

# **Wilson High School**

## **Forecast Guide 2019-2020**



**At Wilson High School,  
our mission is to educate  
young people in every capacity –  
MIND, BODY and SPIRIT.**

We prepare students to succeed in their various roles in society:  
as workers who are responsible, innovative  
and ready to compete at a world-class level;

as citizens who are both loyal to our community's democratic ideals  
and committed to the on-going work of forming  
a more perfect union in our heterogeneous society;

and as adults who, in their private lives, balance the virtues of individualism, such  
as self-reliance, honesty, and personal initiative,  
with the cooperative ideals of justice, tolerance and compassion.

In short, our goal is to foster in our students the core intellectual  
capacities and habits of the heart that will allow them  
to lead deeply engaged, productive and meaningful lives.

**Cover created by Valeurie Friedman.  
Images include the works of Wilson students**



High

School Students and Families,

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

What are the goals of a carefully planned schedule?

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

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

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

I wish you the best for the new school year!

Sincerely,

*Joe LaFountaine*

Joe LaFountaine  
Area Assistant  
Superintendent

Estimados estudiantes y familias de preparatoria,

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

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

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

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

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en febrero de 2019. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting". Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente, *Joe*  
*LaFontaine*

Joe LaFontaine

Área Asistente Superintendente de Preparatoria  
Office of School Performance  
High School Programs



To Our Wilson Families:

The Woodrow Wilson High School 2019 - 2020 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.

*Maude Lamont*

Maude Lamont  
Acting Principal

## HOW TO USE THE 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 meet or exceed the requirements of the four-year plan required for each Wilson student; there are two options of worksheets provided in this guide. The Wilson staff is committed to helping all students make good decisions as they plan for their academic year.

Wilson students are required to enroll in eight classes except in special circumstances with parent permission. OSAA requires that athletes take five classes and be passing them at all times to be 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:

**Intro to Psychology 1-2 Year 11 – 12 Prerequisite: None 1 unit, 1 period**

**Intro to Psychology 1–2:** Course title.

**Year 1 – 12:** Identifies which year the student may take the course.

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

**1 unit, 1 period:** Shows how many units of credit may be earned in the class and how many periods the class is in session. Courses worth 1 unit are year-long, courses worth .5 unit are one semester.

### WILSON ADMINISTRATIVE AND SUPPORT STAFF:

<b>Acting Principal</b>	Maude Lamont	<b>Counselors</b>	
		Sheila Kendall	A - C
<b>Vice Principals</b>	Jason Breaker	Keith Brown	D - Ho
	Sara Gandarilla	Julie Fleming	Hp - Mi
<b>Interim Vice Principal</b>	Brian Covey	Danny Bradach	Mj - Sh
		Lauryn Files	Si - Z
<b>Activity Director</b>	Ken Muraoka	<b>College Coordinator</b>	
		Kelly Milford	
<b>Athletic Director</b>	Mike Nolan	<b>Social Worker</b>	
		Maureen Brennan	
<b>Business Manager</b>	Erica Meyers	<b>Career Coordinators</b>	
		Kate Morgan	
		Jessica Wade	

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## COUNSELING INFORMATION

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

### PPS Standard Diploma Requirements

	Number of Credits Needed
English	4
Math	3
Science	3
Social Studies	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*	1
*May be the 3 <sup>rd</sup> year of the same World Language (as above) or a different World Language	
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)	✓
<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

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.

### **Graduation Requirements: Extended Diploma**

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
3. Have a documented medical condition that creates a barrier to achievement.
4. Earn 12 credits between grade nine through the completion of high school, as shown in the above table.

### **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 approved by the Superintendent.

## ADVANCED PLACEMENT PROGRAM

Wilson High School has a long successful history of offering students college-level Advanced Placement (AP) courses. These courses and exams give Wilson students an edge:

- Rigorous courses provide thorough preparation for college
- Nationally recognized AP standards make your transcript stand out in the college admissions process
- 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

Wilson offers the following AP Courses (arranged by the department you will find them in the guide):

### **AP Capstone (New):**

AP Seminar (new)

### **Art:**

AP Studio Art: Drawing

AP Studio Art: 2-D Design

AP Studio Art: 2-D Design (Photography)

AP Studio Art: 3-D Design (Ceramics)

AP Art History

### **English:**

AP English Language & Composition

AP English Literature & Composition

### **Math:**

AP Calculus AB

AP Calculus BC

AP Statistics

### **Performing Arts:**

AP Music Theory

### **Science:**

AP Environmental Science

AP Biology

AP Chemistry

AP Physics Part 1

AP Physics Part 2

AP Physics C: Mechanics (new)

### **Social Studies:**

AP Microeconomics

AP Macroeconomics

AP Comparative Government and Politics

AP U.S. Government and Political Science

AP World History

AP US History

AP Psychology

AP Human Geography

### **World Language:**

AP Spanish Language

## **Advanced Placement International Diploma**

An option with AP that students may want to take advantage of here at Wilson is the Advanced Placement International Diploma (APID). It is a globally recognized certificate for students who are thinking they may want to apply to a university outside of the United States. This includes Canada, The Americas, South Africa, Asia, and the Pacific including China, Australia, Europe and Near East South Asia. It is recognized as part of the admission process at such schools as University of British Columbia, London Metropolitan University, Royal Academy of Music, London, and University of St. Andrews, plus many more. The APID is not a substitute for a high school diploma, but rather provides additional certification of outstanding academic excellence. Similar to an International Baccalaureate (IB) diploma, it challenges a student to display exceptional achievement on AP Exams across several disciplines.

To earn an APID, students must earn grades of three or higher on at least FIVE AP exams in the following content areas:

1. Two AP Exams from two different languages selected from English and/or world languages.
2. One AP Exam designated as offering a global perspective: World History and Comparative Government and Politics.
3. One exam from the sciences or mathematics content areas.
4. One (or two) additional exam(s) from among any content areas except English and world languages. These include the content areas already described as well as history and social sciences and the arts: Macroeconomics, Microeconomics, U.S. History, World History, U.S. Government and Politics, Comparative Government and Politics, Psychology, Music Theory, Studio Art: Drawing, Studio Art: 2-D Design, Studio Art 3-D.

Wilson High School offers all the AP courses necessary to prepare to examine in these areas. What a student must do is indicate on at least one AP Exam answer sheet that the results should be sent to a university outside the United States. For more information on the APID, please go to <http://www.collegeboard.com/student/testing/ap/about.html>.

## **ACADEMIC HONORS AT GRADUATION**

Students at Wilson 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*

## GRADING

### Grading, Course Change, and Credit/Transcript Guidelines

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

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

#### PPS GRADING PRACTICES

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

#### Grading

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

#### Grade Notations and Guidelines

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

#### Incomplete

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

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

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

## **Pass/No Pass**

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

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
  - ***Written in the course syllabus***
  - ***Clearly communicated to students and families***
  - ***Chosen by a student as a grading option within the timeline mentioned above.***
- To receive a "Pass", a student must meet minimum course requirements that would earn a credit in the course. A "No Pass" is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No/Pass grade is calculated in the student's GPA.
- A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

## **No Grade (NG)**

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

## **Dropping a class**

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

(i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.

### **Guidelines for using notations WF/WN/WX**

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

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

### **Repeated Courses**

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

### **Grade Changes**

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

### **Challenging Grades**

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

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

In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two

days after seniors' last day) would be expected if a final 'F' is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

### **Transcript Details**

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



## Certification of Courses

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

## WOODROW WILSON SCHOLARS

Wilson High School offers a scholars 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.

