of queer individuals to explore local and global history. Students will explore how major movements in history impacted queer identity as well as how queer individuals influenced major movements in history.

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## **GOVERNMENT**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

NOTE: Level 10 for full IB sophomores ONLY

Government is a semester course which concentrates on the varied political government processes in the United States at the national, state and local levels. Emphasis is placed on the importance of showing how the individual can work effectively within the system for change. Focus is also given to an evaluation of constitutional rights.

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

Credit: .5

Grade: 10-12

Prerequisite: Instructor Approval

Graduation Requirement in: Elective

May be repeated for credit: No

NOTE: Course offered First Semester only and fulfills **Government** Credit

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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## **ECONOMICS**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

NOTE: Level 10 for full IB sophomores ONLY

This semester course deals with the basic concepts of economics necessary to become an informed citizen. The curriculum will cover topics such as economic foundations and the marketing system; comparative economic systems; resource allocation and income distribution - microeconomics; economic stability and growth - macroeconomics; international economics - trade and finance in the global community; economic decision-making - policies and actions; fiscal and monetary policies; career education; and pollution and population challenges.

**NOTE:** Unless specifically stated, all elective courses are full-year courses.

**NOTE:** IB Group 3 Courses are college-level/honors elective courses open to ALL Level 11-12 student regardless of IB Status.

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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 dominate 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: 11-12

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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**Not offered in 17-18**

**CURRENT ISSUES**

Credit: .5

Grade: 10-11

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

NOTE: First Semester Course

Get ready for a course that will put you in the middle of what's happening around the world with an understanding of why it is happening and why it matters. In addition to examining major issues, we also will look at how the media report on those issues and the role media play in shaping our views. The great American humorist Will Rogers once said, "All I know is what I read in the newspapers." In a digital age of instant connection with events via mainstream traditional media and now social media where anyone with a computer or cell phone becomes a "reporter," what is it that we "know," and how do we "know" what we read is accurate, balanced, and complete? In other words, how do we separate the good from the bad? That will become central to our class as we examine the issues streaming at us daily and how they impact our lives.

Class will require daily monitoring of the news; regular monitoring of media analysis sites; examination of talk radio and the internet and their impacts on society.

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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.

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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.

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## **IB HISTORY**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

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

Quite possibly the best History class you'll ever take, IB History at Lincoln focuses on evaluating conflicting perspectives on the major events and movements of the 20th Century, while embracing the fact that they can all be correct (or maybe even all wrong). The course is ultimately designed as 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. All students will undertake an independent Historical inquiry.

### **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 three main case studies: 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.

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## **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 do all human groups have in common? How do we explain the differences we see? Anthropology studies humankind in all its diversity. We emphasize a comparative approach to culture and human societies. We aim to make sense not only of "others" but also ourselves.

How do people learn how to behave in their own society? Which beliefs and values have you absorbed, and how do they impact you? Anthropology can help us understand how people think and behave. It gives us ways to question and understand contemporary issues such as: gender roles, racial profiling, globalization, war, human/technology interaction, environmentalism, religious conflict, international development and human

rights.

We use books, film and first-hand observation. Strong reading habits and writing skills make for a better experience of this course. This course prepares students to take the IB exam.

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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

Students enrolled in HL IB Social and Cultural Anthropology will continue their ethnographic study, refining their understanding of aspects of culture while immersing themselves in anthropological theory. Students will also conduct their own ethnographic study in the second semester; formulating a research focus, gathering ethnographic material and analyzing that data through a theoretical lens.

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# PERFORMING ARTS: MUSIC

## **GUITAR LAB**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

NOTE: Students must provide their own acoustic guitars.

This class will encompass all levels of guitar work. No audition is required. Primary study will emphasize individual skills of technique, scales, chords, and songs. 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. ness to perform alone and with others is essential to a successful learning environment.

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## **JAZZ ENSEMBLE**

Credit: 1.0

Grade: 9-12

Prerequisite: Audition and concurrent enrollment in a performance course is required

Graduation Requirement in: Elective

May be repeated for credit: Yes

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

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 and other functions.

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## **ORCHESTRA**

Credit: 1.0

Grade: 9-12

Prerequisite: Prior violin, viola, cello or acoustic bass experience

Graduation Requirement in: Elective

May be repeated for credit: Yes

NOTE: Students will be asked to purchase performance attire.

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.

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## **SYMPHONIC BAND**

Credit: 1.0

Grade: 9-12

Prerequisite: Consent of instructor is required. Previous experience on wood-wind, brass-wind, or percussion instruments is required. Students with piano experience can easily play in the percussion section on the mallet instruments.

Graduation Requirement in: Elective

May be repeated for credit: Yes/No

NOTE: Students are expected to participate in the summer band camp in August, the week before school begins. Students will be asked to purchase performance attire.

This is an intermediate level band primarily for 9<sup>th</sup>/10<sup>th</sup> grade students. However, 11<sup>th</sup> and 12<sup>th</sup> grade students who are not ready for the higher level band may take this class. On a scale of 1-6, students will perform music that is level 3-4. Students must have previous experience and demonstrate ability through a simple audition process to be placed within each section of the band.

Students will develop musicianship through the study of the wind band, marching band, and pep 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 parades. All students are required to perform at all assigned events.

Although highly recommended, participation in *the field show marching band* is optional. The Field Show marching band has an additional once a week rehearsal on Wednesday evenings from 7:00PM - 9:00PM.

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## **WIND ENSEMBLE**

Credit: 1.0

Grade: 10-12

Prerequisite: Audition required.

Graduation Requirement in: Elective

May be repeated for credit: Yes

NOTE: Students are expected to participate in the summer band camp the week before school begins in August. Students will be asked to purchase performance attire.

The Wind Ensemble is strictly by audition only. Any student can audition for the Wind Ensemble, however, the majority of 9<sup>th</sup> graders typically do not have the skill-set to be in the Wind Ensemble. If you believe that you possess this skill-set, then you should contact Mr. Kays and schedule an audition. Otherwise, forecast for Symphonic Band.

Students will develop musicianship through the study of the wind band, marching band, and pep 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 parades. All students are required to perform at all assigned events.

