

# Ida B. Wells-Barnett High School

2021-2022

Forecast Guide



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## To Our Wells-Barnett Families:

The Ida B. Wells High School 2021 - 2022 Forecast Guide is intended to give you the most current information about requirements and courses.

- All the courses listed in this guide may not be available, as this guide is produced prior to receiving our staffing allocations for the next year.
- We determine how we will allocate staff for class sections based on forecasts received from our students and our district staffing allocation.

We encourage students and parents to work closely with counselors to develop the best educational program possible.

- Please check prerequisite courses and prerequisite grades before forecasting for a leveled class.
- Please make committed, informed choices during forecasting so that we can best meet the needs of all students.
- Please make sure you include alternates for your elective choices in the event that you don't get scheduled into your first choice.
- All students should enroll in a full schedule of eight courses. There are some exceptions.
- No students will be allowed to have a "free period" in their schedule. A monitored study hall is available for students electing to take less than eight courses.
- Early Dismissal or Late Arrival is not available to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders. Seniors taking less than eight courses need permission from a parent/guardian to enroll in a shortened academic day.
- All seniors need to be scheduled in at least 6 classes unless granted approval for less than 6 by the vice principal.

Sincerely,

**Filip Hristić**

Ida B. Wells HS Principal

[www.pps.k12.or.us/schools/Ida B. Wells](http://www.pps.k12.or.us/schools/Ida B. Wells)

# ADMINISTRATION AND SUPPORT STAFF

Principal  
Filip Hristić

Vice-Principals  
Ayesha Coning   Brian Covey   Sara Gandarilla

Business Manager  
Erica Caldwell

Activities Director  
Morgan McFadden

Athletic Director  
Mike Nolan

College Coordinator  
Kelly Milford

Career Coordinator  
Jessica Wade

Counselors  
Sheila Kendall   Keith Brown   Julie Fleming  
A-C                      D-H                      I-Mi

Danny Bradach  
Mj-Sch

Lauryn Files  
Sci-Z

## HOW TO USE THIS FORECAST GUIDE

The student's goal in forecasting is to select classes that will fulfill his or her academic needs during the coming school year. Parent(s)/guardian(s) and students can consult with the student's counselor to be sure all courses chosen to meet or exceed the requirements of the four-year plan required for each Ida B. Wells student; there are two options of worksheets provided in this guide. The Ida B. Wells staff is committed to helping all students make good decisions as they plan for their academic year.

Ida B. Wells students are required to enroll in eight classes except in special circumstances with parent permission. OSAA requires that athletes be passing five classes in order to remain eligible. Counselors must be consulted if the student wants to enroll in fewer than eight classes. Parent(s)/guardian(s) must also consent to a reduction in the school day.

Closely read through this forecast guide and the graduation requirements. There are recommended years to take each required course. Become aware of this and make your choices accordingly. Certain courses require a prerequisite that must be completed before enrollment. For accelerated or advanced classes, students must meet all prerequisites.

Students should make their course choices after talking with parent(s)/guardian(s), counselors, teachers and friends. When students finish making critical decisions, they will complete the information on the forecast sheet. Students should have their forecast sheet completed and signed by a parent/guardian by the date indicated for their grade level to forecast on our school calendar. Late forecasts may adversely impact students' chances of being scheduled into their preferred course selections and our ability to staff our program to best meet our students' needs and preferences.

How to read the course descriptions - EXAMPLE:

Psychology 1-2: Intro GR 11 – 12 Prerequisite: None

Psychology 1–2: Intro Course title.

GR 11 – 12: Identifies which grade the student may take the course.

Prerequisite: Identifies other classes or special permission required for admission to class.

Courses are organized by **DIPLOMA CATEGORY** in the order in which they are presented on the four-year planning sheet and on the student transcript itself.

LA MA SC GS US GV EC PE HE FA WL EL

# GRADUATION/Diploma REQUIREMENTS

## PPS Standard Diploma Requirements

	Number of Credits Needed
English	4
Math	3
Science	3
Social Studies    Modern World History - 1 US History – 1 Government/Economics – 1	3
Physical Education	1
Health Education	1
World Language – credits must be for the same language	2
Career & Technical Ed, The Arts, or World Language* *May be the 3 <sup>rd</sup> year of the same World Language (as above) or a different World Language	1
Electives	6
<sup>1</sup> Meet district proficiency for Oregon’s Essential Skills (ES) standards	Reading Writing Math
<sup>2</sup> Develop a Personal Education Plan & Profile (Resume + 1 CRLE)	✓
<sup>3</sup> Participate in Career Related Learning Experiences (1 additional CRLE)	✓
<sup>4</sup> Complete an Extended Application (My Plan Essay)	✓
<b>Total Credits</b>	<b>24</b>

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

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

<sup>3</sup>Career Related Learning Experiences: Educational experiences that connect learning to the world beyond the classroom

<sup>4</sup>Extended Application: The application of academic and specialized knowledge and skills within the context of a student’s personal and career interests and post high school goals

## PPS Modified Diploma Requirements

	Number of Credits Needed
English	3
Math	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career & Technical Ed, The Arts, or World Language	1
Electives	12
<sup>1</sup> Meet district proficiency for Oregon’s Essential Skills (ES) standards	Read Write Math
<sup>2</sup> Develop a Personal Education Plan & Profile (Resume + 1 CRLE)	✓
<sup>3</sup> Participate in Career Related Learning Experiences (1 additional CRLE)	✓
<sup>4</sup> Complete an Extended Application (My Plan Essay)	✓
Total Credits	24

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

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

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

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

A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools’ Board of Education for a diploma while receiving reasonable modifications and accommodations.

To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade–level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement. Students may earn units of credit through regular education with or without modifications or accommodations and through modified courses



A student who has been awarded a modified diploma and wishes to continue working toward meeting the requirements for a standard diploma may do so until the age of 21, as specified in PPS policy 400.2(4). Upon meeting these requirements, a standard diploma will be issued, but the student cannot again participate in graduation exercises.

### **PPS Extended Diploma Requirements**

English	2 credits
Mathematics	2 credits
Science	2 credits
Social Studies	3 credits
Physical Education	1 credit
Health	1 credit
Career & Technical Ed/Fine Arts/ World Language	1 credit
<b>TOTAL</b>	<b>12</b>

An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable modifications and accommodations.

To be eligible for an extended diploma a student must:

1. Have participated in an alternative assessment beginning no later than grade six and lasting for two or more assessment cycles; or
2. Have a serious illness or injury that occurs after grade eight that changes the student's ability to participate in grade-level activities and that results in the student participating in alternative assessments.
3. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
4. Have a documented medical condition that creates a barrier to achievement. Earn 12 credits between grade nine through the completion of high school, as shown in the above table.

### **PPS Alternative Certificate Requirements**

1. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
2. An alternative certificate will be awarded based on a student's needs and achievement.
3. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive from the Superintendent.

# NOTEWORTHY PROGRAMS OF STUDY

## **Advanced Placement** (AP) Courses at Ida B. Wells

- Rigorous courses provide thorough preparation for college
- Scores of 3 or more on the AP exam may earn credit or advanced standing at many colleges and universities
- Your investment in AP exams could save you money during college and/or allow you to advance toward your degree. These courses and exams give Ida B. Wells students an edge:

Please note: All students taking one or more AP or dual-credit college-level courses will be required to fill out an Advanced Courses Letter of Intent and turn in to your counselor.

<b>LA</b> Language Arts (English).	Grade	<b>EL</b> Social Studies electives:	Grade
AP English Language & Comp	11-12	AP Macroeconomics	11-12
AP English Literature & Comp	12	AP Comparative Gov't and Pol	11-12
<b>MA</b> Math:		AP Psychology	11-12
AP Calculus AB	10-12	AP Human Geography	10-12
AP Calculus BC	10-12	AP US History	11-12
AP Statistics	10-12	AP World History: Modern	11-12
<b>SC</b> Science:		<b>FA</b> Fine/Performing Art:	
AP Biology	12	AP Studio Art: 2-D Design	11-12
AP Chemistry	11-12	AP Studio Art: 2-D Design	12
AP Environmental Science	11-12	AP Studio Art: 3-D Design	12
AP Physics Part 2	10-12	AP Art History	10-12
AP Physics C: Mechanics	11-12	AP Music Theory	11-12
Social Studies Core:		<b>WL</b> World Language:	
<b>GV</b> AP U.S. Gov't and Political Sci	11-12	AP Spanish Language & Culture	11-12
<b>EC</b> AP Microeconomics	11-12	AP French Language & Culture	11-12
		<b>EL</b> AP Capstone:	
		AP Seminar	10-12
		AP Research	11-12

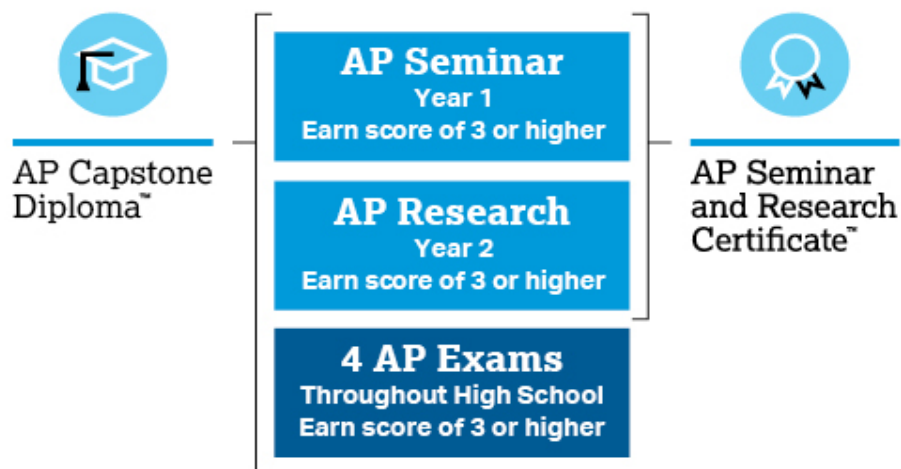
## May we give you some advice about balancing your AP course load with all the other activities in your life?

Please carefully research how many AP courses, in one academic year, is appropriate for you (or your student). Some things to consider are:

- Workloads associated with most AP courses are more than you might think.
- How do the colleges that you may be interested in attending view and/or count the AP scores that you will earn after your AP testing?
- Are you involved in activities like theatre, sports, band, choir, leadership, etc. that take up after school time? Think about how this will impact your study time.
- Ida B. Wells has many non-AP options that are not only rigorous but can also help you strike a balance in your life. Exposing yourself to different areas of study is what high school is all about. Challenging yourself is important but looks many different ways.
- Most online college sources consider 1 to 3 AP courses in one school year as a rigorous load. Our most rigorous course of study, Ida B. Wells Scholars, requires a total of 5-7 total AP courses over your four years in high school. AP Capstone requires 6.

## AP Capstone

- AP Capstone™ is a diploma program based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.
- Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals who saw a need for a systematic way for high school students to begin mastering these skills before college.



## AP Capstone Program Details

- Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research.
- In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking.
- Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.
- Over the course of the two-year program, students are required to: Analyze topics through multiple lenses to construct meaning or gain understanding, plan and conduct a study or investigation, propose solutions to real-world problems, plan and produce communication in various forms, collaborate to solve a problem, and integrate, synthesize, and make cross-curricular connections.
- AP Assessment AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only).
- The first AP Capstone™ Diploma Candidates will graduate in Spring 2021.

## Ida B. Wells Pathways – Integrated Learning

**Project-based, interdisciplinary, and focused.** Ida B. Wells Pathways asks students and teachers to think critically, work collaboratively, and engage tenaciously, in rigorous exploration. Using an interdisciplinary approach, students will engage with Career and Technical Education (CTE) content in both core and elective classes. Maximizing their high school experience, Pathways graduates have industry specific skills, deep understanding of their field, and leave with a portfolio of accomplishments. Graduates receive a certificate of distinction and a Pathway-specific graduation cord.

Computer Science, Construction & Engineering <i>Pathway</i>	Arts & Communication <i>Pathway</i>	Health Sciences <i>Pathway</i>
<b>Majors</b> in this Pathway: <ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Construction Technology</li> <li>• Engineering</li> </ul>	<b>Majors</b> in this Pathway: <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Media Arts</li> <li>• Sound Engineering</li> </ul>	<b>Majors</b> in this Pathway: <ul style="list-style-type: none"> <li>• Health Occupations</li> </ul>

### Requirements for Pathways Certification of Mastery:

- Complete 3+ sequenced courses offered within the Pathway's Major (3.0 semester credits)
- Take the TSA (Technical Skills Assessment)
- Create a portfolio of accomplishment with no less than 3 artifacts

### Magna Cum Laude:

Earn an additional *Honors Distinction* by taking 3 or more AP courses.

## Dual Credit



Portland Community College offers college credit for specific courses taken at Ida B. Wells High School under a special arrangement called “PCC Dual Credit”. Students can earn PCC credit for the college course in addition to the high school credit. Go to <http://www.pcc.edu/prepare/head-start/dual-credit/> or contact your counselor for more information. You can also go to PCC’s list of Ida B. Wells courses at <https://www.pcc.edu/dual-credit/schools/Ida B. Wells/>



Portland State University offers college credit at Ida B. Wells High School under a special arrangement called “PSU Challenge Credit”. Students can earn PSU credit for the college course in addition to the high school credit.



Oregon Institute of Technology offers college credit at Ida B. Wells High School under a special arrangement. Students can earn OIT credit for the college course in addition to the high school credit.

Ida B. Wells Course	College Course	Grade	College Credits	Institution
Computer Science 3-4	CS 161: Computer Science 1	9-12	4	PCC
Health Occupations	CG 130H: Introduction to Today’s Careers: Health	10-12	2	PCC
Chamber Orchestra	MUS 158A: Chamber Ensemble MUS 158B: Chamber Ensemble	9-12	1	PCC
Choir: Wellsingers	MUS 220A: Music MUS 220B: Music	10-12	1	PCC
Choir: WAVE	MUS 221A: Chamber Chorus MUS 221B: Chamber Chorus	11-12	1	PCC
English 7-8 (Writing 121)	WR 121 English Composition	12	4	PCC
AP Microeconomics	EC 201 (Semester course)	11-12	4	PCC
AP Macroeconomics	EC 202 (Semester course)	11-12	4	PCC
Geology	G 201, G202, G 204, G 205	11-12	8	PSU
Anatomy & Physiology	Bio 103	11-12	4	OIT

# OTHER WAYS TO EARN OR RETRIEVE CREDIT

## Credit Recovery Opportunities

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

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

## ACADEMIC RECOGNITIONS and AWARDS

### Academic Honors

Students at Ida B. Wells may receive recognition for excellence if they achieve cumulative grade point averages above 3.0. Honors are designated as follows:

Honors: 3.0–3.49

High Honors 3.5–3.79

Highest Honors 3.8–4.0

Students will receive a golden seal on their diploma

## **Scholars Program (new name to be announced)**

Ida B. Wells High School offers a scholar's recognition program to provide a framework for students to plan a rigorous course of study with attention to all disciplines. The curriculum exceeds the requirements of most colleges and is not mandatory for students planning to attend college. Students who complete seven semesters with a minimum 3.5 cumulative GPA and complete the requirements for the program, including community service, receive the "scholars" distinction at graduation.

To graduate as an Ida B. Wells Scholar, a student must:

**Course Work** – 18 credits meeting the following criteria (6 minimum AP courses):

Four units of English – with at least one AP

Four units of Social Studies – with at least one AP

Four units of Science with at least one AP (or dual credit)

Four units of Mathematics: with at least one AP

Two additional credits from the following: additional World Languages beyond the graduation requirement, any other AP course(s) that are not already accounted for above

**Maintain at least a 3.5 weighted cumulative grade point average** through the end of the first semester of senior year.

**Complete 80 hours of community service** that has been recorded on your completed resume that you submit to fulfill that graduation requirement. These service hours may come from service inside or outside of Ida B. Wells.

Recipients will receive a Ida B. Wells Scholars Medallion to be worn at graduation.