## Woodrow Wilson Scholars

To graduate as a Woodrow Wilson Scholar, a student must:

- ◆ successfully complete all course work designated in the Woodrow Wilson Scholars program, and
- ◆ meet all Portland Public School/State of Oregon graduation requirements, and
- ◆ attain a minimum cumulative GPA of 3.5 by the end of the seventh semester of the senior year, and
- ◆ complete a minimum of 20 hours of community service each year of high school for a total of 80 hours, tracked individually by students and reviewed 2<sup>nd</sup> semester of senior year with counselors. Students should track their hours in the resume builder in Naviance.

### Course Work

- ✓ Four units of English (AP when available)
- ✓ Three units of Social Studies (Modern World History, US History, + any 2 AP social studies courses)
- ✓ Four units of Science, including one of the following: AP Chemistry, AP Biology, AP Physics: Part 1, AP Physics: Part 2 or AP Environmental Science
- ✓ Four units of Mathematics: including one of the following: AP Calculus (AB Level) or AP Statistics
- ✓ Two additional credits from the following: additional World Languages beyond the graduation requirement, any AP art, a fifth credit of AP Mathematics, an additional credit of AP Science or a fourth credit of AP Social Studies

# FOUR YEAR PLAN WORKSHEET – Option 1

Use the worksheet below to plan or revise your academic graduation plan. Your counselor will also help you. Students will need 2 credits of the same World Language as a requirement for graduation.

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

2. Chemistry: NGSS				
3. Biology: NGSS				
<b>Health (1 credit)</b>				
<b>PE (1 credit)</b>				
<b>World Language (2 credits same language)</b>				
1.				
2.				
<b>Fine Arts/ Third Year World Language/Career &amp; Technical Education (1 credit)</b>				
1.				
<b>Electives (6 credits)</b>				
1.				
2.				
3.				
4.				
5.				
6.				
<b>Essential Skills Reading</b>				
<b>Essential Skills Writing</b>				

<b>Essential Skills Mathematics</b>				
<b>Personalized Learning Requirements</b> <u>Career Related Learning Experience (2 required)</u> 1. 2.				
Resume				
My Plan Essay				



## WILSON 4-YEAR PLANNING WORKSHEET - Option 2

NAME: \_\_\_\_\_

GRADE YEAR: \_\_\_\_\_

Requirements	Grade 9	Grade 10	Grade 11	Grade 12
English (4)				
Math (3)				
Science (3)				
Social Studies (3)				
World Language (2)				
Health (1)				
PE (1)				
Electives (6)				
Fine Arts, CTE, or World Language 3rd year (1) May be taken any year.				

*\*Electives(6) include, but are not limited to, Computer Science, Weight Training, Fine & Performing Arts, Leadership, Wilson Magazine, Yearbook, Peer Counselor, Peer Helper, Community Mentor, Elementary Teacher's Aide and other core subject classes beyond graduation requirements.*

## CREDIT RECOVERY OPPORTUNITIES

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

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



## Personalized Learning Requirements (PLRs)

The state requires students earning either a standard, modified, or PPS state diploma to complete Personalized Learning Requirements (PLRs). Students earning an extended diploma are not required to meet this requirement. The District is phasing in these requirements as explained below. For additional explanation, refer to the chart below.

Graduates must complete one (2) Career Related Learning Experiences (CRLE), resume and an Extended Application (EA).

Completion of a resume (documented in Naviance) and district defined career-related activities/reflections (documented in Naviance). The CRLE may be fulfilled in a variety of ways, including, but not limited to career day events, job shadows, internships, mock and informational interviews, guest speakers, and community service activities. The CRLE must be documented in Naviance.

By graduation year, students will complete Personalized Learning Requirements as indicated:

	<i><b>PLR Requirements</b></i>	<i><b>Documentation</b></i>
Personal Education Plan and Profile <sup>1</sup>	Forecasting	Embedded in Transcript
	Resume	Completed in Junior English class
	District defined career-related activities/reflections (1 CRLE)	In google doc located in Naviance message page
Career Related Learning Experiences (CRLEs) <sup>2</sup>	One (1) additional CRLE	In google doc located in Naviance message page
Extended Application (EA) <sup>3</sup>	Required "My Plan Essay" in Senior English	Completed in Senior English class

<sup>1</sup> Personal Education Plan & Profile	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals
<sup>2</sup> Career Related Learning Experiences	Educational experiences that connect learning to the world beyond the classroom
<sup>3</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
<sup>4</sup> Naviance	A web-based college and career research planning tool

## Earning an Academic Letter at Wilson High School

The Wilson High School Academic Letter program will be changing, beginning with the 2017-18 school year. In an effort to keep this program functional as Wilson shifts to proficiency-based grading, we are no longer counting quarter grades and will focus on semester grades instead. Effective immediately, students who earn a GPA of 3.6 or higher (weighted or unweighted) for two semesters—not necessarily within the same academic year—will earn an academic letter with a pin.

- Must take at least 5 classes with A-F grading (TA classes do not count).

- Must have **3.6** weighted OR unweighted GPA for 2 total semesters (semesters do NOT need to be within the same academic year and do NOT need to be consecutive).
- First time winner receives letter with pin.
- Students will earn a bar for their letter every time they earn a 3.6+ GPA for two additional semesters (additional semesters do not need to be consecutive).
- Students are recognized for academic achievement within one year OR several years, as 3.6+ GPA semesters do not need to be in consecutive semesters.
- Maximum awards earned: Academic letter with pin for 9<sup>th</sup> grade, one bar each for 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade.

## **OTHER SPECIAL ACADEMIC PROGRAMS**

### **Talented and Gifted (TAG) Education in High School**

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 your school administrators. Individual student plans are only written upon request. Please contact your school counselor for more information.

Wilson offers a range of rigorous courses, including AP and honors 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.

### **Off Campus/Work Experience Learning Guidelines**

(unpaid or paid work experiences)

The Portland School District and Wilson High School recognize that student involvement in worthwhile activities related to business enterprises, community agencies, government and private organizations and extracurricular arts activities provides valuable educational experiences for students.

- The Off Campus Learning credit can be earned for non-paid experiences.
- The Work Experience credit can be earned for paid experiences.
- The student must be enrolled in the high school and his/her proposed program shall not infringe upon regularly scheduled classes. The student must be maintaining a 2.0 cumulative GPA or above.
- School personnel will not directly supervise Off Campus experiences.



- The number of credits a student can earn is limited to no more than 6 credits in their high school career between Off Campus and Work A student cannot earn more than 1 credit from each program during the school year.
- To earn Off Campus learning credit, a student shall be required to participate in a minimum 130 hours for a full credit and 65 hours for a ½ credit. To earn work–experience credit, a student shall be required to work 260 hours for a full credit or 130 hours for ½ credit.

### **General Procedures for Student Participation**

- 1) The interested student shall be responsible for developing a tentative proposal for an Off Campus credit program in relation to a specific setting. In developing the proposal the student will indicate the proposed place of the activity, the types of activities he/she will engage in, the expected learning outcomes, the tentative schedule for such activities and other factors, which the school may deem necessary. **Students may obtain the Off Campus Learning Program Student Application and Proposal form from their counselor.**
- 2) The student's counselor and vice principal shall review the proposal and when the proposal is satisfactorily completed it shall receive tentative approval.
- 3) The student shall, in person, present the proposal to the organization/person supervising the Off Campus experience, negotiate any modification in the proposal and obtain written approval by the person in that organization who is designated to be his/her supervisor.
- 4) When the proposal is approved by the parent, the Off Campus organization, the student's counselor, and the school vice principal, a copy shall be placed in the student's cumulative file. It is the student's responsibility to assure that the supervisor's report is returned and credit is granted. Time sheets must be submitted for paid work experiences.