Although highly recommended, participation in *the field show marching band is optional*. The Field Show marching band has an additional once a week rehearsal on Wednesday evenings from 7:00PM - 9:00PM.

### **IB MUSIC SL/HL**

Credit: 1.0

Grade: 11-12

Prerequisite: Enrollment in one of the following performing music classes: - Brass, Woodwinds, Orchestra, Symphonic Band, Wind Ensemble, Jazz Ensemble, Guitar Class Percussion or Concert Choir. Prerequisites for the performance class must be met. Students not enrolled in music classes at Lincoln must get instructor approval to take IB music.

Graduation Requirement in: Elective

May be repeated for credit: No

From the IBO subject guide for music “A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.”

In taking IB music, students will be preparing for the IB assessments which range from musical performance, solo and group, to music composition. All IB music students will submit a Musical Links Investigation paper and will be involved in the analysis of a prescribed musical score and the study of music theory. Students must test SL before taking the class for HL. This class works to complement the growth of the student as a musician by understanding music in both a cultural and historical context. The class is a requirement for any student wishing to assess in IB music.

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### **CARDINAL CHOIR**

Credit: 1.0

Grade: 10-12

Prerequisite: None (Recommended: 1 year in Lincoln Ladies/Man Choir)

Graduation Requirement in: Elective

May be repeated for credit: Yes

Note: FLEX, afterschool and weekend commitments.

Students will learn and develop musicianship and vocal skills for individual and group singing. A wide repertoire will be explored with the intention of providing students a historical and stylistic overview of music befitting a college preparatory institution. The students will have opportunities to participate in all League, ACDA, MENC and Oregon State Activities Association events. Required performances include a Fall, Winter, Spring, and End-of-the-Year Concert, PopCycles, the LHS Music Fall Fundraiser and OSAA Festivals and Contests.

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## **LINCOLN WOMEN'S CHOIR**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Note: Limited FLEX and after school commitments.

Students will learn and develop musicianship and vocal skills for individual and group singing in this beginning choir. A variety of music will be explored from different time periods, styles and cultures. Students in this class will have opportunities to participate in all League, ACDA, OMEA and OSAA activities such as solo and ensemble festival and all-state choir. Required performances include fall, winter, spring, and end-of-the year concerts.

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**Not Offered in 17-18**

## **LINCOLN MEN'S ENSEMBLE**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Note: Limited FLEX and after school commitments.

Students will learn and develop vocal and musical skills for individual and group singing in this beginning choir. A variety of music will be explored from different time periods and cultures. Students in this class will have opportunities to participate in all League, ACDA, OMEA and OSAA activities such as solo and ensemble festival and all-state choir. Required performances include fall, winter, spring, and end-of-the year concerts.

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**Not Offered in 17-18**

## **INTRODUCTION TO SINGER/SONGWRITER**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

This course is designed to give students experience and guidance as a singer/songwriter. Students will learn the fundamentals of music theory, vocal technique, lyric writing, melody writing, harmony, and performance skills. The Ukulele and the Melodica are both recommended instruments and will be taught in class, although other instruments can also be chosen if the performer already has the basic skills necessary for that instrument. Students will be provided with a variety of opportunities for performance.

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# PERFORMING ARTS: THEATRE

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
Guitar Lab Symphonic Band Orchestra Jazz Choir Singer/Songwriter	Guitar Lab Symphonic Band Orchestra Jazz Choir Singer/Songwriter	Guitar Lab Symphonic Band Orchestra Wind Ensemble Jazz Cardinal Choir Singer/Songwriter IB Music	Guitar Lab Symphonic Band Orchestra Wind Ensemble Jazz Cardinal Choir Singer/Songwriter IB Music

## **ACTOR'S WORKSHOP**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

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. "It's nice to have a different way to learn. You work hard, but if you like the arts, you don't mind it . . ." (quote from an Actor's Workshop student).

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## **DESIGN WORKSHOP**

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

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: Elective

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: Elective

May be repeated for credit: Yes

This course will examine musical theater in its social, historical and creative context, and introduce students to practical skills in dance, acting and singing styles appropriate to this theater form. Coursework culminates in student performances of excerpts from selected musicals. Field trips to view musical theatre productions on an availability basis. Previous experience in musical theatre is not required, but would be helpful.

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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: Elective

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: Elective

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.

## **INDEPENDENT THEATRE STUDY**

Credit: 1.0

Grade: 11-12

Prerequisite: Consent of instructor

Graduation Requirement in: Elective

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: Elective

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.

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# 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
3D Design Ceramics 1-2	3D Design Ceramics 1-2 3D Design Ceramics 3-4	3D Design Ceramics 1-2 3D Design Ceramics 3-4 3D Design Ceramics 5-6	3D Design Ceramics 1-2 3D Design Ceramics 3-4 3D Design Ceramics 5-6 3D Design Ceramics 7-8
	Art of Product Design	Art of Product Design	Art of Product Design
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

The chart above articulates the levels of study in every studio area of the Visual Arts: 1-2s are foundation level; 3-4s are mid level; 5-8s 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: 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, conceptual, and behavioral 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, painterly 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 & Mixed Media Studio 1-2 at a "C" or above level; or admission by portfolio; or completion of a level 1-2 Arts class.

Graduation Requirement in: Elective

May be repeated for credit: No

This middle level course is an exploration of painterly, sculptural and utilitarian concepts ceramics and mixed media emphasizing three-dimensional form and two-dimensional surface design. Design problems begin investigating traditional genres of still life, landscape and portraiture and evolve to more personalized study. Ceramics forms the foundation of this course; introduction to cold and warm glass, mosaic, paper, encaustic, mixed media and found objects will expand experiences. Technical units include introduction to the potter's wheel, glaze formulation and testing, surface design experimentation, mold making, kiln operation and studio management. Journaling in an Investigational Workbook (IW) formally emphasizes self-reflection and personal growth through research in history, concepts, techniques and processes. This prepares students for IB Multidisciplinary Visual Arts or college study. The final quarter focuses on an independent series of works. This will lead to the writing of an artist's statement and exhibition. 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 & Mixed Media Studio 1-4

Graduation Requirement in: Elective

May be repeated for credit: No

These advanced level courses continue in-depth exploration and development of portfolio work in 3-dimensional media. Each student will propose individual design problems developed thematically and/or in a series. An Investigational Workbook (IW) 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. Instruction and assessment is standards based. Proficiency is assessed using a quarterly portfolio scoring guide.