## **(Ida B. Wells) Honor Society** (Developing and on-hold until the pandemic is resolved)

Starting for the class of 2023, we are combining the best aspects of two former programs into an honor society with a focus on Ida B. Wells High School.

Criteria:

- 1) Students must have a 3.5 weighted grade point average by the end of the first semester of junior year and be on track to graduate in order to be eligible.
- 2) Participate in 20 hours of service to Ida B. Wells High School.
- 3) Notices regarding your grade point average will be sent out after the first semester of junior year. If you have accrued 20 hours of service to Ida B. Wells at that point, be sure to record them on your resume and make an appointment with your counselor. Activity descriptions, dates of service, and staff member that supervised service activities should all be included in your documentation.

Ideas on where to earn your hours – five hours per year is all it takes!

- Campus Cleanup Days
- Tutor another student in a teacher's classroom during tutor time, before and after school or at Saturday school
- Ida B. Wells sporting events often need helpers
- Drama/Choir/Band events often need helpers
- Seniors who may have a free period can find spots all over campus to help.

Be creative! Helping our school and fellow students is how this program stands out.

Recipients will receive an Ida B. Wells Honor Society cord for graduation.

# FOUR-YEAR PLANNING WORKSHEET

(PPS Standard Diploma)

<b>PPS Required Courses</b>	Year Completed			
	9	10	11	12
<b>LA English (4 credits)</b>				
1. English 1-2				
2. English 3-4				
3. English 5-6 option or AP English Language				
4. English 7-8 option or AP Lit or AP Lang				
<b>MA Math (3 credits) Algebra 1-2 or higher</b>				
1. Algebra 1-2				
2. Geometry 1-2				
3. Algebra 3-4				
<b>SC Science (3 credits)</b>				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS				
<b>GS / US / (GV+ EC) Social Studies (3 specific credits)</b>				
1. Modern World History				
2. US History				
4. Political Economy or AP US GOV and AP Microeconomics				

<b>PE Physical Education – one full credit; PE 1 + another .5 credit</b>				
<b>HE Health 1-2 (1 credit)</b>				
<b>WL World Language (2 credits same language)</b>				



1.				
2.				
<b>FA Fine Art**/CTE/third year of WL</b> (*Some colleges actually require a fine or performing art for admissions)				
1.				
<b>EL Electives (6 credits)</b>				
1. CCE (CCE 9 <sup>th</sup> grade year) + _____				
2.				
3.				
4.				
5.				
6.				
<b>Essential Skills Reading</b>				
<b>Essential Skills Writing</b>				
<b>Essential Skills Mathematics</b>				
<b>Personalized Learning Requirements</b> <u>Career Related Learning Experience (2 required)</u>				
1.				
2.				
Resume				
My Plan Essay				

<b>EL Additional Electives</b>				

# English Language Arts LA

**ENGLISH LANGUAGE ARTS** programs emphasize the development of communication skills. All classes provide opportunities for students in reading, composition, speaking, language development, and critical thinking. Courses meet state, district, and school criteria and assessments are CCSS and PPS Guaranteed Viable Curriculum (GVC) aligned. Ida B. Wells English courses are designed in progression in order to prepare students for college and careers and to expose students to a rich variety of texts including fiction and nonfiction as well as nonlinguistic texts.

Graduation Requirements: Students are required to pass four (4) years (units/credits) of English for a regular diploma.

Advanced Placement: AP English is an option beginning junior year. Both AP English Language and AP English Literature require summer work which will be available on the school website for the upcoming school year in June. AP English classes are intellectually rewarding, but academically rigorous.

## 9<sup>th</sup> and 10<sup>th</sup> Grade

In the first two years of English at Ida B. Wells, students experience communities where they share a common English, Social Studies and Science teacher. Year 1 and 2 English classes prepare students for advancement to upper-level courses at Ida B. Wells as well as post-secondary study. In the 9th grade year, students explore texts that help them develop a sense of self and a relationship to the world around them. In 10th grade, students study American voices from multiple perspectives. 9th and 10th grade English courses meet state, district, and school criteria for standards in reading, writing, speaking and listening as well as language and are CCSS and GVC aligned.

### **English 1–2:** (In Search of Self: Identity in Poetry and Prose) GR 9 Prerequisite: None

Ninth-grade language arts students in English 1-2 examine the major genres through four themes related to personal identity and heroism making meaningful connections within and beyond texts. They read a balance of contemporary and classic works—short stories, essays, novels, poetry, dramas, and nonfiction—that encourages them to make inferences and to look at the world through archetypal patterns while building writing, reading, speaking, listening, viewing, and study skills.

### **English 3–4:** (American Lit/American Studies) GR 10 Prerequisite: English 1-2

This course is designed to further student development in reading, writing, speaking and language conventions while building on skills and themes from English 1-2. Fiction texts which speak to democracy, oppression, equality, injustice, civil rights, poverty and prosperity will be read side by side with selected nonfiction speaking to topics and texts from US History. The English department in collaboration with the Social Studies department will utilize an interdisciplinary approach where historical chronology and thematic essential questions inform selections of American literature, seminal U.S. history documents, film and art. An emphasis will be placed on honing skills in the areas of argument, using evidence, rhetorical analysis, inquiry, discussion, written composition and close reading.

## 11<sup>th</sup> Grade

Junior-year language arts students can choose from three options: Dystopian Literature, Multiple Perspectives in Literature, or AP English Language and Composition. All junior-level English classes prepare students for both senior English classes as well as post-secondary study. Students explore what reading, writing and speaking means in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students read (e.g., dramas, essays, novels, poetry, nonfiction, and short stories) and produce writing as vehicles to explore social, historical, economic,

# English Language Arts LA

political, and artistic issues. All junior-level courses meet state, district, and school criteria for standards in reading, writing, speaking and listening as well as language and are CCSS and GVC aligned. Junior level English courses will provide opportunities for students to meet Essential Skills and complete a resume; both are graduation requirements. Students should select their first and second priorities when forecasting. We will make the best attempt possible to give students their first or second choice for their 11th grade English credit.

**English 5–6:** (Dystopian Literature) GR 11 Prerequisite: English 3–4) Dystopian fiction often imagines bleak, post-apocalyptic futures that are controlled by totalitarian regimes, influenced by technology, and characterized by environmental disaster. By focusing on and exaggerating contemporary problems, dystopian fiction has the potential to serve as a lens to better understand the world in which we live. Students will complete reflective, analytical, and creative writing assignments linked with a wide array of readings. Based on class discussion, critical reading, and examination of historical and social context, students will demonstrate their understanding of timeless themes and current lessons in this long-standing and popular genre through a variety of writing and speaking opportunities.

**English 5–6:** (Multiple Perspectives in Literature) GR 11 Prerequisite: English 3–4 Students examine classic and contemporary works of fiction and nonfiction, developing awareness and respect for a variety of perspectives and experiences from around the world. In doing so, students will examine and question how texts relate to literary ideas and socio/cultural structures, stereotypes and biases, and values and beliefs. Students will read and respond to works of world literature including novels, plays, short stories, poems, essays, articles, art and other media. They will conduct in-depth discussions, write essays, create projects and deliver presentations about the viewpoints and themes discovered in this exciting and relevant set of works.

**AP English Language and Composition** GR 11 – 12 Prerequisite: English 3-4 AP English Language and Composition prepares students for college-level reading and writing as well as the Advanced Placement exam. Students will become skilled readers of prose written in a variety of rhetorical contexts and become skilled writers who can compose in a variety of practical and relevant written forms including rhetorical analysis, argument and synthesis (research-based argument). Through critical reading and discussion, students will be able to recognize and analyze interactions between purpose, audience and subject while developing a keen awareness of the way the modes of discourse and the resources of language contribute to effective communication.

## **12<sup>th</sup> Grade**

Senior-year language arts students can choose from six options: Creative Writing, Shakespearean Literature, Women in Literature, Writing 121, or AP English Literature and Composition, and AP English Language and Composition. All senior-level English classes prepare students for post-secondary study. Students explore what reading, writing and speaking means in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students read (e.g., dramas, essays, novels, poetry, nonfiction, and short stories) and produce writing as vehicles to explore social, historical, economic, political, and artistic issues. All senior-level courses meet state, district, and school criteria for standards in reading, writing, speaking and listening as well as language and are CCSS and GVC aligned. Senior level English courses will provide opportunities for students to complete their My Plan essay, a graduation requirement. Students should select their first and second priorities when forecasting. We will make the best attempt possible to give students their first or second choice for their 12th grade English credit.


# English Language Arts LA

**English 7–8:** (Creative Writing) GR 12 Prerequisite: A junior English class. Have you ever wished that you could just WRITE stories, poems, magazine articles, short films, and micro-plays for English class? This course offers an opportunity to deepen your expressive writing skills through reading current writers as models and exploring a variety of forms and techniques---in a supportive, inclusive collaborative environment. This is a workshop for students interested in developing their own writing practice, and even (optionally) submitting a piece to writing contests and magazines. In fact, four students have published pieces in the last three years! All levels of writing skill and creative backgrounds welcome.

**English 7–8:** (Shakespearean Literature) GR 12 Prerequisite: A junior English class. Senior English students will examine societal issues and universal themes by studying Shakespearean literature and applying literary critical theories. In preparation for postsecondary education, Senior English students will read a variety of Shakespearean plays and poetry, as well as various literary criticism of Shakespeare's works. Students will study the cultural context of Shakespeare's works and make comparisons to contemporary society through writing and discussion. Students further develop their creative and analytical writing skills by producing a personal/college essay, a critical literary analysis, sonnets or soliloquies in the style of Shakespeare, and other writings or projects.

**English 7–8:** (Women in Literature) GR 12 Prerequisite: A junior English class. Senior language arts students in this course will examine short stories, novels, plays, poetry, and film written by, for, and about women. Students will analyze and reflect on the changing roles of women and men across the literary landscape, using various critical lenses. Expect a variety of personal and formal essay responses and lively class discussion. Bring an enthusiasm for the subject and an open mind.

**English 7–8:** (Writing 121) GR 12 Prerequisite: A junior English class. This class is for the student who would like a solid grounding in college writing in a supportive, collaborative environment that offers multiple chances to revise and resubmit a portfolio for WR 121 Dual Credit. Major projects will include a college essay aimed at today's college admissions environment, an annotated bibliography exploring a line of inquiry of your choice, and subsequently an extended research paper based on that inquiry using MLA format. If you choose to register for PCC credit, you will then collect this work into a portfolio to be submitted to PCC, working closely with a PCC professor who will be available for individual conferences during class time. WR 121 credit will be automatically transferable to any two- or four- year college in Oregon, and typically to other universities around the country.

 **AP English Literature and Composition** GR 12 Prerequisite: A junior English class. AP English Literature prepares students for the Advanced Placement Exam and college-level reading and writing. Students study both classic and contemporary World, British and American literature. Students engage in close, detailed and critical examination of written text through discussions and critical analysis and on-demand essays. Themes include a study of the story patterns of tragedy, satire/irony, comedy and romance. Students learn to approach texts from a variety of critical perspectives. There is a focus is on developing personal and academic communication skills in formal, informal and creative writing dimensions.

## English As A Second Language (ESL) – EL credit

English as a Second Language (ESL) is comprised of a series of courses ranging from beginning through advanced. Each course is designed to teach the emerging and progressing bi-lingual students the oral, written, and reading skills necessary to function in a mainstream class. Progress toward

# English Language Arts **LA**

mastery is the goal of each course. Curriculum is selected and designed to prepare students for eventual mastery of the state and district benchmarks.

English Language Development (ELD) is required for all students in the ESL program and is to be taken in conjunction with a mainstream English class depending upon the student's English Language Proficiency Assessment (ELPA) level.

**ELD 1 and ELD 2** GR 9 – 12 Prerequisites: ELPA score level 1 or 2; concurrent enrollment in an English class. EL (elective) credit

This course focuses on emerging bi-lingual students. We will use adopted textbooks, short stories and selected novels to begin preparing students for high school course work. The use of current events, maps, graphs, charts, a learning log, and various pieces of literature reinforce listening, speaking, reading and writing skills. Cooperative learning gives chances for social interaction and oral language development. This course must be taken in conjunction with a mainstream English class.

**ELD 3 and ELD 4** GR 9 – 12 Prerequisites: ELPA score level 3 or 4; concurrent enrollment in a mainstream English course required. EL (elective) credit.

## MATHEMATICS DEPARTMENT

The WHS Math Department takes pride in providing a broad and rigorous course selection that will provide a foundation in mathematics appropriate for all students regardless of their abilities and future educational or career-related goals. **Graduation Requirements:** Students are required to pass three (3) years at the Algebra 1-2 level and above.

**Geometry 1–2** GR 9 – 12 Prerequisite: None. This is the math course for most incoming 9<sup>th</sup> graders. In this course, students study two and three-dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebraic concepts are reviewed with geometric applications. Students use the software available with the TI–84 calculator and/or GeoGebra to deepen their understanding of key ideas. This course is aligned with PPS GVC.

**Algebra 1–2** GR 9 – 12 Prerequisite: None  
In this first-year course in algebra, the representation of functions is used as a unifying theme. Students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. They deepen their understanding of basic algebraic concepts using hands on activities, TI–84 calculator lessons, and problem solving and develop confidence in their ability to think mathematically as they work both individually and collaboratively. Homework is required in this class. This course is aligned with PPS GVC.

**Advanced Algebra 3–4** GR 9 –12 Prerequisite: Algebra 1–2 and Geometry 1–2  
This course emphasizes modeling data and problem-solving situations with linear, quadratic, polynomial, exponential, rational, radical and logarithmic functions. The course also introduces students to sequences and series, solving systems with and without matrices, complex numbers, problems in trigonometry and some discrete topics such as probability. Students deepen their understanding of these topics as they work both individually and in groups to solve problems and to apply the mathematics and to communicate their reasoning. Students will use the TI–84 graphing calculator in class to examine these topics. Homework is required in this class. This course is aligned with PPS GVC.

**Math Support Classes**  
The following support classes can be taken in conjunction with the corresponding math class with teacher recommendation: Students may be preloaded into these support classes prior to forecasting. Elective credit is awarded.

**Teachers who are recommending a support class will let you and a parent know that you have been recommended and answer any questions you may have.**

**Algebra Support**

**Geometry Workshop**

**Advanced Algebra Workshop**



# Mathematics MA

## **Data Science and Mathematical Modeling** GR 11-12 Prerequisite: Adv Algebra 3-4

The availability of data and the power of computers have changed our society; it's time they changed our math classes. Learn how to use spreadsheets, programming, probability and data literacy during this year-long course. This course is designed to help students learn to find and communicate meaning in data, and to think critically about arguments based on data. Laptops or Chromebooks and TI-84 calculators will be used regularly, and access to these can be provided if a student does not have their own. It is required that those signing up are juniors and seniors who have passed Algebra 3-4.

## **Functions, Statistics and Trigonometry (FST)** GR 12 Prerequisite: Adv. Algebra 3-4

This course is for a student who found Algebra 3-4 difficult but wishes to continue their study of mathematics while not necessarily having the goal of eventually taking Calculus. The first semester covers basic statistics, such as producing and organizing reliable data, probability, and inference. Oftentimes statistics will be explored through focused areas such as sports analytics, financial statistics, and so forth. The second semester previews numerous pre-calculus topics that were originally encountered in Algebra 3-4, including functions, graphs, and trigonometry, plus it introduces some related information & skills that one would need for a basic college math course.

## **Pre-Calculus** GR 10 – 12 Prerequisite: Adv. Algebra 3–4

Proficiency in algebra as the language underlying mathematical modeling is stressed in pre-calculus and the graphing calculator (TI-84) is required and used extensively. The particular functions explored include polynomial, rational, exponential, and logarithmic. Trigonometry and trigonometric functions are explored in depth. In addition, the discrete topics of matrices, probability, and sequences and series are covered. Conic sections, the complex plane and the polar coordinate system are also introduced. Algebra skills are emphasized to help prepare students for success in AP Calculus and AP Statistics.