## **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 at 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

CTE Honors Requirements:

In order to complete a CTE program and receive CTE honors, a student must complete at least two courses within one program of study.

Most Wilson CTE courses allow the student to earn college credit concurrently with high school credits. Dual Credit courses are aligned with specific courses at Portland Community College (PCC) which can then be transferred to many secondary institutions upon enrollment. Entering college with credits may allow students to graduate in less time or to take advanced coursework sooner in their college career.

CTE Programs of Study:

- Construction Technology
- Marketing
- Computer Science
- Health Sciences
- Teacher Training
- Audio Engineering

## DUAL CREDIT

### **What is a dual credit class?**

A dual credit class is taught by a high school teacher at the high school, in partnership with a college partner and gives high school students an opportunity to earn both high school and college credit.

### **Why take dual credit classes?**

By choosing to take dual credit classes, high school students start earning college credit and get a jump start on their postsecondary goals.

### **What dual credit classes are available at my high school?**

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

### **Will my dual credit classes transfer to another college or university?**

Dual credit classes offered may meet a postsecondary program's general education requirements and are transferable to many 2 and 4 year institutions. These dual credit classes include Lower Division Collegiate classes that may meet Associate and/or Bachelor's degree requirements. These classes are in subject areas such as Writing/Literature, Engineering, History, Math and Music. College credit may also be earned for Career & Technical Education (CTE) classes which may lead to a Bachelor's or Associate's degree or certificate in programs in areas such as: Medical Professions, Multimedia, Computer Science, Automotive Service Technology, Computer Applications Systems, Welding, Building Construction Technology and more.

To learn how college credits earned from completing a dual credit class may meet specific degree or certificate requirements, students should contact the college or university that they wish to attend. Students must then request a copy of an official college transcript from each college for which Dual Credit has been earned and have these sent to their college or university of choice.

**When can students register with the college partner?**

Students will register online through the college partner's website during the registration window. Once enrolled in the college class, students must follow the college partner's calendar drop and withdrawal dates, and understand that the college level privacy laws apply to them. Students who miss college deadlines may not be allowed to register for college classes, or may earn a failing grade on their college transcript if they fail to withdraw from classes in time. A college grade may be different from the high school class grade.

**How much does it cost?**

Most dual credit classes offered at the high school charge little to no cost to students, but costs will vary depending on the college partner. PPS partners include, but are not limited to, Portland Community College, Portland State University and Mt Hood Community College.

**Who can I contact if I have questions?**

You may contact the teacher if you have questions about the specific class content. Please note, as a college student, the college application of The Family Educational Rights and Privacy Act (FERPA) applies to the student. Due to this, parents/guardians will not have access to student specific information regarding college classes such as enrollment, grading and student success information from the college.

If you would like more information about other college level class opportunities in your high school, please contact your high school counselor.

**What are my next steps?**

Students and parents/guardians should talk about the significance of enrolling in a college level class. This is both an opportunity and a consideration. The number of college credits students accumulate in high school may later impact the student's financial aid assistance depending on what they choose to study after high school.

**What are my responsibilities as a college student?**

Students are responsible for complying with all college application, registration and withdrawal procedures and must meet all relevant deadlines. Grades for college coursework, including withdrawals, are permanently on a student's college transcript and college grades may not be the same as the grade earned for the high school class.

**What is the potential impact on my financial aid?**

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

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

- College credits you take while in high school or as part of a high school completion program
- College credits you take during summer term\*

- College credits you take at another college or university while dual-enrolled at a community college
- College credits for courses you withdraw from or fail
  - Any other college credits you attempt or complete prior to and during your time as an Oregon Promise recipient

## DUAL CREDIT WITH PORTLAND COMMUNITY COLLEGE

Portland Community College offers college credit for specific courses taken at Wilson 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.

### Dual Credit Courses

Wilson Course Name	PCC Equivalent
Computer Science 3-4	CS 161: Computer Science 1
Woods & Metals 5-8	BCT 106: Hand Tool/Power Tool Use and Safety
Health Occupations	CG 130H: Introduction to Today's Careers: Health
Chamber Orchestra	Music 158A: Chamber Ensemble Music 158B: Chamber Ensemble Music 158C: Chamber Ensemble Music 158D: Chamber Ensemble
Choir: Wilsingers	Music 220A: Music Music 220B: Music Music 220C: Music Music 220D: Music
Choir: WAVE	Music 221A: Chamber Chorus Music 221B: Chamber Chorus Music 221C: Chamber Chorus Music 221D: Chamber Chorus
Internship: Elem/Middle School Assistant	ED 100 Introduction to Education (pending approval)
Community Mentor	CG 190 Intercultural Leadership for Mentors
Peer Counseling	CG190 Intercultural Leadership for Mentors
English 7-8 or English 7-8: CWW	WR121 English Composition

## DUAL CREDIT WITH PORTLAND STATE UNIVERSITY

Portland State University offers college credit at Wilson 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.

Wilson Course Name	PSU Equivalent
Geology	G 201, G 204

## OTHER OFF CAMPUS CREDIT

Wilson students may earn up to six individual credits for education programs and classes other than in-school courses. These programs rarely conflict with scheduled classes at Wilson and may earn one-half (.5) to one (1) credit. To obtain credit for these programs, registration must be completed with the counselor prior to participation.

**Reed College Young Scholars** ([http://web.reed.edu/outreach\\_programs/young\\_scholars](http://web.reed.edu/outreach_programs/young_scholars))

**Portland State University LINK Program** ([www.clas.pdx.edu/challink.html](http://www.clas.pdx.edu/challink.html))

**Lewis and Clark College Templeton Scholars** ([www.lclark.edu/dept/awards/templeton.html](http://www.lclark.edu/dept/awards/templeton.html))

These programs provide opportunities for gifted high school students, usually seniors, to enroll in college-level coursework while still enrolled in high school. Typically, students have successfully completed all coursework offered at Wilson in a given academic discipline and wish to continue their studies. Coursework is rigorous; students are expected to spend a minimum of two hours of outside work for every hour spent in class. Tuition, books, supplies, and transportation are the responsibility of the family. Students interested in any of these programs need to inform their counselors at forecasting time.

## COLLEGE ENTRANCE REQUIREMENTS

The minimum standards for admission to Oregon's public universities are subject to change so be sure to check with the university about all current requirements. Students planning to enter an Oregon University System college as a freshman must meet the following admission requirements.

1. **Minimum of 15 credits in core college preparatory courses – see list below. *Note: Students need to earn a C or higher in these courses for them to count toward meeting college entrance requirements.***

**English (4 credits)**

**Mathematics (3 credits)** Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3–4, or above. Additional math is highly recommended. Algebra and Geometry taken prior to 9<sup>th</sup> grade will be accepted.

**Science (3 credits)** Shall include two years of college preparatory science such as biology and chemistry.

**Social Studies (3 credits)** Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics (one semester of each.)

**World Language (2 credits)** Two successive years of the same world language.

### Minimum High School GPA

	GPA	# of Students	% Admitted who Apply
Eastern Oregon University	2.75	3,348	64%
Oregon Institute of Technology	3.0	4,200	59%
Oregon State University	3.0	24,020	78%

Portland State University	3.0	21,000	69%
Southern Oregon University	3.0	5,406	77%
University of Oregon	3.0	20,000	74%
Western Oregon University	3.0	4,900	88%

# Freshman Courses and Communities

## 9th Grade Communities

The Wilson High School 9th Grade Community is required for all 9th grade students and consists of the following components: English 1–2, Modern World History 1–2, Physics: NGSS, College & Career Exploration and Health 1. The 9th Grade Community is a small learning community designed to assist students in their transition from middle school to high school. Teacher teams, which include 9th Grade Community teachers and a Special Education teacher, meet regularly to discuss individual student needs and plan for student success.