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### **THE ART OF PRODUCT DESIGN**

Credit: 1

Grade: 11-12

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

Graduation Requirement in: Elective

May be repeated for credit: No

The Art of Product Design is a project based course that explores form, function and aesthetics. Students are asked to observe the world around them, to start asking questions and create answers to problems in design. 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: fashion design, architecture, industrial design, identifying consumer needs, proper material use, and manufacturing. We will explore a variety of materials and techniques such as: leather craft, hand and machine sewing, fabric production/weaving-printing-dyeing, pattern making, 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 visit the Portland Art Museum once a month 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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### **3D DESIGN AND PRINTING**

Credit: .5

Grade: 9-12

Prerequisite: Successful completion of Exploring Computer Science

Graduation Requirement in: Elective

May be repeated for credit:

In this class, students will learn about 3D design, modeling and printing. We will take a product from concept to 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.

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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: Elective

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. Bookbinding and sculpture are introduced with less depth. The conceptual content of the course is centered in the study and analysis of the global history, aesthetics and traditions of two-dimensional art. 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. Students will make their own sketchbooks, which result in a personal record and course guide. There are many opportunities for students to understand the multiple functions of the fine arts in history and contemporary society.

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### **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: Elective

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. Teacher-directed 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: Elective

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: Elective

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: Elective

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: Elective

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: Elective

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: Elective

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: 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.

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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.

## **AVID**

### **Advancement Via Individual Determination**

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

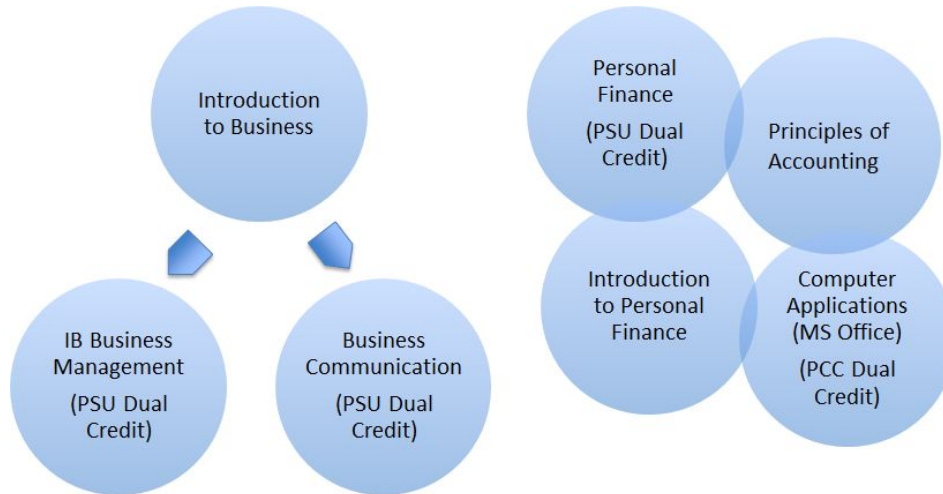
May be repeated for credit: No

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.

In addition to IB Business Management, the Business and Finance curriculum also offers students the option to earn dual college credit through Portland State University School of Business (PSU) through 3 of its classes (IB Business Management, Business Communication and Personal Finance). Also, the Computer Applications class, which provides students with a strong basis in Microsoft Office applications, qualifies for dual credit, under an articulation agreement with Portland Community College (PCC). The dual credit classes are taught at Lincoln High School during regular school hours by faculty approved by PSU or PCC. Through these articulation agreements with PSU and PCC, students may earn 4 college quarter credits per class.

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## Not Offered in 17-18

### **COMPUTER APPLICATIONS (MICROSOFT OFFICE)**

#### **PCC Dual Credit Optional**

Credit: .5 / 4 College Quarter Credits from PCC for CAS 133

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

~~Using Microsoft Word, Microsoft Excel and Microsoft PowerPoint, students will learn how to create and format business and academic documents, create and edit business spreadsheets with text, numbers and formulas, create and edit charts and graphs, create multiple presentations including animations, transitions, clip art and sounds. This course qualifies for 4 college quarter credits through the PCC dual credit program, which is offered to students free of charge.~~

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## **INTRODUCTION TO BUSINESS**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: 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: 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**

Credit: .5

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

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

## **PERSONAL FINANCE**

### **PSU Dual Credit Optional**

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

Grade: 11-12

Prerequisite: None

Graduation Requirement in: 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 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.

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## **BUSINESS COMMUNICATION**

### **PSU Dual Credit Optional**

Credit: .5 High School Credit / 4 College Quarter Credits from PSU for BA 205

Grade: 11-12

Prerequisite: Intro to Business

Graduation Requirement in: Elective

May be repeated for credit: No

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

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## **IB BUSINESS MANAGEMENT SL**

### **PSU Dual Credit Optional**

Credit: .5 High School Credit / 4 College Quarter Credits from PSU for BA 101

Grade: ~~10-12~~ 11-12

Prerequisite: Intro to Business

Graduation Requirement in: 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. (Sophomores may also be accepted into the dual credit program after an assessment by the instructor.)

Business Management 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 learning, 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.

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

### **INTRODUCTION TO CULINARY ARTS**

Credit: .5

Grade: ~~9-12~~ 10-12 (not offering to 9th grade for 2017-2018)

Prerequisite: None

Graduation Requirement in: 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.

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### **WORLD CUISINE**

Credit: .5

Grade: ~~9-12~~ 10-12 (not offering to 9th grade for 2017-2018)

Prerequisite: Completion of Introduction to Culinary Arts

Graduation Requirement in: Elective

May be repeated for credit: No

In this class, you will explore the multicultural aspects of food by preparing and sampling foods typical of selected major cuisines with emphasis upon the impact of culture and history. We will also examine food's role in society as well as the "eat local" and "slow food" movements. 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, hairnet for long hair, etc.).

