

# 2019-20 Course Guide



## **Our Mission:**

**Cleveland High School offers opportunities that students find relevant, accessible, and challenging. We encourage active, responsible citizens and provide a community where everyone is included. All students find learning that inspires their passion.**

## **CLEVELAND HIGH SCHOOL**

3400 SE 26<sup>TH</sup> Ave

Portland, OR 97202

Phone: 503-916-5120

Fax: 503-916-2692

Website: <http://www.pps.k12.or.us/schools/Cleveland> Ayesha

Freeman, Principal

### **DISCLAIMER**

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

Cleveland High School Administration and Staff

## MESSAGE FROM THE PRINCIPAL

Dear Students and Parent(s)/Guardian(s),

This Cleveland High School Course Guide provides the information necessary for students to learn about the course options available for the 2019-20 school year. We urge students and parent(s)/guardian(s) to make these selections carefully. Courses offered at Cleveland are based upon student forecasts.

Our goal is that all students will leave high school prepared for college and/or a career. As an International Baccalaureate World School, we strive for CHS students to internalize the IB Learner profile (see the next page for the IB Learner Profile) as traits necessary to be internationally minded in today's world. The skills a high school graduate needs to be successful in college are the same set of skills a young person needs to find success in a career path upon graduation. High school is a time of exploration and inquiry and we want all Cleveland High School students to challenge themselves with new learning experiences and opportunities.

We are excited to offer more choices, including more half- year semester elective courses. High school is the space to learn a new skill through Career Technical Education (CTE) and/or an Art classes. If you enjoy writing, there are outstanding elective courses in Social Studies and Language Arts. If you are interested in a possible career in the field of Science or Math, then challenge yourself to take additional classes in these subjects as an 11th or 12th grader. Taking more than two years of a World Language, or learning a new language, will serve you well in today's global village. Challenge yourself! Go for it!

The selections made by students *directly affect course master scheduling for the entire student body*. We, the school administrative team, consider the forecasting document a written agreement between families and the Cleveland staff regarding what a CHS student is committing to study/learn in the 2019-20 school year. Once our schedules are finalized early in the summer, changes to individual schedules most likely will not be possible so we encourage students to give some serious thought to the courses they ultimately select.

Planning for the next year in high school is always exciting. We are committed to a partnership with our students and families to ensure a successful high school career for our students.

With Compassion, Honor, and Scholarship,

*Ayesha C. Freeman*

Principal



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



High School Students and Families,

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

What are the goals of a carefully planned schedule?

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

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

Additionally, this year, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in February 2019. As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

*Joe LaFontaine*

Joe LaFontaine  
Area Assistant Superintendent

# Table of Contents

PPS Diploma Requirements .....	6
High School Grading, Course Change, and Credit/Transcript Guidelines .....	7
Counseling and Guidance .....	11
4 Year Plan Worksheet .....	14
Credit Recovery Opportunities .....	15
Forecasting Guide: How to Read It .....	16
International Baccalaureate .....	17
Arts: Performing and Visual .....	21
Career and Technical Education .....	28
English Language Arts .....	36
English Electives .....	38
English as a Second Language .....	40
Health .....	41
Physical Education .....	42
Mathematics .....	43
Science .....	47
Social Sciences .....	52
Social Sciences Electives .....	53
World Languages .....	56
General Electives .....	62
Learning Resource Center .....	66

**Administration**

Ayesha Freeman, Principal  
 Darryl Miles, Vice Principal  
 Julie Rierson, Vice Principal  
 Kristeen Mize, Vice Principal

**Counselors**

Lori Butler  
 Neil Gibson  
 Heidi Tolentino  
 Jennifer Van Kopp  
 Amanda Weber-Welch  
 Nicholas Yoder

**Special Thanks**

Faculty of Cleveland High  
 School

## Portland Public Schools Diploma Requirements

English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Education, The Arts or the 3rd year of the same World Language	1
Electives	6
<b>TOTAL CREDITS REQUIRED</b>	<b>24</b>
Meet district proficiency for Oregon’s Essential Skill (ES) standards:	Reading Writing Math
Meet Personalized Learning Requirements (PLRs) as defined below:	
1 Develop a Personal Education Plan & Profile	✓
2 Participate and reflect upon Career Related Learning Experiences (CRLEs)	2
3 Complete a Resume	✓
4 Complete an Extended Application (My Plan Essay)	✓

Personal Education Plan:	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; Documentation embedded in transcript
Career Related Learning Experiences:	Educational experiences that connect learning to the world beyond the classroom; Documentation in Naviance
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
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



## HIGH SCHOOL

# Grading, Course Change, and Credit/Transcript Guidelines

*Adopted July 1, 2005 Revised, September 8, 2017*

The following recommendation was approved and adopted on July 1, 2005 by the Portland Public school District Superintendent, Director of Secondary Education, The Office of High School Reform, and the Student Services Department. Revision to the Certification of Courses section was made and approved by the High School Director, High School Principals, and High School Counselors on March 1, 2012. An update on pre-ninth grade credit was made July 31, 2012 to reflect changes in the Administrative Directive.

### PPS GRADING PRACTICES

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

#### GRADING

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

#### GRADE NOTATIONS AND GUIDELINES

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level. *See High School Course Guides for further information.*
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements.
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- **Three weeks prior to the end of the semester/two weeks prior to the end of the trimester:** If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

#### INCOMPLETE

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion,

requirements to complete the course and obtain a passing grade and current grade earned. An “I” grade requires prior building administrator approval.

- If there is agreement between the teacher, and the family, and the building administrator approves:
  - ***The student has up to nine weeks from the date a grade is issued to complete the work and obtain a new grade. Otherwise the “I” will revert to the initial grade earned.***
  - ***A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the “I” with a grade.***
  - ***If an Incomplete is given at the end of second semester in June, the nine-week time period to replace the “I” begins with the start of school the following academic year.***

### **PASS/NO PASS**

Core courses required for graduation are NOT subject to the Pass/No Pass Option. However, credits entered from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD • In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.

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

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

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

### **DROPPING A CLASS**

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



## GUIDELINES FOR USING NOTATIONS WF/WN/WX

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

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

## REPEATED COURSES

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

## GRADE CHANGES

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

## CHALLENGING GRADES

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

If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk indicating what class and grade is to be changed. In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

## TRANSCRIPT DETAILS

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may to be forwarded the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
  - For meeting requirements for graduation and college Entrance
  - For accuracy including added state requirements
  - For accurate GPA calculation
  - For correct grade notations
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#) Parents or students entering high school with credits already earned must request to have that credit and grade removed from their transcript prior to the end of the students' first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religion studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. The proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course **as** validated and recorded by a licensed instructor or other district designee.

# 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
- Help with educational issues (achievement, attendance, classroom behavior)
- Help with 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)

## POST HIGH SCHOOL PLANNING

Numerous national studies indicate the most important decision a student can make to prepare for success after high school 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. CHS 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 (CCC) is staffed with our Career Coordinator and a team of many helpful College volunteers and materials. We also have information about community colleges, college transfer programs and apprenticeships.

## ENTRANCE REQUIREMENTS:

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

1. **Minimum of 15 credits in core college preparatory courses – see list below.** *Note: Students need to earn a C or higher in these courses for them to count toward this requirement.*
  - a. **English (4 credits)**
  - b. **Mathematics (3 credits)** - Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3-4 or above.
  - c. **Science (3 credits)** - Shall include two years of core laboratory science such as biology, chemistry, or physics.
  - d. **Social Studies (3 credits)** - Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics.

- e. **Second Language (2 credits)** - Two years of the same second language: Mandarin Chinese, Spanish, French, and German are offered at Cleveland 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.**

## **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.

## **FORECASTING AND DROP/ADD 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. Except for extenuating circumstances, **9th – 11th grade students will not be allowed to drop classes that results in a partial schedule (less than 8 classes).**

## **RANK ORDER AND GPA**

Cleveland 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.

## **HONORS CLASSES**

Honors and IB classes are designed for students who desire rigorous academic study. Students should expect to do extensive additional work and research. Honors classes do not receive weighted GPA designation.

## **VALEDICTORIAN ELIGIBILITY**

Valedictorian qualification and eligibility is based on the highest academic standards through Portland Public Schools. Determination of Valedictorians will be based on non-weighted 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.

## **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. Cleveland 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 Cleveland High School.

## **9<sup>th</sup> GRADE ACADEMY**

The Academy concept was developed to enrich the first year in high school experience by designing small class communities for both students and teachers. All 9th grade students participate in the Academy program.

This structure benefits students in the following ways:

- The teacher team meets consistently with a team counselor and other education specialists to address individual student needs
- Interdisciplinary curriculum allows students to make connections across the subject areas
- Common organizational strategies prepare students for success in a more rigorous and varied high school environment
- Students develop a sense of community with each other by sharing common classes and teachers and an increased affiliation with their school community
- Early data we've collected shows higher achievement and literacy and fewer drop-outs.

## **TAG (TALENTED & GIFTED)**

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

## **ACCELERATED PROGRAMS**

Cleveland students have opportunities to participate in accelerated programs. These programs include: International Baccalaureate (IB), Reed College Scholars Program, Portland State University, and Cleveland's Honors classes. Students are encouraged to participate in these programs as appropriate. Honors contracts vary by department and instructor.

## **OFF-CAMPUS LEARNING GUIDELINES**

Cleveland High School recognizes student involvement in worthwhile activities related to paid employment. Off-campus learning experiences will not be directly supervised by school personnel and therefore are not covered by District Liability or Worker's Compensation. Off-campus learning program credit is limited to six credits during the student's school career. A minimum of 260 hours of paid offcampus activity with evaluation is required for one work credit. Students can earn one volunteer credit with every 130 hours of volunteer work. See your counselor for more detailed information.

# FOUR YEAR PLAN WORKSHEET

PPS Required Courses	9	10	11	12
<b>English (4 credits)</b>				
1. English 1-2				
2. English 3-4				
3. IB Language and Literature SL 5-6/IB Literature HL 5-6				
4. IB Language and Literature SL 7-8/IB Literature HL 7-8				
<b>Social Studies (3 credits)</b>				
1. Modern World History				
2. Government/Economics				
3. IB History of the Americas HL 1-2 (fulfills US History Requirement)				
<b>Math (3 credits) Algebra or higher</b>				
1				
2				
3				
<b>Science (3 credits)</b>				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. IB Biology SL 1-2				
<b>Health (1 credit)</b>				
<b>PE or SST (1 credit)</b>				
<b>World Language (2 credits)</b>				
1				
2				
<b>Fine Arts/ Third Year World Language/CTE (1 credit)</b>				
1				
<b>Electives (6 credits)</b>				
1				
2				
3				
4				
5				
6				

## CREDIT RECOVERY OPPORTUNITIES

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



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

## FORECASTING GUIDE - HOW TO READ IT

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

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

Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRE ARTS: INTRODUCTION</b>	1112TAS	<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>FINE ARTS</b>  May be repeated for credit more than once  <b>No</b>	Introduction to Theatre fosters a physically and emotionally safe environment for the creation of dramatic art. Students will experience the roles of Creator, Director, Designer, and Performer. Students will be introduced to rehearsal techniques and will prepare students for auditions. Students will be provided opportunities to reach National Core Arts Standards proficiency.			

Icon	Description
	Indicates courses students can earn CTE credit.
	Indicates International Baccalaureate approved courses. These courses may count towards an IB Diploma.





# INTERNATIONAL BACCALAUREATE (IB)

Cleveland High School was authorized as an International Baccalaureate World School and Diploma Program in 2000 and joins the International Baccalaureate Organization in their mission to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." IB courses are designed to promote international-mindedness and develop critical thinking skills as students prepare for life beyond high school. There are three ways to participate in IB at Cleveland: take IB classes without participating in formal assessment, work toward an IB Certificate in one or more subject areas, or work toward an IB Diploma. Students complete prerequisite coursework in the freshman and sophomore years in preparation for IB coursework in the junior and senior years.

## IB Classes

IB classes are offered in subject disciplines across the curriculum including English, World Language, Social Science, Science, Math and Fine Arts. IB curriculums are designed around foundational learning objectives that prepare students for college and/or further experience in a specific subject area. All Cleveland students will take IB courses in subjects that are required for graduation, including junior and senior English, the study of History of the Americas, and Biology. Juniors and seniors may participate in as many additional IB classes as they choose.

## IB Certificates

Students who complete all of the required class work in an IB course of study, as well as complete all required IB assessments including internal assessments and exams, are awarded an IB Certificate of scores by the International Baccalaureate Organization in their Diploma Program (DP) courses. Many universities award advanced placement and/or credit to students with a strong performance on IB assessments. Students wishing to earn credit and placement must register for IB assessment in the fall of the final year of study in their course. Most courses require two years of study. Fees are assessed for participation. Fee waivers and scholarships are available to assist students in need of financial assistance.

**The IB Diploma** requires successful completion of four basic components:

### 1. Comprehensive Curriculum

Participation in courses and assessments for six IB content areas: Studies in Language and Literature (English), Language Acquisition (study of a 2nd language), Societies and Individuals (social science), Science, Mathematics, and one IB Elective. IB Elective options include Music, Theatre, Visual Arts; or a 2nd course in social science, science, or language acquisition.

### 2. Theory of Knowledge

Theory of Knowledge (ToK) is a required course for all IB Diploma candidates, the goal of which is to stimulate critical thinking about knowledge and encourage an appreciation of alternative perspectives. This two-year course also incorporates scaffolding and support for the the C.A.S. and Extended Essay requirements.

### 3. C.A.S. – Creative, Active, Service

Students design a program of participation in creative, active, and community service pursuits, fostering awareness and appreciation of experiences outside the academic arena. Students participate in C.A.S. activities throughout the two years of their Diploma study and develop a portfolio of evidence and personal reflections based on their experiences. In addition, students collaborate on a C.A.S. project in their Theory of Knowledge course.

#### 4. 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. Students begin researching topics in the second semester of the junior year and complete the essay in the fall of senior year under the supervision of a CHS faculty advisor.


#### PLANNING FOR THE IB DIPLOMA

While the requirements for the IB Diploma Program are designed for completion in the final two years of high school, underclassmen prepare in their required courses and should keep the following in mind:

**Freshmen** planning to participate in the IB Diploma Program need to be taking Academy English 1-2, Modern World History and NGSS Physics; a first or second year of a world language, the appropriate math level, PE, College and Career Planning/Health and their choice of one additional elective. Students planning to take IB Visual Arts as upperclassmen must take two years of prerequisite art courses in freshman and sophomore years; and students planning to take IB Theatre, should take at least one prerequisite theatre course. Students planning to earn an IB Diploma, who are not interested in IB arts programs, may freely choose their freshman and sophomore electives.

**Sophomores** planning to participate in the IB Diploma Program need to take English 3-4 Government/Economics, NGSS Chemistry, a second or third year of a world language, the appropriate math level, one semester of a health selective, and their choice of two full year electives and one semester elective. All IB Diploma-bound sophomores are required to construct a 2–year plan with the IB Coordinator prior to forecasting for junior year. Appointments can be made in the SSC beginning in December.

**Juniors and Seniors** anticipating an IB Diploma complete a total of 6 IB Courses over two years: 3-4 courses at a Higher Level (240 recommended classroom hours over 2 years), with the remainder studied at the Standard Level (150 recommended classroom hours over 1 or 2 years, depending on the course); as well as a seventh course in the Theory of Knowledge (ToK). Students should follow a 2-year plan, developed with the IB Diploma Coordinator, for forecasting and assessment registration. IB Diploma students may also take one or two additional non-IB electives each year, as their schedule allows.

Course Title	Code	Credit	Grade	Prerequisite
<b>IB THEORY OF KNOWLEDGE (ToK) 1-2</b>	2211A1 2211A2	1	11	<b>A willingness to self-reflect, a spirit of inquiry and wonder, and an openness to consider new perspectives</b>
<b>IB THEORY OF KNOWLEDGE (ToK) 3-4</b>	2211B1 2211B2	1	12	<b>IB Theory of Knowledge (ToK) 1-2</b>
GRADUATION Requirements in: <b>ELECTIVES</b>  May be repeated for credit more than once <b>No</b>  	<p>How do we know what we know? This central question of ToK inspires the spirit of the class as well as the content. In the IB curriculum, Theory of Knowledge serves as the unifying course that ties together all the other six subject areas. Using approaches to knowledge inspired by each, the course explores the relationships between the areas of knowledge: math, science, history, human science, arts, religious knowledge systems, indigenous knowledge systems, and ethics; and the ways of knowing: reason, emotion, perception, language, intuition, faith, memory and imagination. Students will consider how the worldview we have inherited determines what information we trust and which ways of knowing we find reliable. In an effort to explore the usefulness of various ways of knowing, the class will consider the strengths and weaknesses of our own dominant worldview as well as less prevalent worldviews. Beyond reading about, writing about and discussing these ideas, students will also use exercises designed to allow us a fresh experience of our world, each other, and ourselves. In addition to the study of the Theory of Knowledge, this course supports the development of two additional Diploma requirements: The Extended Essay and the C.A.S. portfolio.</p> <p><b>IB Assessments</b>            Internal: A 10-minute oral presentation and completion of a C.A.S. Portfolio and Project. External: A ToK essay of approximately 1600 words, responding to one of six prescribed titles, and an Extended Essay: An independent, academic research paper of approximately 4000 words;</p>			

# IB DIPLOMA: 4-Year Plan for the Class of 2020

Students interested in the IB Diploma should meet with the IB Coordinator, November-January in Grade 10, to create an IB plan.