### **English 1–2: In Search of Self: Identity in Poetry and Prose Year 9 Prerequisite: None 1 unit, 1 period**

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. Students may earn an Honors designation in this course. The course syllabus contains detailed guidelines and expectations..

### **Modern World History 1–2 Year 9 Prerequisite: None 1 unit, 1 period**

This course will explore selected topics in world history from The Enlightenment to the present. Students will learn about the influential people, events and ideas that have shaped our world. Major units of study will include World Geography, the Industrial Revolution, Imperialism, World War I, Revolutions, the Rise of Dictators, World War II, the Cold War and regional units such as Africa and the Middle East. Additional skills taught include those involving reading, writing, researching and presenting.

### **Physics: NGSS Year 9 (Lab Science) Prerequisite: None. 1 unit, 1 period**

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.

## Other Freshman Requirements

### **College & Career Exploration Year 9 Prerequisite: None .5 unit, 1 period (Paired with Health 1)**

Students in this course will develop an understanding of their own unique strengths and abilities, gain knowledge of essential skills such as communication, teamwork and problem solving, and explore a variety of careers and post-secondary options. The course will emphasize high school success strategies, technology literacy, goal-setting and the development of an individual plan for high school and beyond.

**Health 1 Year 9 – 12 Prerequisite: None** Health is a one-semester course that meets one-half of the two-semester Health graduation requirement; .5 unit, 1 period (Paired with College & Career Exploration)

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. Students must take this course for half of their Health requirement.

**Geometry 1–2 Year 9 – 12 Prerequisite: None** 1 unit, 1 period

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.

**Physical Education 1–2 Year 9 Prerequisite: None** 1 unit, 1 period

This class will provide each student with an introduction to a variety of activities emphasizing physical fitness, team and individual (lifetime) sports and recreation. Fundamentals, health practices, safety concerns, game rules, basic strategies, and skill development will be emphasized in each activity. Freshmen will take this course to satisfy the graduation requirement. If you are taking a Performing Arts class, you can delay PE until later.

**Remaining Freshmen Schedule**

It is recommended that Freshmen take one of the world languages, an elective or a study hall to complete the remaining two periods of an eight period schedule

**Electives Open to Freshmen**

**Art:**

Printmaking 1-2  
Draw, Paint and Print

Sound Engineering 1-2  
Engineering 1-2

**AVID**

AVID 9\*

**Health and Physical Education:**

Dance 1-2  
Dance 3-4 \*  
Dance 5-6 \*  
Engineering 1-2

**CTE**

Business Management 1-2  
Finance 1-2  
Intro to Marketing  
Intro to Sports Marketing  
Computer Science 1-2 \*  
Computer Science 3-4 \*  
Woods & Metals 1-2 \*

**Performing Arts:**

Stagecraft: Fundamentals  
Stagecraft: Practicum \*  
Styling: Fundamentals  
Styling: Practicum \*



Acting: Fundamentals  
Acting: Practicum \*  
Concert Band \*  
Symphonic Band \*  
Jazz Band \*  
Chamber Orchestra \*  
Guitar: Beginning  
Wilson Men's and Women's Choir

**World Language:**

French 1-2  
French 3-4\*  
French Film  
German 1-2

Hebrew 1-2  
Mandarin 1-2  
Spanish 1-2  
Spanish 3-4\*  
Spanish for Native Speakers  
American Sign Language 1-2

**Special Programs/Electives:**

Public Speaking & Debate  
Yearbook: Jr. Trojan \*  
Journalism: Intro

\* See course description for prerequisite

# **New Courses for 2019 – 2020 \***

## **Course Name**

*AVID 12*

*Engineering 1-2*

*Robotics*

*Sound Engineering 5-6*

*Health Occupations 3-4*

*Health Occupations 5-6*

*Unified PE – Peer Tutoring*

*Women in Literature*

*English 1-2: In Search of Self: Identity I Poetry and Prose*

*English 3-4: American Literature/American Studies*

*English 5-6: Dystopian Literature*

*English 5-6 Global Perspectives in Literature*

*English 7-8: Contemporary Texts and Media/Dual Credit*

*AP Seminar*

*AP Physics C: Mechanics*

*Constitution Team*

*German 7-8*

*Hebrew 1-2*

*Spanish for Native Speakers*

*Spanish 11-12*

*AP Music Theory*

**\*The availability of these courses is dependent on the number of students who forecast for them.**

## 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.

### 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.
- Integrate, synthesize, and make cross-curricular connections.

### 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).

**AP Seminar - Students may forecast for this course in 2019-2020!**

**AP Research - Students may forecast for this course in 2020-2021**

### **AP Seminar Year 10-12 Prerequisite: None 1 unit, 1 period**

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, and philosophical as well as non-linguistic texts such as speeches and artistic 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. There is a written end-of course exam. AP Seminar is the first course students must take to qualify for the AP Capstone Diploma, an opportunity for Wilson students in 2020/2021. In its inaugural year at Wilson, we are offering AP Seminar as an AP elective to

10th, 11th and 12th grade students.

**AP Research**

In 2020-2021, Wilson will offer AP Research, a course in which students explore various research methods and complete an independence research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a brand-new topic of the student's choosing. At the end of the project, students submit an academic paper and present and defend research findings. These components contribute to the overall AP Research score. There is no end-of-course exam.

# ART

The Fine Arts department at Wilson 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.

Juniors and Seniors that are motivated to learn studio operation, management skills and peer tutoring can forecast for **Studio Art Technician**. Additional information is available in the Special Programs/Electives section of this Guide

## **Drawing/Painting/Printmaking**

### **Printmaking 1-2 Year 9-12 Prerequisite: None 1 unit, 1 period**

Be part of Wilson 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!

### **Drawing, Painting and Printmaking (Draw-Paint-Print) Year 9 – 12 Prerequisite: None 1 unit, 1 period**

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 Year 10 – 12 Prerequisite: Draw-Paint-Print. 1 unit, 1 period**

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, screenprinting 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.

**Illustration: Advanced Year 10 – 12**  
**Prerequisite: Draw-Paint-Print. 1 unit, 1 period**

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: Drawing Year 11 – 12**  
**Prerequisite: Art: Advanced or Illustration: Advanced and teacher permission. 1 unit, 1 period**

AP Studio Drawing addresses advanced concepts in drawing and painting using a wide range of media. Students will demonstrate their skills and ideas by creating observational, abstract and inventive works of art. Students are expected to keep a sketchbook of designs, drawings and ideas. Students will develop a portfolio of work exploring a broad range of conceptual approaches to drawing. In addition to works of art that demonstrate visual principles and material techniques, students will also create a body of work that demonstrates an in-depth investigation of a particular visual topic. 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 class.

**AP Studio Art: 2-D Year 11 – 12**  
**Prerequisite: Art: Advanced or Illustration:**

**Advanced and teacher permission. 1 unit, 1 period**

AP Studio 2-D design is a course that studies the elements and principles of design. Students will demonstrate their skills and ideas by using the design principles on two-dimensional surfaces. Media may include one or more of the following: photography, digital imaging, graphic design, painting and printmaking. 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 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.