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# ELECTIVES

All courses in this section receive ELECTIVE CREDIT

## **ACADEMIC CENTER —Centers will not have a particular focus.**

Credit: .5 per semester

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

This .5 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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## **ACADEMIC CENTER — Math**

Credit: .5

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 with a focus on Mathematical skills. Students will be provided an academic environment to study, including time to complete their homework and re-take tests. 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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## **ACADEMIC CENTER — World Language**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

~~This class offers students the opportunity to enhance their academic skills with a focus on world language 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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## **COLLEGE & CAREER EXPLORATION**

Credit: .5

Grade: 9

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Note: required in 9th grade

Students in this course will develop an understanding of their own unique strengths and abilities, gain knowledge of valuable skills such as communication, teamwork and problem solving, and explore a variety of careers and postsecondary options. This is an introduction to the online college and career tools Lincoln students use from freshman to senior year, including the Oregon Career Information System and your Naviance portfolio. Students will enjoy guest speakers from a variety of careers, who visit class to share their career stories and offer advice. Additional course topics include high school success strategies, technology literacy, and goal setting. In this project based class students will be writing a resume and a personal mission statement. The course helps students develop their plan to succeed in high school and beyond.

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**Not Offered in 17-18**

## **COLLEGE & CAREER PREPARATION**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

~~In this course for upperclassmen, you will complete self-assessments and career inventories to develop a deeper understanding of your strengths as you explore occupational interests and possible college majors. Design and complete your own job shadow to meet the Career Related Learning Experience requirement. Consider workforce trends (automation, minimum wage increases, entrepreneurship, etc.) and analyze predictions about jobs of the future. Research college options and develop your college application essay. Utilize Oregon Career Information System (CIS), Naviance and Big Future websites to compare and contrast colleges as you consider which would be the best fit for you. Analyze the ACT and SAT, identify test taking strategies and discuss why some colleges have become test optional. Learn about the different types of financial aid, use net price calculators and complete scholarship applications.~~

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## **CREATIVE NONFICTION**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

Put simply, a work of creative nonfiction, also known as literary nonfiction, is one that is true and well told. The writer of creative nonfiction writes about real experiences, thoughts, and emotions, and does so using the techniques of writers of fiction and poetry.

In this class, you'll learn the craft by reading and discussing the works of the greats of the genre. From there, you'll experiment with the craft by responding to prompts, creating numerous rough and several well-crafted drafts, making up a large portfolio of your work by the end of the year. You'll also have your work critiqued in large and small groups, and you will partake in critiquing the work of others, all in a supportive environment.

The first semester is focused on writing the personal essay, including the college application essay, on topics such as childhood, love, music, animals, nature, and more. The second semester is focused on writing nonfiction about others. The year culminates with a highly creative piece that goes beyond the written word.

If you like reading, writing creatively, storytelling, thinking critically, and discussing ideas, then this is the elective for you.

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### **Not Offered in 17-18**

#### **~~CREATIVE WRITING~~**

~~Credit: 1~~

~~Grade: 9-12~~

~~Prerequisite: None~~

~~Graduation Requirement in: Elective~~

~~May be repeated for credit: Yes~~

~~This seminar course is designed on a workshop class modeled after Janet Burroway's Workshops. Students will develop a portfolio of work in their chosen genre which they will offer to the teacher and fellow students for reading, collaboration, and discussion. Students are encouraged to practice and experiment with writing in multiple genres, including fiction, creative nonfiction, poetry, playwriting, and songwriting.~~

~~Students are also expected to complete a reading list. They can choose among 100+ authors on the reading list from various writing traditions or, with teacher approval, they can select an author not on the list. Students are expected to read and write about the literature that will in some way deepen their own work as literary artists. Other aspects of the course include teacher, student, and guest writer led writing sessions, lectures, exercises and discussions. Students are required to reflect on their own creative process and to write about it in their personal writer's journals.~~

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### **CRITICAL RACE STUDIES**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

**NOTE:** First Semester Course

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 dominate 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.

This course should be followed by **HIP HOP CULTURAL EXPLORATION** in the second semester.

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### **Not Offered in 17-18**

#### **CURRENT ISSUES**

Credit: .5

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

~~Get ready for a course that will put you in the middle of what's happening around the world with an understanding of why it is happening and why it matters. In addition to examining major issues, we also will look at how the media report on those issues and the role media play in shaping our views. The great American humorist Will Rogers once said, "All I know is what I read in the newspapers." In a digital age of instant connection with events via mainstream traditional media and now social media where anyone with a computer or cell phone becomes a "reporter," what is it that we "know," and how do we "know" what we read is accurate, balanced, and complete? In other words, how do we separate the good from the bad? That will become central to our class as we examine the issues streaming at us daily and how they impact our lives.~~

~~Class will require daily monitoring of the news; regular monitoring of media analysis sites; examination of talk radio and the internet and their impacts on society.~~

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#### **ENVIRONMENTAL JUSTICE**

Credit: 1

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

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.
-

## **FRENCH FILM - NOT JUST FOR FRENCH STUDENTS**

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: Yes

The French film series is FUN! France is the birthplace of cinema and responsible for many of film's early significant contributions. Its film industry rivals that of any other country recovering around 80–90% of costs from revenues generated in the domestic market alone.

We will explore many IB core genres inherent in successful French films over the later part of the 20th century such as: *Racism, Poverty, Diversity, Education, Social Values, and Communications and Media*. Students will examine essential elements in screenwriting and acting by incorporating them into their critiques. We will examine the art of film and creative movies made within the nation of France or by French filmmakers abroad and/or in collaboration. Several important cinematic movements, including the Nouvelle Vague, began in the country. Finally, we will compare and contrast uniquely European and American cultural elements to understand the success of film within a country and how those elements can transcend borders making cinema a universal language.