## **AP Calculus (AB Level)** GR 10-12 Prerequisite: Pre-calculus

This course offers a rigorous approach to basic calculus for accelerated students. Topics include, but are not limited to, those covered in the first two terms of a college calculus course (introduction to limits, derivatives, integrals and differential equations). This is an Advanced Placement (AB level) course. Students are encouraged to take the AP exam that will provide college credit at most universities. Graphing calculator required (Preferably TI-84).

## **AP Calculus (BC Level)** GR 11 – 12 Prerequisite: AP Calculus AB

This course offers a rigorous approach to basic calculus for accelerated students. In addition to reviewing first and second term concepts, topics include those covered in the third term of college calculus (infinite series, polar and parametric equations, vectors and advanced integration techniques). This is an Advanced Placement (BC level) course. Students are encouraged to take the Advanced Placement exam that will provide college credit at most universities. Graphing calculator required (Preferably TI-84).

## **AP Statistics** GR 11 – 12 Prerequisite: Pre-Calc or senior who has completed Alg. 3-with A or B

This is the equivalent of a non-calculus based introductory college statistics course in the social sciences, business, engineering, or health sciences. Students will work together to learn to draw appropriate conclusions from data. There are four conceptual themes: exploring data, planning a study, modeling, and statistical inference. Students are encouraged to take the Advanced Placement exam that may provide college credit at most universities.

The past several years has brought significant changes to science at Ida B. Wells due to the adoption of the Next Generation Science Standards and the new core science sequence. We have also changed some of our course offerings to be consistent with the other high schools in Portland Public Schools. Students at Ida B. Wells are encouraged to go beyond the required core courses in science and are provided a wide range of electives to encourage them to diversify their scientific skills and interests. The goal of the department is to help all Ida B. Wells students understand what science is, what it can do, and how it will affect their lives. Ida B. Wells' Science Department has been developing and teaching innovative curriculum since the school opened in 1957. While the staff and students have changed, quality remains a unifying theme. All science courses at Ida B. Wells are lab sciences.

## **CORE SCIENCE SEQUENCE** Grades 9-11

### **Physics: NGSS** GR 9 Prerequisite: None

This lab-based course is designed to provide the foundation for the other core science classes by covering the fundamental concepts of Physics: motion, forces, momentum, energy, waves, and electromagnetism. Students will design experiments, take data, learn how to use new technologies, and identify patterns in order to create engineering solutions to real world problems that they identify. The Physics: NGSS class guides students by promoting problem solving, innovation, design, and critical thinking. This course is designed to be highly engaging and differentiated for all learners in order to give every student a strong start in the three-year core science sequence.

### **Chemistry: NGSS** GR 10 Prerequisite: None

This course is designed to offer students a foundation in the basic concepts of chemistry with integrated laboratory experiences. The information presented in this course can be used in everyday living as well as in post-high school training or college.

### **Biology: NGSS** GR11 Prerequisite: None

This lab-based course covers the foundational principles of modern life focusing on molecular processes. The course is framed around the themes of structure and function as well as interaction and change. Course content will include the studies of biochemistry cellular processes, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will be addressed. Content learned in physics and chemistry courses is built upon and expanded using a biological context.

## **Science Electives**

### **Oregon TECH Anatomy & Physiology** GR 11-12 Biology (or concurrent enrollment) and Chemistry.

Students will study the human body from cells and tissues to body systems and learn how these systems interact. It is valuable for students interested in medical or health science related careers. A major portion of the course will be devoted to laboratory work. This course is required for CTE Health Science honors. It is a rigorous course offered as a dual credit class in partnership with Oregon Institute of Technology-BIO 103 (Completion of the entire year course is required to earn OIT credit.) Highly recommended: grade of "C" or higher in Chemistry

### **Earth and Space Science** GR 10-12 Prerequisite: None

Students will study astronomy, meteorology, environmental science, and structural and historical geology in this project-oriented, problem solving class. Methods of investigation will include the use of telescopes, computer simulations, and outside materials.



## **Climate Change Climate Justice** GR 11-12 Prerequisite: None

Note: This course was offered at a few PPS high schools in the 2020-21 school year as a pilot based on student interest, course development and resources available. In this science elective course, students will explore the topic of climate change and climate justice through both the science and social issues lenses. This will be the pilot year of this groundbreaking course.

## **Forensic Science** GR 10-12 Prerequisite: None

This class puts students at the scene of crimes and provides them with the skills, laboratory experience and knowledge to assist in solving those crimes. The students will gain proficiency in the identification of fingerprints, hair follicles, drug screening, poisons, minerals, soils and any other evidence present. We will introduce students to the criminal investigative process beginning from the time the crime is committed, through the identification, collection, preservation and presentation of evidence. This class provides the opportunity for students to take a firsthand look at exciting career opportunities in law enforcement.



## **Geology 1-2: College** G201 (+ 204 lab) Dynamic Earth: Interior and G202 (+ 205 lab)

Dynamic Earth: Surface GR 11-12 Strongly recommended: grade of B or higher in previous science courses. This is a dual-credit class, with Portland State University, that focuses on the study of Earth's formation, composition, structures, and the processes that have changed its surface over time. The laboratory component of the class will cover basic geologic principles and processes emphasizing rocks, minerals, topographic and geologic maps, with special equipment provided by PSU. Register and pay \$220 each semester (with documented financial need, cost reduced to \$50 per semester). Four college credits per semester, 8 credits total. For a school brochure with registration deadlines and more information, go to <https://www.pdx.edu/challenge-program> and click on "School specific information" in the menu bar across the top of the page.

## **AP Biology** GR 12 Prerequisites: Chemistry and Biology

This course involves in-depth studies of selected topics in biology, including laboratory work involving AP Biology Labs, various class activities and an annual field trip to OHSU. Biochemistry, cell biology, genetics, biotechnology, evolution, human anatomy and physiology, and plants are studied throughout the year. Students must be willing to dedicate an adequate amount of academic effort to master the college-level content of this course. This course is recommended for students planning to continue as biology majors in college, including those considering careers in fields such as medicine, dentistry, or nursing. This class is a recommended part of our Health Sciences CTE Pathway.

## **AP Chemistry + Lab for AP Chem** GR 11-12 Prerequisite: Physics and Chemistry (**NOTE: This class is only being offered as a two-period block.**)

These courses will be linked together but taught on opposite days. Highly recommended C or better in Chemistry and Physics. AP Chemistry/AP Chemistry Lab is being offered as a two-credit course pairing only. This course is ideal for students who will be pursuing careers in the sciences, engineering, or medicine. It covers an entire year of college chemistry, including 16+ labs, and is designed to ensure students have a solid foundation in chemistry prior to future college classes. Topics include stoichiometry and reactions, atomic and molecular structure, intermolecular forces, thermodynamics, chemical kinetics, equilibrium, acids and bases, and electrochemistry. It is highly recommended that students take the Advanced Placement test at the end of the year to potentially earn college credit.

**AP Environmental Science** GR 11-12 Prerequisites: Chemistry and Physics, and Advanced Algebra 3-4 (or concurrent enrollment).

This year-long AP class embraces numerous subjects and disciplines. This course is designed to prepare students for the AP Environmental Science exam. In addition, this course will delve in depth into traditional ecology, and to encompass a local and global understanding of current environmental issues. Students will explore earth systems and their resources, population dynamics, resource usage, global change, energy flow in the ecosystem, and the relationships between social/cultural/economic systems and ecological issues. The study of local and global ecosystems, impact of human activities on the environment, and potential solutions to ecological problems will be explored through reading, writing, modeling, research, and class discussions. Research experience, field trips, and class debates are important aspects of this course. Students should be self-motivated and ready for a challenging and exciting year of study.

**AP Advanced Physics 3-4/ AP Physics: 2** GR 10-12 Prerequisites: Physics and Algebra 3-4

This class explores the fundamental relationships and equations that govern the way the world works in subject areas beyond those in Physics. The primary topics are fluid dynamics; thermodynamics; electromagnetic forces and fields; light-wave duality; and optics. Students will engage in rich lab work, engineering projects, and use computers to model the behavior of systems. Students wishing to get Advanced Placement Credit for this class will need to complete a significant independent assignment the summer before they take this course in order to cover topics that will otherwise be covered after the AP exam in May. This course will teach content that is very helpful for a wide range of other advanced science classes and is particularly relevant for students planning to study the life sciences, environmental science, chemistry, physics, or earth science in college.

**AP Physics C: Mechanics** GR 11-12 Prerequisite: grade of C or higher or concurrent enrollment in AP Calculus AB. Recommended: grades of C or better in Physics and Chemistry.

This calculus-based physics course which provides instruction in the following seven content areas: Kinematics; Newton's Laws of Motion; Energy; Momentum; Circular Motion; Oscillations; and Gravitation. The course will be focused on the application of introductory differential and integral calculus to solving problems in the physics content areas. The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. The course includes a lab component equivalent to 25% of the student's class time. Successful students will be well prepared for the official AP Physics C: Mechanics exam offered by the College Board in May. This course is particularly relevant for students planning to study engineering, math, and architecture in college. Due to significant content overlap, students usually do not take both AP Physics 1 and Physics C: Mechanics during their time at Ida B. Wells. If you are interested in doing so, speak to your physics teacher.

# Social Studies Core **GS US GV EC**

The Social Studies content area provides Ida B. Wells students a balance of three years of required courses along with electives and civic-oriented experiences. Social Studies elective credit may be earned within the school curriculum as well as through extra-curricular activities. Course offerings challenge students to deliberate on public issues, to understand human diversity and to interpret the human experience in order to help them become more familiar with their own history and more aware of the world around them.

## **CORE SOCIAL STUDIES COURSES**

9<sup>th</sup> grade students will take Modern World History

10<sup>th</sup> grade students will take US History

11<sup>th</sup> & 12<sup>th</sup> grade students will fulfill the Government & Economics graduation requirement

### **Modern World History 1–2** GR 9 Prerequisite: None. **GS = Global Studies = Modern World History**

This course will explore selected topics in modern world history with a particular focus on the 20<sup>th</sup> century. Students will learn about the influential people, events, ideas, themes, and patterns that have shaped our world. Units of study will be thematic and regional: world geography, imperialism, Sub-Saharan Africa, World War I, the Holocaust, the Middle East, the Cold War, East Asia, and Latin America. Additionally, students will develop the skills necessary to do the work of historians: critical reading, source analysis, research, and analytical writing.

### **U.S. History** GR 10 Prerequisite: Modern World History

U.S. History is a full-year course designed to explore the multifaceted question, “What does it mean to be an American?” Students will examine this question from multiple perspectives of race, gender, and social class as the country expands and develops from its pre-colonial beginnings. American ideals of democracy, equality, individual rights, justice, and prosperity are contrasted with American realities. In addition to course content, a heavy emphasis will be placed upon skill development in the areas of critical reading, writing, speaking, critical thinking, effective interpersonal and small group communication, and annotation. U.S. History will also provide meaningful background to Economics and U.S. Government courses.

## **GOVERNMENT & ECONOMICS OPTIONS**

One semester of Government and one semester of Economics are required to fulfill the state graduation requirement. These courses are available at two levels in order to meet the needs, interests, and abilities of students. Students may take the one-year Political Economy course in the 12<sup>th</sup> grade or take the two-year AP sequence. This two-year AP sequence consists of one year of AP Economics and one year of AP Government. Both courses are available to 11<sup>th</sup> and 12<sup>th</sup> graders. See below for detailed course descriptions for the AP courses.

Political Economy

AP Microeconomics and Macroeconomics

AP Comparative Government and Politics / US Government and Political Science

### **Political Economy** GR 12 Prerequisites: U.S. History

This yearlong course integrates the study of political science and economics through an examination of how governments and the economy interact. Course content will include political theory; the structure and function of the U.S. government and the Constitution; microeconomic and macroeconomic concepts; the global distribution of goods and services; public policy and associated impacts; and an application of political and economic theory to contemporary international, national, and local issues.

# Social Studies Core **GS US GV EC**

Students will develop the knowledge and skills needed to be citizens in a democratic society. These include the rights and responsibilities of the citizenry, critical analysis, literacy skills, collaboration, discussion, and deliberation.

## **AP** **AP Microeconomics and Macroeconomics** GR 11-12 Prerequisite: U.S. History

This course undertakes an academically rigorous study of the principles of economics to include the basic concepts; microeconomics: supply, demand and product markets; factor markets: land, labor and capital; applied microeconomics: international trade; government and environment; macroeconomics: the study of economic growth and business cycles; economic growth and macroeconomic policy; and unemployment, inflation and economic policy. The objectives of this course are to successfully teach each student one year of university level economics and to prepare each student to pass the Advanced Placement examinations in microeconomics and macroeconomics and therefore earn college credit for this course. In so doing, an emphasis will be placed on vocabulary, graphs, processes, computations and standardized test taking skills and strategy. It is a clear expectation that those enrolled in this course will also enroll in Advanced Placement United States Government and Politics and Advanced Placement Comparative Government to complete a two-year sequence. Enrollment in this course requires a teacher recommendation based on an excellent attendance pattern and a commitment to taking the Advanced Placement examination issued by the College Board.

## **AP** **AP Comparative Government and Politics / US Government and Political Science** GR 11-12 Prerequisite: US History

This course undertakes an academically rigorous study of the structure and function of the government of the United States to include the development of the U.S. federal system, the United States Constitution, federalism, political beliefs and behaviors, public opinion and polling, political parties, campaigns and elections, interest groups, lobbies, political action committees, media, the legislative branch, the executive branch, the federal bureaucracy, the judicial system and civil liberties, the federal budget and economic policies, domestic policy development, foreign policy and national security. The objectives of this course are to successfully teach each student one year of university level United States government and politics and to prepare each student to pass the Advanced Placement examination in this subject matter and therefore earn college credit for the course. It is a clear expectation that those enrolled in this course will also enroll in AP Comparative Government, AP Microeconomics, and AP Macroeconomics to complete a two-year sequence. Enrollment in this course requires a teacher recommendation based on an excellent attendance pattern and a commitment to taking the Advanced Placement examinations issued by the College Board.

# Social Studies Electives EL

## Social Studies Electives

### **Anthropology** GR 10 -12 Prerequisite: Modern World History

Anthropology is the study of all aspects of human life and culture. In this class, students will examine such topics as how people live, what they think, what they produce, and how they interact with their environments. Together, we will work to understand the full range of human diversity as well as what all people share in common. The first semester will provide students with an introduction to the four (4) fields within anthropology: Physical ('Biological') Anthropology, Archeology, Cultural Anthropology, & Linguistic Anthropology. Students will learn to think anthropologically. Thinking like an anthropologist is regarded as a tool for deciphering everyday experience and what it means to be human. Understanding cultural diversity, thinking critically and non-reductively, and cultural relativism will be great skills in whatever field and/or profession you go! During the second semester, students will apply their knowledge and anthropological skills by exploring various American cultures. Through feature films, in-class readings, seminars, & project-based activities, students will look at American cultures in new ways and understand how mainstream American identity has influenced and has been influenced by these cultures. Together, we can learn new ways to meet the present-day needs of people throughout the United States (and the world).

### **Ethnic Studies** GR 11-12 Prerequisite: None

This Ethnic Studies course will give students an introduction to the experiences of ethnic communities that are rarely represented in textbooks. The main purpose of this course is to educate students to be socially, politically and economically conscious about their personal connections to local and national history. The course will explore cultural issues thematically and it will also focus on the experiences of Native Americans, Latino Americans, African American, and Asian Americans and the LGBTQ community. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course equips students with a critical lens to see the world and their place in it by understanding systems and power at the root of American society and has as a goal to motivate students to actively engage in our democracy. Through the Ethnic Studies course, students are supported to discover and use their own power for the benefit of not only themselves but also that of their community and society at large.