## **Art History**

**AP Art History Year 10 – 12 Prerequisite: None; 1 unit, 1 period**

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 Year 10 – 12 Prerequisite: None 1 unit, 1 period**

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 may 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 Year 10 – 12**

**Prerequisite: One year of high school Ceramics or teacher approval. 1 unit, 1 period**

Advanced pottery is designed for the serious art student who wants to develop ideas, skills and understanding of clay as a three-dimensional medium. Students will have the opportunity to refine technical skills related to hand building, sculpture, and wheel throwing. A variety of design possibilities will be presented, allowing students to choose styles and methods that facilitate the use of clay as a medium for fine arts and personal expression. Traditional and contemporary glaze application as well as kiln processes and firing will be studied. Each student keeps a journal/sketchbook of work, designs, and ideas. Each quarter students participate in an outside activity relating to ceramics and the arts and provide a write-up evaluating the experience.

**AP Studio Art 3-D Design: Ceramics Year 11 – 12** **Prerequisite: Ceramics 3-4: Advanced or teacher permission. 1 unit, 1 period**

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 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 concentration on an area of 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**

**Visual Arts: Photography Year 10 – 12**

**Prerequisites: Students should have access to a 35 mm camera with an adjustable shutter speed and an f-stop. There are a limited number of school cameras available for student use. 1 unit, 1 period**

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 Year 10**

**– 12 Prerequisite: One year of Visual Art Photography and a 35 mm camera with an adjustable shutter speed, f-stop and a light meter. There are a number of cameras available for student use. 1 unit, 1 period**

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: Photography Year 11 – 12 Prerequisite: Advanced Photography and teacher permission. 1 unit, 1 period**

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 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.

**Studio Art Technician Year 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. 1 unit, 1 period**

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 i.e. 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, Draw/Paint/Print or Graphics studios and labs.



## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

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

### 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 Year: 9 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 Year 10 Prerequisites Approved application and interview conducted by the AVID Coordinator/Site Team. Students must be accepted into the AVID program. 1 unit, 1 period.**

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 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 Year 11 Prerequisites: Approved application and interview conducted by the AVID Coordinator/Site Team. Students must**

**be accepted into the AVID program. 1 unit, 1 period**

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 Year 12 Prerequisites: Approved application and interview conducted by the AVID Coordinator/Site Team. Students must be accepted into the AVID program. 1 unit, 1 period**

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.

## 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

Wilson offers seven different CTE Programs of Study including:

- Computer Science
- Construction Technology
- Teacher Training
- Health Sciences
- Marketing
- Audio Engineering
- Engineering (pending approval)

### **Computer Science**

**Computer Science 1-2 Year 9 – 12**  
**Prerequisite: None. 1 unit, 1 period**

Have you ever dreamed about making the next great app, website or game? This course is the first step in that journey! 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), learn tools to create and code their own game and learn Python (one of the most widely used programming languages in science, finance and academic research). In addition to coding, students will build problem solving skills that form the foundation of computer science and are applicable to all their classes. This is part of the CS CTE track.

**Computer Science 3-4 Year 9 - 12**  
**Prerequisite: Concurrent enrollment in Advanced Algebra or higher-level math course or teacher recommendation or Completion of Comp Sci. 1-2. 1 unit, 1 period 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 in 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 earns credit at PCC as CS161 and is a core class in the Computer Science CTE track.

**Computer Science 5-6 Year 10 - 12**  
**Prerequisite: Comp. Sci. 3-4 or teacher recommendation. 1 unit, 1 period (elective credit)**

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 Year 11/12**  
**Prerequisite: Comp. Sci. 5-6 or teacher recommendation. 1 unit, 1 period**

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

**Computer Science 9-10 Year 12**  
**Prerequisite: Comp. Sci. 5-6 or teacher recommendation. 1 unit, 1 period**

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 Wilson teachers, PSU, local businesses, non-profits and even the Portland Police Department on ambitious projects with spectacular results!

## **Construction Technology**

**Woods & Metals 1-2 Year 9 - 12**  
**Prerequisite: None 1 unit, 1 period**

**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 Year 10 - 12**  
**Prerequisite: Woods/Metals 1-2 1 unit, 1 period**

**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.

**Woods & Metals 5–6 Year 11 – 12 Prerequisite: Woodworking/Metalworking 3–4 1 Unit, 1 period**

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 Year 12 Prerequisite: Woodworking/Metalworking 5-6 1 unit, 1 period**

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

## Teacher Training

**Intro to Education Year 10 – 12 Prerequisite: None 1 unit, 1 period**

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 Wilson 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 Year 12 Prerequisite: Counselor recommendation and grade of B or higher in the subject you want to mentor. 1 unit, 1 period. Dual Credit via PCC and CTE Course in Future Educators**

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>.

***Internship: Elem/Middle School Assistant***  
**Year 11–12 Prerequisite: Minimum 2.5 GPA**  
**1 unit, 1 period**

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 Year 11–12 Prerequisite: Counselor recommendation and selection through application, recommendations, and interview. 1 unit, 1 period (elective credit) Dual Credit via PCC and CTE Course in Future Educators** 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 for those 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 Wilson High School. Students will be actively involved welcoming new students to Wilson, 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 Wilson. Students must be highly motivated to make a positive difference, be open minded, and willing to learn new interpersonal skills. 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>.

**Advanced Peer Counseling Year 12**  
**Prerequisite: Successful completion of a year of Peer Counseling with a grade of A or B and selection through application, recommendations, and interview. 1 unit, 1 period Dual Credit via PCC and CTE Course in Future Educators**

This course builds on the interpersonal and communication skills developed in Peer Counseling and gives students the opportunity to mentor and teach their peers. Students will facilitate group activities, teach classes, and serve as skilled listening mentors with new peer counselors. Advanced Peer Counselors will plan and implement guest visitors and take leadership roles in organizing community and school events. They will promote the help that Peer Counselors have to offer our school community. This course will provide a potent learning experience for those considering careers in the helping and teaching professions. These Advanced Peers will be the mentors to all first-year peers in their roles as goodwill ambassadors of Wilson High School. Students will be leaders in our school with staffing of a peer counseling drop-in space, welcoming new students to Wilson, giving presentations to 9th grade classes and to students in our feeder schools, presenting to WHS students in health and homeroom classes, and working to promote a positive atmosphere at Wilson. Students must be highly motivated to make a positive difference, be open minded, and willing to continue to hone interpersonal skills. Students will be able to demonstrate growth in leadership, mentoring, self-awareness, interpersonal communication skills, group facilitation, delivering classroom presentations, understanding school and community resources, and service to the Wilson community. 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>.

## Health Sciences

### WILSON HS - HEALTH SCIENCES PATHWAY

Credits to Complete Program: **2.5 credits**

Teacher CTE License: Health Sciences (CTE)

#### Pathway Description

Welcome to the Wilson High School's Health Services CTE Career Pathway. This pathway is designed to meet the academic, technical, social, and experiential needs of students interested in post-secondary training for a career in the medical field.

#### Health Science CTE Concentrator

##### **-What is a Health Science CTE Program Completer?**

A CTE Program Completer is a student who has achieved advanced instruction in a/the Health Career pathway. To achieve Health Science CTE Program Completer status the student must complete a total 3 credits, within the CTE Pathway. Those that graduate as a WHS Health Services CTE Program Completer will receive a certificate of completion and graduation honors for their effort.

##### **-How to become a Health Science CTE Program Completer:**

Complete Introduction to Health Occupations, Emergency Medical Services, Anatomy & Physiology, and Wilderness First Aid/Sports Medicine.

\*Students completing the Health Science Career Program of Study will receive special recognition at graduation and other benefits related to an enhanced college application and potential letters of support and/or recommendation from the contacts made during

the program. Space will be limited, but the opportunities participation may create for students, are not!