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## **Not Offered in 17-18**

### **~~FRENCH HISTORY, LITERATURE AND ART~~**

~~Credit: 1~~

~~Grade: 11-12~~

~~Prerequisite: None~~

~~Graduation Requirement in: Elective~~

~~May be repeated for credit: Yes~~

~~The course will present 12 historical periods of French history and civilization focusing on events and historical figures who have altered world events. Each time period combines literature, art and grammar. Art and literature is studied within historical contexts reflecting the artists' and authors' political interests and their reflections of society's tendencies.~~

~~The educated person today is a "world citizen," mastering at least one foreign language. He must know not only know Napoleon and Joan of Arc, but also Vercingetorix, Charlemagne, the Crusades, the French Revolution, the Industrial Revolution, the bloody World Wars and finally the achievement of the European Union. Such a person must be familiar with currents of thought, their cause and effects.~~

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## **HEALTH AND SPORTS NUTRITION**

Credit: 1

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 and 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, 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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### **HIP HOP CULTURAL EXPLORATION**

Credit: .5

Grade: 11-12

Prerequisite: Critical Race Studies

Graduation Requirement in: Elective

May be repeated for credit: Yes

NOTE: Second Semester Course

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

In this class you will take a different approach to learning about racial, social and political issues of today and in the past. Hip Hop Cultural Exploration is an engaging class where you examine above and underground music, film and literature. You learn about the tensions during Biggie and Tupac's reign to the struggles African Americans face today examined by Kendrick Lamar's 'To Pimp A Butterfly'. This class is here to add diversity to the curriculum and push students to better understand the world around them. This course is a way to get students to be a part of this important discussion through one of the most relevant and fun styles of music.

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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.

---

## **INTRO TO EDUCATION**

Credit: 3 PCC Ed 100 credits if taken as dual credit or .5 credit awarded

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.

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### **Not Offered in 17-18**

#### **~~INTERNSHIP: Elementary School/Middle School~~**

~~Credit: .5~~

~~Grade: 11-12~~

~~Prerequisite: Intro to Education~~

~~Graduation Requirement in: Elective~~

~~Note: Second Semester Course Only~~

~~Note: Reliable attendance is a requirement for this class. Acceptance into this class will be by application/teacher approval. Past attendance record will be part of the review process.~~

~~The mentoring class provides an opportunity for high school students to partner with elementary or middle school students to develop relationships that will promote their sense of connection to school and peers, support pro-social behaviors and positively impact academic success. High School mentors will be assigned to either Chapman Elementary School, Ainsworth Elementary School or West Sylvan Middle School. Reliable attendance is a requirement of a successful mentoring relationship. Therefore, your attendance record will be heavily factored into acceptance into this class and the grade awarded. This class will be graded by Pass/No Pass.~~

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## **LEADERSHIP - INTRODUCTORY**

Credit: 1

Grade: 9-10

Prerequisite: None

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: None

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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## **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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## **MODERN WORLD HISTORY: Queer Studies**

Credit: .5 per semester

Grade: 11-12

Prerequisite: None

Recognized by:

Graduation Requirement in: Elective

May be repeated for credit: No

NOTE: Full year course, but students may enroll for just one semester. Complex and controversial topics will be discussed; students are asked to process and discuss these ideas maturely.

Modern World History is an analysis of the recent past and how the actions of the 19th and 20th Centuries have shaped our lives in the 21st Century. The main focus of Modern World History: Queer Studies will be to look at how the historiographic presentation (and in some cases erasure) of Queer individuals has changed over time.

The course uses the perspectives of queer individuals to explore local and global history. Students will explore how major movements in history impacted queer identity as well as how queer individuals influenced major movements in history.

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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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## **Not Offered in 17-18**

### **PERSONAL FITNESS**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

~~Personal Fitness is a full-year course focused on developing an understanding of fitness concepts and designing a personal fitness program. It's a comprehensive course that will help students create a personalized health and fitness program that is tailored to help them meet their personal goals. Students will participate in pre and post fitness assessments, set individualized goals for improvement, and create a workout program that caters to their fitness levels, goals, and interests. The course includes both lecture and activity sessions. Along the way, students will learn sound fitness principles including strength training, aerobic training, flexibility training and overall fitness and conditioning training. Furthermore, students will actively participate in their fitness plans and continually monitor and evaluate their progress. Throughout the course students will be empowered to make wise choices, meet challenges and develop positive behaviors in fitness and movement activities for a lifetime.~~

~~Upon completion of the course, students will be able to:~~

- ~~● Demonstrate the knowledge, skills, motivation, and behaviors that will promote and reinforce a lifetime commitment to fitness through a physically active and healthy lifestyle.~~
  - ~~● Establish lifelong personal health and fitness programs~~
  - ~~● Describe how to stay physically active and make healthy lifestyle choices far beyond their high school years.~~
  - ~~● Assess and evaluate their fitness lifestyle~~
  - ~~● Describe the value of participating in physical activity to promote both physiological and psychological well-being.~~
-

## **PUBLIC ART**

Credit: .5

Grade: 11-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

In this course students will be introduced to experimental forms of public art such as community-based, site-specific, and social practice. The focus of the class will be exploring social issues through artistic processes. The art objects that students create — including images, sculptures, and performances — will be used as tools for engaging the public in dialogue around topics that we identify as a class. The class will expose students to theory in contemporary art as well as the social practice program offered at Portland State University.

Students should consider this class if they are interested in exploring how art can play an active and transformative role in society. Much of the artwork will take place outside of school in the community-at-large, so the course will demand significant initiative and responsibility on the part of the student. There are no prerequisite courses. However the class will require artistic maturity and a persistent openness to rethinking what art is and what it can be.

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## **Not Offered in 17-18**

### **SPANISH FILM**

Credit: 1

Grade: 10-12

Prerequisite: ~~Intermediate high to advanced level Spanish language skills. First/home language or upper level Spanish coursework.~~

Graduation Requirement in: ~~Elective~~

May be repeated for credit: ~~No~~

~~This course is designed to address the modalities of listening, speaking and writing competencies of SL students seeking additional immersion style classes. Students will explore current and historical events in Latin America and Spain. These three modalities will be reinforced by analyzing and responding through various cultural lenses following each film. Assessments will feature varied oral presentations and frequent written response formats. Students will be assessed both on message and linguistic ability. Students will be assessed throughout the year based on their own linguistic ability at the beginning of the year, how much personal growth in language is made throughout the year and by their ability to maintain communication in Spanish for the entirety of each class.~~

~~This course prepares students for advanced and superior level discussions on the topic of cinema and all the cultural themes that are studied throughout the year. Students may choose to use Spanish film as their topic of choice for an IB Extended Essay. Heavy emphasis on vocabulary development and speaking will strengthen each student's oral abilities on the IB exam.~~