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
Studies in Language and Literature	English 1-2	English 3-4	IB Eng Literature HL 5-6 IB Eng Lang & Lit SL 5-6	IB Eng Literature HL 7-8 IB Eng Lang & Lit SL 7-8
Language Acquisition	French 1-2 German 1-2 Spanish 1-2 Spanish 3-4 Mandarin Immersion	French 3-4 German 3-4 Spanish 3-4 IB Spanish 5-6 Mandarin Immersion	IB French 5-6 IB German 5-6 IB Spanish 5-6 IB Spanish B SL 7-8 IB Mandarin Chinese SL	IB French B SL 7-8 IB German B SL 7-8 IB Spanish B SL 7-8 IB Spanish B HL 9-10 IB Mandarin Chinese HL IB Mandarin 7-10 <i>ab initio</i>
Societies and Individuals	Modern World History 1-2	Government/ Economics	IB Hist America HL 1-2 IB Psychology SL† IB Social Anthropology SL† IB Env Sys & Soc SL 1-2†	IB 20 <sup>th</sup> Century World History HL 3-4 IB Psychology HL IB Social Anthropology HL
Sciences	Biology	Chemistry IB Physics SL 1-2 (Sophomores planning for IB Biology HL may take IB Physics concurrently with Chemistry.)	IB Physics SL 3-4† IB Biology SL 1-2 IB Physics SL 1-2 IB Computer Sci SL 1-2 IB Chemistry SL † IB Env Sys & Soc. SL † IB Marine Science SL† IB Sports, Exercise, and Health Science†	IB Biology HL 3-4 IB Physics HL 3-4 IB Computer Sci SL 3-4 IB Chemistry HL IB Env Sys & Soc. SL † IB Marine Science SL† IB Sports, Exercise, and Health Science†
Math	Algebra 1-2 Geometry Advanced Algebra 3-4	Geometry Advanced Algebra 3-4 IB Mathematics SL 1-2	Advanced Algebra 3-4 IB Mathematics SL 1-2 IB Mathematics SL 3-4	IB Math Studies SL† IB Mathematics SL 3-4 IB Mathematics HL 3-4
Arts*	Band or Choir Art 1-2 or 3-4 Drama 1-2 or 3-4	Band or Choir Art 3-4 or other art Drama 3-4 or other drama	IB Music SL†** IB Visual Arts SL IB Theatre SL	IB Music HL IB Visual Arts HL IB Theater HL
Other	PE College and Career Exploration/Health	Health (.5 credit)	Theory of Knowledge 1-2	Theory of Knowledge 3-4

† denotes course is eligible for exam registration in first year of course; may be taken in either junior or senior year as appropriate

\* IB arts classes are options, not requirements, for the IB Diploma. See prerequisite requirements for specific programs in the Arts section of this Guide. The 6<sup>th</sup> subject IB elective for the IB Diploma may be chosen from the Arts or an additional course of study in Language Acquisition, Societies and Individuals, or Sciences.

\*\*IB Music requires concurrent enrollment in a musical performance group, such as band or choir.

# IB DIPLOMA: 4-Year Plan for the Class of 2021 and beyond

Students interested in the IB Diploma should meet with the IB Coordinator, November-January in Grade 10, to create an IB plan.

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
Studies in Language and Literature	English 1-2	English 3-4	IB Eng Literature HL 5-6 IB Eng Lang & Lit SL 5-6	IB Eng Literature HL 7-8 IB Eng Lang & Lit SL 7-8
Language Acquisition	French 1-2 German 1-2 Spanish 1-2 Spanish 3-4 Mandarin Immersion	French 3-4 German 3-4 Spanish 3-4 IB Spanish 5-6 Mandarin Immersion	IB French 5-6 IB German 5-6 IB Spanish 5-6 IB Spanish B SL 7-8 IB Mandarin Chinese SL	IB French B SL 7-8 IB German B SL 7-8 IB Spanish B SL 7-8 IB Spanish B HL 9-10 HL IB Mandarin Chinese HL
Societies and Individuals	Modern World History 1-2	Government/ Economics	IB Hist America HL 1-2 IB Psychology SL† IB Social Anthropology SL† IB Env Sys & Soc SL†	IB 20 <sup>th</sup> c World Hist HL 3-4 IB Psychology HL IB Social Anthropology HL
Sciences	Physics 1-2 NGSS	Chemistry IB Biology SL 1-2 (Sophomores planning for Higher Level science in Physics and/or Chemistry may take IB Biology concurrently with Chemistry.)	IB Biology SL 1-2 IB Biology HL 1-2 IB Physics HL 1-2 IB Chemistry SL† IB Computer Sci SL† IB Env Sys & Soc.SL† IB Marine Science SL† IB Sports, Exercise, and Health Science†	IB Biology SL 3-4 IB Biology HL 3-4 IB Physics HL 3-4 IB Chemistry HL
Math	Algebra 1-2 Geometry Advanced Algebra 3-4	Geometry Advanced Algebra 3-4 IB Math Analysis SL 1-2	Advanced Algebra 3-4 IB Math Analysis SL 1-2 IB Math Analysis SL 3-4	IB Math Applications SL† IB Math Analysis SL 3-4 IB Math Analysis HL 3-4
Arts*	Band or Choir Art 1-2 or 3-4 Drama 1-2 or 3-4	Band or Choir Art 3-4 or other art Drama 3-4 or other drama	IB Music SL†** IB Visual Arts SL IB Theatre SL	IB Music HL IB Visual Arts HL IB Theater HL
Other	PE College and Career Planning/Health	PE (if not taken in Grade 9) Health (.5 credit)	Theory of Knowledge 1-2	Theory of Knowledge 3-4

† denotes course is eligible for exam registration in first year of course and may be taken in either junior or senior year as appropriate

\*IB Arts classes are *options*, not requirements, for the IB Diploma. See prerequisite requirements in the Arts section of this Guide. The 6<sup>th</sup> subject IB elective for the IB Diploma may be chosen from the Arts or an additional course of study in Language Acquisition, Societies and Individuals, or Sciences.

\*\*IB Music requires concurrent enrollment in a musical performance group, such as band or choir.


# PERFORMING & VISUAL ARTS


## THEATRE ARTS

Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRE ARTS: INTRODUCTION</b>	1112TAS	.5	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b>	Introduction to Theatre fosters a physically and emotionally safe environment for the creation of dramatic art. Students will experience the roles of Creator, Director, Designer, and Performer. Students will be introduced to rehearsal techniques and will prepare students for auditions. Students will be provided opportunities to reach National Core Arts Standards proficiency.			

Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRE: INTERMEDIATE</b>	1112B1 1112B2	1	9 - 12	<b>Theatre Arts: Introduction or Teacher Approval for incoming 9th grade or transfer students.</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b>	Students explore modern acting techniques and styles including realism and movement for the theatre. In the second semester students work with alternative styles of performance, including Shakespeare, Commedia d'ell Arte and Epic Theatre. Students will explore scenes and monologues, design and composition elements, and devised theatre.  <b>Out of class time requirement:</b> Students will be required to attend, work or perform in an after school performance.			

Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRICAL PRODUCTION/MANAGEMENT</b>	1115PM1 1115PM2	1	10 - 12	<b>One of the following: Theatre Arts: Introduction or Theatre: Intermediate</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b>	Students will be given multiple opportunities to create, design and direct theatrical productions. Students will form their own theatrical companies and produce a range of plays for an audience. In their own companies, students will develop competence in budgeting, marketing and technical theatrical production. To provide context, students will survey the cultural, historical and modern place of theatre in society.  <b>Out of class time requirement:</b> Students will be required to attend, work or perform in an after school performance.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB THEATRE SL 1-2</b>	1117ASL1 1117ASL2	1	11 - 12	<b>One credit in Theatre Arts or Equivalent Experience (Teacher Approval)</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	IB Theatre Arts is an exciting and challenging two-year program in which students come into the program as Juniors and complete the fourth assessment* their Senior year. In their first year, students will have practical experiences that prepare them for the final four assessments*. IB HL Theatre Arts students will explore the theatre in the following modes: <ul style="list-style-type: none"> <li>• As a Director in the preparation of scripted theatre.</li> <li>• As a Creator producing an original piece of theatre.</li> <li>• As a Designer creating the atmosphere of piece of theatre.</li> <li>• As a Performer presenting a story.</li> <li>• As a Spectator observing and critiquing pieces of theatre.</li> </ul> This class requires students to produce evidence in the areas of academic research, performance, technical theatre and writing. <b>Students will be required to do attend professional performances and to rehearse outside of school hours.</b>  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB THEATRE HL 3-4</b>	1117BHL1 1117BHL2	<b>1</b>	<b>11 - 12</b>	<b>One credit in IB Theatre SL 1-2</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>No</b>  	IB Theatre Arts is an exciting and challenging two-year program in which students come into the program as Juniors and complete the fourth assessment* their Senior year. In their first year, students will have practical experiences that prepare them for the final four assessments*. IB HL Theatre Arts students will explore the theatre in the following modes: <ul style="list-style-type: none"> <li>• As a Director in the preparation of scripted theatre.</li> <li>• As a Creator producing an original piece of theatre.</li> <li>• As a Designer creating the atmosphere of piece of theatre.</li> <li>• As a Performer presenting a story.</li> <li>• As a Spectator observing and critiquing pieces of theatre.</li> </ul> This class requires students to produce evidence in the areas of academic research, performance, technical theatre and writing. <b>Students will be required to do attend professional Performances and to rehearse outside of school hours.</b>  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course			

## CHORAL/VOCAL MUSIC

**NOTE: Music students are expected to participate in performances scheduled for each group.**


Course Title	Code	Credit	Grade	Prerequisite
<b>NOVA BASSO (Tenor/Bass Beginners)</b>	1131CD1 1131CD2	<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	Students will improve their basic choral singing technique through CHS sight singing and daily work on music fundamentals, ear training and choral tone building designed for tenor/bass (lower pitched) voices.  <b>Out of class time requirement:</b> Numerous performances			


Course Title	Code	Credit	Grade	Prerequisite
<b>NOVA ALTUS (Soprano/Alto Beginners)</b>	1131A1 1131A2	<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	Students will improve their basic choral musicianship skills through CHS choral performance preparations, as well as daily rehearsals including sight singing, ear training, choral tone building, and "survival" music theory. Designed for treble (higher pitched) voices.  <b>Out of class time requirement:</b> Numerous performances			

Course Title	Code	Credit	Grade	Prerequisite
<b>VOX HARMONIA (Soprano/Alto)</b>	1131B1 1131B2	<b>1</b>	<b>10 - 12</b>	<b>BY AUDITION ONLY</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	Students will prepare and present choral performances at numerous public functions, in addition to regularly scheduled CHS performances. Daily rehearsals will include tone building, ear training, and sight singing at a fast pace that requires prior knowledge of music. Students will be working on a wide variety of literature and styles of choral performance.  <b>Out of class time requirement:</b> Numerous required performances			

Course Title	Code	Credit	Grade	Prerequisite
<b>AUREUM CHOIR</b>	1131AC1 1131AC2	<b>1</b>	<b>10 - 12</b>	<b>BY AUDITION ONLY</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	Students work together in this advanced choral music class to create an ensemble dedicated to the highest level of choral excellence within its grasp. Daily rehearsals include sight singing, building of a choral tone and preparation of various pieces within the standard choral repertoire literature. Students in this ensemble are required to meet and maintain OSAA's academic standards and membership is tentative and reassessed each semester  <b>Out of class time requirement:</b> Numerous required performances, sectionals before school once a week			

Course Title	Code	Credit	Grade	Prerequisite
<b>CLEVELAND DAIRIES</b>	1131C1 1131C2	<b>1</b>	<b>10- 12</b>	<b>BY AUDITION ONLY and Concurrent enrollment in Aureum Choir</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	A select mixed vocal ensemble in which students work together to develop a small, cohesive choral organization capable of musical excellence in many areas, including madrigal, jazz, and pop music. An extensive performance schedule is an integral part of this course and a student must maintain OSAA's academic standards and attendance to continue their membership in this ensemble.  <b>Out of class time requirement:</b> Numerous required performances, rehearsal once a week after			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MUSIC SL 1-2</b>	1143SL1 1143SL2	<b>1</b>	<b>11 - 12</b>	<b>At least one year of previous performance musical experience and Concurrent enrollment in a performance class.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>No</b>  	IB Music offers the opportunity for students to study music history, diverse cultural influences, music theory, and composition. The course would be organized into several different areas of concentration. Students will start with the fundamentals to develop music vocabulary and reading skills. Music perception includes theory, history, reading, listening, and evaluation of music from different genres and cultures.  Group Performing will help the student design evidence/portfolio from the external performance course/group. Creation of musical works and composition will be introduced.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MUSIC HL 1-2</b>	1143HL1 1143HL2	<b>1</b>	<b>11 - 12</b>	<b>IB Music SL, at least one year of previous performance musical experience and Concurrent enrollment in a performance class.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>No</b>  	This class is a continuation of training in the skills acquired and practiced in IB Music SL. Instead of the required group performance in Standard Level, Higher Level students will be expected to prepare 20 minutes of solo vocal or instrumental performances. They will also compose music, notate, and record for presentation and assessment.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

# INSTRUMENTAL MUSIC

**NOTE: Music students are expected to participate in performances scheduled for each group.**

Course Title	Code	Credit	Grade	Prerequisite
<b>CONCERT BAND</b>	1122CT1 1122CT2	<b>1</b>	<b>9</b>	<b>Minimum of 2 full years of experience on a band instrument or consent of instructor.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	<p>Students will review fundamentals, study literature and techniques on the wind or percussion instrument of their choice. Emphasis will be on improving levels of performance and preparation for entry into Symphonic Band or Wind Symphony. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for incoming 9<sup>th</sup> graders).</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>SYMPHONIC BAND</b>	1122SY1 1122SY2	<b>1</b>	<b>10 - 12</b>	<b>Minimum of 2 full years of experience on a band instrument or consent of instructor.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	<p>Students will learn intermediate to advanced fundamentals and study literature and techniques on the wind or percussion instrument of their choice. Emphasis will be on improving levels of performance and preparation for entry into Wind Symphony. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This course is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for Concert Band members from the previous year and Wind Symphony members wishing to learn a second instrument)</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>WIND ENSEMBLE (SYMPHONY)</b>	1126WE1 1126WE2	<b>1</b>	<b>9 - 12</b>	<b>BY AUDITION ONLY</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	<p>Students will learn advanced techniques and study literature on the wind or percussion instrument of their choice. Emphasis will be on improving levels of solo performance and preparation for contests and festivals related to the State Solo and Ensemble Contest and the State Band Contest. In addition, these students will be provided opportunity for preparing auditions for honors groups and college music scholarships. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. <b>Students in this ensemble are required to meet and maintain OSAA's academic standards.</b> This course is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for the most advanced musicians in the instrumental music program)</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			



Course Title	Code	Credit	Grade	Prerequisite
<b>PERCUSSION ENSEMBLE</b>	1122PE1 1122PE2	<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	<p>Percussion is a group participation class. Grading is based upon effort, in class participation, rehearsal etiquette, performance tests, extracurricular rehearsals and performances. Skills Taught: rehearsal techniques, notation reading, stage presence and the ability to work together. All facets of percussion technique will be explored including mallets, snare, drum set, auxiliary percussion, drum-line and eclectic percussion. Members may audition to participate in the Cleveland Marching Band/Drum-line &amp; Wind Symphony. Remaining members will also be assigned to perform with the Symphonic Band or Concert Band.</p> <p><b>Supplies/fees: Supply own sticks</b></p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>JAZZ LAB</b>	1125JL1 1125JL2	<b>1</b>	<b>9 - 12</b>	<b>Prerequisite: Concurrent enrollment in a CORE band class (Concert/Symphonic/Wind Symphony)</b> <b>Exceptions will be made for Guitarists, Pianists, and Bassists</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	<p>Students will explore a variety of Jazz styles (Swing, Latin, Funk, Fusion) in addition to developing their improvisational skills. Rhythm section members will focus on skills needed to provide rhythmic and harmonic structure to a jazz ensemble. Emphasis will be on improving levels of performance and preparation for entry into Jazz Ensemble. Students will be expected to perform at major concerts and one jazz festival. Highly motivated students will be encouraged to form Combos within the membership in the class. (This class is highly recommended for anyone interested in learning the American Art Form of Jazz)</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>JAZZ ENSEMBLE</b>	1125JE1 1125JE2	<b>1</b>	<b>9 - 12</b>	<b>Prerequisite: BY AUDITION ONLY and Concurrent enrollment in in a CORE band class (Concert/Symphonic/Wind Symphony)</b> <b>Exceptions will be made for Guitarists, Pianists, and Bassists</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>Yes</b>	<p>Students will build on previous experience with a variety of jazz styles (Swing, Latin, Funk, Fusion) in addition to further developing their improvisational skills. Advanced skills in listening, comping, building bass lines, analyzing chord progressions will be addressed in this class. Highly motivated members of this group will be encouraged to form Combos. Students will be expected to perform at major concerts, festivals, and community events.</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