#### **Health Occupations – Intro to Medicine and Health Occupations Year: 10 - 12 Prerequisite: Health 1 .5 unit, 1 period**

This comprehensive and exciting course offers a multitude of learning experiences related to real life medical emergencies. Students will become knowledgeable in prevention and first aid care and have the option to job shadow a variety of emergency medical professions. The content of this course, at times, may be viewed as graphic in nature, but realism is emphasized for preparedness in a real situation. Upon completion of this course, the students will have the opportunity to obtain their certifications in HIPAA, Blood Borne Pathogen and First Aid/CPR & AED, which are all industry standard certificates and meet requirements for post-secondary employment. Related careers include: Paramedic, EMT, Physician, Police Officer, rescue emergency equipment technology, and emergency field management. Health Oc. can be linked with Health 2. Students may enter 1<sup>st</sup> or 2<sup>nd</sup> semester to fit their schedule. This course is PCC Dual Credit with CG130H.

#### **Anatomy & Physiology Year 11 – 12 (Lab Science). Prerequisite: Health Occupations, Grade of "C" or above in Chemistry:NGSS and concurrent enrollment/completion of Biology:NGSS 1 unit, 1 period**

This lab science course covers the basic human anatomy and physiology. Students will study human body systems from the cellular to system level and how these systems interact. Anatomy and Physiology is a rigorous course intended for students who enjoy science and will be valuable for those interested in a variety of medical or health science related careers. A major portion of the course will be devoted to laboratory work. This course is required for Health Sciences CTE honors.



**NEW: Health Occupations 3-4 – Emergency Medical Services and Teen Community Emergency Team**

**Year: 11-12 Prerequisites: Health Occupations. 1 unit, 1 period**

If you're a fan of TV shows like *The Good Doctor*, *Scrubs*, or *Grey's Anatomy* and live vicariously through on-screen doctors, nurses, and hospital techs, you should consider a career in healthcare. For the first time in history, advances in medicine are providing us with cures of which we have only previously dreamed. Now is the perfect time to consider a career in medicine. This class starts your journey by introducing you to disease processes and the basic medical skills needed for all areas of clinical care. If you're interested in becoming a paramedic, nurse, physical therapist, doctor, or any of the other 200 specialists, this class will give you the head start you need to make your career dream a reality. There is also the opportunity for a certification in Community Emergency Response Team (CERT). Upon completion of this course, students will be able to respond to catastrophic events as a member of the PPS and Portland Neighborhood Emergency Response Teams and will be trained to manage and coordinate disasters. This is the most advanced level of our urban emergency response program which contains a certification recognized by Multnomah County, State of Oregon, and Federal Emergency Management Agency. This course will be PCC Dual Credit with EMS 100 (pending approval).

**NEW: Health Occupations 5-6 – Wilderness First Aid and Sports Medicine Year: 11 - 12 Prerequisites: Health Occupations, Health Occupations 3-4 1 unit, 1 period**

Breaking news! A father and three children who vanished while on a Christmas tree-cutting trip in the mountains were found alive! After three freezing nights in the wild, the four were rescued from a snowy ravine by a Search and Rescue Team just as another storm was bearing down. You could be one of the members of that rescue team! This class will teach you the necessary skills to become certified in Wilderness Search

and Rescue. In addition, this class will enter into exploring the fields of Exercise Science and Sports Medicine. Possible areas of study include the history of sports medicine & athletic training, organization and administration of sports medicine, emergency procedures; evaluation and treatment of injuries; therapeutic modalities, nutrition, pharmacology and sports psychology. Related careers include: Paramedic, EMT, Physician, Police Officer, Search & Rescue, Emergency field management. Students may earn Oregon Health Authority – Emergency Medical Responder Certification. This course will be PCC Dual Credit with HE 255 (pending approval).

**NEW: Advanced Medicine / Clinical Rotations Year: 12 Prerequisite: Instructor approval. 1 unit, 1 period**

This is a unique opportunity for students who are interested in further exploration of healthcare careers. Your senior year should be about getting out of the traditional classroom setting. See/experience a surgery; spend time in an ER; go on an ambulance ride along; or watch the birth of a baby. This class that will connect you with our local medical community so that you can explore your area of interest alongside the professionals who are caring for real patients. **Clinical opportunities are limited and need to have prior approval/arrangement with Mr. Olsen.**

## **Marketing**

**Intro to Marketing Year: 9-12 Prerequisites: None 1 unit, 1 period**

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 Year: 9-12**

**Prerequisites: None 1 unit, 1 period**

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 Wilson High School Athletic Department.

**Finance 1-2 Year: 9-12 Prerequisites: None 1 unit, 1 period**

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. Additionally, students will explore the many ways that businesses manage their finances. Students will learn 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 Year: 10-12**

**Prerequisites: Intro to Marketing or Intro to Sports Marketing 1 unit, 1 period**

This course gives students an opportunity to broaden their business experience at Wilson 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 Year: 10-12**

**Prerequisites: Intro to Marketing or Intro to Sports Marketing 1 unit, 1 period**

Got marketing on the brain? Want to put those creative skills to the test? Advertising is the next step in your journey through the Wilson 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. Students will have the opportunity to work in a creative environment to solve business problems through engaging in and developing integrated advertising projects. 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.

**Special Projects Year: 11-12 Prerequisites:**

**Students must have taken AT LEAST one of the following classes: Business Management, Finance, Marketing 3-4. This course requires Instructor's Permission\* 1 unit, 1 period**

Students are fully responsible for managing and operating the WHS Store. Management positions include: Operations, Finance, Inventory, and Promotion. The store is open during tutor time and lunch.

\*Students must apply with the instructor.

## **Audio Engineering**

**Sound Engineering 1-2 Year 10 -12**

**Prerequisite: None 1 unit, 1 period**

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 Year 11 –12**

**Prerequisites: Sound Engineering 1-2. 1 unit, 1 period**

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 Year 11 –12**

**Prerequisites: Sound Engineering 3-4. 1 unit, 1 period**

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.

**We hope to add this Program of study in 2019-20 and will begin with the following courses:**

**Engineering 1-2 Year 9-12 No Prerequisite  
1 unit, 1 period**

Based upon Project Lead the Way's model, students will be introduced to engineering design and the principles of engineering. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges.

**Robotics Engineering 1-2 Year 10-12  
Prerequisite: grade of "C" or higher in  
Physics: NGSS 1 unit, 1 period**

This course is a practical, hands-on robotics/automation workshop for all levels. Small groups of students design and build robots. It is a cross-disciplinary program covering all aspects of engineering - design, construction, and deployment. Students learn/use mathematics, physics, electronics, programming, oral and written communications, computer-aided design, mechanical construction, and project planning. The class structure is student-centered with a strong focus on creativity and collaboration.

**Engineering (pending approval)**

# ENGLISH

**Program Description:** The English language arts program emphasizes 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. Wilson 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.

**Honors Designation:** Students may earn an Honors designation ("H") in both English 1-2 and English 3-4 by consistently achieving high proficiency on a specific set of academic standards. Each course syllabus will include detailed guidelines and expectations.

**Advanced Placement:** AP English is an option beginning junior year. It is recommended that students earn "B" or better in both semesters of the previous academic 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. Students must commit themselves to the following expectations

1. The student is **self-motivated** and accepts responsibility for keeping pace with assignments and daily coursework.
2. The student will turn in his/her work **on time**.
3. The student works to **exceed** the standards set forth by the school, the district, and the state for their particular grade level.
4. The student must be willing to accept the challenge of reading and carefully evaluating academically rigorous texts, essays, poems, and other works.
5. It is an expectation of all classes that students' behavior supports a positive and rewarding learning environment.