## **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 2017 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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## **SPEED, AGILITY AND WEIGHT TRAINING**

Credit: .5

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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## **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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### **Not Offered for 17-18**

### **THEORY OF KNOWLEDGE (FOR NON-IB DIPLOMA STUDENTS)**

~~Credit: 1~~

~~Grade: 11-12~~

~~Prerequisite: None~~

~~Graduation Requirement in: Elective~~

~~May be repeated for credit: No~~

~~Note: This version of TOK is for students not pursuing the full IB diploma. It is recommended, but not required, to take at least one other IB course in the same year as this one.~~

~~How do you know the things you claim to know? TOK helps you see the “knowing process” in new ways. We reflect on the nature of knowledge by critically examining different ways of knowing (perception, memory, emotion, language, reason, intuition, imagination) and different areas of knowledge (scientific, artistic, religious, indigenous, ethical, mathematical, and historical). We pursue questions like these: What counts as a fact? How certain can we be that we aren’t actually in The Matrix right now? Is anything unknowable? Who validates our shared knowledge? What’s most worth knowing? How should we measure the value of knowledge? Is there anything that only you know? What limits our knowledge, and so what?~~

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

Credit: .5

Grade: 10-12

Prerequisite: Application & Instructor Approval

Graduation Requirement in: Elective

May be repeated for credit: No

Course offered first semester

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. **Students completing this course will fulfill the required .5 Government credit.**

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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



# 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 (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). The TOK course encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Its core content contains questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of 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.

The goal of the course is to gain an understanding of what it means to know something as a scientist, an artist or a historian, etc.: how the forms of knowledge relate to one another and how to think critically. The class is organized as a seminar in which students discuss such questions as “What is truth?” “What counts for me as evidence?” “How do I know what I know?” Some units in TOK are logic, perception, the nature of science, history, and social sciences as seekers of knowledge, ethics, political judgment and aesthetics (the nature of beauty). Students will prepare the IB required oral presentation.

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## **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

The goal of the course is to gain an understanding of what it means to know something as a scientist, an artist or a historian, etc.: how the forms of knowledge relate to one another and how to think critically. The class is organized as a seminar in which students discuss such questions as “What is truth?” “What counts for me as evidence?” “How do I know what I know?” Some units in TOK are logic, perception, the nature of science, history, and social sciences as seekers of knowledge, ethics, political judgment and aesthetics (the nature of beauty).

Students will develop the Theory of Knowledge essay on a prescribed title.

# PHYSICAL EDUCATION AND HEALTH

## PHYSICAL EDUCATION 1-2

Credit: 1.0

Grade: 9-10

Prerequisite: None

Graduation Requirement in: Core

May be repeated for credit: No

The mission of this co-educational course is for students to become willing and able to pursue a lifetime of health-enhancing physical activities. This means our students:

- Have learned skills necessary to perform a variety of physical activities.
- Know the implications of and the benefits from involvement in physical activity.
- Participate regularly in physical activity.
- Are physically fit and have the knowledge to maintain & develop their fitness.
- Value physical activity and its contribution to a healthful lifestyle.

Physical Education classes will introduce IB learner profiles and how they relate to sports, wellness, and developing a healthy attitude towards an active lifestyle. This is a full-year course that meets state standards and is required for graduation. Physical Education is an activity-based course requiring daily participation. Should the student be absent, make-up work is required. Up to three excused absences per semester may be made up outside of school. Activities must be approved by the instructor and will require written parental verification.

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## HEALTH EDUCATION 1-2

Credit: 1.0

Grade: 10-12

Prerequisite: None

Graduation Requirement in: Core

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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# PHYSICAL EDUCATION AND HEALTH ELECTIVES

## HEALTH AND SPORTS NUTRITION

Credit: 1.0

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

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 and 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, 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: No

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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## **PUBLICATION/COMMUNICATIONS**



**Not Offered 17-18**

**INTRO TO COMMUNICATIONS**

Credit: 1

Grade: 9-11

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Explore the world of headlines and deadlines in a fast paced, year-long course that puts you in charge of presenting the news in both print and online to the Lincoln community. Students will develop a clean, crisp news style of writing that commands attention, tackle the fundamentals of design, and explore the legal and ethical issues that journalists face.

The class will assume responsibility for producing The Cardinal Times online website under supervision of the senior staff in addition to developing at least one print edition during the year. Online staff members will also display their video and photography skills and create live news broadcasts. An examination of the role social media play in bringing news to the public and linking such media to The Cardinal Times website will be covered as well.

This class is also a preparation for future involvement in The Cardinal Times, Beyond the Flock magazine, and Yearbook.

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**MASS COMMUNICATIONS**

Credit: 1

Grade: 10-12

Prerequisite: Successful completion of Intro to Mass Communications or Publications 1-2

Graduation Requirement in: Elective

May be repeated for credit: No

Discover what it takes to create and publish a magazine, help shape the yearbook that your classmates will flip through for decades to come, or take on the responsibilities of production of The Cardinal Times, the oldest high school newspaper in the West. Students who take this course will expand on knowledge gained in Intro to Communications, and be responsible for the production of one of these three major school publications.

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**ADVANCED COMMUNICATIONS**

Credit: 1

Grade: 11-12

Prerequisite: Successful completion of Intro to Mass Communications or Publications 3-4

Graduation Requirement in: Elective

May be repeated for credit: No

In this hands-on course on reporting and producing stories of high journalistic quality, students are provided a real world experience in long term publishing. Students who have completed one of the prerequisite courses will get to specialize in an area (or areas) of their choice, whether it's photography, design, writing, or marketing, and collaborate in the publication of both the LHS magazine, yearbook, or The Cardinal Times. This advanced publication course is designed around student choice and student voice in which students use the skills gained in previous courses to work more independently on various projects and take on leadership roles working in teams of advanced and beginning students.

**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

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

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.