### **Psychology 1-2: Intro** GR 11 – 12 Prerequisite: None

First semester: What is the nature of human nature? Introduction to Psychology allows students to investigate the social and scientific reasons behind human behavior. Topics include bystander intervention, the nature–nurture controversy, personality, learning, intelligence, and memory. Normal reactions to common problems will be analyzed. The brain is examined to uncover explanations. Psychological theories and perspectives will be examined, and students will perform experiments to test theories and write a paper each quarter. Group interaction is stressed. Second semester: Dreams, “the royal road to the unconscious mind,” are interpreted using various theories and students do an experiment and paper. Continuing to examine why people are the way they are, the course studies life–span development, gender communication, death fears, and abnormal personality development. Group interaction is stressed

### **Philosophy 1-2** GR 11 – 12 Prerequisite: None

This course will introduce students to some of the main philosophical problems by engaging them in critical thinking. The leading idea is that the best way to learn philosophy is to learn to philosophize, rather than to memorize facts about philosophers and hear arguments. To achieve this aim, there have



# Social Studies Electives EL

to be small group discussions and presentations besides lectures. The course focuses on philosophical problems in the theory of knowledge, metaphysics, and the philosophy of mind.

## **AP Human Geography** GR 10 – 12 Prerequisite: Modern World History

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

## **AP Psychology** GR 11-12 Prerequisite: None

AP Psychology teaches students to critically analyze all incoming information, to expose them to the history of the subject, the theories and experiments of those psychologists of the past and present and to understand the different perspectives and approaches which are being used by psychologists today. These include psychoanalytical, biological, behavioral, cognitive, humanistic, socio-cultural, evolutionary and positive perspectives. The main objective of this class is to instill in students a desire for knowledge, to think for themselves, to generate an interest in Psychology, and to prepare students to pass the Advanced Placement Exam.

## **AP United States History** GR 11 – 12 Prerequisite: US History

The Advanced Placement Program of U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. This course prepares students for intermediate and advanced college courses. Students will learn to assess historical materials and their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. It is expected that each student enrolled in this course will register for and complete the College Board's Advanced Placement Test in U.S. History in May of the academic year. A superior attendance pattern and work ethic is a prerequisite for this course. Each student will be expected to work at an accelerated pace equal to a college-level course. Students will have homework every day.

## **AP World History: Modern** GR 11 – 12 Prerequisite: US History, Modern World History

This course allows students to explore historical themes common to societies around the world and across time periods. In this course, students investigate significant events, individuals, developments, and processes from 1200 CE to the present. In addition, students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams. A special emphasis will be given to preparation for the AP Exam in May, including historical writing through essays and document-based questions (DBQ) as well as objective evaluations.

# Physical Education/Health PE HE

## PHYSICAL EDUCATION

The primary goal of physical education is to promote a lifetime of physical health and fitness. Classes are created with a focus on fitness that will enable each student to understand the long-range benefits of a wellness lifestyle. To accomplish this, the P.E. curriculum is designed to offer a variety of lifetime activities that will allow each student to make wise choices for later in life. Students will be introduced to individual, dual, and team sports. Every student will also experience fitness-related activities such as aerobic conditioning and weight training. Advanced training in weightlifting and aerobic conditioning are available to students as an elective.

### **Physical Education 1 and another PE half-credit – to be completed by end of 10<sup>th</sup> grade.**

Most 9<sup>th</sup> grade students will take Physical Education 1 paired with Health 1.

### **Dance Fitness** GR 9-12 Prerequisite: None (.5 PE credit)

In this course, students will learn dance through a fitness lens. Students will work on building stamina, flexibility, stability, strength and athleticism through fun and energizing dance exercises and Pilates. We will discuss anatomy and kinesiology to address how the body functions as we move. Students will keep track of their dance fitness journey in weekly journal entries. This course is designed for all levels of dance training and can be taken for PE credit.

### **Advanced PE** GR 10 - 12 Prerequisite: PE 1 (.5 PE credit) May be taken multiple times.

Students will be exposed to a variety of team sports and lifetime fitness activities. Advanced skills, strategies and team concepts will be covered. Fitness and health activities related to a strong and productive life will also be emphasized.

### **Weight Training** GR 10 – 12 Prerequisite: PE 1 (.5 PE credit) May be taken multiple times.

A coeducational elective class, this course is for students who have little background in this area but want to begin a strength-training program. Lifting is done on a regular schedule with four core lifts. Workouts are designed for total body development and with a focus on overall fitness improvement. Safety and lifting technique are the main focuses of instruction. Students who want to improve their overall fitness level or athleticism should sign up for this class.

### **Weight Training (Women)** GR 10-12 Prerequisite: PE 1 (.5 PE credit) May be taken multiple times.

A weight training elective class just for women! If you are looking to build lean muscle and burn fat in a supportive environment, this class is for you. All ability levels are encouraged to join in order to improve their own physical well-being. This is a course where students will learn important lifting techniques and safety practices in a fitness environment. Students who want to improve their overall fitness level or train for competitive athletics should sign up for this course.

### **PE: Yoga** GR 9 – 12 Prerequisite: Physical Education 1-2 (.5 PE credit) May be taken multiple times.

Keep fit and healthy for life. Learn skills that you can take from the yoga mat and incorporate into daily life. Designed for all fitness levels, this class offers an opportunity for you to improve and/or maintain a high level of fitness while increasing flexibility, strength, coordination and balance. In a safe and supportive environment, we'll learn and practice techniques that help manage stress, increase energy levels and connect with yourself. Build the foundation for your lifelong practice.

### **Unified Sports** GR 11-12 Prerequisite: PE 1 (1.0 EL credit)

Unified physical education is a class made up of students with and without disabilities who will work together in various activities, much like a regular physical education class but with modifications. The

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major objectives of this class include improving skill development and knowledge of sports activities as well as improving fitness levels. Students will also have the opportunity to participate in Ida B. Wells' Unified Special Olympic sports program if they choose.

**EL: Mindfulness** Taking care of yourself, each other, and the world. GR 9 – 12

Prerequisite: None (.5 credit EL credit) What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We'll learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We'll learn to focus and recharge with meditation. We'll explore the limitations caused by societal norms and conditioning. We'll increase flexibility with mindful movement. We'll create a strong community of people who support each other. Research shows that mindfulness improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness, and compassion. It strengthens relationships. It empowers us to begin the process of knowing who we really are.

**Advanced Yoga** GR 10-12 1.0 EL credit

Advanced Yoga builds on the foundation established in PE: Yoga.

More advanced postures, sequencing, breath work and mindfulness will be explored during this semester long course, with the emphasis on developing a self-guided practice. Knowledge of basic posture alignment and sequencing is necessary so that students can build upon their skills, and continue to explore the connections between posture, breath and integrating these tools into their daily lives. Anatomy, a wide variety of yoga styles and philosophy will be explored, giving students the opportunity to experience more depth and breadth of this practice. This class fosters physical, emotional and personal growth while laying the groundwork for your life-long yoga practice. Prerequisite: Yoga

## HEALTH

**Health 1** GR 9-12 Prerequisite: None (.5 HE credit) REQUIRED

Content of this course is centered on developing a holistic understanding of health-related issues. Students will explore a wide range of relevant topics such as: stress management, decision making, fitness, nutrition, chemical dependency, first aid, safe living, AIDS, lifestyle issues, and consumer education. Additional focus will be placed on enhancing each student's capacity for personal self-assessment, goal setting, and behavior modification.

**Health 2** GR 10-12 Prerequisite: Health 1 (.5 HE credit) REQUIRED

This semester of Health Education will complete the full-year credit graduation requirement for Health Education. Students will develop a "sense of self" and "sense of action" for lifelong healthy decision making. Topics include Healthy Eating, Physical Activity, Prevention and Control of Diseases, Violence Prevention and Communication skills, Safety and Unintended Injury Prevention, Environmental Health, and Consumer Health.

**Nutrition-Health/Wellness** GR 10-12 Elective Prerequisite: None (.5 EL credit)

Learn about the foods you eat and how to fuel your body with what it needs for a long, healthy life. Topics include nutrition concepts (learn about what you are eating); food safety and preparation (eat safely and be free from food-borne illnesses); consumer education (make your money last longer and go further at the grocery store). Explore possible careers in the food and nutrition industry and learn where our food comes from and how it is produced. Highlights include obtaining an Oregon Food Handler's Safety Card, in-class demonstrations and hands-on activities, visits from local chefs and nutritionists, and trips to learn about healthy food production and agriculture (Bob's Red Mill, Zenger Farms, etc.)



# Fine Arts - Career Technical Ed FA

## FINE ARTS

The Fine Arts department at Ida B. Wells offers the opportunity for all students to develop their interests and talents in the areas of visual arts and publications. A wide variety of Fine Arts courses are offered which provide instruction and performance opportunities for all levels of ability and experience. Many programs are offered with four-year advanced curricula. Whether a student has years of experience or is someone with a curiosity about the Arts, everyone is encouraged to enroll. The Arts promote critical and imaginative thinking, problem-solving and self-discipline— qualities that contribute to improved student performance in all areas.

### **Studio Art: Foundations** GR 9-12 (.5 credit) Prerequisite: None

Do you want to get better at drawing, but you don't know where to begin? Do you want to give art a try? Drawing Essentials is a class for students who haven't taken an art class before, or one in a long time. You will learn some of the basics of drawing like, contour, value, gesture, and illusion of spatial depth. By the end of this course, you will develop your skills drawing from life, making your drawings look 3-dimensional, and drawing human bodies and faces with accurate proportions. Take your stick-figures to the next level!!! This class will help you develop your drawing skills and feel more confident as an artist.

### **Printmaking 1-2** GR 9 - 12 Prerequisite: None

Be part of Ida B. Wells High School's very first printmaking class! Printmaking is an art form that goes back thousands of years and was employed by the early Mesopotamians, the Chinese and Egyptians. Printmaking is the process of transferring an image from a block, plate or other matrix to paper or textile material in order to make a designated number of the same image. In this class students will carve, etch, cut stencils and create plates to be printed using a printing press and by hand. We will explore collagraph, screen-printing, linoleum cut, etching, drypoint as well as numerous other printmaking techniques. If you are someone who enjoys the creative process, loves to draw and would enjoy learning a new and exciting art form this class is for you!

### **Draw-Paint-Print** GR 9 – 12 Prerequisite: None

Draw-Paint-Print explores problem-solving, creativity, design, and craftsmanship through a variety of two-dimensional media. Draw-Paint-Print will incorporate the visual elements and the principles of design, idea development, and will teach a variety of tools and techniques. This course is designed to give students a broad experience in a variety of materials like graphite, charcoal, ink, colored pencil, oil pastel, watercolor, gouache, acrylic, collage, mixed media, screen-printing and relief printmaking. Students are expected to keep a sketchbook of designs, drawings, and ideas. Hands-on art experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance.

### **Art: Advanced** GR 10-12 Prerequisite: Draw-Paint-Print

Advanced Art is a course for students who wish to continue their studies in two-dimensional art. Areas of study include drawing, painting and printmaking. A variety of media will be explored such as India ink, pen, pencil, colored pencil, watercolor, acrylic, screen printing and mixed media. Art History, criticism and aesthetics are integrated into the course work. Students are expected to keep a sketchbook of designs, drawings and ideas. Opportunities are available for students to explore art-related career opportunities and advanced educational options, meet professional artists and begin to create a body of work for a portfolio.

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## **Illustration: Advanced** GR 10-12 Prerequisite: Draw-Paint-Print

This course focuses on methods and techniques for effectively conveying storytelling through illustration. Character development, single images, panels, editorial illustration, comics, and children's book illustration will be explored. We will look at both classic and contemporary books to study composition, setting, technique, and visual narrative. We will use a variety of media including pencil, colored pencil, pen, ink, marker and watercolor. Students will keep a sketchbook of drawings and ideas and will be challenged to create their own unique finished illustrations.

## **AP Studio Art** GR 11-12 Prerequisite: Art: Advanced or Illustration: Advanced

AP Studio Art is a college-level art course that addresses a variety of advanced concepts in drawing, painting, and 2D art principles of design. Students create a body of work that demonstrates an in-depth investigation of a particular visual theme of their choice. Included in this investigation will be sketchbook work that shows evidence of idea development, practice, and experimentation, and students will create a series of resolved, finished artworks. Students select the materials of their choice; emphasis is on personal voice and style. Students will also compose an artist statement explaining their investigation topic and creative process. Portfolios produced in this course may be submitted to the College Board for AP evaluation and potential college credit. Choosing to complete an AP Studio Art portfolio requires additional independent time outside of class.

## **AP Art History** GR10 – 12 Prerequisite: None

AP Art History students will consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. They will examine styles, techniques, themes, and chronology, comparing and contrasting art forms from varied perspectives. The course focuses on a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

## **Ceramics**

### **Ceramics 1-2** GR 10-12 Prerequisite: None

Ceramics is an exploratory course in sculpture and design using clay. Students will develop abilities in forming clay by hand and by wheel. Emphasis is on learning the clay process and the sequential development of skills, from simple to complex. Awareness of aesthetic principles and craftsmanship will be developed through visual study and pottery production. Application of cultural and historical knowledge will lead to a more sophisticated understanding of pottery. Students will be expected to keep a journal or sketchbook of designs, drawings, and ideas. Design elements, drawing skills, and renderings will be developed. Students in Ceramics are expected to be self-motivated, self-directed learners who can work independently.

### **Ceramics 3-4: Advanced** GR 10-12 Prerequisite: One year of high school ceramics.

application as well as kiln processes and firing will be studied. Each student keeps a journal/sketchbook of work, designs, and ideas.

### **AP Studio Art 3-D Design: Ceramics** GR 11-12 Prerequisite: Ceramics 3-4: Advanced

AP 3-D Design allows the experienced ceramics student to investigate specific areas of three-dimensional form in depth. Students will produce a variety of self-directed and designed three-

# Fine Arts - Career Technical Ed **FA**

dimensional works to include in their portfolio. Students who elect to take this course must be self-motivated and self-directed as well as cooperative, responsible art students. This course is directed toward those preparing art portfolios for college entrance. Students will produce a 3-D design portfolio which demonstrates their understanding of design principles as they relate to depth and space. The portfolio needs to demonstrate their attention to quality, a sustained investigation, and a wide breadth of conceptual approaches to 3-D Design. Additionally, students will produce written analyses of their work, keep a sketchbook, develop a written artist statement, and spend time out-of-class working on projects. Ongoing critiques and self-evaluations will be an integral part of this class. There is a fee for materials the student takes home.

## **Photography**

**Phoneography: Basics** GR 9-12 Prerequisite: None (.5 credit)

In this exciting NEW class learn how to use your cell phone camera to capture amazing images! This class covers the Art Elements and Principles of Design, compositional techniques like the rule of thirds, basics of editing and image and adjustment, filters and much more! In only one semester you will improve your photography, learn the language of art and design, use apps to elevate your images and develop an online photography presence. All you need is a cell phone camera and a willingness to capture the world around you!

**Visual Arts: Photography** GR 10-12 Prerequisites: Prerequisites: Students should have access to a digital device or DSLR capable of capturing digital images.

There are a limited number of school cameras available for student use. The fine art of photography emphasizes aesthetic, compositional and technical photographic experiences using black and white processes. This course teaches the basic use of the 35mm manual camera and darkroom techniques. Students learn to create interesting photographic compositions by developing an eye for seeing and selecting images, camera operation for selective vision, recording light and exposing film, developing the negative, making the final print and evaluating their work. An introduction to photography related careers, the history of photography and digital photography will be integrated into the course.

**Advanced Visual Arts: Photography** GR 10 –12 Prerequisite: One year of Visual Art: Photography and a digital device or DSLR capable of capturing digital images.

There are a number of cameras available for student use. From photojournalism to fine art prints, two and three-dimensional presentation of photographic images and alternative printing processes, this class explores a variety of photographic approaches to photography, including digital photography. Aesthetics as well as technical skills will be emphasized. Contemporary, historical and career information will be presented. Students are expected to keep a sketchbook journal of ideas and class notes. Students are encouraged to develop their individual styles and prepare portfolios. Juniors and seniors who have taken at least one year of Advanced Visual Art Photography may choose to submit their portfolio for evaluation through the College Board, Advanced Placement Program. Choosing to complete an AP Studio Portfolio requires additional independent work based on an individual area of concentration.