# VISUAL ARTS

Course Title	Code	Credit	Grade	Prerequisite
<b>ART: BEGINNING</b>	1161AS	.5	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>No</b>	This is an introductory course designed for the discovery and study of the elements and principles of art through four basic strands while exploring various art media. It is the first level for art study throughout high school designed for students with a variety of skill levels. Students will identify and understand the Elements of Art; line, shape, color, texture, form, space and value as the fundamentals of art in personal artworks. Students will identify and understand the Principles of Design; emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks. Students will develop works of art using creative expression, historical and cultural relevance and critical evaluation and response throughout the course.  <b>Suggested Donation: \$30-\$70</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>ART: INTERMEDIATE</b>	1162BS	.5	9 - 12	<b>Art: Beginning</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>No</b>	Art: Intermediate is a continuation of Art: Foundations. The course explores the Elements and Principles of Design further and develops studio practice. We will explore a variety of mediums to gain a stronger understanding of the creative process. Students will create work based on creative expression, historical and cultural relevance and critical evaluation. This course is designed for students with a strong interest in art and art making.  <b>Suggested Donation: \$30-\$70</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>CERAMICS: FOUNDATIONS</b>	1164SAS	.5	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>No</b>	Ceramics and Sculpture explores various forms of three-dimensional materials including clay, textiles, papier-mâché, batik, mixed media and found objects. Emphasis will be on basic design elements, function, aesthetics, creativity and craftsmanship using essential vocabulary and exploring art history from various perspectives. Students will utilize drawing, individual and group inquiry and discussion, media experimentation and application in the planning, construction and self-evaluation stages of their sculptures.  <b>Suggested Donation: \$30-\$70</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>CERAMICS: INTRO TO WHEEL THROWING</b>	1164WT	.5	9 - 12	<b>Ceramics 1 and/or 2</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>No</b>	This is a specialized course where you will further develop your hand building skills, as well as gain an understanding of wheel throwing and techniques. This is a hands-on class with both teacher-led instruction and independent studio time, where you will explore the vast topic of ceramics through different techniques, materials, glazes, and decorative methods.  <b>Suggested Donation: \$30-\$70</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>PAINTING</b>	1162PA	.5	10 - 12	<b>Art: Beginning &amp; Art: Intermediate, or Instructor's approval.</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b>	This course will focus on building skills in a variety of painting, print making and mixed media (such as collage) techniques. Each project will focus on a different medium, for example, water color, acrylic paint or printing ink, eventually leading into a mixed media practice, which will allow the student to combine different mediums and techniques. Observational skills and use of the Elements and Principles practiced in the Beginning Arts classes will be further developed. Each unit of study will draw inspiration from a variety of sources, including: master artists, movements in art history, cultural studies, current events, as well as the student's own experience/perspective.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ILLUSTRATION</b>	1162ILS	.5	10 - 12	<b>Art: Beginning &amp; Art: Intermediate, or Instructor's approval</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b>	This class will build upon drawing and observational skills (Elements and Principles) practiced in Beginning Art, with an emphasis on improving handling of drawing mediums, such as pencil, pen, graphite stick, charcoal, brush, marker, etc. Students will gain practice in a wide variety of illustration themes, including; figure/portrait, comic/graphic novel, narrative/picture book, architectural/landscape, botanical, animal, among others. Depending on the project, students will take inspiration from a variety of sources, such as current events/issues, master works, cultural studies, as well as their own interests/experience.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB VISUAL ARTS SL</b>	1184A1 1184A2	1	11 - 12	<b>Art: Beginning &amp; Art Intermediate, or Instructor's approval</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<p><b>A two-year program</b>, IB Art allows the advanced art student the opportunity to do critical research and analysis into the history and appreciation of art and design. The focus will be on delving deep into the cultural and historical genesis of art throughout the world, and creating a visual and verbal record of this research in the form of a body of work that is an extension of well documented research in a Visual Arts Journal. Studio work inspired by the research is an integral part of this class so original sketches and ideas are encouraged. The research in the Visual Art Journals is to be done as homework, with class time as studio time; exploring different styles and media in creating studio projects. With guidance the student will choose what art topic to study. Museum and gallery visits are required twice per semester. Students interested in this class must possess a willingness to engage in academic reading and writing. The focus of this course is academic in nature, rather than focused on studio art.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p> <p><b>Suggested Donation: \$50-\$70</b></p>			

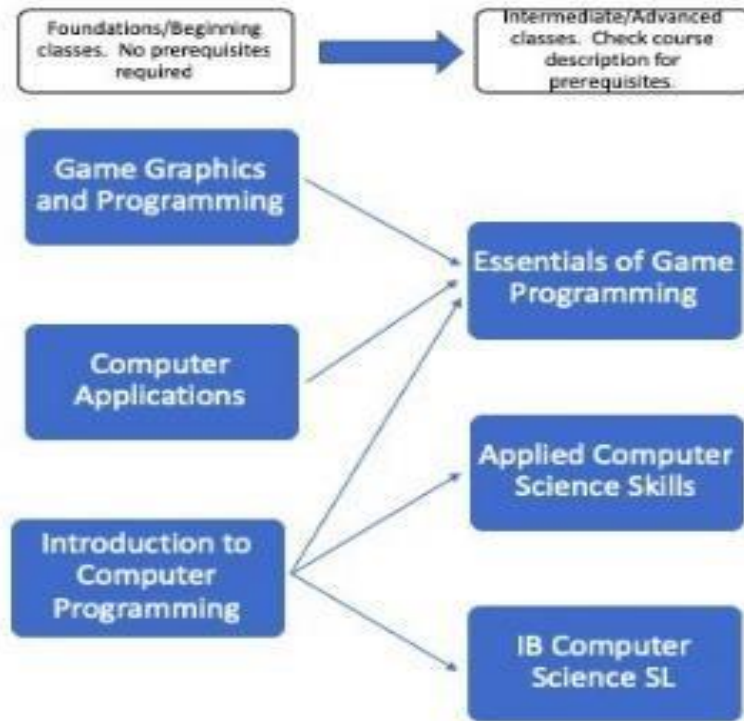
Course Title	Code	Credit	Grade	Prerequisite
<b>IB VISUAL ARTS HL</b>	1184B1 1184B2	1	12	<b>Art: Beginning &amp; Art Intermediate, or Instructor's approval</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<p><b>A two-year program</b>, IB Art allows the advanced art student the opportunity to do critical research and analysis into the history and appreciation of art and design. The focus will be on delving deep into the cultural and historical genesis of art throughout the world, and creating a visual and verbal record of this research in the form of a body of work that is an extension of well documented research in a Visual Arts Journal. Studio work inspired by the research is an integral part of this class so original sketches and ideas are encouraged. The research in the Visual Art Journals is to be done as homework, with class time as studio time; exploring different styles and media in creating studio projects. With guidance the student will choose what art topic to study. Museum and gallery visits are required twice per semester. Students interested in this class must possess a willingness to engage in academic reading and writing.</p> <p>The focus of this course is academic in nature, rather than focused on studio art.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p> <p><b>Suggested Donation: \$50</b></p>			


# CAREER AND TECHNICAL EDUCATION


Career and Technical Education Programs of Study offer high school students cutting-edge, relevant, rigorous classes that prepare them for post-secondary opportunities and high-wage, high-skill and high-demand jobs.


## COMPUTER SCIENCE


Students will work with computing projects using Game Programming w/ Gamemaker, Arduino Robotics, Raspberry Pi microcomputers, and Python.






Course Title	Code	Credit	Grade	Prerequisite
<b>COMPUTER APPLICATIONS</b>	0302S	.5	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once <b>No</b>	This course is for students who want to learn how to use many computer applications that are prevalent in the world. We will introduce the basics of thinking like a computer using GameMaker Game Programming.			
				

Course Title	Code	Credit	Grade	Prerequisite
<b>INTRODUCTION TO COMPUTER PROGRAMMING 1-2</b>	0323PA1 0323PA2	1	10 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once <b>No</b>	This course provides a solid Computer Science Principles High School background. This course focuses on the Concepts, Practices, and Perspectives of Computational Thinking. It introduces students to programming through game design and development using GameMaker Studio, building web pages using HTML5 and CSS3, Arduino based electronics and robotics, Raspberry Pi microcomputers and Python. This is meant to be a broad overview of computer science using projects to learn.			
				

Course Title	Code	Credit	Grade	Prerequisite
<b>GAME GRAPHICS &amp; PROGRAMMING</b>	TBD	<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once <b>No</b> 	Game Graphics & Programming is a one year class divided into two semesters. Semester 1, students work individually and in small groups to dive deeply into game concepts and mechanics, from the very simple, to multiplayer board games, to narrative role playing and video games with casts of original characters and fully developed worlds. Students will brainstorm, sketch, pitch ideas, draw and write in sketchbooks, and create finished game boards, game pieces, character designs and more in Adobe Photoshop and Illustrator. Semester 2, students work individually and in small groups to dive deeply into game programming including design from basic maze and adventure games, to multiple genres and finishing in platform games. The class includes a major game design project concluding both semesters. Students will be programming in Gamemaker Studio.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ESSENTIALS OF GAME PROGRAMMING</b>	0332GA1 0332GA2	<b>1</b>	<b>10 - 12</b>	<b>Game Graphics, Computer Applications or Intro to Computer Programming</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once <b>No</b> 	Students will learn the game development process by creating several computer games using GameMaker. Students can then apply the game development process to the complex virtual worlds in 3D game design. Students are strongly encouraged to complete Introduction to Computer Programming but building games requires many disciplines and a student can be successful with other expertise. The course work will involve art, animation, programming, music, sound and writing.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB COMPUTER SCIENCE SL 1-2</b>	0328SL1 0328SL2	<b>1</b>	<b>11 - 12</b>	<b>Completion of Intro to Computer Programming</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once <b>No</b>  	A course designed to provide a good background for students who are going into computer science, engineering, or science fields. This is a one year course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>APPLIED CS SKILLS PATHWAY</b>	0320ACS1 0320ACS2	<b>1</b>	<b>11 - 12</b>	<b>Completion of Intro to Computer Programming</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once <b>No</b> 	Applied CS Skills is a course to prepare you for your computer science career through hands on experience. Development will cover an introduction to communicating with images and/or text using web pages and then developing apps for phones. In this class students will explore the art of working with a variety of tools and techniques including Adobe Dreamweaver and Android Studio. Students will be exposed to examples of Apps Design from a variety of cultures and viewpoints. Advanced students may work on school-based websites and a CHS app.			


# CONSTRUCTION

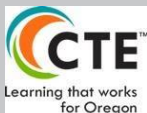
*Students learn about career opportunities in the construction industries.*

*They will gain technical skills needed to succeed while gaining experience working with industrial tools.*

Course Title	Code	Credit	Grade	Prerequisite
<b>INTRODUCTION TO CARPENTRY AND CONSTRUCTION</b>	0416CA1 0416CA2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b> 	Introduction to Carpentry and Construction is a course designed to help students develop basic skills and experience in the field of carpentry. The activities in this class will strengthen one's ability to use woodworking tools in a safe manner to complete projects. These skills are directly related to career training. This is a project-based class. Every day, students will be completing small tasks to complete a bigger project. Sometimes, your instructor will choose a task/project for students, but most often, students will be expected to create their own ideas for projects. To get the most out of this class, it is important for students to be safe, on task, and creative.			

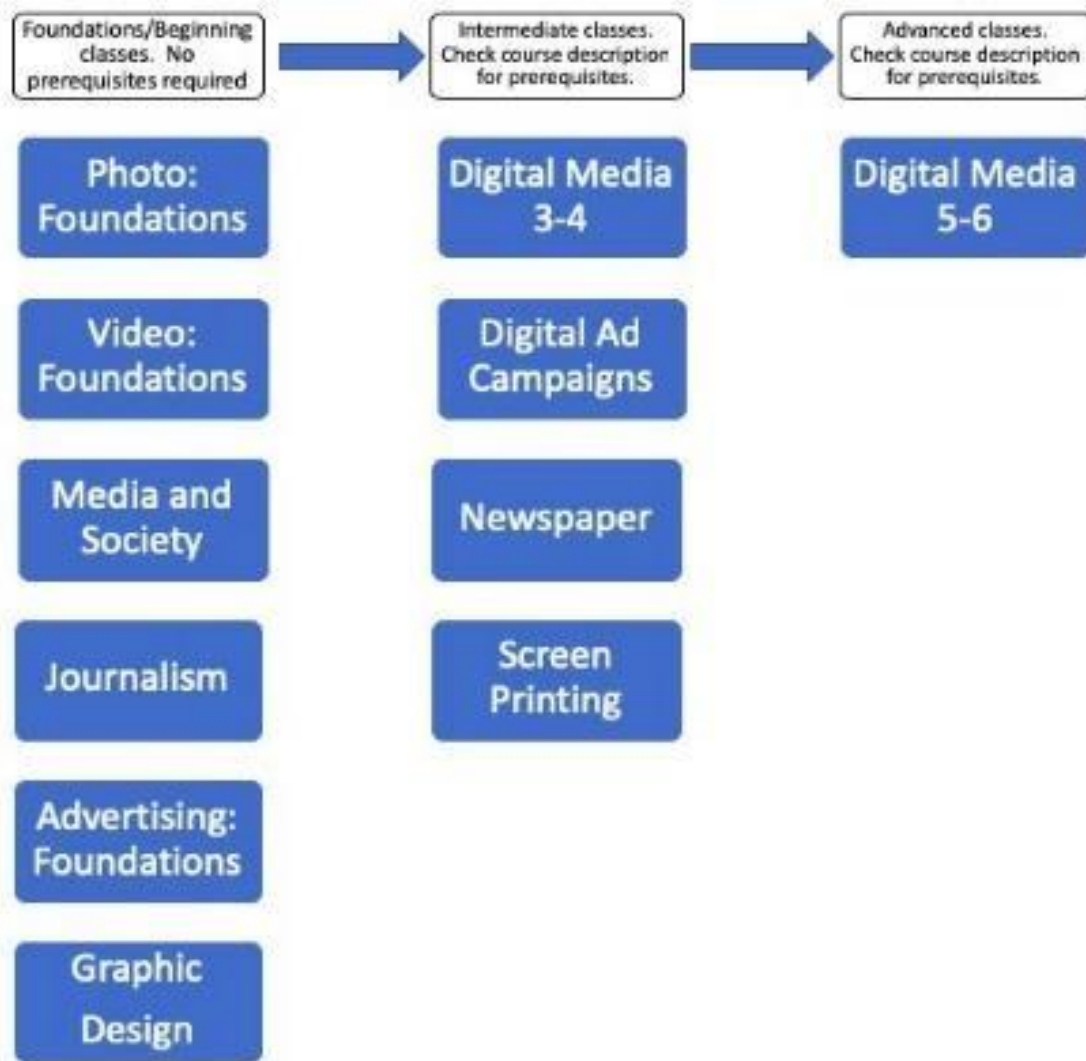
Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED CARPENTRY AND CONSTRUCTION</b>	0416CC1 0416CC2	<b>1</b>	<b>10-12</b>	<b>Introduction to Carpentry &amp; Construction</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b> 	This is a project-based course designed to help students get a jump start in a career within the construction trades. Students will practice building structures and installing basic electrical, plumbing and heating systems. Students will visit job sites, meet industry specialists, and learn about career opportunities in a variety of trades.			


Course Title	Code	Credit	Grade	Prerequisite
<b>CONSTRUCTION TECHNOLOGIES</b>	0403CT1 0403CT2	<b>1</b>	<b>11-12</b>	<b>Advanced Carpentry &amp; Construction</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b> 	This is a project-based course designed to help students get a jump start in a career within the construction trades. Students will practice building structures and installing basic electrical, plumbing and heating systems. Students will visit job sites, meet industry specialists, and learn about career opportunities in a variety of trades.			


Course Title	Code	Credit	Grade	Prerequisite
<b>INNOVATION AND DESIGN</b>	0403ID	<b>.5</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b> 	This is a semester course that focuses on innovation and creative problem solving. Students will practice using industry level equipment to create unique forms and models for solving design challenges. Students will be able to use CNC software and machines, vacuum press, and other equipment for creating a variety of personal projects. This course is designed to help students build advanced creative problem solving techniques for real world challenges.			


# DIGITAL MEDIA


*Allows students to creatively communicate ideas and information through the means of media, graphic design and art. Students will develop the technical and communication skills needed in the media and graphic design industry*




Course Title	Code	Credit	Grade	Prerequisite
<b>PHOTOGRAPHY: FOUNDATIONS</b>	1171AS	.5	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  No 	This is an introductory course for new and emerging photographers. Participants will learn basic vocabulary of photography and the concepts of composition, framing, light, angle, focus. Some (limited) history will be included. Students learn to see through the eyes of a photographer, emphasis is placed on composition and originality. Students learn postproduction skills in photo editing using Adobe Lightroom. Students will design and manage a web-based portfolio of their work.			


Course Title	Code	Credit	Grade	Prerequisite
<b>VIDEO: PRODUCTION</b>	1172VP	.5	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  No 	This is an introductory course in video production. We will study and discover the characteristics of storytelling as it relates to filmmaking. Students will learn the vocabulary of video and film as it relates to pre-production (storyboarding, writing), production (cinematography and sound), and post-production (editing and sound). Projects will be highly dependent on group work; success will depend on daily participation. Students will design and manage a web-based portfolio of their work.			