**MATH SKILLS**

Credit: 1

Grade: 9-12

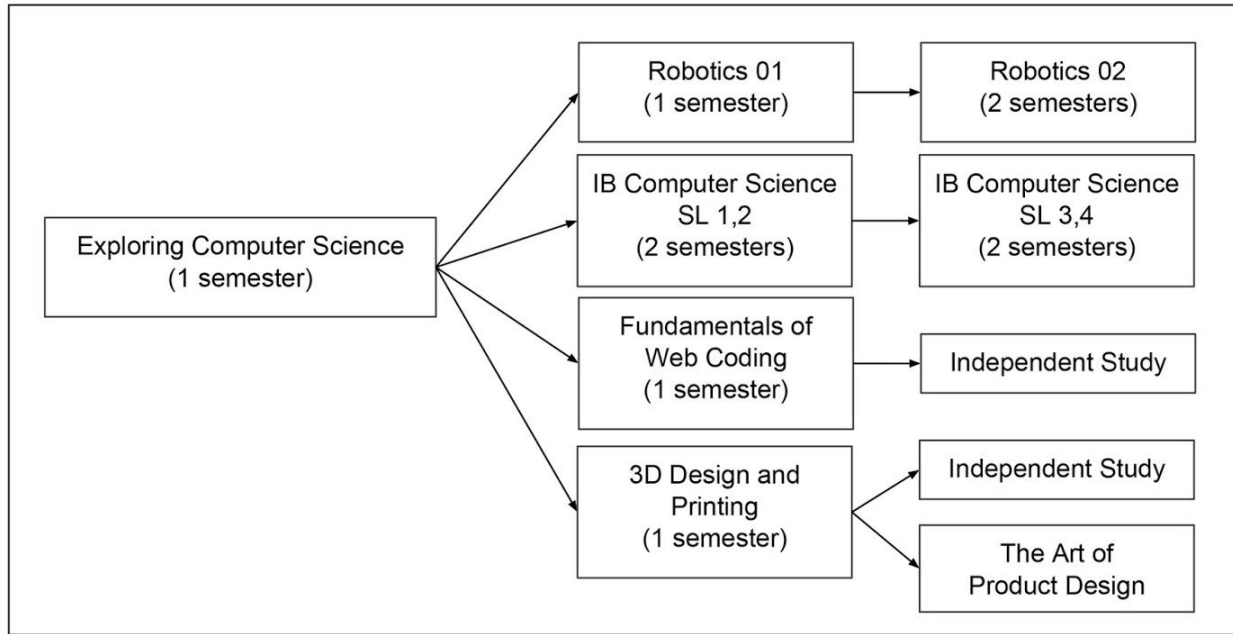
Prerequisite: Math goal on Individualized Education Plan (IEP)

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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# TECHNOLOGY



## EXPLORING COMPUTER SCIENCE (ECS)

Credit: .5

Grade: 9-12

Prerequisite: None

Graduation Requirement in: Elective

May be repeated for credit: No

Exploring Computer Science is a semester class with no prerequisites. All students should be able to access content regardless of prior knowledge. The goal of this class is to introduce students to computer science through exploration and group work. We will be looking at Human Computer Interaction, HTML and CSS, programming with Scratch and Robotics. This sampling of CS should provide students with enough information to make decisions on what other CS courses they would like to take.

## 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

Graduation Requirement in: Elective

May be repeated for credit: No

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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## **FUNDAMENTALS OF WEB CODING**

Credit: .5

Grade: 9-12

Prerequisite: Successful completion of Exploring 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

This class is an introductory course where students learn the basics elements of creating their own websites. Students will learn to code in HTML. Cascading Style Sheets (CSS) will be discussed and students will also learn how to incorporate CSS into their web pages. Students will also investigate Javascript to enhance websites and will have the opportunity to work with some elements of Flash and PhotoShop. Each students will have an account on a web server for the semester to upload their websites to the internet. (It is recommended that students also forecast for the Multimedia Development class.)

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## ~~**FUNDAMENTALS OF MULTIMEDIA**~~ This class is not being offered 2017 - 2018

~~Credit: .5~~

~~Grade: 9-12~~

~~Prerequisite: Successful completion of Exploring 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 multiple ways of capturing images and sound, how to edit those digital files, and ultimately publish your work to the web. Students will create short videos, animations, etc. and learn different ways to share them with fellow students and the world. This 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. (It is recommended that students also forecast for the Web Coding class.)

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### **3D DESIGN AND PRINTING**

Credit: .5

Grade:

Prerequisite: Successful completion of Exploring Computer Science

Graduation Requirement in: Elective

May be repeated for credit:

In this class, students will learn about 3D design, modeling and printing. We will take a product from concept to 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.

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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, 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, students 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.

# 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

Arabic 1-2

Arabic 3-4

Arabic 5-6

IB Arabic B SL 7-8

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 & Literatura 5-6  
Lengua & Literatura 7-8  
BI Español A: Literatura SL 9-10  
BI Español A: Literatura SL 11-12  
Spanish Film  
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; 5-6**

Credit: 1  
Grade: 10-12  
Prerequisite:  
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.



### **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.

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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

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

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.

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

Credit: 1

Grade: 11-12

Prerequisite: Grade C or higher in French/German/Spanish 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.

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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.

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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.

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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.

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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: Mandarin Chinese 1-2 or a proficiency level of reading Chinese characters without pinyin.

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: Mandarin Chinese 3-4 or a proficiency level of reading Chinese characters without pinyin.

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: Mandarin Chinese 5-6 or equivalent.

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: Mandarin Chinese 7-8 or equivalent.

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 SPANISH B SL 7-8**

Credit: 1

Grade: 10-12

Prerequisite: Successful completion of Spanish 5-6

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

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.

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

Credit: 1

Grade: 12

Prerequisite: Successful completion of IB Spanish B HL 9-10

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 & LITERATURA 5-6**

Credit: 1

Grade: 9

Prerequisite: Successful completion of 8th Grade Immersion; STAMP (3+ HS credit)

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 & LITERATURA 7-8**

Credit: 1

Grade: 10

Prerequisite: Successful completion of Lengua y Literatura 5-6

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 ESPAÑOL A: LITERATURE SL 9-10**

Credit: 1

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

Prerequisite: Successful completion of Lengua & Literatura 7-8

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 Standard Level examination in Spanish Literature (Language A: Spanish) at the end of the Senior year. This track is specifically for native Spanish speakers who are literate in their mother tongue or very advanced Spanish learners that, upon being evaluated and approved, are invited to take the course by the instructor. The class 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 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, César Vallejo and Howard Zinn, among others.