**AP Studio Art: 2-D: (AP Photography)** GR 11-12 Prerequisite: Adv. Photography

AP Studio 2-D photography is a course that studies the elements and principles of photography. Students will demonstrate their skills and ideas by using the design principles on two-dimensional surfaces. Students are expected to keep a sketchbook journal of ideas and class notes. Students will develop a portfolio of work demonstrating their understanding of the principles of design. In addition to works of art that demonstrate visual principles and material techniques, students

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will also create a body of work that demonstrates an in-depth investigation of a particular design concern. This concentration idea will be developed based on a student's interest. Portfolios produced in this course may be submitted to the College Board for AP evaluation and potential college credit. Choosing to complete an AP Studio portfolio requires additional independent work outside of class.

## **Theatre- Instrumental Music - Choral Music – Dance**

The Ida B. Wells Performing Arts program offers the opportunity for students to develop their interests and talents in drama, music and dance. Many programs are offered with four-year advanced curricula. Whether a student has years of experience or is just exploring a new interest, everyone is encouraged to enroll in a performing arts class.

## **Theatre Arts**

**Theatre Exploration** GR 9-12 Prerequisite: None **.5 Credit**

Students will explore and connect with many of the disciplines of the Theatre Arts...all in one convenient place! Students will take on any number of key Theatrical topics, including, but not limited to: Improvisation, Play Reading, Design, Construction, Rigging, Costume, Makeup, Playwriting, and Performance. This class is intended for the person who is curious about the world of theatre and has little or no theatre experience onstage or offstage. This is an introductory class, and all are welcome!

**Musical Theatre** [1119MS]: GR 9-12; Prerequisite: None **.5 Credit** – may be repeated for credit  
Students will develop the skills and foundational understanding needed to be successful performing onstage with a Musical Theatre focus, including physical work, vocal work, character creation, and truthful representation. Musical Theatre is intended for the person who enjoys stage performance, and has *some* acting or vocal music experience, and can serve as a foundation for other Acting classes.  
Note: This class may be taken multiple times for credit.

**Stagecraft: Fundamentals** GR 9–12 Prerequisite: None

Students will have the chance to develop the skills and understanding necessary to be successful supporting a theatre production technically, including carpentry, sound, lighting, painting, and others in a fun, social environment. This course is intended for the person who enjoys hands-on work or wants to learn more about the technical side of theatre and is the foundation for all other stagecraft courses.

**Stagecraft: Practicum** GR 9–12 Prerequisite: Stagecraft: Fundamentals

Students will have the opportunity to strengthen and refine their experience in the stagecraft. They will help build and run Ida B. Wells' theatre productions and projects, expanding your skill base, and contributing to the school community. This course is intended for the person who has stagecraft experience and enjoys it! Note: This class may be taken multiple times for credit.

**Styling: Fundamentals** (will be called **Costuming: Fundamentals** in August) GR 9-12 Prerequisite: None. Students will have the opportunity to develop the skills and foundational understanding necessary to successfully support a theatrical production stylistically, including costuming, makeup, and others. This course is intended for the person who enjoys hands-on work or wants to learn more about the costuming side of theatre and is the foundation for all other styling courses.

**Styling: Practicum** (will be called **Costuming: Practicum** in August) GR 9–12 Prerequisite: Styling: Fundamentals Students will have the opportunity to strengthen and refine your experience in the styling. You will help stylize and run Ida B. Wells' theatre productions and projects, expanding your

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skill base, and contributing to the school community. This course is intended for the person who has costume and styling experience and enjoys working on theatre from a costumer's perspective. Note: This class may be taken multiple times for credit.

**Design for Theatre** GR 11–12 Prerequisite: Stagecraft or Styling: Practicum & Instructor Permission  
In the Design for Theatre Seminar, you will have the opportunity to reinforce your Tech Theatre or Costume training by integrating Design into your Theatre practice. You will build skills through research, and a number of practical projects. This course is intended for the student seriously considering continuing their theatre training at a post-secondary level or is looking for a substantial creative challenge. Due to the self-directed nature of the course, instructor permission is required.

**Acting: Fundamentals** GR 9-12 Prerequisite: None  
Students will have the opportunity to develop the skills and foundational understanding necessary to be successful supporting a theatrical production through performance, including physical work, vocal work, character creation, and truthful representation. Acting: Fundamentals is intended for the person who enjoys stage performance, may have some, little, or no Acting experience, and is the foundation for all other acting classes.

**Acting: Practicum** GR 9–12 Prerequisite: Acting: Fundamentals  
Students will have the opportunity to refine your skills in acting performance through a study of different acting approaches and processes, refining your current practice. Students will rehearse and perform a variety of scenes, monologues, and auditions in order to expand their flexibility in performance and hone their acting technique. Topics will include Improvisation, Meisner Technique, Actor's Method, Auditioning, and others. Acting: Practicum is intended for the person who has a solid grounding in acting technique and wants to expand that thoughtfully.

**Acting: Advanced Concepts** GR 10–12 Prerequisite: Acting: Practicum & audition  
In Acting: Advanced Concepts, you will have the opportunity to study advanced acting concepts and styles, culminating in performance opportunities, such as full-scale performances, auditions, and regional acting competitions. Units vary from year to year and may include (but are not limited to) Playwriting, Stand-Up Comedy, Alexander, Devised Theatre, or Competition Theatre. Acting: Advanced Concepts is intended for the student who is seriously considering continuing their theatre training at a post-secondary level, or who is looking for a substantial challenge. Note: This class may be taken multiple times for credit.

**Directing for Theatre** GR 11–12 Prerequisite: Previous theatre experience  
In the Directing for Theatre, you will have the opportunity to study play analysis and directing techniques in order to direct a theatrical performance. You will analyze plays, execute staging exercises, study successful theatrical performances, and research a sound directorial process, all in preparation to direct your Acting peers, with whom you will study concurrently, in a series of short plays. This course is for the student who wants to take on a leadership role in the theatre and create works of theatrical art according to their own vision. Due to the self-directed and involved nature of the course, an Entrance Interview and Instructor Permission are required.

## **Instrumental Music**

**Concert Band** GR 9 Prerequisite: participation in middle school band program  
Ensemble for 9<sup>th</sup> grade band students. This course stresses music education through performance. A variety of musical styles will be performed. Musical technique for both individual and ensemble will be



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stressed. This group performs for school athletic events, assemblies, parades, and concerts. Students are also encouraged to participate in solo/ensemble festival in the spring.

**Symphonic Band** GR 9-12 Prerequisite: One year HS band and teacher approval.

This course stresses music education through performance. A variety of musical styles are performed. Continued technical development of individual and ensemble is addressed. The group performs for school athletic events, assemblies, parades, and concerts. Students are encouraged to participate in solo/ensemble festival in spring.

**Jazz Band** GR 9-12 Prerequisite: Concurrent enrollment in Symphonic Band, instructor permission /audition required. Playing/performing in jazz idiom with emphasis on individual and ensemble jazz techniques and improvisation. Additional costs may be required for trips, uniforms, etc. Enrollment in Concert Band or Wind Ensemble is required.



**Chamber Orchestra** GR 9 – 12 Prerequisite: Minimum 2 years strings playing

experience. Audition recommended. Students taking this class are eligible to earn PCC college credit simultaneously with high school credit. For more information: <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>. This course focuses on medium to advanced chamber music for string orchestra at the high school level. Students work together to create a small, cohesive, self-conducted ensemble capable of excellence in many styles of repertoire. Rehearsals include sight-reading, ear-training, building playing skills, music theory and detailed preparation of various works written or adapted for string chamber orchestra. Out of class requirements: extra rehearsals, numerous required performances and competitions.

**Guitar: Beginning** Year 9 – 12 Prerequisite: None

This course is the study of music fundamentals through the performance on the guitar. Students will learn to play the guitar in a classical style while incorporating music reading, rhythm training and basic music fundamentals. Students must provide their own acoustic guitar for this class.

**AP Music Theory** GR 10-12 Prerequisite: past performance in school music group or private lessons on instrument or voice.

AP Music Theory is equivalent to first year college course in music theory and will prepare students for the Advanced Placement Exam. Students will practice elementary theory, harmony, basic musicianship, rhythmic and melodic dictation, sight singing, music analysis and structure of music. Students will also gain experience in beginning composition, keyboard harmony and listening skills. The student's ability to read and write musical notation is fundamental to the course. It is strongly recommended the student has acquired basic performance skills on an instrument or in voice.

## Choral/Vocal Music

**Concert Choir** GR 9-12 Prerequisite: Basic pitch matching strongly recommended. (.5 credit – may be repeated multiple times). Students will be given opportunities to improve their basic choral musicianship skills through choral performance preparation in addition to regular in-class rehearsals which include sight-singing, ear-training, choral tone building and music theory. This course is designed for mixed voices. Out of class requirements: extra rehearsals and required performances.

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## **Wellsingers** GR 10 – 12 Prerequisite: Audition for Director

choir dedicated to the highest level of choral excellence within its collective grasp. Rehearsals include sight-singing, choral tone building, ear-training, music theory and detailed preparation of various works from the extensive choral literature. Out of class requirements: extra rehearsals, numerous required performances and competitions.



## **Wells Advanced Vocal Ensemble (WAVE)** GR11-12 Prerequisite: Audition for

Director. Concurrent enrollment in Wilsingers.

Students taking this class are eligible to earn PCC college credit simultaneously with high school credit. For more information: <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>. This course is designed for the select vocal ensemble in which students work together to create a small, cohesive, self-conducted choral ensemble capable of excellence in many styles of repertoire. Rehearsals include sight-singing, ear-training, choral tone building, music theory and detailed preparation of various works for chamber choir. Out of class requirements: extra rehearsals, an extensive required performance schedule and competitions.

## **Dance**

### **Dance Fitness** GR 9-12 Prerequisite: None (.5 PE credit)

In this course, students will learn dance through a fitness lens. Students will work on building stamina, flexibility, stability, strength and athleticism through fun and energizing dance exercises and Pilates. We will discuss anatomy and kinesiology to address how the body functions as we move. Students will keep track of their dance fitness journey in weekly journal entries. This course is designed for all levels of dance training and can be taken for PE credit.

**Dance 1-2** GR 9-12 Prerequisite: None (All dance can be taken in lieu of PE- speak to your counselor for details). This class is an introductory class to dance and movement. Students will explore contemporary dance, jazz, and ballet. This class aims to give students the building blocks to grow their technique. Learning how to stand correctly, stretch and condition the body, and move through space with intention are all components of this class. Students will be asked to use musicality and creativity to create movement phrases of their own, as well as learning larger phrases from the instructors.

### **Dance 3-4** GR 9-12 Prerequisite: Dance 1-2

This class builds on the concepts covered in Dance 1-2. More focus will be directed toward the technique and execution of contemporary and jazz dance. This class will challenge students to use every bit of space around them and to use their bodies fully. Improvisation will also be introduced at this level. Knowledge of all basic positions of the feet and arms and dance vocabulary is a must. Students will be graded on participation, dressing down, and demonstrating the use of learned dance concepts.

### **Dance 5-6** GR 9-12 Prerequisite: Dance 1-2 and Dance 3-4

This is an advanced dance class that includes a progressive warm-up followed by across-the-floor and regular phrase work. The class moves at a quick pace and students can expect a demanding workout. Students also can expect to be asked to improv and choreograph as part of this class. Students will be graded on participation, dressing down, and skills tests.

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## CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education offers high school students cutting-edge, relevant, and rigorous classes that prepare them for post-secondary opportunities and high-wage, high-skill, high-demand careers of the 21st century.

Students who complete a CTE program:

- gain technical skills and knowledge that help them prepare for college and career
- receive CTE Honors upon graduation
- may earn college credit in high school
- build a resume that signals strong career or academic interest in a particular field to potential employers and colleges

**Audio Engineering**      **Computer Science**      **Construction Technology**  
**Education Preparation**      **Engineering**      **Health Sciences**      **Busines & Marketing**

## Audio Engineering

**Sound Engineering: Intro** GR 9 Prerequisite: None

Students will learn the basics of audio engineering through using a combination of audio workstations and doing fun activities that are designed to introduce them to many important basic concepts related to recording, producing, mixing audio. We will be using GarageBand, SoundTrap, and/or Pro Tools. This course is the study of music recording technologies. Students will work with digital and analog materials to record music. Students will work with different interfaces to assist with writing, recording, mixing and mastering music of different genres. This course will also introduce music theory and notation to those who have not had a classical background.

**Sound Engineering 1-2** GR 10 –12 Prerequisite: None

This course is the study of music recording technologies. Students will work with digital and analog materials to record music. Students will work with different interfaces to assist with writing, recording, mixing and mastering music of different genres. This course will also introduce music theory and notation to those who have not had a classical background.

**Sound Engineering 3-4** GR 11 –12 Prerequisite: Sound Engineering 1-2

This class will develop ideas and skills learned in Sound Engineering 1-2. Students will get more in depth with Pro Tools as well as become familiar with other Digital Audio Workstations. Members of 3-4 will be responsible for running sound at school assemblies, talent shows and other live events at the school. The 3-4 class will have a more career focused agenda.

**Sound Engineering 5-6** GR 11 –12 Prerequisites: Sound Engineering 3-4

This course provides a more in-depth look at industry related applications of today's analog and digital audio engineering processes. Class learning and student development will be focused on real life project-based explorations of advanced audio production technics and skills used in many of today's high tech, high demand, and high paying industries. Students will reinforce and continue to develop a solid foundation and understanding of the "Pro Tools" DAW and use that knowledge and foundation to explore other popular DAWs used in today's audio production world. Successful completion of this class will include potential Dual Credit in a Portland Community College (PCC) Music and Sonic Arts course. CTE Audio Engineering 5 – 6 provides multiple opportunities to meet the State's Career Related Learning Standards (CRLS) and Arts & Communication pathways.



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## Computer Science

### Game Design: Intro GR: 9 (.5 credit)

Love board games? Interested in learning more about how they are made? In this semester long, project-based course students will spend their time playing, studying and making board games. A wide variety of game styles will be explored giving students a chance to learn about gameplay mechanics, the importance of theme/setting, graphic design and more. The culminating project of this course will be a team project where students design and publish their own board game!

### Computer Science 1-2 GR 9-12

Have you ever dreamed about making the next great app, website or game? This course is the first step in that journey! The course aims to explore the topic of computer science broadly, looking at how it connects to real world topics like the environment, finance and social justice. Our goal is to give students with no experience an opportunity to explore programming. Students will develop a personal website using HTML/CSS (and learn how to optimize it for mobile screens), create and code their own game and learn Python (one of the most widely used programming languages in science, finance and academic research).



### Computer Science 3-4 GR 9 – 12 Prerequisite: Concurrent enrollment in Advanced Algebra or higher-level math course or completion of Comp Sci. 1-2. Dual Credit via PCC

Come join our award-winning CS department! CS 3-4 is a chance to create with technology and learn to solve problems through programming. This college-level course lets students take a deep dive into coding (typically using C++, one of the most widely used programming languages in the world) by developing games, apps and solving challenging coding puzzles. In addition to coding skills, students will develop robust problem-solving strategies and learn how to break complicated tasks into clear, concise instructions – something that is valuable to any student looking towards college, career and beyond. The course is organized to have students tackle a series of small projects (Quarters 1-3) and then propose and complete their own project to finish the year (perfect for building a portfolio for applying to college, summer programs and internships). This course can earn credit at PCC as CS161 and is a core class in the Computer Science CTE track.

### Computer Science 5-6 GR 10 - 12 Prerequisite: Computer Sci. 3-4

Extend your learning from CS 3-4 by developing algorithms, applications and games in Unity/C#. Unity is an increasingly important tool for developers of simulations, apps, games, virtual reality and augmented reality experiences. Students will spend the first semester building CS skills and familiarity with the Unity platform through a series of small projects (including interactivity, lighting, simulations and procedural generation). In the second semester students will have the opportunity to explore larger projects of their own choosing in a team setting. Many students focus on a project for the Oregon Game Project or Congressional App Challenges. At the end of the year students will have developed portfolio-worthy final projects that showcase their coding and creative skills! This is a core class in the Computer Science CTE track.