Course Title	Code	Credit	Grade	Prerequisite
<b>MEDIA &amp; SOCIETY</b>	1921AS	.5	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  No 	Media and Society invites students to examine the ways mass media is influencing ourselves, our communities, our culture, and the world. We will explore bias and exploitation of gender, race, and global ethnicities. We will discover who owns the world's media outlets and what forms of regulation exist. One of our primary goals is to develop the skills necessary for being an active and discerning consumer of the vast and highly influential media landscape. This is primarily a discussion-based course; therefore, regular attendance and participation is crucial for success.			


Course Title	Code	Credit	Grade	Prerequisite
<b>JOURNALISM: INTRO</b>	1902AS	.5	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  No 	This is an introductory course designed to teach students the fundamentals of practicing journalism in the digital age. Successful students are encouraged to join the staffs of the school's newspaper lab or yearbook. Through podcasting, writing, graphic designing, photography and videography, students will develop skills in writing in terms of fluency, organization, content, style and grammar; become critical thinkers; develop interviewing skills; understand the importance of accuracy; recognize the importance of working within a team framework; increase their knowledge and ability to use computer software including the Adobe Creative Suite; and increase their knowledge of their rights as student journalists and the laws that govern them. Students will design and manage a web-based portfolio of their work.			


Course Title	Code	Credit	Grade	Prerequisite
<b>ADVERTISING: FOUNDATIONS</b>	1824AS	.5	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  No 	This is an introductory course to understand the world of marketing and advertising. Upon completion of this course, students are eligible to move on to Digital Ad Campaigns or the Newspaper lab class. Students will study the history of advertising, how to critically analyze advertisements, study relevant advertising platforms, and understand the elements of print, video and radio ads. Students will also begin to merge their theoretical knowledge by creating advertisements in various platforms. Finally, students will begin to develop critical thinking and problem solving skills; and develop hardware and software knowledge including DSLR cameras, Mac computers, and the Adobe Creative Suite. Students will design and manage a web-based portfolio of their work.			





Course Title	Code	Credit	Grade	Prerequisite
<b>GRAPHIC DESIGN</b>	1824GA	.5	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once No 	Graphic Design is the art of combining text and images to promote ideas, messages, and products. Students in Graphic Design will work with the elements of art and the principles of design to create original work in areas such as illustration, book covers, movie posters, LP/CD design, billboards, posters, logos, web page layout, and more. Drawing, printmaking, hand lettering and Adobe Photoshop and Illustrator are all explored as tools of the trade.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SCREEN PRINTING</b>	1315SP	.5	9-12	<b>Graphic Design</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once No 	Want to put your own artistic creations on T shirts, hoodies, and more? Screen Printing offers the opportunity to use the skills learned in Graphic Design to create original prints on fabric, posters, and other flat surfaces. Students will learn the theory and practice of screen printing and will gain hands-on experience in this popular trade. Our class print shop will also be run as a business, producing T-shirts and garments for other departments, clubs, and CHS-related groups.  <b>Lab Fee: \$30</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>DIGITAL AD CAMPAIGNS</b>	1925ACA1 1925ACA2	1	10-12	<b>Foundations of Digital Media &amp; Mass Communication 1-2 or completion of any foundation or beginning Digital Media course</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once No 	Students will study how to effectively produce content for businesses and organizations, manage real business accounts, and use digital media to enhance a business's profile and profitability. Students will build off the skills learned in the introductory advertising class by studying and implementing marketing strategies and analytics to design and create print, audio and video advertisements as in a professional ad campaign for local businesses and school organizations. Students will also learn and practice management, client relation, and presentation skills. Students will design and manage a web-based portfolio of their work.			

Course Title	Code	Credit	Grade	Prerequisite
<b>DIGITAL MEDIA: INTERMEDIATE 3-4</b>	1925B1 1925B2	1	10-12	<b>Foundations of Digital Media &amp; Mass Communication 1-2</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once No 	Students must have a working knowledge of multimedia technologies and strong understanding of media literacy. Functioning in a similar way to an inquiry course, students are expected to work independently with all of the self-management skills required to do so. In addition to class projects, students complete one 'passion project' each quarter in a medium of their choice and about a subject of their choosing. Students will participate in panel critiques with professionals working in Portland's media production community. To facilitate this, students will be responsible for maintaining a web portfolio of their work, which they developed in Foundations of Digital Media & Mass Communications.			

Course Title	Code	Credit	Grade	Prerequisite
<b>NEWSPAPER</b>	1903NP1 1903NP2	<b>1</b>	<b>10-12</b>	<b>Foundations of Digital Media &amp; Mass Communication 1-2 or completion of any foundation or beginning Digital Media course</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once <b>No for CTE credit</b> <b>Yes for elective credit</b> 	This class is designed to apply the skills learned in one of the introductory CTE Digital Media courses in a multimedia communications lab. Students produce content as writers, editors, photographers, illustrators, video reporters and layout designers for the Clarion, the printed version of the school newspaper, and for the daily online version at ClevelandClarion.com. On the business side, students work with our community in promoting their businesses and organizations. At the end of the year, students produce a comprehensive electronic portfolio filled with their work.			

Course Title	Code	Credit	Grade	Prerequisite
<b>DIGITAL MEDIA: ADVANCED 5-6</b>	1925C1 1925C2	<b>1</b>	<b>11-12</b>	<b>Digital Media: Intermediate 3-4</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once <b>No</b> 	This is a capstone year you the digital media student. Much like an independent study course, advanced students are exploring their medium, researching professionals who inspire their craft, and building skills in media production. The student is proficient in project management. The instructor is acting as advisor and mentor, and with the help of the instructor, the student will access specific skill-building expertise either within Cleveland High School or in the professional community of Portland. Students will complete a 'passion project' each quarter, as well as submit work for an externally judged competition. Continuing their portfolio work from the previous two courses, the student will prepare for a media career or to meet entrance requirements for institutions of higher education focusing on media arts.			



# CULINARY ARTS HOSPITALITY AND TOURISM

*Students will gain the technical skills needed in a hospitality/culinary career.*

*Students learn food production along with inventory management and operations of a restaurant.*

Course Title	Code	Credit	Grade	Prerequisite
<b>CULINARY ARTS 1-2: INTRODUCTION</b>	2912CA1 2912CA2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  <b>No</b>	<p>This is an introduction to Culinary Arts class. Students will study sanitation, safe food handling, knife skills, food preparatory skills, food science and nutrition, the history of food, other food based occupations, and practice various cooking methods. Safety is emphasized in all aspects of the class. This may be the first step in your career.</p> <p>We will also be learning to run a small business: producing, marketing and selling product made in class following Smart-Snack Standards.</p> <p><b>Lab fee: \$40</b></p>			



Course Title	Code	Credit	Grade	Prerequisite
<b>CULINARY ARTS 3-4: INTERMEDIATE</b>	2912CB1 2912CB2	<b>1</b>	<b>10-12</b>	<b>Culinary Arts 1-2: Introduction</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  <b>No</b>	<p>Students in Intermediate Culinary Arts will study and practice the cooking methods and techniques of various cultures. Numerous in-class food lab opportunities will be included in this course. Also included in this course is the aesthetic service of food, understanding of the cultural significance of food, the impact of global food systems and exposure to courses of study involving the anthropology of food. We will also be learning to run a small business: producing, marketing and selling product made in class following Smart-Snack Standards and tracking the financial status of this business.</p> <p><b>Lab fee: \$40</b></p>			




Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED CULINARY ARTS: INTERNATIONAL FOODS</b>	2912CF1 2912CF2	<b>1</b>	<b>11-12</b>	<b>Culinary Arts 3-4: Intermediate</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once  <b>No</b>	<p>Advanced Culinary Arts is a year-long course with an emphasis on international foods and culture. Students will learn about ingredients, preparation techniques, flavor profiles and history behind a variety of foods typical of cultures found around the world. This course will involve the use of more advanced food preparation techniques, as well as expand upon lessons taught in the introductory course regarding menu planning, food-costing and recipe development, writing and modification. The course will build upon students' knowledge of safety and sanitation practices by teaching them principles of food storage and handling in the context of restaurants, hotels and other large-volume venues. Advanced Culinary Arts will further prepare students for life after high school, careers in food production (found in hotels, healthcare facilities and restaurants) and other culinary careers.</p> <p><b>Lab fee: \$40</b></p>			




# ENGLISH LANGUAGE ARTS


Course Title	Code	Credit	Grade	Prerequisite
<b>ENGLISH 1-2</b>	10011 10012	<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once <b>No</b>	Based on a small learning community model, freshman Language Arts students explore the major themes related to personal identity and heroism. Students make meaningful connections to thematic units and extend understanding beyond the text. Each student will work to become a confident and capable reader and writer. They read a balance of contemporary and classic works—short stories, essays, novels, poetry, drama, and nonfiction—that encourage them to make inferences and to look at the world through archetypal patterns. Students also choose and read in choice books, texts they choose to read. Students will write narrative and imaginative pieces, poetry, journal responses, letters, free-writes, and expository essays.			


Course Title	Code	Credit	Grade	Prerequisite
<b>ENGLISH 3-4</b>	10021 10022	<b>1</b>	<b>10</b>	<b>English 1-2</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once <b>No</b>	Students will become part of a larger community by experiencing a wide variety of world texts, leading to a deeper understanding of oneself and others. Through the lens of cultural encounters, students read short stories, essays, novels, poetry, nonfiction, drama, and nonprint media that encourage examination of multiple points of view. Writing will include a variety of modes by use of the writing process, focusing on the development of argument and expository writing. Speaking and listening will also be features of this class, often done in collaborative small group settings.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB LANGUAGE AND LITERATURE SL 5-6</b>	1014BSL1 1014BSL2	<b>1</b>	<b>11</b>	<b>English 3-4</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once <b>No</b>  	<p>The study of texts produced in a language is central to an active engagement with language and culture, and, by extension, to how we see and understand the world we live in. This course combines the critical study of both literature and language using a wide variety of text types including, but not limited to: advertisements, articles, editorials, films, letters, lyrics, speeches, and electronic media - text, blog, tweet - in addition to some traditional literary forms: essays, plays, novels, poems, or stories. Students will consider the way in which culture and context impact the construction of texts and produce their own independent responses to the texts studied, honing personal skills in both written and oral expression. Students completing this course will be eligible to forecast for IB Language &amp; Literature 7-8.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.</p>			



Course Title	Code	Credit	Grade	Prerequisite
<b>IB LITERATURE HL 5-6</b>	1014CHL1 1014CHL2	<b>1</b>	<b>11</b>	<b>English 3-4</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once  <b>No</b>  	<p>In this course we analyze 6 novels over the course of the year. The vision of the IB curriculum is to move students past interaction with a story into the realm of textual analysis and critical engagement. Students will uncover literary meaning within a classic or contemporary work, as well as explore the historical and social context. Writing will focus on continued evolution of organized analysis and showing how one's understanding develops as a result of the culture and context of the novel. Timed writings and various speaking tasks will help prepare students for the IB assessments. The central written IB requirement is an extended literary analysis essay based on one of the 3 novels in translation studied. That along with the Individual Oral Presentation will eventually be externally assessed if students decide to test for college credit at the end of the second year.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB LANGUAGE &amp; LITERATURE SL 7-8</b>	1014DSL1 1014DSL2	<b>1</b>	<b>12</b>	<b>IB Language &amp; Literature SL 5-6 or IB Literature HL 5-6</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once  <b>No</b>  	<p>Building on the work of Language and Literature SL 5-6, students will continue a critical engagement with non-literary and literary texts. Students will consider the changing historical, cultural, and social contexts in which particular texts are written and received. Students will closely examine how form, structure, and style can be seen to shape meaning but can also be influenced by content. The course will explore the attitudes and values expressed by texts and their impact on readers. Students will write in a variety of modes for a variety of purposes, including literary essay, creative nonfiction, and poetry. Students will be assessed with written and oral exams. For those who wish to test for college credit, two ondemand, externally set and externally assessed essays are required in the spring after completing the course of study and developing their analysis and writing skills.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB LITERATURE HL 7-8</b>	1014DHL1 1014DHL2	<b>1</b>	<b>12</b>	<b>IB Literature HL 5-6</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once  <b>No</b>  	<p>Students will continue to closely read texts. The Detailed Study portion of the course will focus on poetry, drama, and one novel. Students will prepare to perform an individual oral commentary of an extract of the Detailed Study texts. The Genre-Based portion of this course will focus on nonfiction texts such as memoir, autobiography, and travel writing. Students will practice written commentary on nonfiction texts to which techniques of literary criticism can be applied. Students will also be given opportunities to write in a variety of modes and styles. To test for college credit in the spring, students will complete the written paper component by writing an externally set and externally assessed commentary and essay after completing the course of study and developing their analysis and writing skills.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

# ENGLISH ELECTIVES

*Unless otherwise noted, these courses DO NOT fulfill the required English Credits for graduation.*

Course Title	Code	Credit	Grade	Prerequisite
<b>BEGINNING SPEECH AND DEBATE</b>	1082A1 1082A2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective or Arts</b>  May be repeated for credit more than once <b>No</b>	This active, student-centered elective is open to all students who are looking to improve their public speaking and critical thinking skills. The year begins with voice exercises using Dr. Seuss and ends dissecting logical fallacies while debating international public policy issues. This is an interactive course where students work together in a safe community to encourage each speaker to grow. Students will complete all state standards in speaking and writing as well as many in reading through informative, persuasive and entertaining speeches. Students debate using both individual, partnered, and community formats. We also explore psychology, philosophy, stand-up comedy, and more.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED SPEECH AND DEBATE</b>	1082B1 1082B2	<b>1</b>	<b>10-12</b>	<b>Successful completion of Beginning Speech and Debate or instructor approval.</b>
GRADUATION Requirements in: <b>Elective or Arts</b>  May be repeated for credit more than once <b>No</b>	Where do Dr. Seuss, Eminem, Mark Twain, and ImEmanuel Kant meet for coffee? In this class. This is a wild ride of the brain from poetry to stand-up comedy to philosophy to marketing. Like Beginning Speech, this course covers a wide range of speech and debate with elements of student choice in each unit. The biggest difference is that each unit is deeper, more detailed. Students mentor emerging speakers through peer coaching and even run lessons on public speaking in other classes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BOOST: ENGLISH SUPPORT</b>	0836LAC1 0836LAC2	<b>1</b>	<b>11-12</b>	<b>Teacher Recommendation</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	This small-group class provides direct support in the skills of critical reading, organization, and writing that are necessary for students to perform well in IB humanities courses. Students will have the opportunity to pre-read or re-read assigned texts for their IB HOTA/Language & Literature class, focusing on comprehension, vocabulary, and finding quality evidence for analysis. We will also do skills development activities and projects, but all work will be completed in class and no additional homework will be assigned. This class is for elective credit only.			

Course Title	Code	Credit	Grade	Prerequisite
<b>HIP-HOP AND THE LITERATURE OF LYRICS</b>	0863HL	<b>.5</b>	<b>10-12</b>	<b>English 1-2</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Students will examine and analyze contemporary racial, social, and political issues by exploring popular and underground hip-hop music. Students will engage in close readings of lyrics as texts, express their ideas in both written and oral form, recognize the importance of the contexts in which texts are written, and examine hip-hop as a response to linguistic oppression.			

Course Title	Code	Credit	Grade	Prerequisite
<b>CREATIVE WRITING</b>	0899CW	.5	10-12	<b>English 1-2</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	A writing-intensive course with a lot of student-driven direction. We will explore and experiment with different forms of creative writing: story, play/screenwriting, poetry, songwriting/lyrics, and more.			

Course Title	Code	Credit	Grade	Prerequisite
<b>FILM AND LITERATURE</b>	0899FL	.5	10-12	<b>None</b>
GRADUATION Requirements in: <b>Elective</b> <b>or</b> <b>ELA 1, 2, 3, or 4 Credit Recovery</b>  May be repeated for credit more than once <b>No</b>	Watching films is a form of reading - we process story, setting, figurative language, musical influence, etc. at pace with the playing of the film. In this class students would have the opportunity to learn cinematic language in order to explore various film genres and to apply literary analysis skills to those films. We would also read works that have been adapted into films, in order to compare and contrast the versions of the story presented in writing with those of the visual medium of film. Students can recover a semester credit of English 1, 2, 3, or 4 through demonstration of skill in the learning targets of the course. Students can also take the class purely for Elective purposes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>MASCULINITY AND MYTHOLOGY</b>	0899MM	.5	10-12	<b>None</b>
GRADUATION Requirements in: <b>Elective</b> <b>or</b> <b>ELA 1, 2, 3, or 4 Credit Recovery</b>  May be repeated for credit more than once <b>No</b>	Do lessons from the past offer a way forward? We live in a time where young people are fed programmatic messages about who and how they should be in society. Many of these messages are rooted in stereotypes, judgements, misinformation, and binary thinking. The narrow scope of these messages prevent us, regardless of gender identity, from understanding ourselves as dynamic beings. Mythology, tasked with teaching through story, reminds us that we are both finite and infinite, both masculine and feminine--the entirety of which is contained within each and every one of us. Working in conjunction with <i>"Iron John"</i> and <i>"Women Who Run with Wolves,"</i> we will analyze how internal archetypes established in ancient myths are a refreshing and necessary reminder of our true potential. Though we will discuss gender broadly, there will be a focus on modern terms and concerns as it relates to the manifestations of masculinity. Including, its potential toxicity, consent/abuse, and the complex emotional landscape of the humiliated man.			