## FRESHMEN and SOPHOMORES

In the first two years of English at Wilson, 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 Wilson 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* Year 9 Prerequisite: None 1 unit, 1 period

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. Students may earn an Honors designation in this course. The course syllabus contains detailed guidelines and expectations.

**English 3–4: American Literature/American Studies Year 10 Prerequisite: English 1–2. 1 unit, 1 period**

English 3-4 is a full-year course 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. Students may earn an Honors designation in this course. The course syllabus contains detailed guidelines and expectations.

## **JUNIORS**

Junior-year language arts students can choose from three options: Dystopian Literature, Global 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, 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.

Note that the English Department is adding the course: Women in Literature as an elective credit in 2019/20.

Juniors who wish to take a second English course may forecast for Women in Literature or Creative Writing Workshop as long as they have fulfilled the prerequisites and are concurrently enrolled in either English 5-6 course or AP English Language and Composition. 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, and subsequent English elective choice.

**English 5–6: Dystopian Literature**  
**Year 11 Prerequisites: English 1–2, English 3–4 1 unit, 1 period**

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: Global Perspectives in Literature**

**Year 11 Prerequisites: English 1–2, English 3–4 1 unit, 1 period**

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 Year 11 – 12**  
**Prerequisites: English 1–2, English 3–4 1 unit 1 period**

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.

**English 7–8: Creative Writing Workshop**  
**Year 11 – 12 Prerequisites: English 1–2, English 3–4, and concurrent enrollment in one junior-level English class. 1 unit, 1 period**

This course offers students an opportunity to deepen their expressive writing skills through a variety of creative assignments meant for a general audience. In conjunction with reading a wide variety of professional authors as models, students will explore different literary forms and techniques through exercises in short fiction, creative nonfiction, drama, and poetry. Along with opportunities to submit pieces to writing

contests and magazines, this is a workshop for students interested in developing their own writing practice. Students may enroll in Writing 121 for dual credit with PCC.

**Women in Literature (Elective) Year 11 – 12**  
**Prerequisites: English 1–2, English 3–4 1 unit 1 period**

This course will examine short stories, novels, plays, poetry, and film written by, for, and about women. Students will analyze and reflect on changing gender roles 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.

## **SENIORS**

Seniors can choose from four (4) options: Contemporary Text and Media, Creative Writing Workshop, AP Literature and Composition, or AP Language and Composition. All CCSS and GVC aligned senior courses meet state, district, and school criteria for standards in reading, writing, speaking, listening and language conventions. Each course includes extensive reading and writing opportunities. Dual credit (ENG 121) through PCC is now offered in either of two English 7-8 courses: Creative Writing Workshop OR Contemporary Texts and Media. AP Language and AP Literature satisfy criteria for the Wilson Scholars Program. Seniors may take more than one English course if there is space available.

Note that the English Department is adding the course: Women in Literature as an elective credit in 2019/20.

Senior level English courses will provide opportunities for students to meet Essential Skills and complete the My Plan Paragraphs; both are graduation requirements.

Seniors who wish to take a second English course may forecast for one as long as they have fulfilled the prerequisites and are concurrently enrolled in either English 7-8 course or AP English Literature and Composition. 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, and subsequent English elective choice.

**English 7–8: Contemporary Texts and Media**  
**Year 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period**

Senior language arts students study multiple genres including non-fiction, fiction, documentaries, film, and a podcast. The goal is that our young adults emerge as literate citizens and critical thinkers in their next steps beyond Wilson High School. Ethical issues, current events, and a book of choice form the backbone of the curriculum in addition to canonical works. Students further develop their creative and analytical writing skills by producing a personal/college essay, persuasive papers, a literary analysis, and a culminating research project. Reflective journals and classroom discussion of various types are a critical pieces of the course. Students may also enroll in Writing 121 for dual credit through PCC.

**English 7–8: Creative Writing Workshop**  
**Year 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period**

This course offers students an opportunity to deepen their expressive writing skills through a variety of creative assignments meant for a general audience. In conjunction with reading a wide variety of professional authors as models, students will explore different literary forms and techniques through exercises in short fiction, creative nonfiction, drama, and poetry. Along with opportunities to submit pieces to writing contests and magazines, this is a workshop for students interested in developing their own

writing practice. Students may enroll in Writing 121 for dual credit with PCC.

**AP English Literature and Composition**  
**Year 12 Prerequisites: English 1–2, English 3–4, grade “A” or “B” in junior-level English class or teacher recommendation. 1 unit, 1 period**

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.

**AP English Language and Composition**  
**Year 11 – 12 Prerequisites: English 1–2, English 3–4, and one junior-level English class. 1 unit, 1 period**

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.

**Women in Literature (Elective)**  
**Year 11 – 12 Prerequisites: English 1–2, English 3–4 1 unit 1 period**

This course will examine short stories, novels, plays, poetry, and film written by, for, and about women. Students will analyze and reflect on changing gender roles 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 AS A SECOND LANGUAGE (ESL)

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 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.**

**Year 9 – 12 Prerequisites: ELPA 1 or 2;  
concurrent enrollment in an English class  
1 unit, 1 period**

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. This course receives elective credit.

**Year 9 – 12 Prerequisites: ELPA level 3 or 4; concurrent enrollment in a mainstream English course required. 1 unit, 1 period**

This course focuses on progressing bi-lingual students. Acquisition will be gained through conversation, reading, and writing. Students will focus on developing their English skills in order to transition to mainstream courses. Emphasis will be placed on language development through use of vocabulary, various types of literature and writing process activities. This course must be taken in conjunction with a mainstream English class. This course receives elective credit.

## HEALTH AND PHYSICAL

### Health

The Health curriculum is cross-disciplinary in nature, focusing on the sociology, psychology, physiology, and biology of health. In this program, health refers to optimal functioning, a process of achieving mental, social, emotional and physical health.

#### **Required for Graduation:**

9<sup>th</sup> grade students will take Health 1. 10<sup>th</sup> grade students are required to take Health 2.

**Health 1 Year 9 – 12 Prerequisite: None**  
**Health is a one-semester course that meets one-half of the two-semester Health graduation requirement; .5 unit, 1 period(Paired with College and Career Exploration)**

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 Year 10 Prerequisite: Health 1 .5 unit, 1 period**

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.

## EDUCATION

Health 2 may be paired with any of the following Health/PE courses:

Health Occupations  
Nutrition for Health and Wellness  
Unified PE/Peer Helper  
Advanced PE  
Mindful Studies  
PE/Yoga

\* Consult your counselor about pairing Health 2 with Study Hall or a course in another department.

**Nutrition for Health and Wellness Year 10 – 12 Prerequisite: None .5 unit, 1 period**

Are you tired of eating Ramen noodles and macaroni and cheese all the time? Are the foods you're eating literally making you sick and tired? Learn how to eat and prepare healthy, tasty food in Nutrition for Health and Wellness. You will 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.).

**Health Occupations – Intro to Medicine and Health Occupations Year: 10 - 12 Prerequisite: Health 1 .5 unit, 1 period**

This comprehensive and exciting course offers a multitude of learning experiences related to real life medical emergencies. Students will become knowledgeable in prevention and first aid care and have the option to job shadow a

variety of emergency medical professions. The content of this course, at times, may be viewed as graphic in nature, but realism is emphasized for preparedness in a real situation. Upon completion of this course, the students will have the opportunity to obtain their certifications in HIPAA, Blood Borne Pathogen and First Aid/CPR & AED, which are all industry standard certificates and meet requirements for post-secondary employment. Related careers include: Paramedic, EMT, Physician, Police Officer, rescue emergency equipment technology, and emergency field management. Health Oc. can be linked with Health 2. Students may enter 1<sup>st</sup> or 2<sup>nd</sup> semester to fit their schedule. This course is PCC Dual Credit with CG130H.