### Computer Science 7-8 GR 11-12 Prerequisite: Computer Sci. 5-6

Live the dream and get creative with coding! Propose and develop your own app or game and spend your days developing it with a team of like-minded students. Students will propose either semester or full year length projects using technology of their choice. Students will learn software engineering skills such as version control, agile development, and project management in a fast and flexible setting. Students are encouraged to develop with the intention of taking their product to a showcase, challenge

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or competition. Past student projects from this class have resulted in state, national and international awards!

## **Computer Science 9-10** GR 12 Prerequisite: Computer Sci. 5-6

This is a continuation of the CS 7-8 class designed for seniors. In addition to the goals for CS 7-8, students are encouraged to look outside the classroom for inspiration for their projects. In the past, students have collaborated with Ida B. Wells teachers, PSU, local businesses, non-profit organizations and even the Portland Police Department on ambitious projects with spectacular results!

## **Construction Technology**

### **Woods & Metals 1-2** GR 9 –12 Prerequisite: None

**Woodworking:** Learn how to use various woodworking tools and machines safely. Students will build introductory projects such as cutting boards and storage boxes. Individual projects will follow as time allows. Projects are designed to allow the student to gain an insight into the wood industry by safely using various machines and equipment to fabricate a finished project using accurate measuring skills and knowledge to produce a high-quality project. **Metalworking:** Learn valuable basic metal working skills in the areas of sheet metal fabrication, gas and arc welding, foundry and forging while exploring the basic processes used by industry to manufacture metal products. Students will construct both assigned projects and others of their choice while developing the skills which are a necessity for entry into jobs of a mechanical nature. This course is required for CTE honors.

### **Woods & Metals 3-4** GR: 10-12 Prerequisite: Woods & Metals 1-2

**Woodworking:** A continuation of what was learned in first year woodworking. In addition to what was learned in Woodworking /Metalworking 1–2, students will have the challenge to create designs for personal projects and also be able to construct large pieces. Students will have fewer required projects and more freedom to become more independent in woodworking. Project possibilities are intarsia wall hangings, shelves, jewelry boxes, speaker boxes and large segmented oval mirror frames. **Metalworking:** Students will improve their metal skills and learn machinist operations while constructing both assigned projects and projects of their own choice. Advanced metal working skills will provide an advantage for entering metal working and other mechanical jobs. Job shadowing opportunities are available through local industries for serious students interested in this career choice. This course can earn credit at PCC as BC106. This is pending approval.

### **Woods & Metals 5-6** GR 11-12 Prerequisite Woods & Metals 3-4

This course is for third–year woodworking/metalworking students. It will involve advanced techniques in construction and design. Students will explore various operations and procedures used to construct advanced projects, working independently on a mix of assigned and personal choice assignments.

### **Woods & Metals 7-8** GR 12 Prerequisite: Woods & Metals 5-6

Advanced students design and construct projects in all areas of woodworking. Emphasis will be placed on creating designs for personal projects and constructing larger pieces. Students will become more involved in the overall planning of their projects. Students in this highly advanced level of metalworking will work closely with the instructor to develop a plan which will assist in developing a highly focused skill set in a specific area of metal fabrication. Students at this level are seriously considering a career in the metal working industry. Job shadowing opportunities are available through local industries for serious students.

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## Education Preparation

**Intro to Education** GR 10-12 Prerequisite: None

This course is designed for students interested in exploring rewarding careers in education. The course will provide an overview of the history and current issues in education. Topics include why public education is important to society; how Ida B. Wells school culture and climate impact student learning; and how teachers can improve student learning through culturally responsive teaching. Students will have an opportunity to observe in local elementary and middle school classrooms, take field trips to college education preparation programs, attend a school board meeting and participate in teacher professional development. This course is required or CTE honors.



**Community Mentor** GR 12 Prerequisite: Counselor recommendation. Dual Credit

Students have the opportunity to mentor and tutor students in 9th grade English, Modern World History, Physics, Health/CTE, Geometry or beginning World Language classrooms. The coursework involves learning about teaching, relating to younger students, how to build trusting relationships, and how to be of help with tutoring training/strategy sessions. Students who choose this course should be dedicated scholars who enjoy coaching younger students in both small group and individual situations. You need to have excellent attendance and be a positive role model. You need to like people and have the ability for patience and curiosity about younger students. Students taking this class can earn college credit simultaneously with high school credit. This course aligns with PCC course CG190. For more information go to: <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>.

**Educational Internship: Elem/MS** GR 11–12 Prerequisite: Counselor recommendation.

This course is designed for Juniors and Seniors who are interested in a career in Education. Students enrolled in this class are placed in an elementary school classroom, PE, student support or the main office to assist the school, students, teachers and parents. Students learn a variety of skills such as classroom management, tutoring, classroom and academic support, and working with parents. This class fulfills the career related experience graduation requirement. Students receive a mandatory orientation on the first day of school, as well as a monthly meeting that requires their attendance. At the meeting, students discuss required readings on the topic of Child and Family Development.

**Peer Counseling** GR 11-12 Prerequisite: Counselor recommendation and application. This course will introduce students to advanced communication skills and interpersonal awareness. Knowledge of school and community resources will serve as a potent learning experience hose considering careers in the helping professions. Students who are selected as peer counselors will have many opportunities to contribute to the positive climate of our school community in their role as goodwill ambassadors of Ida B. Wells High School. Students will be actively involved welcoming new students to Ida B. Wells, giving presentations to 9th grade classes and to students in our feeder schools, meeting one-on-one with students seeking a safe peer to whom to talk, and working to promote a positive atmosphere at Ida B. Wells. Students must be highly motivated to make a positive difference, be open minded, and willing to learn new interpersonal skills.

## Engineering

**Pre-Engineering** GR 9-12 Prerequisite: None (.5 credit)

This hands-on, project-based course is structured to provide students with an introduction to engineering with less emphasis on physics and chemistry concepts. Students will become familiar with a standard engineering design process, which is utilized in a variety of activities, maker challenges, and student-designed projects. Emphasis is also placed on the importance of documentation and clarity

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of technical communication. Students enrolled in this course should be self-motivated and have a strong interest in creative problem-solving.

**Intro to Engineering 1-2:** GR 9-12 Prerequisite: Physics. This hands-on, project-based course is structured to provide students with an introduction to engineering design, overview of engineering specializations, and exploration of engineering ethics. Students will become familiar with a standard engineering design process, which is utilized in a variety of activities, maker challenges, and student-designed projects. Emphasis is also placed on the importance of documentation and clarity of technical communication. Students enrolled in this course should be self-motivated and have a strong interest in creative problem-solving.

**Engineering 3-4:** Mechanical and Materials GR 10-12 Prerequisite: Intro to Engineering 1-2 or Physics and Chemistry This course is intended for students interested in engineering mechanics and materials science. General topics covered include statics, dynamics, and mechanics of materials. Students will learn how the mechanical and microstructural properties of materials are analyzed and have the opportunity to evaluate specific materials using common techniques and lab instruments (tensile testing, scanning electron microscopy, metallographic etchants and optical microscopy). Guest speakers and field trips will make connections between theoretical concepts and real-world applications. Prior experience working in the metals shop is desirable but not required.

**Engineering 5-6:** (Engineering Design Capstone) GR 12. Prerequisite: Intro to Engineering 1-2, Engineering 3-4 or recommendation of instructor. This project-based capstone class builds upon the engineering skills learned in previous courses and integrates skills learned within other disciplines. Students will choose from a variety of projects with a primary focus on positive community impact. Completion of at least one or two portfolio-ready projects throughout the year will be achieved through a focus on project management practices while collaborating with other students and community organizations. Students are encouraged to look outside the classroom for inspiration for their projects.

**Robotics** GR 9-12 Prerequisite: Intro to Engineering 1-2 or recommendation of instructor. This hands-on, project-based course is appropriate for self-motivated students at all levels of robotics. It is a cross-disciplinary program covering multiple aspects of engineering: design, construction, and deployment. Students learn/use mathematics, physics, electronics, programming, oral and written communication, computer-aided design, automation, mechanical construction, and project planning. The class structure is student-centered with a strong focus on creativity and collaboration.

## Health Sciences



**Health Occupations:** (Intro to Health Occupations) GR 9-12 (.5 credit)

The damage caused by natural, manmade, and technological disasters (earthquakes, hurricanes, tornadoes, flooding, hazardous material spill, terrorism) can affect all elements of society and government. Effective management of the situation requires people who have the training to manage resources, make decisions, and assign tasks. This is called Incident Command. Upon completion of this course, students will be able to respond to these types of catastrophic events as a member of the Multnomah County Teen Community Emergency Response Team and will be trained to manage and coordinate disasters. This is the most advanced level of our urban emergency response program which contains multiple certifications through Multnomah County, Portland Public Schools, and Federal Emergency Management Agency. Designed for students to gain a basic foundation in sports related injuries and to explore and observe different sports medicine related fields. Students will learn to

# Fine Arts - Career Technical Ed FA

properly evaluate, treat, tape and rehabilitate particular injuries in sports. Other topics include sports psychology, massage therapy, and rehabilitation and therapeutic techniques. Related careers include athletic trainers, physical therapists, personal trainers, coaches, massage therapists and sports psychology.

**Health Occupations 3-4** (Intro to Sports Medicine & Emergency Management Skills) GR 10 - 12  
Prerequisite: Health Occupations. The damage caused by natural, manmade, and technological disasters (earthquakes, hurricanes, tornadoes, flooding, hazardous material spill, terrorism) can affect all elements of society and government. Effective management of the situation requires people who have the training to manage resources, make decisions, and assign tasks. This is called Incident Command. Upon completion of this course, students will be able to respond to these types of catastrophic events as a member of the Multnomah County Teen Community Emergency Response Team and will be trained to manage and coordinate disasters. This is the most advanced level of our urban emergency response program which contains multiple certifications through Multnomah County, Portland Public Schools, and Federal Emergency Management Agency. In addition, this one-of-a-kind course is designed for students to gain a basic foundation in sports related injuries and to explore and observe different sports medicine related fields. Students will learn to properly evaluate, treat, tape and rehabilitate particular injuries in sports. Other topics include sports psychology, massage therapy, and rehabilitation and therapeutic techniques. Related careers include athletic trainers, physical therapists, personal trainers, coaches, massage therapists and sports psychology.

**Health Occupations 5-6** (Pre-med & Advanced Certifications) GR: 12 Prerequisite: Health Occ, Health Occ 3-4 This course is designed for students who have completed the other courses in the Pathway and are truly interested in pursuing a career in medicine post high school. It is a three-tiered approach to provided incredibly valuable experiences, and certifications in the medical field. It will also look great on resumes and college applications and gives you the volunteer hours needed to get into most post-secondary medical programs. **ATHLETIC TRAINING PROGRAM:** Are you interested in Athletic Training or Physical Therapy as a career? As Student Athletic Trainers, you will have the opportunity to work with over 15 sports and hundreds of athletes in the training room, practice, and game settings. Your participation in the WHS Student Athletic Trainer Program will allow you to meet and get to know other students, athletes, coaches, administrators, and possibly some area physicians. The program is also a great way to gain valuable and practical athletic training and medical experience, which will be helpful if you are interested in the Athletic Training or Medical field. The coaches and athletes depend on the Athletic Training Staff and your opportunities will include training room duties, practices, game set-up/ take-down, and attendance during games (home and away). **NURSING ASSISTANT:** Are you looking to springboard into a career as a registered nurse, licensed practical nurse, or physician's assistant? Do you want a job that will involve caring for and listening to others, often in vulnerable stages of life? Our CNA program will be taught by credentialed nurse instructors with professional experience, our Nurse Assistant Training program delivers an engaging curriculum that meets state and federal education regulations. Theory and skills practice, including a clinical experience at a skilled nursing facility, is conducted under nursing supervision. Learn the skills focused on critical thinking, decision-making and team concepts while incorporating elements of care and communication/interpersonal skills.



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## Marketing

**Intro to Marketing** GR 9-12 Prerequisite: None. This course introduces students to the world of marketing. Students will learn about the scope of marketing, including planning and executing the concept, pricing, promotion, and distribution of ideas, goods, and services. Marketing is a process that starts with identifying and measuring consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets, and developing a marketing strategy and implementation program for an offering that satisfies consumers' needs better than the competition.

**Intro to Sports Marketing** GR: 9-12 Prerequisite: None

The objective of this course is to introduce students to the fundamentals of Marketing through the sports and entertainment industries. The course topics will include the following: product marketing, supply and demand, promotion, promotional planning, selling sports and entertainment. Throughout this course students will be working in conjunction with the Ida B. Wells High School Athletic Department.

**Finance 1-2** GR 9-12 Prerequisite: None. Good financial habits are foundational skills that every person needs. Enrolling in Finance 1-2 is a great way for students to learn about the many financial aspects of their futures. Students will learn about managing money, borrowing and financing purchases, earning power, investing, financial services, insurance, and paying taxes. Students will be learning the basics about business financials such as balance sheet and income statements as well as evaluating important metrics like the cap ratio to understand business financial leverage. Students will learn to develop and manage their own finances and the skills and tools to have strong financial literacy.

**Business Management 1-2** GR 10-12 Prerequisites: Intro to Marketing or Intro to Sports Marketing  
This course gives students an opportunity to broaden their business experience at Ida B. Wells High School. Business Management will explore the history of management, management best-practices and management theories. Students will complete case studies and discussions surrounding topics such as management types, environment effects on business, ethics, and social responsibility. Business Management is one of the many courses offered in the CTE department and can be one option students take to complete the Marketing Program of Study.

**Advanced Marketing** GR 10-12 Prerequisites: Intro to Marketing or Intro to Sports Marketing  
Got marketing on the brain? Want to put those creative skills to the test? Advertising is the next step in your journey though the Ida B. Wells Marketing Program of Study. In this course students will learn about the history of advertising, the fundamental principles of messaging and brand storytelling, traditional and digital media vehicles, and the art of the creative brief. The work of great agencies ranging from local Wieden+Kennedy to NY's Droga5 to London's Saatchi & Saatchi will be examined and appreciated. This high energy class will provide an opportunity for students to complete the Marketing Program of Study and apply their marketing skills they have gained and developed in their previous marketing courses.

**Marketing: Special Projects** GR: 11-12 Prerequisites: Students must have taken AT LEAST one of the following classes: Business Management, Finance, Adv. Marketing  
Students are fully responsible for managing and operating the WHS Store. Store management positions include operations, finance, inventory, and promotion. The store is open during tutor time and lunch.  
\*Students must apply with the instructor.

# World Language **WL**

**WORLD LANGUAGE** courses at Ida B. Wells place greater emphasis on spontaneous speaking and writing in the target language in real-life situations. We encourage students to enroll in the language of their choice. The workload and the level of difficulty among the languages are comparable. The World Language Department requires students to earn grades of “A”, “B” or “C” in order to continue on to the next level. Any student receiving a “D” will be given credit for the class but will not be allowed to continue on to the next level.

**College Entrance Requirements:** all public Oregon universities require two years of the same World Language (C or better). PPS requires two years of the same world language for a standard diploma.

## **American Sign Language**

**American Sign Language 1-2** GR 9-12 Prerequisite: None

American Sign Language (ASL) 1-2 is for students with no prior or minimal skills and knowledge of ASL. It includes the study of the history, structure, and grammar of ASL. In addition, students will learn of the historical and cultural contexts of the Deaf community. ASL is a visual, spatial, gestural language that utilizes space and movement to convey meaning. You will develop communication skills of which you are not accustomed to using hands, face, body, eyes, and space. In order to progress, it is important that you “listen” with your eyes. To encourage and foster the development of ASL, spoken language (talking) is not used during the majority of the class.

**American Sign Language 3-4** GR 10-12 ASL 1-2

American Sign Language (ASL) 3-4 is an intermediate course designed to build on what students learned in ASL 1-2. Students have the opportunity to communicate in a wider array of situations, to further develop their language fluency, and to advance their level of comprehension of American Sign Language in culturally appropriate ways. To encourage and foster the development of ASL, spoken language (talking) is not used during class.

**American Sign Language 5-6** GR 11-12 Prerequisite: ASL 3-4

American Sign Language (ASL) 5-6 is an intermediate course which continues to elaborate on the language students have learned in ASL 1-2 and 3-4. Students will build a greater understanding of vocabulary, ASL grammatical structure, expressive and receptive communication, and of Deaf culture and history. To further advance and develop communicative competence, this course is taught primarily in ASL. Students are expected to use only American Sign Language.