Course Title	Code	Credit	Grade	Prerequisite
<b>YEARBOOK</b>	19051 19052	1	10-12	<b>English 1-2, Digital Media 1-2 and Letter of Application/Interview</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>Yes</b>	Producing the Cleveland yearbook, <i>Legend</i> , will enhance students' skills in organization, promotion, computer graphic design, creative writing, photograph selection, merchandising and sales. Some experience with computers is highly encouraged for all applicants			

# ENGLISH AS A SECOND LANGUAGE

*The program of studies for English Language Learners (ELL's)/Emergent Bilinguals (EB's) provides intensive instruction in reading, writing, listening and speaking English. The language instruction seeks to enable learners to successfully use language to communicate with others socially and academically. Students will participate in courses emphasizing reading, writing, and communication skills taught by an ESOL (English as a Second or Other Language) teacher.*

Course Title	Code	Credit	Grade	Prerequisite
<b>EMERGING ELD 1</b>	1061AEL1 1061AEL2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once  <b>No</b>	This course will develop speaking, listening, reading and writing skills at the beginning level of English. Basic grammatical structures and content-area vocabulary are presented in dialogues, conversations, games, chants and a variety of texts (including visuals). There is an emphasis on oral language development. Students acquire speaking, listening, reading and writing, as well as critical thinking skills in context through thematic units.			

Course Title	Code	Credit	Grade	Prerequisite
<b>EMERGING ELD 2</b>	1061BEL1 1061BEL2	<b>1</b>	<b>9-12</b>	<b>ELD 1 or assessment</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once  <b>No</b>	This course is designed for the early intermediate student of English. Students are immersed daily in speaking, listening, reading and writing tasks developed around thematic units to develop social and academic language fluency, as well as critical thinking skills. Students review and master skills introduced in ELD 1, and more complex grammatical structures are introduced. Students practice reading strategies, practice supporting ideas and arguments with evidence, engage in journal, paragraph and essay writing, as well as make oral presentations in order to develop English language proficiency.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ELD Support</b>	0803S1 0803S2	<b>1</b>	<b>9-12</b>	<b>Concurrent enrollment in ELD 1, ELD 2 or teacher recommendation.</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once  <b>No</b>	This is a language support class for students currently enrolled in ELD. The course is designed to improve reading comprehension, academic vocabulary, writing, oral communication, listening, as well as organizational and study skills needed to participate in core content classes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>PROGRESSING ELD 3</b>	1061CEL1 1061CEL2	<b>1</b>	<b>9-12</b>	<b>ELD 2 or assessment</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once  <b>No</b>	This course is for the intermediate ELL student. Students will continue language acquisition and skill development in reading, writing, speaking, and listening/understanding English, as well as develop a solid foundation needed to fully engage in academic and real life situations. Students will construct meaning from oral presentations and literary and informational texts, participate in exchanges of information, speak and write about complex literary and informational texts/topics, and learn to construct oral and written claims and support them with evidence. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction is embedded throughout. Language is taught in context exploring a variety of themes.			



Course Title	Code	Credit	Grade	Prerequisite
<b>PROGRESSING ELD 4</b>	1061DEL1 1061DEL2	<b>1</b>	<b>9-12</b>	<b>ELD 3 or assessment</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	ELD 4 is a class for the early-advanced student, building off the skills developed in ELD 3. Students will continue advancing their language acquisition and skill development in reading, writing, speaking, and listening/understanding English, as well as develop a foundation needed to fully engage in academic and real life situations. Students will construct meaning from oral presentations and literary and informational texts, participate in oral and written exchanges of information, speak and write about complex literary and informational texts/topics, and learn to construct oral & written claims and support them with evidence. Students will engage in research, and evaluate and communicate results. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction is embedded throughout. Language is taught in context exploring a variety of themes.			

## HEALTH

*Health and Physical Education courses are designed to meet the needs of today's teenagers. Emphasis is on issues of concern that promote lifetime wellness including positive health habits, and preventative strategies. Classes incorporate lessons pertaining to physical, mental and social well-being.*

*For graduation, students are required to complete 1.0 Health credit: Health 1 (0.5 credit) and at least one Health 2 Selective (0.5 credit).*

Course Title	Code	Credit	Grade	Prerequisite
<b>HEALTH 1</b>	1401	<b>.5</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Health</b>  May be repeated for credit more than once <b>No</b>	This required course provides students with information that will help them live a more health and productive life. The emphasis will be on making healthy personal decisions and in getting the information and skills needed to make those choices. Emphasis will be on personal health: mental, emotional and social, suicide prevention, sexual health and healthy relationships and drugs, alcohol, and addiction. Curriculum is designed to engage student discussion and motivate students to analyze internal and external influences on their healthrelated decisions.			

## HEALTH 2 SELECTIVES

Course Title	Code	Credit	Grade	Prerequisite
<b>RISK REDUCTION/FIRST AID &amp; CPR</b>	1407RFC	<b>.5</b>	<b>10-12</b>	<b>Health 1</b>
GRADUATION Requirements in: <b>Health</b>  May be repeated for credit more than once <b>No</b>	Focuses on risk assessment and how students can lower their chances of harmful injuries. A major part of the course will be how students should approach accidents, injuries, or even life-threatening scenarios. Students will learn proper First Aid & CPR and will demonstrate their knowledge through written, oral, and hands-on assignments and role-playing. This course is for students interested in how anatomy and the body systems are affected during accidents and what can be done to prevent or reduce harm.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SEXUALITY AND HEALTHY RELATIONSHIPS</b>	1401HSR	<b>.5</b>	<b>10-12</b>	<b>Health 1</b>
GRADUATION Requirements in: <b>Health</b>  May be repeated for credit more than once <b>No</b>	This class will provide a forum to explore and learn about the emotional, social, and physical aspects of growing up, relationships, sex, gender, human sexuality and sexual health. It will help students understand a range of views and beliefs about these topics and help empower a life with enriching partnership. We will explore mixed messages that media and society places on our beliefs about ourselves and each other. Students will practice active listening skills and engage in daily dialogue and reflective writing to promote curiosity and personal empowerment.			

Course Title	Code	Credit	Grade	Prerequisite
<b>COPING WITH STRESS IN A CHANGING WORLD</b>	1402CS	.5	10-12	<b>Health 1</b>
GRADUATION Requirements in: <b>Health</b> May be repeated for credit more than once <b>No</b>	Empowers students to take control of their lives and learn how to recognize stressors and implement effective strategies for dealing with them. Social, emotional and mental health will be a focal point while also taking a look at broader health issues that teenagers are facing in today's world.			

## PHYSICAL EDUCATION

*For graduation, students are required to complete a 1.0 PE credit.*

Course Title	Code	Credit	Grade	Prerequisite
<b>PHYSICAL EDUCATION</b>	23011 23012	1	9-11	<b>NONE</b>
GRADUATION Requirements in: <b>PE</b> May be repeated for credit more than once <b>No</b>	Offering a diverse curriculum, the physical education department has as one of its goals maximizing each student's personal fitness. Instruction aims to assist students in improving these components of physical fitness: muscular strength, muscular endurance, cardiorespiratory endurance, body composition, and flexibility.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and non-logo grey T-shirt.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SPEED STRENGTH TRAINING (SST)</b>	2314SST1 2314SST2	1	9-11	<b>NONE</b>
GRADUATION Requirements in: <b>PE</b> May be repeated for credit more than once <b>No</b>	This class is an introduction to Weight Training and CrossFit Conditioning. Learn Olympic lifting techniques and demonstrate safety practices in a fitness environment. The CrossFit model will be implemented to address all 10 components of fitness.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.			

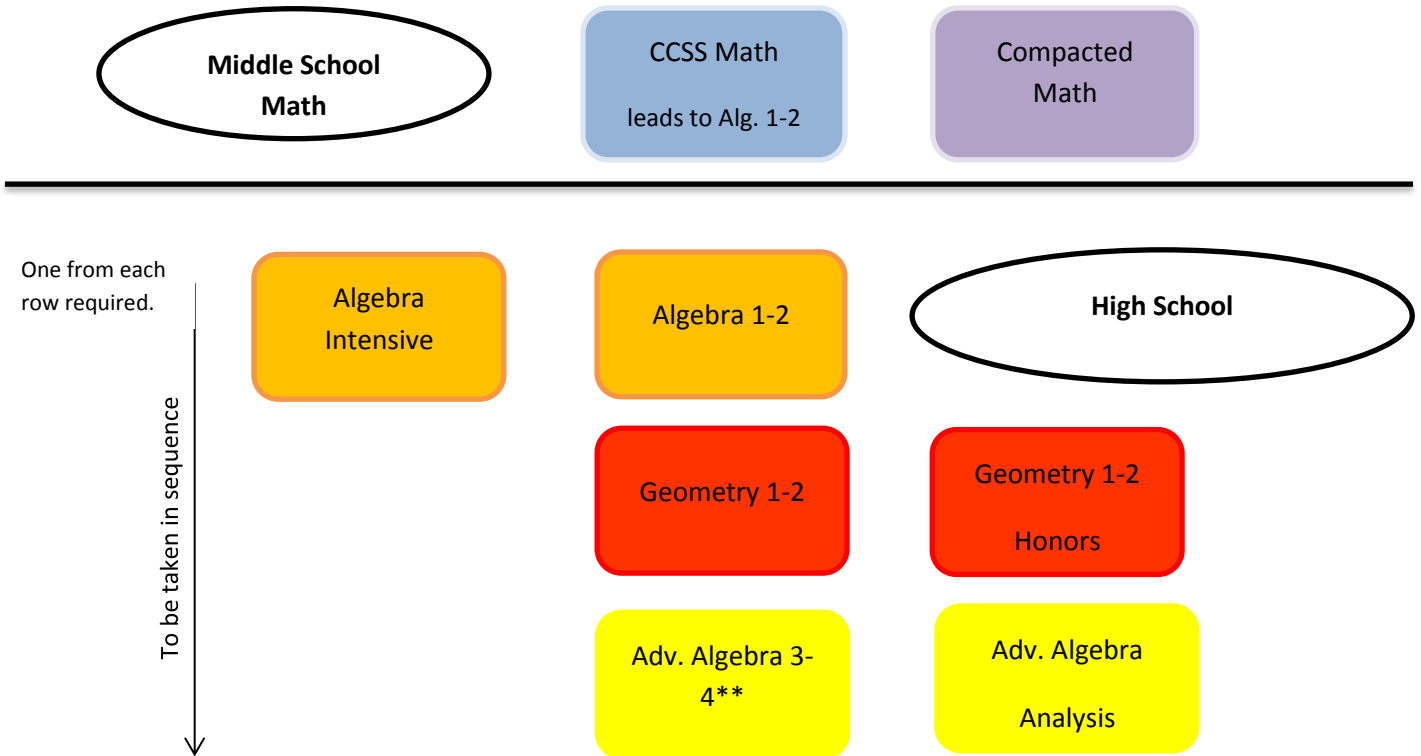
Course Title	Code	Credit	Grade	Prerequisite
<b>LIFETIME ACTIVITIES/FITNESS</b>	2313AS	.5	10-12	<b>Completion of at least 0.5 PE Credit</b>
GRADUATION Requirements in: <b>PE</b> May be repeated for credit more than once <b>No</b>	This class will expose students to a variety of individual activities they can pursue for lifetime enjoyment. Students will participate in a variety of individual sport activities including bowling, tennis, golf, badminton, ping-pong, archery, pickle ball, volleyball, etc. We will also be covering fitness concepts including cardiovascular endurance, circuit training, and more to improve overall fitness.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.			

Course Title	Code	Credit	Grade	Prerequisite
<b>WEIGHT TRAINING</b>	23221 23222	1	10-12	<b>Completion of at least 0.5 PE Credit</b>
GRADUATION Requirements in: <b>PE</b> May be repeated for credit more than once <b>Yes</b>	A co-ed course in which students will learn Olympic lifting techniques and demonstrate safety practices in a fitness environment. The CrossFit model will be implemented to address all 10 components of fitness.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.			

# MATHEMATICS

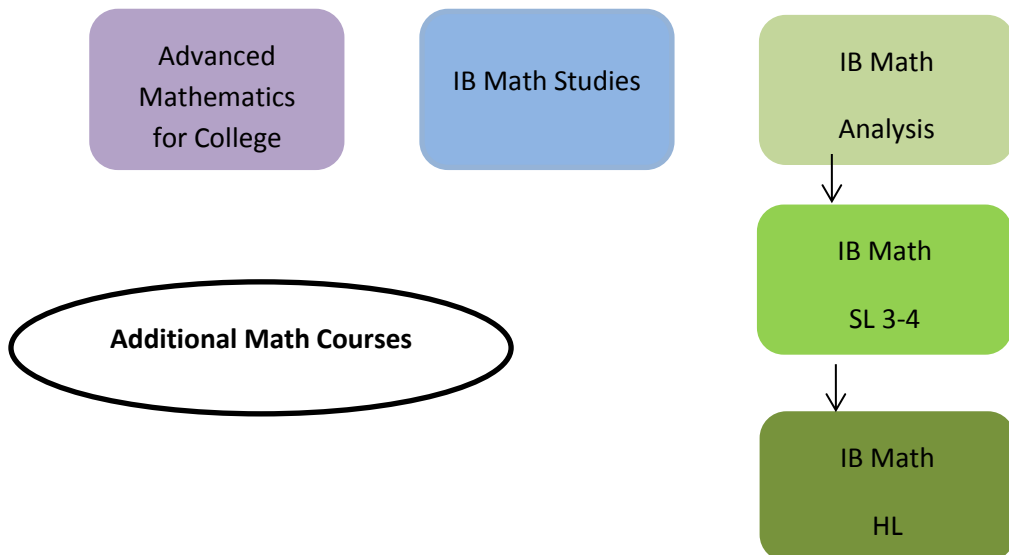
*Mathematics learned in high school is the culmination of formal mathematical preparation for life and for work for some students. For others, it is the platform on which further formal study will build in college and beyond. High School students will learn about and use a variety of functions, using each to model real-world data. Students will solidify and expand upon what they have learned about geometry, measurement, data analysis, and probability in earlier grades. High School students will continue to develop the ability to reason about mathematics, and they will learn to use technology to develop a deeper understanding of mathematics.*

## Cleveland High Mathematics



\*\*Everyday Advanced Algebra Support can be taken in conjunction with Alg. 3-4

Note: Students may take Geometry and Adv. Algebra concurrently with teacher recommendation.



Course Title	Code	Credit	Grade	Prerequisite
<b>ALGEBRA 1-2</b>	2031CC1 2031CC2	<b>1</b>	<b>9-11</b>	<b>9<sup>th</sup> graders who have not previously taken an Algebra 1-2 course in the 8<sup>th</sup> grade. Students enrolling in this course from a PPS middle school/K-8 would have previously take Math 8: CCSS in the 8<sup>th</sup> grade.</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>	In this first year course, the representation of functions is used as the 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. Sequences and 2 unites on statistics are included. They deepen their understanding of basic algebraic concepts using hands on activities, TI-84 calculator lessons, and problem solving and develop confidence in their ability to think mathematically as they work both individually and collaboratively.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ALGEBRA INTENSIVE</b>	20011 20012	<b>1</b>	<b>9</b>	<b>9<sup>th</sup> graders who have not previously taken an Algebra 1-2 course in the 8<sup>th</sup> grade. Concurrent enrollment in Algebra 1-2</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	This is an elective course in which selected students will take concurrent with Algebra 1-2. Students will have the opportunity to receive extra and more individual instruction, additional time to process and reflect on the concept learned and increased applications of concepts. Students interested in enrolling in this course must be referred by their math teacher or by high school counselor.			

Course Title	Code	Credit	Grade	Prerequisite
<b>GEOMETRY 1-2</b>	2034CC1 2034CC2	<b>1</b>	<b>9-11</b>	<b>Successful completion of Algebra 1-2. Incoming 9<sup>th</sup> graders must have successfully completed Math: Compacted Year 2 in a PPS middle/K-8 school.</b>
<b>GEOMETRY 1-2 Honors</b>	2034CCHN1 2034CCHN2	<b>1</b>	<b>9-11</b>	
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>	Students study 2 and 3 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 different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. A unit on probability is included. Algebra 1-2 is reviewed with geometric applications.			




**The following courses require a graphing calculator. Although Cleveland has a limited supply of calculators available for checkout, it is strongly recommended that students purchase their own. A TI-83 Plus or TI-84 Plus CE are recommended. TI-89 is not allowed on IB exams or on most college admission exams.**


Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED ALGEBRA 3-4</b>	20411 20412	<b>1</b>	<b>9-12</b>	<b>Successful completion of Algebra 1-2 (or Math: Compacted Year 2) and Geometry and the recommendation of the previous math teacher</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>	This course emphasizes modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, radical and logarithmic functions. It also introduces students to sequences and series, solving systems, complex numbers, and problems in trigonometry. 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 to study these topics.			