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## **BI ESPAÑOL A: LITERATURA SL 11-12**

Credit: 1

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

Prerequisite: Successful completion of BI Español A: Literatura SL 9-10

Graduation Requirement in: WL/Elective

May be repeated for credit: No

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 Spanish and Latin-American 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 Spanish courses, students will be prepared to take the Language A exam in the spring of their Senior year.

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## **SPANISH FILM**

Credit: 1

Level: 10-12 (students enrolled in this elective course may earn world language credit by a process of application with the instructor)

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: No

This course is designed to address the modalities of: listening, speaking and writing competencies of SL students seeking additional immersion-style classes. Students will explore current and historical events in Latin America and Spain. These three modalities will be reinforced by analyzing and responding through various cultural lenses following each film. Assessments will feature varied oral presentations and frequent written response formats. Students will be assessed both on message and linguistic ability. Students will be assessed throughout the year based on their own linguistic ability at the beginning of the year, how much personal growth in language is made throughout the year and by their ability to maintain communication in Spanish for the entirety of each class.

This course prepares students for Advanced and Superior level discussions on the topic of cinema and all the cultural themes that are studied throughout the year. Students may choose to use Spanish film as their topic of choice for an IB Extended Essay. Heavy emphasis on vocabulary development and speaking will strengthen each student's oral abilities on the IB exam.

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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 (M = Men’s; W = Women’s).

## **Fall Sports**

Cross Country  
Football  
Soccer  
Volleyball  
Dance

## **Winter Sports**

Wrestling  
Swimming  
Basketball  
Dance

## **Spring Sports**

Baseball  
Softball  
Track and Field  
Golf  
Tennis

## **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 must be done only once in the 2 years in school. An updated form is required each year, which the athlete and parent/guardian must also sign.

## **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.

## **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.

## **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 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.



## DIVISION I ACADEMIC REQUIREMENTS

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

### Core-Course Requirement

Complete 16 core courses in the following areas:

<div style="background-color: #004a7c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>ENGLISH</b> </div> <div style="background-color: white; padding: 5px; border-radius: 0 0 10px 10px; margin-top: -1px;"> <b>4 years</b> </div>	<div style="background-color: #004a7c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>MATH</b>  <small>(Algebra I or higher)</small> </div> <div style="background-color: white; padding: 5px; border-radius: 0 0 10px 10px; margin-top: -1px;"> <b>3 years</b> </div>	<div style="background-color: #004a7c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>NATURAL/ PHYSICAL SCIENCE</b>  <small>(One year of lab, if offered)</small> </div> <div style="background-color: white; padding: 5px; border-radius: 0 0 10px 10px; margin-top: -1px;"> <b>2 years</b> </div>	<div style="background-color: #004a7c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>ADDITIONAL ENGLISH, MATH OR NATURAL/ PHYSICAL SCIENCE</b> </div> <div style="background-color: white; padding: 5px; border-radius: 0 0 10px 10px; margin-top: -1px;"> <b>1 year</b> </div>	<div style="background-color: #004a7c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>SOCIAL SCIENCE</b> </div> <div style="background-color: white; padding: 5px; border-radius: 0 0 10px 10px; margin-top: -1px;"> <b>2 years</b> </div>	<div style="background-color: #004a7c; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <b>ADDITIONAL COURSES</b>  <small>(Any area listed to the left, foreign language or comparative religion/philosophy)</small> </div> <div style="background-color: white; padding: 5px; border-radius: 0 0 10px 10px; margin-top: -1px;"> <b>4 years</b> </div>
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### 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 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.

# Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscore from different tests are used to meet initial-eligibility requirements.

If a student took the SAT before March 2016 and then took the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the old and redesigned SAT when determining his or her initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the old SAT, a numerical score on the old test may not be equivalent to the same numerical score on the redesigned test.

DIVISION I FULL QUALIFIER SLIDING SCALE		
CORE GPA	SAT	ACT SUM
	READING/MATH	
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE		
CORE GPA	SAT	ACT SUM
	READING/MATH	
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

**ACADEMIC REDSHIRT**

## Late Arrival/Early Release Request

*(Freshmen – Semester II Late Arrival/Early release only, with all passing grades)*

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Student Phone \_\_\_\_\_ Student E Mail \_\_\_\_\_ Counselor \_\_\_\_\_

**Requesting (circle) - Early Release (periods 4 or 8) Late Arrival (periods 1 or 5)**

**Extended Lunch - periods 2 or 3, periods 6 or 7 - (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade only)**

*I am requesting to have an unstructured period in my schedule. I am aware that the expectation is that I will vacate the building when not in class. I understand that it is not acceptable to roam the halls or hang out by my locker.*

*I understand that if I have late arrival I will arrive approximately ten minutes before my first scheduled class. I understand that if I have early release I need to exit the building immediately following my last class of the day. I understand that if I have extended lunch and have a free period in the middle of the day I am expected to exit the building until I return ten minutes prior to my next class.*

*I understand the expectation is that I may use the library, if open and space available, to study, not just sit and talk. I can also choose to go to study hall and sit quietly and study, with campus monitor approval. I understand that if I am not following expectations my schedule may be changed and I will be assigned study hall, instead of my choice schedule.*

**I am aware of the opportunity to take up to eight classes and that I am fully on track for graduation. I am also aware that, although I may be requesting a certain time period off, it may not be possible to accommodate the specific request because of limited class choice and offerings.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parent Communication/Signature Required

By signing below I give my permission for my student to have an unstructured period in the school day. I am aware of the opportunity to take eight classes and my student is fully on track for graduation. It is my understanding that there may be study opportunities on a limited basis as described above. I understand the expectation is that my student is to leave the building to complete work, business, to run errands, has family obligations, lunch, or come home in the middle of the day. I am aware that my student is not in the immediate control of the school or district and will not hold the school or district responsible or liable for situations or incidents that may arise because of choices made by my student when not under direct supervision. I am aware that limited class offerings may impact the time requested.

Parent Signature \_\_\_\_\_ Phone \_\_\_\_\_