## **French**

**French 1-2** GR 9-12 Prerequisite: None

This introductory course is designed for students with little or no previous study of French. A focus on comprehensible input and contextualized repetition will enable students to begin acquiring French. Cultures of the French-speaking world are introduced via media, songs, games, adapted readings, and class discussions. Students will demonstrate their proficiency in all four modes of communication: listening, reading, speaking, and writing. The course is taught primarily in French.

**French 3-4** GR 9-12 Prerequisite: French 1-2

This course enables students to continue developing proficiency in all four modes of communication: listening, reading, speaking, and writing. Students will continue to explore the cultures of the French-speaking world through media, songs, games, adapted readings, and class discussions. Students will demonstrate their proficiency in all four modes of communication: listening, reading, speaking, and writing. The course is taught primarily in French.



# World Language WL

## **French 5-6** GR 10-12 Prerequisite: French 3-4

In this course, students will continue to develop proficiency in French. Students will build toward communication at a more sophisticated level. This course introduces francophone (French language) literature through poetry, magazine articles, and short stories, and excerpts from novels such as *Le petit prince*. Students will demonstrate their proficiency in all four modes of communication: listening, reading, speaking, and writing. This course is taught primarily in French, and students are expected to speak French in class.

## **French 7-8** GR 10-12 Prerequisite: French 5-6

Students will continue to develop their proficiency at a more sophisticated level through a study of francophone (French language) poetry, art, magazine articles, short stories, plays, and novel excerpts. They will develop skills necessary to communicate through written papers and class discussions. Advanced grammar topics are taught in the context of reading and discussions. This course is taught primarily in French and students are expected to speak only French.

## **AP French Language & Culture** GR 11-12 Prerequisite: French 7-8

AP French is an advanced level course in which students will continue to improve their ability to understand and interpret written and oral French. There will be an emphasis on improving spoken French and vocabulary. We will study the social, political and cultural aspects of various parts of the French-speaking world. We will continue to develop the interpersonal, presentational and interpretive modes of communication. Students will participate in presentations, dialogues, interviews and discussions. Authentic sources will include literature and poetry, news articles and reports, podcasts and other internet sources, film, and music. During the second semester there will be an intensive preparation for the AP exam in May. It is expected that all students will prepare for and take the AP exam.

## **French Film** (EL credit) GR 10-12 Prerequisite: None

Students in this course will watch films in French from various countries of the Francophone world and analyze them through multiple lenses including culture, geography, history, equity, genre, and literature. They will collaborate with teachers/classes from outside the World Languages department, including English, Social Studies, Art, and Video Production. This course will be suitable for both students who know some French and those who do not. Native and heritage speakers and advanced French students will have the opportunity to use and improve their language skills. Students with no French background will participate and complete written assignments in English. Most of the films will be shown in French with English subtitles. Class discussions will be held in English although small group discussions may be in French or English. Students may complete written assignments in English or French. Many films will be pre-selected by the instructor, but students may propose films.

## **Spanish**

### **Spanish for Native Speakers** GR 9-12 Prerequisite: None

This course is designed for students who speak Spanish at home and/or have a cultural connection to the language. This course takes into account the experiences and influences of a student's bilingual and bi-cultural upbringing. The primary purpose of the course is to develop reading and writing skills in Spanish, although all four language skills (listening, speaking, reading, and writing) are practiced via cultural and community activities. Students who successfully complete this course may choose to enroll in AP Spanish.

# World Language WL

## **Spanish 1–2** GR 9-12 Prerequisite: None

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary with an emphasis on developing accurate pronunciation. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: listening, speaking, reading and writing. Students will be assessed in each of these four modes of communication. Cultures of the Spanish speaking world are introduced through the use of media, songs, games, films, adapted readings and class discussions. The course is taught primarily in Spanish.

## **Spanish 3–4** GR 9-12 Prerequisite: Spanish 1–2

As students continue to learn vocabulary and sentence structure, they consolidate their understanding of the first-year material. Communication takes a more realistic form as students integrate language taught in class. Students will learn about customs, history and geography of Spanish-speaking countries through the use of the textbook, videos, games, music, magazines, and other authentic materials. This course is taught primarily in Spanish.

## **Spanish 5–6** GR 10–12 Prerequisite: Spanish 3–4

The study of grammatical structures taught in context continues along with vocabulary expansion in this course. Students build toward communication at a more sophisticated level using stimulating and engaging activities, which include dramatizations, cultural projects, guest speakers, and oral proficiency interviews. Students are expected to speak only Spanish in this class and this course is taught primarily in Spanish.

## **Spanish 7–8** GR 11–12 Prerequisite: Spanish 5-6

Literature, poetry and films will be used as a point of departure to enhance and expand communication at a more challenging level. Advanced grammar topics are taught in the context of reading and discussions. Writing, an integral part of the course, includes reports, essays and correspondence. This course is taught in, and students are required to speak, in Spanish.

## **AP Spanish Language & Culture** GR 11-12 Prerequisite: Spanish 7-8

This advanced level of Spanish prepares students for the Advanced Placement Exam in Spanish and upper-level college courses. The skills students have developed throughout the previous four years will define the course; it will be structured to meet student needs and will include Spanish AP exam-related activities and a rigorous preparation for the test in May as well as the study of advanced structures and vocabulary. Novels, plays, short stories, poetry and film will be used to increase vocabulary and performance in reading comprehension and students' writing skills. Texts will be studied through a cultural and socio-political lens. This course is taught entirely in Spanish and students are required to speak only Spanish.

## **Spanish 11-12** GR 11-12 Prerequisite: AP Spanish

Spanish 11-12 emphasizes authentic communication in Spanish related to various Latin-American literature and other texts which will be read throughout the year. The goal is to be able to convey meaningful messages following the appropriate norms of spoken language, including a sense of registers, settings, and adequate vocabulary. The principal objective of this course is to gain an understanding of the people of Latin America today and to develop a sense of solidarity with the hopes, dreams and struggles of the people in Latin America and Latin Americans in the United States.


# Other Electives EL

**This section contains the following courses that do not follow under the other subject areas.**


## **Other Electives include:**

AP Capstone  
AP Research  
AVID 9-12  
Magazine/Journalism/Yearbook  
Leadership  
Link Crew  
Senior Seminar  
Academic Support/Study Skills  
Teacher Assistant, Lab Assistant, etc.

## **AP Capstone**

 **AP Seminar** GR 10-12 Prerequisite: None

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world issues and topics. Using an inquiry framework, students practice reading and analyzing articles, research studies, as well as foundational, literary, philosophical and non-linguistic texts (speeches and artist, visual art, data and performances). Students learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course's central aim is to equip students to accurately analyze evaluate information with precision, and craft strong, evidence-based arguments. AP Seminar Performance Tasks consist of academic papers of various lengths and team and individual presentations. The appreciation of all cultures and their important contributions to society as well as appropriate use of technology are also integral parts of this course. Assessments for this course include oral and written assessments during the year as well as the AP Seminar End-of-Course Exam offered during AP testing in May. AP Seminar is the first course students must take to qualify for the AP Capstone™ Diploma.

 **AP Research** GR 11-12 Prerequisite: AP Seminar

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. This class allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. This AP Research class will focus on Humanities topics like Social Sciences, History, Literature, the Arts, Philosophy, Ethics, Religion, Law, Education, or on STEM topics like Science, Technology, Engineering, and Math. The appreciation of all cultures and their important contributions to society as well as appropriate use of technology are also integral parts of this course. In AP Research, students are assessed on the academic paper and presentation and oral defense of research. The academic paper is 4,000 to 5,000 words, and the presentation and defense take approximately 15 to 20 minutes. There is no end-of-course exam.

## **AVID: Advancement Via Individual Determination**

AVID's Mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

# Other Electives EL

## What AVID is...

- a nationally recognized and rigorous in-school elective class that prepares students for success in college and career
- targets students with an inner drive to succeed, placing them in one or more advanced courses
- a college preparedness system that implements WICOR strategies school-wide and district-wide
- teaches organizational and study skills, providing support in content area classes through the Tutorial process
- encourages participation in motivational activities to help students realize their academic and personal life goals
- provides opportunities to hear guest speakers, visit universities, participate in service work

## What AVID isn't...

- a remedial or "at-risk" program
- a college outreach program
- study hall

AVID curriculum focuses on character development, communication, -writing, inquiry collaboration, organization, reading (WICOR) and college readiness skills. Students who are interested must fill out an application and participate in an interview to be considered for the elective class.

Major Concepts/Content: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

**AVID 9 GR** Prerequisite: Approved application and interview conducted by the AVID Coordinator/Site Team. Students must be accepted into the AVID program. Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.

**AVID 10 GR 10** Prerequisite: Approved application and interview conducted by the AVID Coordinator/Site Team. Students must be accepted into the AVID program. This second sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and

# Other Electives **EL**

manage time. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

**AVID 11** GR 11 Prerequisite: Approved application and interview conducted by the AVID Coordinator/ Site Team. Students must be accepted into the AVID program.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The eleventh-grade AVID Elective course focuses on writing and critical thinking expected of first and second-year college students. There are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

**AVID 12** GR 12 Prerequisite: Approved application and interview conducted by the AVID Coordinator/Site Team. Students must be accepted into the AVID program.

This fourth sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 12th grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service-learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking questioning techniques.

## **Leadership**

**Leadership** GR 9-12 Prerequisite: None

This course is required of all students holding elective student body, class, or student senate offices, as well as students who have been appointed to office. Students will explore leadership style as well as their own potential, practice goal setting and time management, work on public relations and project planning, and acquire skills in decision-making and conflict resolution. Leadership students are responsible for planning and implementation of most of the assemblies held throughout the year and work closely with the Activities Director to plan human relations activities. All other extracurricular activities such as dances and clubs flow through the leadership class. Students are encouraged to participate actively in both school and community service projects.

**Link Crew** GR 11-12 Prerequisite: The ideal student desires to be a positive school leader dedicated to creating an inclusive, safe, and respectful community at WHS. The ideal student must be able to commit to 3 days of training in August, facilitate 9th grade orientation on the first day of school, facilitate



# Other Electives EL

classroom lessons with 9th graders, and participate in 9th grade social activities. If you are interested in being a positive change agent in your school, Link Crew is for you! 11th and 12th grade students mentor 9th graders, while working on their own leadership skills, leading school-based activities and facilitating classroom lessons for 9th graders. In addition to facilitating learning experiences and instructing 9th graders in valuable lessons on how to be successful in high school, Link Crew Leaders step up and become a substantial presence on campus acting as models of positive behavior which is ultimately a catalyst for climate change at your school. Link Crew is an excellent service learning and character development program; students get to serve their school community on multiple levels as well as reflect, consider and understand the impact of their own behavior.

Link Crew Leaders Facilitate 9th Grade Orientation:

<https://www.youtube.com/watch?v=AaEWYdXoCz4>

What is Link Crew: <https://www.youtube.com/watch?v=enSs98vawxw>

\*If you don't have room for the Link Crew Leadership class in your schedule, but you are interested in being a Link Leader, please email Miss Jackson: [mjackson1@pps.net](mailto:mjackson1@pps.net)

## Media and Communications

**Yearbook: Junior Yearbook** GR 9-11 Prerequisite: Strong writing skills; email instructor if you have questions ([khigbee@pps.net](mailto:khigbee@pps.net))

This class prepares freshmen, sophomores and juniors for the yearbook staff. Students will explore all aspects of the publication process, including the basic principles of graphic design, advertising design and sales, writing copy, layout and headline design, photography, as well as InDesign and Photoshop. Students will publish the 28–page spring yearbook supplement as their final project. They will cover such activities as the Prom and spring sports. This is a fun yet practical class with many hands on and group–oriented activities.

**Yearbook** GR 10-12 Prerequisite: Junior Troyon or Adv. Photography

This is an intense production course requiring considerable ability using the skills learned in Junior Troyan. The class will combine the skills of artists, photographers, copywriters, and business managers to produce the school yearbook, Troyan. Students will use Adobe InDesign and Photoshop in the publishing process. Some have compared this class to a small business, where the students are the shareholders and the employees. Students who exceed in the class will have the opportunity to return the following year as an editor, allowing them to have direct control of the foundational details of the yearbook.

**Journalism: Intro** GR 9-12 Prerequisite: None

This class is designed around conversation, skill-building and collaboration to uplift student voice and prepare youth for a role in reporting and publications. We will analyze and evaluate media, we will learn about rights and responsibilities, we will interview and craft stories, we will learn the basics of news, opinion and feature style. Students will be presented with opportunities to develop their skills in photography, digital design and editing. We will also have unique opportunities to get coaching and training from professional journalists. Students will have the option to have their pieces be included in the student-run magazine throughout the course.

**Magazine** GR 10-12 Prerequisite: NONE

This class is for staff members of the magazine. Students will work closely with a section editor of the magazine to report on stories that they pitch, or that the editor assigns. They will seek interviews from a variety of sources within the community and report on topics and events that matter, and in doing so they will shape the voice of our school. We will have unique opportunities to meet with professional journalists, and we will practice pitching article ideas to publications both local and national.

# Other Electives **EL**

## **Editorial Leadership** GR 11-12 Prerequisite: Magazine

Students will join this class to serve as section editors and managing editors and other positions of leadership for Ida B. Wells' student magazine. There is a level of personal responsibility, ethics and skill essential for this course since it is a student-run program. They will work in partnership with the adviser to support the Magazine staff, through organizing and coaching.

## **Senior Seminar**

### **Senior Seminar** GR 12 Prerequisite: None

This course is for 12th grade students not already in AVID, who want help in applying for colleges and scholarships. Students will receive support completing college applications, local and national scholarships, FAFSA, and more. Students will be expected to have and use a planner, participate in weekly organization checks, participate in class discussions, and build other college going skills.

## **Special Education Support Classes**

Ida B. Wells High School provides a comprehensive Special Education Program for eligible students. To be admitted into the Special Education Program, a student must have an existing Individual Education Plan (IEP) or be referred to the Building Screening Committee through the student's school counselor if an educational disability is suspected. Academic, behavioral, social and vocational needs are addressed in creating each student's IEP. Support for meeting State Benchmarks is designed for each student through the IEP process. Students and parent(s)/guardian(s) are expected to participate as members of the IEP team. Your students' Case Manager will guide your student in selecting the courses based upon you/your student's IEP.

### **Academic Support** GR 10-12 OR **Study Skills** GR 9

Students receive specially designed instruction based on their IEP's and support for general education classes. Students receive elective credit toward a standard or modified high school diploma for successful completion of the course. Academic support activities may include:

- Individualized and/or small group direct instruction in the basic skills of reading, writing, and math.
- Study skills instruction is offered in the Academic Support class and can be scheduled as needed.
- Consultative support services in content area classes such as math, English, health, science, and social studies.
- Assistance and advocacy with program development, scheduling, and post-graduation (transition) planning.
- Case management of Individualized Education Plans

## **Teacher Assistant/ Library Aide /Counseling Center Aide / Peer Helper/ Lab Assistant**

### **Counseling Center Aide** GR 11-12 Prerequisite: Counselor permission

Perform routine clerical assistance for the Counseling Office. The student is expected to be regular in attendance and to be on task during the period. Specific responsibilities are per contract with Counseling Office. This is a pass/no pass class.



# Other Electives **EL**

## **Library Aide** GR 11-12 Prerequisite: None

Library aides will assist in maintaining the library collection and physical space. Students will perform many of the tasks required of library assistants in academic and public library environments. This is a Pass/No-Pass course.

## **Laboratory Assistant** GR 11-12 Prerequisite: Students must have previously taken the class and received a C or better. Instructor approval required.

Students who are selected as laboratory assistants will help the instructor in lab design, set-up, repair, and clean-up. Additionally, lab assistants will peer mentor students who need to make up labs after school or during tutor time. Students who are selected as laboratory assistants will help the instructor in lab design, set-up, repair, and clean-up. Additionally, lab assistants will peer mentor students who need to make up labs after school or during tutor time.