Course Title	Code	Credit	Grade	Prerequisite
<b>EVERYDAY ADVANCED ALGEBRA SUPPORT</b>	0832AA1 0832AA2	<b>1</b>	<b>11-12</b>	<b>Concurrent enrollment in Advanced Algebra</b>
GRADUATION Requirements in: <b>Electives</b>  May be repeated for credit more than once <b>No</b>	This is an elective course in which selected students will take concurrent with Advanced Algebra 3-4. Students will have the opportunity to receive extra and more individual instruction, additional time to process and reflect on the concept learned and increased applications of concepts. Students interested in enrolling in this course must be referred by their Geometry teacher or by high school counselor.			


Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED ALGEBRA 3-4 ANALYSIS</b>	2041A1 2041A2	<b>1</b>	<b>9-12</b>	<b>Highly successful completion of Algebra 1-2 (or Math: Compacted Year 2) and Geometry and the recommendation of the previous math teacher</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>	This course emphasizes modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, radical and logarithmic functions. It also introduces students to sequences and series, solving systems, complex numbers, and problems in trigonometry. 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 to study these topics. This course will include additional topics to prepare students for the IB Analysis track.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED MATH FOR COLLEGE</b>	20541 20542	<b>1</b>	<b>9-12</b>	<b>Successful completion of Adv Algebra 3-4</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>	Advanced Math for College is an extension of concepts previously learned in Algebra 3-4. Topics covered include Linear, Quadratic, Exponential, Logarithmic, Rational, Irrational and Circular Functions. Some Pre-Calculus topics are introduced. AMC is designed for the student who has successfully completed Algebra 3-4 but needs to deepen and solidify their understanding of algebra concepts before moving on to IB Math Analysis SL 1-2.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH STUDIES SL 1-2</b>	2051SL1 2051SL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of Advanced Algebra</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>  	IB Math Studies is a college prep math course that is geared towards students planning on studying non-STEM subjects beyond high school. The emphasis of the course is on real-life applications of mathematics and using graphing calculators (and other resources) as tools in the aid of problem-solving. Topics include Number & Algebra; Descriptive Statistics; Logic, Sets, & Probability; Statistical Applications; Geometry & Trigonometry; Mathematical Models; and Introduction To Differential Calculus.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

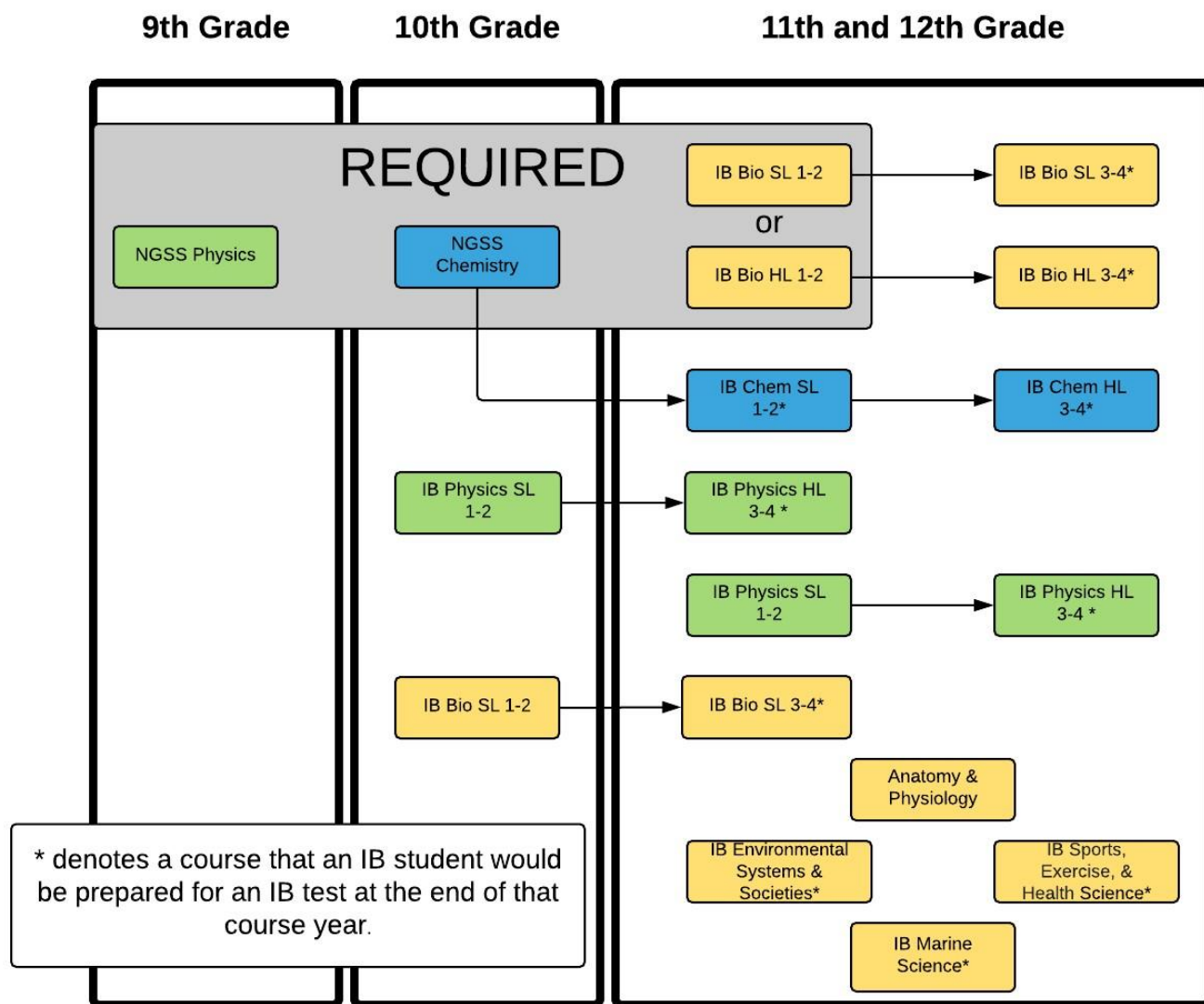
Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH ANALYSIS SL 1-2</b>	2051ASLA1 2051ASLA2	<b>1</b>	<b>9-12</b>	<b>Highly successful completion of Advanced Algebra or Advanced Math for College and recommendation of previous math teacher</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>  	Designed to continue to develop student interest in mathematics, and to prepare students for further study. Mathematical ideas will be studied in depth through application and practical problems. Topics include functions, vectors, matrices, combinatorics, statistics and probability, sequences and series, trigonometry, graphing, and mathematical models.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATHEMATICS SL 3-4</b>	2052SL1 2052SL2	<b>1</b>	<b>9-12</b>	<b>Successful completion of IB Math Analysis SL 1-2</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>  	Students will study a traditional Calculus curriculum including derivatives and integrals and their applications. In preparation for the IB SL Mathematics exam students will review the required IB Math SL syllabus topics of vectors, matrices, and probability and statistics. Students will prepare for both the IB SL mathematics exam and the Advanced Placement AB level Calculus exams in the spring.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATHEMATICS HL 3-4</b>	2052HL1 2052HL2	<b>1</b>	<b>9-12</b>	<b>Successful completion of IB Mathematics SL 3-4 and teacher recommendation</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once <b>No</b>  	This course will build on the IB Mathematics SL course and will prepare students for the Higher Level Mathematics exam for an IB Diploma or Certificate. Required syllabus topics include advanced and circular functions, vector geometry, statistics and probability, advanced calculus, sequences and series, differential equations, and complex numbers.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


# SCIENCE


Science classes are laboratory and activity centered. Updated continually, these courses include a wide variety of elective classes, which focus on issues of ecology, energy, and space. Classes also include study of the metric system. The science program provides a solid foundation for those interested in careers in science.




Course Title	Code	Credit	Grade	Prerequisite
<b>NGSS PHYSICS</b>	1730A1 1730A2	<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in:	This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence.			
<b>Science</b>				
May be repeated for credit more than once				
<b>No</b>				


Course Title	Code	Credit	Grade	Prerequisite
<b>NGSS CHEMISTRY</b>	1720A1 1720A2	<b>1</b>	<b>10</b>	<b>Successful completion of NGSS Physics. Successful completion or concurrent enrollment in Algebra 1-2</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b>	This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY SL 1-2</b>	1716ASL1 1716ASL2	<b>1</b>	<b>11-12</b>	<b>NGSS Chemistry (10<sup>th</sup> can take concurrent with Chemistry)</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized. In order to take the standard level (SL) IB exam, students must take IB Biology 3-4 SL in their junior or senior year.  <b>IB Assessments:</b> Students graduating in 2021 are eligible for IB Assessment Registration in the next level of this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY SL 3-4</b>	1716BSL1 1716BSL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of Biology &amp; Chemistry (10<sup>th</sup> can take concurrent with Chemistry)</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	This course builds on topics learned during IB Biology SL 1-2 and will explore in more depth topics in cellular biology, biochemistry, genetics, ecology, evolution and human health and physiology. Laboratory investigations, computer simulations, data reviewing, literature research and lectures will be used to explore the topics. This course requires completion of a summer assignment.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY HL 1-2</b>	1716AHL1 1716AHL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of NGSS Chemistry</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	This course is designed to be an enriched encounter with biology as the student enters a twoyear 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.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			





Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY HL 3-4</b>	1716BHL1 1716BHL2	1	12	<b>Biology SL; One year of Chemistry and one year of Physics or concurrent enrollment</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once  <b>No</b> 	This course explores in more detail topics covered in IB Biology HL 1-2. Emphasis is on Nucleic Acid, Proteins, Cell Respiration, Photosynthesis, Plant Science, Genetics, and Human Health and Physiology. Laboratory investigations, computer simulations, data mining, literature research, and lectures will be used.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB CHEMISTRY SL 1-2</b>	1726ASL1 1726ASL2	1	11-12	<b>Successful completion of Chemistry year one, Algebra 1-2 and prior credit or concurrent enrollment in IB Biology SL 1-2.</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once  <b>No</b> 	This is an advanced laboratory-oriented course designed to provide a good background for students who are going into medicine, engineering, or science fields. Topics include organic chemistry, electrochemistry, energetics, kinetics, biochemistry, qualitative analysis and advanced inorganic chemistry. This course requires discipline, study skills outside of class and completion of a summer assignment. IB assessments can lead to college credit in the Oregon University System.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB CHEMISTRY HL 3-4</b>	1726BHL1 1726BHL2	1	11-12	<b>Successful completion of Chemistry year one, Chemistry IB SL, Algebra 3-4 and prior credit or concurrent enrollment in IB Biology SL 1-2.</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once  <b>No</b> 	This is an advanced laboratory-oriented course designed to provide a good background for students who are going into medicine, engineering, or science fields. Topics include atomic structure, periodicity, bonding, organic chemistry, electrochemistry, energetics, kinetics, biochemistry, qualitative analysis and advanced inorganic chemistry. This college level course requires discipline, study skills outside of class and completion of a summer assignment. IB assessments can lead to college credit in the Oregon University System.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB PHYSICS SL 1-2</b>	1737SL1 1737SL2	1	10-12	<b>Successful completion of NGSS Physics. Prior credit or concurrent enrollment in Chemistry. Concurrent enrollment in Algebra 3-4 or higher.</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once  <b>No</b> 	A laboratory-oriented class featuring in-depth study of Physics topics including mechanics kinematics and dynamics, rotational motion, gravitation, wave mechanics, and electricity and magnetism. Energy and power generation, with an emphasis on sustainable/renewable energy sources, is explored by monitoring the solar panels installed on the Cleveland High School roof. Hands-on experiences, practical, real world applications, and applied math skills are emphasized. This course will follow the IB Physics curriculum. Students interested in IB assessment as part of an IB Diploma or Certificate in Physics must also complete the IB Physics 3-4 course.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB PHYSICS HL 3-4</b>	1737B1 1737B2	<b>1</b>	<b>11-12</b>	<b>IB Physics 1; One year of Biology and one year of Chemistry or concurrent enrollment</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	<p>IB Physics HL 2 is a continuation of, and will expand on the curriculum presented in, IB Physics 1-2. Topics will include astronomy, atomic and nuclear physics, quantum physics, and thermodynamics. Additional topics in mechanics and waves will also be explored, including trajectory motion, relativity, Doppler Effect, beat patterns, and optics. These topics are not presented at a more difficult conceptual level but are meant to provide a greater depth into various topics of physics. At the conclusion of this course students will be prepared to take the IB Standard Level physics exams, IB Higher Level physics exams, or the AP Physics Exam.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB ENVIRONMENTAL SYSTEMS &amp; SOCIETIES SL</b>	1751SL1 1751SL2	<b>1</b>	<b>11-12</b>	<b>Two years of laboratory science</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	<p>The prime intent of this course is to provide students with a coherent perspective on the interrelationships between ecosystems and societies; one that enables them to adopt an informed personal response to the wide range of pressing global environmental issues that they will inevitably come to face. It is intended that students develop a sound understanding of the interrelationships between ecosystems and societies, rather than a purely journalistic appreciation of environmental issues. This course will involve hands-on science inquiry both in the field as well as in the lab. Topics will include Human Population and Carrying Capacity, Resource Use, Resource Conservation, Pollution, Pollution management, the issue of Global Warming and Environmental Value Systems. Field-based investigations are a component of the course.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>HUMAN ANATOMY &amp; PHYSIOLOGY</b>	17131 17132	<b>1</b>	<b>11-12</b>	<b>Successful completion of Biology and one other laboratory science</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b>	<p>This course offers an advanced study of anatomy and physiology of cells and tissues as a segue into system studies of the human body. The course develops an understanding of the relationship between design and function within all aspects of the organizational levels within the human organism. Medical terminology is also introduced in this course. Coursework is comparable to the first section of Human Anatomy and Physiology at the college level. Students also attend medical lectures and/or participate in job shadow experience related to careers in the medical industry. This course is applicable to those interested in medical field, EMT, Fire and Rescue, Forensics, and Physical Therapy.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MARINE SCIENCE</b>	1772SL1 1772SL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of Chemistry year one, Algebra and prior credit or concurrent enrollment in IB Biology SL.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	<p>IB Marine Science introduces students to biological, chemical, physical and geological processes in the oceans. Human/ocean interactions is a consistent thread throughout the course. This interdisciplinary approach provides students with opportunities to integrate topics covered in their previous coursework at Cleveland. IB Marine Science includes atmospheric and oceanic circulation, waves, satellite oceanography, chemical and nutrient cycles, ocean formation, sedimentology, marine ecosystems, and human impact on the oceans. Students explore these topics through laboratories, hands-on projects, readings, internet research, discussions, and field trips. IB students will be able to test at the end of the year at an SL level. You do not have to be an IB diploma student to take and enjoy this class.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPORTS, EXERCISE, AND HEALTH SCIENCE</b>	1717SL1 1717SL2	<b>1</b>	<b>11-12</b>	<b>NGSS Physics, NGSS Chemistry, IB Biology SL 1-2.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once <b>No</b> 	<p>IB Sports, Exercise, &amp; Health Science (SEHS) is a standard level IB course that analyzes the intersection of human biology and sports/exercise performance by investigating the effect of physical activity on the body, patterns of movement, metabolism, and nutrition. Various training methods are considered and analyzed for their sports-specific goals. Students in IB SEHS usually are interested in the fields of sports medicine or other healthcare professions.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>SCIENCE MENTOR</b>	0823SCM1 0823SCM2	<b>1</b>	<b>11-12</b>	<b>Teacher/Counselor recommendation</b>
GRADUATION Requirements in: <b>Electives</b>  May be repeated for credit more than once <b>No</b>	<p>Science mentors will work with other science students within a course to provide academic support and tutoring. Mentors foster communication and relationships with younger students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. Students serving as <b>Science Mentors need to have strong literacy, math, organizational and interpersonal skills and be hardworking and responsible, as well as possess a desire to help other students.</b> This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative and actions reflecting academic scholarship.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>SCIENCE RESEARCH</b>	1781SR1 1781SR2	<b>1</b>	<b>11-12</b>	<b>Two years science; consent of instructor and administrator (Science credit)</b>
GRADUATION Requirements in: <b>Electives</b>  May be repeated for credit more than once <b>No</b>	<p>Independent student research projects for the laboratory or for the field must be proposed to the science instructor to obtain permission to enroll. There is the possibility to present research at the Portland Public Science Fair.</p>			



# SOCIAL SCIENCES


*Social Sciences courses are designed to examine the interaction of people in the world, the major social institutions, and the government and history of the United States. By understanding more about oneself as well as the contributions of others, students become better-informed and more effective citizens. Students in Social Sciences learn the value of history in understanding the present and preparing for the future.*

Course Title	Code	Credit	Grade	Prerequisite
<b>MODERN WORLD HISTORY</b>	27071 27072	<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Social Science</b>  May be repeated for credit more than once <b>No</b>	Based on a small learning community model, this class is taken in conjunction with Freshman English 1-2 and Academy Biology. This required course introduces and explores contemporary world cultures, their histories, individual and global societies, geographic concepts, the effects of geography on human development, and the effects of globalization on societies, and economics. Students will also learn about themes that are characteristic of all cultures: constant change, diversity, the movement of people, technology and ideas, and commerce. Students will explore different regions of the world using a variety of sources.			

Course Title	Code	Credit	Grade	Prerequisite
<b>GOVERNMENT</b>	2730	<b>.5</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Social Science</b>  May be repeated for credit more than once <b>No</b>	Government is a one-semester course, focusing on forms of government, philosophies, principles, and the foundation and function of U.S. government. Students will also learn about the formation of U.S. government. Students will explore the organization, duties, and powers of government and learn the rights and responsibilities of active civic engagement.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ECONOMICS</b>	2741	<b>.5</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Social Science</b>  May be repeated for credit more than once <b>No</b>	This course is based on the principles and foundations of different economic theories including macro and microeconomics. Students will explore personal economics including, consumerism, credit, investment, and labor. Students will study the dynamics of globalization, including monetary institutions, governments, and corporations			

Course Title	Code	Credit	Grade	Prerequisite
<b>GOVERNMENT: CONSTITUTION TEAM</b>	2730CTG 2741CTE	<b>1</b>	<b>10 -12</b>	<b>Application and teacher approval</b> <b>10<sup>th</sup> Full Year</b> <b>11th- 12th (1<sup>st</sup> Semester Elective Only)</b>
GRADUATION Requirements in: <b>Social Science</b>  May be repeated for credit more than once <b>Yes</b>	Students learn about the US Constitution and apply this knowledge to historical and contemporary questions. Students will learn to present their ideas and opinions in verbal and written formats in a Socratic method. This course is very demanding and requires efficient time management skills. Students on the Constitution Team will have the opportunity to participate in competitions sponsored by the Center for Civics Education. Sophomores will continue second semester, earning Economics credit. Sophomores in this class will receive honors credit for both Government and Economics. Juniors and seniors will receive elective credit.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB HISTORY OF THE AMERICAS HL 1-2</b>	2729IBHA1 2729IBHA2	<b>1</b>	<b>11</b>	<b>Government &amp; Economics, Modern World History</b>
GRADUATION Requirements in: <b>Social Science</b>  May be repeated for credit more than once <b>No</b> 	History of the Americas focuses on US and Latin American history from indigenous societies and civilizations to the present. This course will cover 5-6 units of study within this history. Essential questions include: What forces cause change? What forces create conflict? What can be learned from studying conflicts? What inspiration can be drawn from those who compel change? How did opposing forces clash? What results from these clashes - Slavery and Emancipation, Reconstruction and Jim Crow, Westward Expansion and Indian Removal, Capital and Labor, Immigration and Xenophobia, Security and Domination, Civil Rights and Racism? Units will include: Indigenous Societies, European Conquest, Slavery, Development of Modern Nations, The Cold War, and Civil Rights Movements. The course includes an examination of historiography, multiple perspectives, document analysis, persuasive writing, and critical thinking. In this course students are challenged to connect the past to the present and future.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in the next level of this course (IB 20th CENTURY WORLD HISTORY HL)			

## SOCIAL STUDIES ELECTIVES


*These courses DO NOT fulfill the required Social Studies Credits for graduation*


Course Title	Code	Credit	Grade	Prerequisite
<b>JUSTICE and DEMOCRACY</b>	TBD	<b>.5</b>	<b>10-12</b>	<b>Modern World History</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Justice and Democracy (formerly Epic Issues) is a discussion-based elective class that focused on critical thinking. Topics are selected by the instructor as well as students, and may include issues such as: mass incarceration, the war on terror, social movements and political activism, geopolitics, current events, and environmental justice, etc. - issues that (1) impact a large area, perhaps across countries, (2) has historical context, and (3) impacts a large population of people.			


Course Title	Code	Credit	Grade	Prerequisite
<b>ETHNIC STUDIES</b>	2727ES1 2727ES2	<b>1</b>	<b>10-12</b>	<b>Modern World History</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Topics explored in Ethnic Studies include immigration and immigrant exclusion; sex and gender across the color line; miscegenation laws; racism in popular culture; post-war creation of urban "ghettos" and suburbanization; and contributions of disenfranchised peoples. Students will discover and celebrate the contributions of said groups to American history and culture by using film, music, art, primary source documents, and current events. Ethnic Studies introduces students to the concepts of race and ethnicity in the United States through deconstructing ways that race and ethnicity have driven politics and policies, culture, and society. Students will examine how race and ethnicity have been defined and how those definitions have changed or remained the same over time; their internal logic & contradictions; and their political, economic, and cultural impact in the United States.			


Course Title	Code	Credit	Grade	Prerequisite
<b>GENDER STUDIES</b>	2727GSS	<b>.5</b>	<b>10-12</b>	<b>Modern World History</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	This class is an introduction to the interdisciplinary field of women and gender studies with an emphasis on understanding gender as a socially constructed binary. We will learn how both women and the LGBTQ community have struggled for their rights in history and how gender has been represented in myths, ads, and popular culture. We will also examine the cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality.			


Course Title	Code	Credit	Grade	Prerequisite
<b>CLEVELAND ALLIANCE FOR RACIAL EQUITY (C.A.R.E.) LEADERSHIP</b>	0845L1 0845L2	<b>1</b>	<b>10-12</b>	<b>Students of Color highly encouraged to apply; Application &amp; Interview Only; Ethnic Studies highly recommended</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>Yes</b>	C.A.R.E. is an inclusive, STUDENT-CENTERED leadership course with the purpose to promote practices of racial equity at Cleveland. Race is something that impacts all of our lives and is deeply entrenched in not only the history of the United States, but also its present and future. This course aims to discuss issues surrounding race that affects students personally and address issues that impact our school community as well as the world today. The goal of C.A.R.E. is to understand the effects of white supremacy and institutionalized racism and work actively to dismantle systems of oppression in our community.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB 20<sup>th</sup> CENTURY WORLD HISTORY HL 3-4</b>	2708HB1 2708HB2	<b>1</b>	<b>12</b>	<b>Completed all Social Science Credits</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>  	This course is the continuing IB history course, following History of the Americas. The course includes an examination of historiography, multiple perspectives, document analysis, persuasive writing, and critical thinking. 20th Century World History examines three topics in depth: <ul style="list-style-type: none"> <li>• Authoritarian States (e.g. Joseph Stalin, Mao Zedong, Fidel Castro, Adolf Hitler);</li> <li>• Japanese, German, and Italian Expansion between World Wars I and II or Conflict and Intervention in Rwanda and Kosovo; and</li> <li>• Causes and Effects of 20th Century Wars (e.g. WWI, Vietnam, Falklands, Iran-Iraq).</li> </ul> <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SOCIAL ANTHROPOLOGY SL</b>	2779SL1 2779SL2	<b>1</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>  	Social and cultural anthropology is a comparative and holistic approach to the study of human experiences. The anthropological perspective provides a broad understanding of human origins as well as multiple meanings of cultural diversity in the world. To better understand human experiences, this class learns about family and kinship, gender and sexuality, belief systems, knowledge systems, political and economic structures, commodification, assimilation and resistance, and the power relations between societies and cultures in contact. As a social science, students experience and learn about anthropological methods such as fieldwork and various forms of data collection. Also, students critique the discipline of anthropology by applying various theories such as Marxism, feminism, poststructuralism, postmodernism, and postcolonialism. <p><b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SOCIAL ANTHROPOLOGY HL</b>	2779HL1 2779HL2	<b>1</b>	<b>12</b>	<b>IB Social Anthropology SL</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>  	Second-year social and cultural anthropology students, study alongside first-year students, to apply and advance their understanding of human experiences through new texts and contexts. HL Anthropology students focus on application of ethnographic and theoretical skills through content that further develops anthropological methods and communicative skills. This course also offers a special field trip to the University of Oregon's anthropology department to learn how. <p><b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB WORLD RELIGIONS</b>	2605SL1 2605SL2	<b>1</b>	<b>11-12</b>	<b>Modern World History</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>  	The World Religions course is a study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB PSYCHOLOGY SL</b>	2774SL1 2774SL2	<b>1</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>  	Standard Level IB Psychology takes a scientific and holistic approach to understanding human behavior and the mind. Students will study three approaches to understanding behavior: Biological (the brain, hormones, and genetics), Cognitive (cognitions and emotions), and Sociocultural (the individual and the group, culture and identity). These approaches are later used in a unit on Psychopathology (abnormal psychology). The bookends of the core units involve students beginning the course looking at research methods, design, and ethics in preparation to undertake a simple experiment of their own, and conclude the class year looking at dreams, theories and analysis.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB PSYCHOLOGY HL</b>	2774HL1 2774HL2	<b>1</b>	<b>12</b>	<b>IB Psychology SL</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>  	Higher Level IB Psychology is a continuation of the skills and content learned in SL Psychology. Students dive deeper into the core approaches to understanding behavior: Biological, Cognitive, and Socio-cultural, by looking at cognitive processing in the digital world and the influence of globalization on behavior. Students will be introduced to two new areas: Developmental Psychology focusing on developing identity, developing as a learner, and influences on social and cognitive development, and the area of the Psychology of Human Relationships which focuses on personal relationships, group dynamics, and social responsibility. Students will also study quantitative research methods including experiments, interviews, observations, and case studies, to prepare for the critical analysis portion of the IB external assessment.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

# WORLD LANGUAGES

Two years of the same world language is required by PPS in order to meet graduation requirements. World language study is also recommended to attain a proficiency level for admission to many four-year institutions of higher learning. Therefore, it is highly recommended that students begin world language study in the freshman year. Many opportunities are available for speakers of world language in vocational careers, as well as national and international business. Cleveland helps prepare students for these opportunities by teaching how to communicate in a second language, and to better understand other cultures. ACTFL (American Council on Teaching Foreign Language) standards are used to assess proficiency.

## FRENCH LANGUAGE COURSES


Course Title	Code	Credit	Grade	Prerequisite
<b>FRENCH 1-2</b>	1205A1 1205A2	1	9-11	<b>NONE</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Novice High</b> The basic skills of listening, speaking, reading, and writing are the focus. Various francophone cultures will be studied, and students will learn to recognize differences and similarities between people of these cultures and Americans. Beginning with the second semester, French will be spoken as much as possible. Course themes: greetings, school, activities and sports, as well as food, family, shopping, clothes, and weather.			

Course Title	Code	Credit	Grade	Prerequisite
<b>FRENCH 3-4</b>	1205B1 1205B2	1	9-12	<b>Passing grade in French 1-2 or equivalent</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Intermediate Low</b> Students will continue to develop their ability to listen, speak, and write in French along with learning about French-speaking countries. Students will learn about occupational and leisuretime activities in the francophone world. Course themes: travel, home, directions, places, restaurants, foods, daily routine, health, technology, and friendships. Students are highly encouraged to use French in class. Second semester instruction is predominately in French.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB FRENCH 5-6</b>	1265C1 1265C2	1	10-12	<b>Successful completion of French 3-4</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Intermediate Mid</b> Students will continue to fine-tune their French listening, speaking, reading, and writing skills, and understanding and appreciation of French culture. Emphasis is placed on developing interpersonal skills in French. Topics will include: food, travel, public transportation, holidays and traditions, professions, body, illness. The class is taught in French and students are required to speak in French.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.			







Course Title	Code	Credit	Grade	Prerequisite
<b>IB FRENCH SL 7-8</b>	1265DSL1 1265DSL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB French 5-6 and teacher recommendation</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>  	<b>ACTFL Level: Intermediate High</b> Students will further develop their skills in reading, writing, and speaking French. They will learn to initiate conversations and discussions in French, as well as write essays in French. Topics may include but are not limited to: communication and the media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. This course also contains a major review of verb moods and tenses. This course is taught entirely in French and students are required to speak in French. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

## GERMAN LANGUAGE COURSES

Course Title	Code	Credit	Grade	Prerequisite
<b>GERMAN 1-2</b>	1210A1 1210A2	<b>1</b>	<b>9-11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Novice High</b> Students will learn the basics of the German language, including grammar, conversation, reading, listening and writing skills. Emphasis is on speaking and using German in authentic situations. Topics will include: school, sports and hobbies, family, food and grocery shopping, restaurants, clothing and shopping, geography, and items around the house.			


Course Title	Code	Credit	Grade	Prerequisite
<b>GERMAN 3-4</b>	1210B1 1210B1	<b>1</b>	<b>9-12</b>	<b>German 1-2 or equivalent</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Intermediate Low</b> Students will further develop their skills in reading, writing, and speaking German. Students will begin to initiate and sustain conversations and discussions in German. Students will also begin to write simple, short essays in German. All reading materials and discussions will be in German. Topics will include home, shopping, vacations, World War II, food and restaurants and traveling.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB GERMAN 5-6</b>	1266C1 1266C2	<b>1</b>	<b>10-12</b>	<b>German 3-4 or equivalent</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>  	<b>ACTFL Level: Intermediate Mid</b> Students will further develop their skills in reading, writing, and speaking German. Students will further learn to initiate and sustain conversations and discussions in German. Students will also write simple, short essays in German. All reading materials and discussions will be in German. Topics will include health, home, the Holocaust, food and restaurants, traveling, and relationships.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB GERMAN B SL 7-8</b>	1266DSL1 1266DSL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB German 5-6 and a teacher recommendation</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b> 	<p><b>ACTFL Level: Intermediate High</b> Students will further their skills in reading, writing, and speaking German. They will learn to sustain conversations and discussions in German, as well as write essays in German. Topics may include, but are not limited to: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. This course also contains a major review of verb moods and tenses. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			


## CHINESE LANGUAGE AND CULTURAL STUDIES


基础课程 *JICHU (Foundation)* The Chinese Language and Cultural Studies *JICHU COURSES* offer students the opportunity to develop Intermediate Level language and cultural skills laying the foundation for Advanced Level study of Chinese. Completion of Chinese 7-8 prepares students to negotiate basic daily interactions in China and moves them down the path towards being a global professional and citizen. *JICHU COURSE* classes are open to all students meeting proficiency criteria.

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MANDARIN 7-8 AB INITIO</b>	1221SLD1 1221SLD2	<b>1</b>	<b>11-12</b>	<b>Successful completion of Mandarin 5-6 or Intermediate Low</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b> 	<p><b>ACTFL Level: Intermediate Mid</b> Students will continue to build on their skills in reading, writing, speaking and listening. Students will learn about shopping, asking for help, visit a doctor, describe a crime, apply to college and making future plans. Students will learn vocabulary, grammar, and idiomatic expressions they need to communicate about the topics and the cultural information that helps contextualize the use of Chinese language.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p> <p>综合课程 <b>ZONGHE (Comprehensive)</b> The Chinese Language and Cultural Studies <b>ZONGHE COURSES</b> offer students the opportunity to develop Advanced Level language and cultural skills preparing them to be global professionals and citizens. Students will develop these 21<sup>st</sup> century skills through onsite content-based language classes, online proficiency based modules, and credited experiential learning opportunities. Completion of all the requirements necessitates significant commitment and focus by students and results in special recognition at graduation. <b>ZONGHE COURSE</b> classes, modules, and opportunities are open to all students meeting proficiency criteria.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<del>MANDARIN GLOBAL PERSPECTIVES</del> <b>Offered again in 2020-21</b>	1221MG1 1221MG2	<b>1</b>	<b>9-10</b>	<b>Successful completion of Mandarin Immersion Program (MIP) K-8 or at a minimum proficiency level of Intermediate Low in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<p>Mandarin Global Perspectives is a full-year course designed for the 9<sup>th</sup>- 10<sup>th</sup> grade students of the Mandarin Immersion students. Students will utilize their acquired skills and knowledge of Chinese language and culture to further explore varied content and issues about China and its people through reach-out communication and teacher-guided learning. The course emphasizes an integrated approach to exercising listening, speaking, reading, and writing activities with self-managed learning strategies. Students at this level dig deeper into popular topics while learning to provide details of events, feelings, things, and people. Reading and writing are formal requirements throughout the year. Students are expected to be able to read texts of various genres and topics at intermediate level of Chinese, while responding through speaking and writing with developing judgment and accurate language.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>MANDARIN RESEARCH AND EXPLORATION</b>	1221MR1 1221MR2	<b>1</b>	<b>9-10</b>	<b>Successful completion of Mandarin Immersion Program (MIP) K8 or at a minimum proficiency level of Intermediate Low in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	Mandarin Research & Exploration is a full-year course designed for Mandarin Immersion students. Students will continue to improve proficiency in listening, speaking, reading and writing modalities with the goal of reaching Advanced Proficiency level or higher. Students will communicate their ideas effectively with diverse audiences, gain judgments on local/global issues, and translate their ideas and findings into appropriate actions through research, making inference, and giving suggestions. Research and problem-solving skills will develop with language. With the aid of technology, students are expected to search and read media publications in topics of interest, make summaries, take positions and edit information with peers. Student abilities in providing details of events, feelings, things, and people will continue to develop.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MANDARIN B SL</b>	1261MSL1 1261MSL2	<b>1</b>	<b>11</b>	<b>A minimum proficiency level of Intermediate Mid in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b> 	This course focuses on preparing students for the IB Mandarin (Language B) test. Students will communicate orally and in writing purposely, effectively, and accurately. This course will expose students to a range of topics: global issues, communication and media, social relationship, health, science and technology. Students' language proficiency will be enhanced through receptive, productive and interactive assessments. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB MANDARIN B HL</b>	1261MHL1 1261MHL2	<b>1</b>	<b>12</b>	<b>A minimum proficiency level of Intermediate Mid in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b> 	This course focuses on preparing students for the IB Mandarin (Language B) test. Students will communicate orally and in writing purposely, effectively, and accurately. This course will expose students to a range of topics: global issues, communication and media, social relationship, health, science and technology. Students' language proficiency will be enhanced through receptive, productive and interactive assessments. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			