## **Peer Helper** GR 11-12 Prerequisite: Teacher permission required

This course offers service-learning experience working with people with disabilities, tutoring and coaching in academic, social, and functional skills.

## **Teacher Assistant** GR 11-12 Prerequisite: Teacher permission required

Perform routine clerical assistance for a particular teacher. The student is expected to be regular in attendance and to be on task during the period. Specific responsibilities are per contract with the particular teacher. This is a pass/no pass class.

## **Mentor: ELL** GR 11-12 Prerequisite: Teacher recommendation (nbrooks@pps.net)

This peer mentoring program will pair motivated, knowledgeable, caring upperclassmen with ELL students to support them at the direction of the core class teacher, and overseen by Nora Brooks, ELD case manager and teacher of record for the peer mentor.

**Studio Art Technician** GR 11-12 Prerequisites: Motivation to learn studio operation, management skills and peer tutoring. Prior classroom experience with tools and materials is desirable. Permission of instructor required. Studio Arts Technician (ST) is a support position to assist in the studio with daily operations and management of the studio classroom, office areas and exhibition areas. Students will learn skills applicable and transferable to jobs outside of school like a frame shop, tile factory, photography studio, artist assistant, gallery assistant etc. ST's specific tasks will vary according to the studio assignment in Ceramics, Photography, or Draw/Paint/Print.

# IMPORTANT INFORMATION FOR STUDENTS AND FAMILIES

## Student Activities

*“Learn Responsibility through Involvement”*

Ida B. Wells offers a variety of activities to all students. Many clubs are available to meet each student’s individual needs and unique interests. Clubs are run with volunteer help from parent(s)/ guardian(s) and faculty. Below is our 2020–2021 club list and they change each year based on student interest. For questions, please contact Morgan McFadden, Activities Director; [mmcfadden@pps.net](mailto:mmcfadden@pps.net)

Amateur Geographer's Alliance	Gender Sexuality Alliance (GSA)	SAFER (Students Active For Ending Rape)
ARC (Applied Robotics Club)	Harry Potter alliance	Sasquatch Enthusiasts of the Pacific Northwest
Asian Pacific Islander Club	Hype Squad	Science Olympiad
ASL CLUB	Italian Club	Scrabble Club
Astronomy Club	Ivy Pulling Club	Self-Care Club
Barber shop quartet	Jewish Student Union (JSU)	Smash
Black Student Union	Juggling club	Snowboard Club
Bowling Club	Key Club	Social Justice Club
Child Rights Activism Club	K-Pop Club	Society for Musical Appreciation (The S.M.A.)
Chinese Language and Culture Club (CLACC)	Latino student union	Soup Club
Color Guard	Literature Club	Squaggledorf Club
Common Ground	Math Club	Students for Environmental Action
Community Clean-up Club	Mock Trial	Students on Color in Action Association (SOCAA)
Community Club	Model United Nations	SWENext Club
Creative Writing Club	Mural Club	Trapezii Appreciation Club
Divertissement Alliance	Muslim Student Association	Ultimate Frisbee
Dragon Boats	Nonprofit Network	WHS Feminist Union
FCA (Fellowship of Christian Athletes)	Pen and Paper Gaming Club	Youth Igniting Change
Federation of Film Fanatics	PERIOD	Yu-Gi-Oh Club
Fishing Club	Poetry Club	
French Culture Club	Red Cross Club	
	Robotics	
	Rocket Club	
	S.E.C.S Club	

### **Everyone is welcomed to participate in Ida B. Wells activities!**

A club fair will be held in the fall with representatives of all the organizations present and membership information available. Club meetings are announced in the Daily Bulletin.

**Student Body Officers (ASB):** Include President, Vice President, Treasurer, Climate Director, Communications Director and Activities Director. Elections for Student Body and Class Officers are held every spring for the next school year. Elections for Freshman class officers for the current year are held in early October.

**Class Representatives:** All other students in the student leadership serve as representatives of their class. Students interested in joining the leadership class need to forecast like any other elective and the class will be filled based on availability.

## Ida B. Wells Athletics 2021-2022

[www.Ida B. Wellsathletics.com](http://www.IdaB.Wellsathletics.com)

Thank you for your interest in Ida B. Wells Athletics! In order to participate in a sport, all student athletes must complete an eligibility process **each** season for **each** sport.

**Register Online** at [www.FamilyID.com](http://www.FamilyID.com)

First time users need to set up an account. FamilyID captures all necessary information as well as waivers. Once you have an account in FamilyID, subsequent registrations are easy!

### Physical Clearance

Sports physicals must be current for the entire season. Once a physical is on file, it is valid for 2 years from the date it is signed by a medical provider. The required Physical Clearance Form is available in the Athletic Department (Room 121) or at <http://www.osaa.org/governance/forms>

### Academic Eligibility

Per OSAA rules, all freshman begin with academic eligibility for the Fall season; Students in all other grades must have passed at least 5 classes the previous semester to be eligible. Please visit <https://www.pilathletics.com/registration> for more information on additional PIL rules for academic eligibility and/or academic probation.

### Required Fees

Required PIL Pay-to-Play Athletic fees can be paid online at [www.schoolpay.com](http://www.schoolpay.com) You can also submit payment by cash, check or card in our bookkeeper's office. For non-cut sports you **MUST** make payment or make arrangements with the bookkeeper prior to beginning practice. For cut sports, you **MUST** make payment or make arrangements with the bookkeeper as soon as teams are announced to begin team practices.

**NCAA Clearinghouse information:** [www.ncaa.org](http://www.ncaa.org)

### Fall Sports

Football  
Men's Soccer  
Women's Soccer  
Volleyball  
Cross Country  
Cheer

### Winter Sports

Men's Basketball  
Women's Basketball  
Wrestling  
Swimming  
Ski Team (Club)  
Snowboard Team (Club)

### Spring Sports

Baseball  
Track and Field  
Softball  
Track and Field  
Men's Tennis  
Women's Tennis  
Men's Golf  
Women's Golf  
Men's Lacrosse (Club)  
Women's Lacrosse (Club)  
Dragon Boat Team (Club)

**Ida B. Wells High School Athletic Director, Mike Nolan, [mnolan@pps.net](mailto:mnolan@pps.net)**

**Instagram: [Ida B. Wellshs\\_athletics](#)**

**Twitter: [@we\\_march\\_on](#)**

**Facebook: [Ida B. Wells Athletics](#)**

*The Ida B. Wells Athletic Department is committed to supporting our student-athletes to thrive in the classroom, promoting character, fostering healthy competition, and building bridges in our community.*

# **PPS grading, course changes, 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 syllabus. 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.

## **Incompletes**

- 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 with PPS 4.20.024-AD

1. 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.
2. After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
3. The Pass/No Pass option is:
  - Written in the course syllabus
  - Clearly communicated to students and families
  - Chosen by a student as a grading option within the timeline mentioned above

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

## No-Grade (NG)

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

## Dropping a Class

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- Students may withdraw from a class within the first 15 school days of the semester (date set by the 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 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.

## Talented and Gifted

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG Plan addressing the needs of its TAG students and the state mandate. Identification of students; methods for providing appropriate instruction in the classroom; communicating with students, staff and parent(s)/guardian(s); and professional development for teachers are all a part of a school’s TAG Plan. The School’s TAG plan serves as the individual plan for each student.

Parent(s)/guardian(s) and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact Ida B. Wells' TAG Coordinator. Ida B. Wells offers a range of rigorous courses, including AP options. Students who wish to be identified as TAG should see the TAG coordinator. Also, a TAG bulletin board is maintained in the main hall; TAG students are encouraged to check it periodically for additional enrichment opportunities.

## **PPS nondiscrimination policy**

### **Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. This standard applies to all Board policies and administrative directives. Board of Education Policy 1.80.020-P

### **Escuelas Públicas de Portland - Declaración de No Discriminación**

Las Escuelas Públicas de Portland reconocen el valor y la diversidad de todos los individuos y grupos y sus roles en la sociedad. Todos los individuos y grupos deberán ser tratados con justicia en todas las actividades, programas y operaciones sin distinción de edad, color, creencias, discapacidad, estado civil, nacionalidad, raza, religión u orientación sexual. Política de las directivas Educativas 1.80.020-P (Spanish)

### **Положение об отсутствии дискриминации в Портлендском школьном округе**

Портлендский школьный округ признаёт своеобразие и ценность отдельного человека и групп людей и их роль в обществе. Ко всем: и к индивидуальным личностям, и группам людей должны относиться справедливо во всех видах их деятельности, программах или образовательном процессе независимо от возраста, цвета кожи, убеждений, инвалидности семейного положения, национальной принадлежности, расы, вероисповедания, пола или сексуальной ориентации. Board of Education Policy 1.80.020-P (Правила, установленные руководством системы образования) (Russian)

### **Tuyeân Boá veà Chính Saùch Khoâng Kyø Thò cuûa Sôu Hoïc Chaùnh Portland**

Sôu Hoïc Chaùnh Portland công nhận sôï ñã ðaïng vaø giàu trò cuûa taát caù caù nhaân vaø ñoàøn theá vaø vai trò cuûa hoï trong xã hoã. Taát caù caùc caù nhaân vaø caùc ñoàøn theá phaûi ñoõïc ñoái xöù công bằng trong taát caù caùc sinh hoãit, chöông trình vaø hoãit ñoäng xã hoãit khoâng phaân bieät tuõai taùc, maøu da, tín ngöõõng, khiếm taát, tình traïng hoãn nhaân, nguõn goác ðaân toãc, chuõng toãc, tôn giãu, giõu tính, ñõnh höõng luyeán àu. Theo quy ñõnh số 1.80.020-P cuûa Hoãi Ñõng Giãu Duïc. (Vietnamese)

**Dugsiyada Dadweynaha Portland wuxuu aqoonsan yahay doorka hawleed ee kala gadisnaanta iyo qiimaha qofka kasta, kooxaha ee bulshada dhexdeeda.** Waxaa dhammaan xubin kasta iyo kooxaha loola dhaqmi dhinac kasta oo ka mid ah hawlhooda ah, barnaajimadooda iyo hawl fulintooda si cadaaaladi ku jirto iyada oo aan loo fiirineyn da'dooda, midabkooda, caqiiqadooda, itaal-daradiisa, xaaladiisa jinsi ahaaneed, wadankey asal ka soo jeedaan, diintooda, jinsiglisaa ama doorashada jinsiga uu jaaika la noqonayo. Maamulka Siyaasada Waxbarasha 1.80.020-P (Somalian)

## **Громадянські Правові Закони**



Пункт VI Громадянських Прав Рішення 1964 року: РАСА, КОЛІР КОЖИ, чи НАЦІОНАЛЬНІСТЬ  
Пункт XI Освітніх Виправок 1972 року: РІД Частина 504 Рішення про Реабілітацію 1973 року:  
НЕПРАЦЕЗДАТНІСТЬ

Пункт Возрастной Дискримінації 1975 року: ВІК Пункт II Американський Закон Непрацездатності (ADA) 1990 року: НЕПРАЦЕЗДАТНІСТЬ (Ukraine)

### **Portland Zuangx zangc Horqc Dorngh Nyiemc maiv kouei sou.**

Portland Zuangx zangc Horqc Dorngh sienx gorngv zix fingx yiem naaiv nyei mienh gorqv zeic maaih ninh mbuo nyei buonc zangc tengx ceix mbuo ga-nyuoz nyei horngc zangc. Da-duah horpc duqv siouc duqv zipv guoqv zangc liepc faaux daaih maiv bun kouei zinc nyei baengh lez caux tengx nyei jauv maiv bun kouei zinc laaix hnyangx jieiv gox, ndopv nyei setv zeiv, wuaaic fangx, sienx fim jauv, cuotv sex guoqv, mienh fingx, m'jiangc fai m'sieqv , caux hnyiou v nyunc oix nyei jauv. Horqc dorngh gunv sic mienh nyei lez 1.80.020-P (Mien)

Translation of Board of Education Policy 1.80.020-P – Nondiscrimination (01-23-07)

## **Civil Rights Laws**

- **Title VI of the Civil Rights Act of 1964: RACE, COLOR or NATIONAL ORIGIN**
- **Title IX of the Education Amendments of 1972: GENDER**
- **Section 504 of the Rehabilitation Act of 1973: DISABILITY**
- **Age Discrimination Act of 1975: AGE**
- **Title II of the Americans with Disabilities Act of 1990: DISABILITIES 339.351 to 339.364: HARRASSMENT**
- **ORS 339.337: CHILD ABUSE**

## **School Compliance Officer**

If you believe you have been treated unfairly because of your race, color, national origin, gender or sexual orientation, or, if you believe you have been treated unfairly because of a disability or you are in need of additional accommodations in order to attend or participate in an event or program at Ida B. Wells High School contact:

**Filip Hristić, Principal 503-916-5280 email: [fhristic@pps.net](mailto:fhristic@pps.net)**

**Ida B. Wells High School 1151 SW Vermont, Portland, Oregon 97219**

## **Student Fees and Contributions**

Under Oregon law students cannot be required to pay a fee for classes that are part of the regular school program. Costs and contributions on the Student Fee and Contribution Form that you will see at Fall Registration will provide you with more information about specific fees and contribution options for Ida B. Wells High School. The Student Fee and Contribution Form includes voluntary contributions and required costs for athletic participation and certain courses (for example, Ceramics). Classroom and extracurricular activities for students are greatly enhanced by parent contributions to help provide supplies and equipment. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class.

You are not required to pay the requested contribution in order to enroll in the class. Ida B. Wells High School is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students. In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish their own and other non-instructional expenses. The school may also require a deposit for a lock or a locker. Required costs

can be waived or reduced for eligible students. Students will NOT be denied access to PPS programs based on their inability to pay contributions.

## **Student and Parent/Guardian Complaint Procedures**

### **Informal**

If the problem relates to the classroom, the parent/guardian or student should first contact the classroom teacher or informally discuss the matter with the Principal.

### **Formal**

If a student or parent/guardian believes the school's staff has not followed specific laws or policy, a conference may be requested with the principal. Below are outlined the steps included in filing a formal complaint. If the student or parent/guardian complaint relates to a student expulsion, expulsion appeal procedures should be used.

### **Level 1 – Principal**

The parent/guardian or student sends a letter to or telephones the Principal asking for a conference. The letter or call should give detailed information about the problem.

1. The Principal arranges a conference. Teachers will be included if appropriate. The conference must be scheduled within seven (7) working days of the request. Interpreters may be requested by students or parent(s)/guardian(s)/guardians who cannot understand English.
2. The conference is held with the Principal.
3. The Principal sends a written decision in the home language to the parent/guardian or student within seven (7) working days of the conference. A copy of the decision is sent to the school's Area Director and appropriate staff members.

### **Level II – Area Director**

If dissatisfied with the Principal's decision, the parent/guardian or student asks, in writing or by telephone, for a conference with the Area Director within ten (10) working days of the Principal's decision. The letter should give the reasons for dissatisfaction. A copy of the letter should be sent to the Principal.

1. The Area Director arranges for a conference. An interpreter may be requested by students or parent(s)/guardian(s)/guardians who do not speak English. The conference must be scheduled within seven (7) working days of the request.
2. The conference is held with the Area Director. The Principal will attend if this is considered necessary by the Director.
3. The Area Director sends the parent/guardian or student a written decision within seven (7) working days after the conference. Copies of the decision are sent to the Superintendent, the Principal, the person making the complaint, and appropriate staff members.
- 4.

### **Level III – Superintendent**

If dissatisfied with the decision of the Area Director, the parent/guardian or student asks for a review by the Superintendent within ten (10) working days of that decision. The review request must identify a violation of law or School District policy. A copy of the letter is sent to the Area Director

1. The Superintendent or his/her designee reviews the matter and may choose to hold a conference or a formal hearing. An interpreter may be requested by student or parent(s)/guardian(s)/guardians who do not speak English.
2. The Superintendent makes a decision within seven (7) working days of receiving a report from the Area Director or within seven (7) working days after the conference. The Superintendent sends his/her written recommendation to the School Board