## SPANISH LANGUAGE COURSES


Course Title	Code	Credit	Grade	Prerequisite
<b>SPANISH 1-2</b>	1201A1 1201A2	<b>1</b>	<b>9-11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Novice High</b> This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of the target language in class is emphasized. The learner is expected to interact with the teacher during every lesson with gestures, short and long answers. The instruction incorporates cultural perspectives with storytelling. Topics include: introducing oneself, describing people and school objects, asking and answering yes/no and who/what/where/when questions, family members, school subjects and schedules and expressing likes and dislikes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SPANISH 3-4</b>	1201B1 1201B2	<b>1</b>	<b>9-12</b>	<b>Spanish 1-2 or 2 full years of middle school Spanish</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>ACTFL Level: Intermediate Low</b> This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of target language in class is emphasized. It provides instruction in speaking, listening, reading and writing skills, and incorporates cultural practices. Topics include: describing self, discussing past events, asking and giving directions, clothing, asking and giving opinions, expressing feelings, making future plans, talking about daily routines, and staying fit and healthy			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPANISH 5-6</b>	1264C1 1264C2	<b>1</b>	<b>10-12</b>	<b>Spanish 3-4</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>  	<b>ACTFL Level: Intermediate Mid</b> Students will further develop their skills in reading, writing, speaking and listening. The course is designed to strengthen understanding and skills of sentence and grammatical structures. There will be a focus on following units: family, friends and communities, internet & technology, global citizenship, travel & free time activities. Authentic reading materials will be used for making comparisons and engaging in discussion. Class is conducted in target language and begins to prepare students for coursework in IB Spanish 7-8 and 9-10.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in the next level of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SPANISH FOR HERITAGE SPEAKERS 5-6</b>	1271HSC1 1271HSC2	<b>1</b>	<b>9-12</b>	<b>Conversant in Spanish</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b>	<b>¿Y hablas y entiendes el español? ¿Te gustaría crecer y mejorar estas habilidades? ¿También desearías ser lector y escritor firme?</b> This course is designed to increase the proficiency of Spanish native speakers in all modalities of the language: speaking, reading, writing and listening skills that are typically problematic for Heritage speakers and make students truly bilingual. The fundamentals of critical thinking and literary analysis are taught through the reading, writing and presentation of short stories, plays, poetry, short stories and novels and/or excerpts of longer novels. There will be a culminating semester publication of the work of the class that will be available to the larger student body in the form of a magazine published and printed and/or on-line.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPANISH B SL 7-8</b>	1264DSL1 1264DSL2	<b>1</b>	<b>10-12</b>	<b>IB Spanish 5-6</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b> 	<p><b>ACTFL Level: Intermediate High</b>            Students will gain greater oral proficiency, while at the same time reviewing grammar and studying the subjunctive in greater depth. Students are required to use the target language in class at all times. Journal writing, oral presentations, and discussions of current events will help build fluency. Short stories from Spanish and Latin American literature are read. Students will be assessed by the teacher on both listening and speaking skills. This class is the first part of the IB curriculum. Topics covered: the internet, immigration, influence of indigenous languages, political systems, celebrations and gastronomy.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPANISH B HL 9-10</b>	1264EHL1 1264EHL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB Spanish 7-8 IB and teacher recommendation</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once <b>No</b> 	<p><b>ACTFL Level: Advanced Low</b>            The goal is to prepare the students for the IB Language B examinations while offering the opportunity to learn more about civilization, issues, culture, and literature of the Spanish-speaking world. Considerable work is done on reading and writing skills. Students will create writing pieces in different modes or genres. Emphasis is placed on increasing vocabulary and solidifying the grammatical skills. Students will also give speeches on different topics. They will engage in study and debate on issues of importance to the Spanish-speaking world such as, how does our coffee consumption impact the various players in its production and why do people risk their lives to cross the border into the U.S.?</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			



# GENERAL ELECTIVES

Course Title	Code	Credit	Grade	Prerequisite
<b>COLLEGE &amp; CAREER EXPLORATION</b>	0842CE	.5	9	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	9 <sup>th</sup> graders will gain exposure to the working world they will one day enter and the ways that postsecondary options, including college, will help them in the future. The intention is to “connect the dots” between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with skills they will need in the future. After having chances to reflect on their strengths and interests, students will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships.			

Course Title	Code	Credit	Grade	Prerequisite
<b>MINDFUL STUDIES</b>	0898MS	.5	10-12	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	What do Lebron James, Oprah, and the Seattle Seahawks have in common? They all use mindfulness to boost their happiness and success. In this class we'll learn mindfulness skills to deal with stress. We'll learn to focus and relax with meditation. We'll increase flexibility with gentle stretching and yoga. We'll create a strong community of people who support each other. Research shows that mindfulness helps us manage strong emotions like anger and anxiety. It improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness and compassion. With mindfulness we can live to our full potential.			

Course Title	Code	Credit	Grade	Prerequisite
<b>YOGA</b>	2398YS	.5	10-12	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Yoga is a physical mindfulness practice that develops a healthy combination of balance, strength and flexibility, while connecting one's breath with movement. In this class, students will learn a variety of yoga styles, physical postures, breathing techniques, as well as mindfulness practices to direct the attention to the breath, the body, and the present moment. In our fast-paced world, this course will provide an opportunity for students to connect with themselves, to go inward, as well as build community through journaling, teambuilding activities, class discussions and mindfulness practices. Culminating projects will include planning and preparing a yoga sequence to teach to the class, a community service or other yoga-related project, and a reflection paper			

Course Title	Code	Credit	Grade	Prerequisite
<b>LEADERSHIP 9<sup>th</sup> – 10<sup>th</sup></b>	0841A1 0841A2	1	9-10	<b>Application</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>Yes</b>	This course is designed to introduce students to leadership by practicing and applying the qualities of effective leaders through lessons and projects. Projects will include, but not be limited to, school and extracurricular activities, assemblies and service projects. Students will learn the various methods and techniques for planning, implementing, and evaluating projects related to school activities. Students will explore leadership qualities of selfawareness, goal setting, organization, time management, project planning, communication, public relations, meeting skills, group dynamics, responsible citizenship, evaluation, and problem solving.			

Course Title	Code	Credit	Grade	Prerequisite
<b>LEADERSHIP 11<sup>th</sup> – 12<sup>th</sup></b>	0841B1 0841B2	1	11-12	<b>Application and Interview</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>Yes</b>	This course is required of elected student body officers as well as students who have been appointed to office. Students will explore leadership styles as well as their potential. Students practice goal-setting and time management, work on public relations through project planning, decision making and conflict resolution. These students are responsible for planning and implementing all school activities, including assemblies, dances, school-wide fundraisers and community service efforts.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID 9)</b>	0862AVA	.5	9	<b>Application and interview</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once <b>Yes</b>	AVID prepares students for success in a four-year college or university. This course expands on the use of writing, inquiry, collaboration, and reading strategies across the content areas, but also includes a focus on college and career research and college application. AVID students are expected to maintain a minimum of a 3.0 GPA, demonstrate exceptional classroom behavior, and participate actively in student-led tutorials and other AVID activities.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)</b>	0862AVB1-2 0862AVC1-2 0862AVD1-2	1	10-12	<b>Application and interview</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once <b>Yes</b>	AVID prepares students for success in a four-year college or university. This course expands on the use of writing, inquiry, collaboration, and reading strategies across the content areas, but also includes a focus on college and career research and college application. AVID students are expected to maintain a minimum of a 3.0 GPA, demonstrate exceptional classroom behavior, and participate actively in student-led tutorials and other AVID activities.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BEYOND HIGH SCHOOL</b>	0804ACL	.5	11-12	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once <b>No</b>	This is a one semester elective course designed to help students develop 21st century skills such as critical thinking, utilizing available resources, and the proficient use of technology through the exploration of various career and educational paths. Students will understand and get support with college and financial aid applications, prepare for college entrance exams, explore apprenticeship programs, learn about a range of careers, build organizational skills and participate in activities designed to meet Personalized Learning graduation requirements.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDENT INTERN: ACADEMIC COUNSELING</b>	0853CN	1	11-12	<b>Counselor Approval</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once <b>No</b>	This class is designed to teach students about the administration and management of counseling related programs and events. Students will engage in project-based learning focused on enhancing counseling supports for college and career at Cleveland High School. Learning activities include but are not limited to event management, media relations, college and career guidance, technical support and skill building.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDENT INTERN: THEATER</b>	0853TH	1	11-12	<b>Teacher Approval</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once <b>No</b>	This class is designed to teach students about the administration and management of theater related programs and events. Students will engage in project-based learning focused on supporting performing arts productions at Cleveland High School. Learning activities include but are not limited to event management, media relations, facilities management, technical support and management of production teams.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDENT INTERN: ATHLETICS</b>	0853AT	<b>1</b>	<b>11-12</b>	<b>Athletic Director Approval</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	This class is designed to teach students about the administration and management of athletic programs and events. Students will engage in project based learning focused on supporting athletic events at Cleveland High School. Learning activities include but are not limited to event management, fundraising, media relations, transportation, facilities management and administration of teams.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDENT MENTOR</b>	08241 08242	<b>1</b>	<b>11-12</b>	<b>Teacher Approval</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Mentors will provide academic support and tutoring in either Math or Academy classes. Mentors foster communication and relationships with younger students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. <b>Students serving as Mentors need to have strong literacy, math, organizational and interpersonal skills and be hardworking and responsible, as well as possess a desire to help other students.</b> This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative and actions reflecting academic scholarship.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDENT MENTOR FOR ENGLISH LANGUAGE LEARNERS</b>	0823EL1 0823EL2	<b>1</b>	<b>11-12</b>	<b>3.5 GPA (or teacher/counselor recommendation)</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	This is an opportunity to make cross-cultural connections and support students in our school community. Mentors will work with English Language Learners (students from all over the world) to provide language support and tutoring in either an ELD (English Language Development Class), or in an academic core class (i.e. health, science, math, history, English.) Mentors possess strong literacy, interpersonal and organizational skills, and are hardworking, responsible, and possess a desire to help other students. Mentors foster communication and relationships with students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. This course offers career-related learning experiences, a C.A.S service opportunity for the IB diploma, and a chance to meet and work with students from many cultures. This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students' progress, initiative, and actions reflecting academic scholarship.			

Course Title	Code	Credit	Grade	Prerequisite
<b>EVERYBODY IN: BUILDING BLOCKS TO UNDERSTANDING</b>	0823EM1 0823EM2	<b>1</b>	<b>10-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Students will learn the various categories of special education and apply the information in a practicum setting. Students will use readings, meet with consultants such as Special Education Teachers, Occupational Therapists, Physical Therapists, and speech and language pathologists, to discuss various special education issues and will be required to keep a reading/learning journal. Students will reflect on their chosen area of interest within the curriculum and present a final project. Students, with training, and under supervision, will be working directly with a spectrum of special education students in the classroom setting.			



Course Title	Code	Credit	Grade	Prerequisite
<b>TEACHER ASSISTANTS (TA)</b>	08231 08232	<b>1</b>	<b>11-12</b>	<b>Teacher Approval</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Students may be assigned as a TA for a teacher by picking up a permission form in the Student Services Center and getting the desired teacher's signature. Elective credit is awarded on a pass/no pass basis.			

Course Title	Code	Credit	Grade	Prerequisite
<b>OFFICE ASSISTANT</b>	08221 08222	<b>1</b>	<b>11-12</b>	<b>Consent of Office Staff</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Students may be assigned as a TA for an office by picking up a permission form in the Student Services Center and getting the desired office staff's signature. Options: Main office, Attendance office and Student Services Center. Elective credit is awarded on a pass/no pass basis.			

Course Title	Code	Credit	Grade	Prerequisite
<b>LIBRARY ASSISTANT</b>	08251 08252	<b>1</b>	<b>11-12</b>	<b>Consent of Media Specialist</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Library assistants receive "on the job" training in the use of library resources. Students learn and practice good work habits while performing a variety of library support tasks such as shelving books and periodicals, preparing new materials for circulation, dealing with the public, and using a computer to check in and out materials. Elective credit is awarded on a pass/no pass basis.			

Course Title	Code	Credit	Grade	Prerequisite
<b>LATE ARRIVAL, EARLY RELEASE (OPEN PERIOD)</b>	0899HS	<b>NONE</b>	<b>12</b>	<b>Release form/agreement signed by both parent and student</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<b>Semester or Full Year</b> Allows students to arrive late or leave early. The expectation is that students will vacate the building when not in class. It is not acceptable to roam or hang out in the halls or by the lockers. Students with late arrival should arrive approximately ten minutes before the first scheduled class. There may be limited space available in the library to study during release time. **Because of limited class offerings it may not be possible to give students late arrival or early release depending on other course selections.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDY HALL</b>	08331 08332	<b>NONE</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	This is a non-credit supervised study opportunity. Students who enroll in study hall are expected to use time effectively to do homework and projects, study for classes, or read.			

# LEARNING RESOURCE CENTER

*While we value inclusive learning experiences for all students, the following courses provide additional support for students who are eligible for Special Education Services through their Individualized*

Course Title	Code	Credit	Grade	Prerequisite
<b>ACADEMIC SKILLS</b>	2802ATA-ATF	1	9-12	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Students served in the Learning Center have special needs that impact their ability to make academic progress. Students receive specially designed instruction in study skills and areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes as outlined in their IEP. The topics covered are study skills, problem solving skills, organization skills, self-empowerment and communication with others.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SOCIAL SKILLS</b>	2806B1-2 2806CB1-2	1	9-12	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	Students served in the Communication and Behavior Center have special needs that impact their ability to make academic progress, or who require specialized instruction in independent living and vocational skills. Students receive specially designed instruction in social skills and areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes as outlined in their IEP. Topics covered are the hidden curriculum of social expectations, problem solving skills, self-management, executive function support, selfadvocacy and communication with others.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC LANGUAGE ARTS 1-4</b>	SL50BLC1 SL50BLC2	1	10-12	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<b>Credit:</b> <i>Meets the English requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. English class.</i>  Language is a researched-based comprehensive curriculum whose core concept is "From Oral Fluency to Sound to Text". Language is a direct instruction program that includes baseline and ongoing assessments for each of its units to measure individual progress. Students will improve their writing, reading, listening, observation and critical thinking skills.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC LANGUAGE ARTS 5-8</b>	SL50CLC1 SL50CLC2	1	10-12	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<b>Credit:</b> <i>Meets the English requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. English class.</i>  Students will continue to develop their reading and writing skills. They will learn about young adult literature leading to a deeper understanding of oneself and others. Students will use the writing process and create writing pieces in different genres of writing. Writing will focus on narrative, persuasive and expository.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC MATH</b>	SL511 SL512	<b>1</b>	<b>10-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<p><b>Credit:</b> <i>Meets the Math requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. Math class.</i></p> <p>This math class is designed for students with current Individual Education Plans (IEP) in the area of math who need specially designed instruction at their level and rate. Students will analyze and solve increasingly complex problems, using ratios and proportions, tables, graphs, calculators and other techniques. The will work with fractions, decimals, measurement, geometry and functions, and factorization.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC PRE-ALGEBRA</b>	SL831 SL832	<b>1</b>	<b>10-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<p><b>Credit:</b> <i>Meets the Math requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. Math class.</i></p> <p>The purpose of this course is to cover and review the basic math essentials needed to enter high school Algebra. Instruction will be for problem solving Pre-Algebra, Algebraic equations, interpreting graphs, plotting graphs, identifying necessary vocabulary, using and applying order of operation, working with linear equations, simplifying expressions and combining like terms, solving equations and testing solutions. Homework is generally not required for this class.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC SCIENCE</b>	SL53LS1-2 SL53LSF1-2	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<p><b>Credit:</b> <i>Meets the science requirement for the Modified Diploma.</i></p> <p>This course will emphasize the development of basic scientific skills and concepts in chemistry, physics, earth science and biology. In addition, scientific vocabulary and reading comprehension will be addressed to assist students in furthering their science education.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>TRANSITION SKILLS</b>	2807TS1-2 2807TSB1-2	<b>1</b>	<b>11-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<p><b>Credit:</b> <i>Meets the career education requirement for the Modified Diploma and or is an elective credit for the Standard Diploma.</i></p> <p>This class is focused on Career/Education Options for post-high school living. Post high school planning is done as part of the classroom experience including but not limited to exploring student interests, careers and educational options, preparing students to understand their rights, responsibilities and opportunities as young adults in today's world.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>WORK EXPERIENCE</b>	16061 16062	<b>1</b>	<b>11-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once <b>No</b>	<p><b>Credit:</b> <i>Meets the career education requirement for the Modified Diploma and or is an elective credit for the Standard Diploma.</i></p> <p>This is an in-school work experience in which students will develop work skills in job related tasks in the follow areas; Personal Management/Work Ethic, Decision Making, Communication, Teamwork. Students will manage and participate in rotating bases in running a student business during the school lunch time.</p>			