**Anatomy & Physiology Year 11 – 12 (Lab Science). Prerequisite: Health Occupations, Grade of “C” or above in Chemistry: NGSS. 11<sup>th</sup> graders must be concurrently enrolled in Biology: NGSS 1 unit, 1 period**

This lab science course covers the basic human anatomy and physiology. Students will study human body systems from the cellular to system level and how these systems interact. Anatomy and Physiology is a rigorous course intended for students who enjoy science and will be valuable for those interested in a variety of medical or health science related careers. A major portion of the course will be devoted to laboratory work. This course is required for Health Sciences CTE honors.

**NEW: Health Occupations 3-4 – Emergency Medical Services and Teen Community Emergency Team**

**Year: 11-12 Prerequisites: Health Occupations. 1 unit, 1 period**

If you're a fan of TV shows like *The Good Doctor*, *Scrubs*, or *Grey's Anatomy* and live vicariously through on-screen doctors, nurses, and hospital techs, you should consider a career in healthcare. For the first time in history, advances in medicine are providing us with cures of which we have only previously

dreamed. Now is the perfect time to consider a career in medicine. This class starts your journey by introducing you to disease processes and the basic medical skills needed for all areas of clinical care. If you're interested in becoming a paramedic, nurse, physical therapist, doctor, or any of the other 200 specialists, this class will give you the head start you need to make your career dream a reality. There is also the opportunity for a certification in Community Emergency Response Team (CERT). Upon completion of this course, students will be able to respond to catastrophic events as a member of the PPS and Portland Neighborhood Emergency Response Teams and will be trained to manage and coordinate disasters. This is the most advanced level of our urban emergency response program which contains a certification recognized by Multnomah County, State of Oregon, and Federal Emergency Management Agency. This course will be PCC Dual Credit with EMS 100 (pending approval).

**NEW: Health Occupations 5-6 – Wilderness First Aid and Sports Medicine Year: 11 - 12 Prerequisites: Health Occupations, Health Occupations 3-4 1 unit, 1 period**

Breaking news! A father and three children who vanished while on a Christmas tree-cutting trip in the mountains were found alive! After three freezing nights in the wild, the four were rescued from a snowy ravine by a Search and Rescue Team just as another storm was bearing down. You could be one of the members of that rescue team! This class will teach you the necessary skills to become certified in Wilderness Search and Rescue. In addition, this class will enter into exploring the fields of Exercise Science and Sports Medicine. Possible areas of study include the history of sports medicine & athletic training, organization and administration of sports medicine, emergency procedures; evaluation and treatment of injuries; therapeutic modalities, nutrition, pharmacology and sports psychology. Related careers include: Paramedic, EMT, Physician, Police Officer,

Search & Rescue, Emergency field management. Students may earn Oregon Health Authority – Emergency Medical Responder Certification. This course will be PCC Dual Credit with HE 255 (pending approval).

**NEW: Advanced Medicine / Clinical Rotations** Year: 12 Prerequisite: Instructor approval. 1 unit, 1 period

This is a unique opportunity for students who are interested in further exploration of healthcare careers. Your senior year should be about getting out of the traditional classroom setting. See/experience a surgery; spend time in an ER; go on an ambulance ride along; or watch the birth of a baby. This class that will connect you with our local medical community so that you can explore your area of interest alongside the professionals who are caring for real patients. **Clinical opportunities are limited and need to have prior approval/arrangement with Mr. Olsen.**

## 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 weight lifting and aerobic conditioning are available to students as an elective.

### Required For Graduation:

One year of P.E. is required for graduation. Wilson High School Physical Education standards are in alignment with district, state and national standards for Physical Education.

9<sup>th</sup> grade students will take Physical Education 1-2. This is a required course for Freshman. If you are taking a Performing Arts class or two math classes, you can delay PE until later. Specific information on this course is located in the Freshman Courses and Communities section of this Forecast Guide.

**Advanced PE** Year: 10 - 12 Prerequisite: Physical Education 1 unit, 1 period

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** Year 10 – 12 Prerequisite: Physical Education 1–2 1 unit, 1 period

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)** Year 10 – 12 Prerequisite: Physical Education 1–2 1 unit, 1 period

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.

**Strength & Conditioning Year 10 – 12**

**Prerequisite:** Weight Training and Teacher  
**Permission** 1 unit, 1 period

This class is for advanced lifters or athletes who are serious about strength gains. The focus of this class is on force production, power development, speed, agility and athletic development through the use of four core lifts, olympic lifts and numerous auxiliary exercises. Lifting is done on a regular schedule and grades will be based on physical improvement of four core power lifts and active class participation

**Unified PE - Peer Tutor Year 10-12**

**Prerequisite - 9th grade PE .5 unit, 1 period**

Do you have a heart for helping others? Would you like an opportunity to exercise in a welcoming and positive environment that is focused on fun and skill development? If so, being a Peer Tutor in a Unified PE class may be for you.

Unified Physical Education is a service provided for students with disabilities and gross motor delays. Peer tutors will help students to develop and strengthen their overall physical fitness, as well as their gross motor, object control and loco-motor skills. You will serve the roll as peer, teammate, and coach while providing positive reinforcement and encouragement to your peers. Students that participate in the Unified Sports programs at Wilson are encouraged to enroll in this class.

**Mindfulness** courses are offered at Wilson through a partnership with Peace in Schools. Mindfulness programs help young people develop compassion, calm, emotional resilience, and self-awareness. Our programs use mindfulness to alleviate personal and social strife in real-world settings. The self-supportive practices we teach are tools for life. Mindful Studies courses are co-taught by a team made up of Wilson staff and instructors from Peace in Schools.

**Mindfulness: Taking Care of Yourself, Each Other, and the World Year 10 – 12**

**Prerequisite:** None .5 unit, 1 period

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.

*This class (formerly named Mindful Studies) is offered as a community partnership between Portland Public Schools and the nonprofit Peace in Schools. Learn more at [www.peaceinschools.org](http://www.peaceinschools.org).*

**PE/Yoga Year 10 – 12 Prerequisite:**

**Physical Education 1-2 .5 unit, 1 period**

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.

Wilson **Dance** courses are offered through a partnership with The Portland Ballet in their recently remodeled studios adjacent to the Wilson campus.

**Dance 1 – 2 Year 9 – 12 Prerequisite: None  
1 unit, 1 period**

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 Year 9 – 12 Prerequisite: Dance 1–2 or teacher permission 1 unit, 1 period**

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 the 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 Year 9 – 12 Prerequisite: Dance 1 – 2 and Dance 3 – 4 or teacher permission 1 unit, 1 period**

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.

# MATHEMATICS

The Wilson High School Math Department takes pride in providing a broad course selection that will provide a foundation in mathematics appropriate for all students regardless of their abilities and future plans. The traditional sequence for college-bound students has been enhanced by the introduction of technology, an integrated approach and an emphasis on discrete topics. Course offerings will challenge all students.

**Geometry 1–2 Year 9 – 12 Prerequisite:**  
**None 1 unit, 1 period**

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.

**Algebra 1–2 Year 9 – 12 Prerequisite:**  
**None 1 unit, 1 period**

In the 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 Common Core Standards and Skills (CCSS).

**Advanced Algebra 3–4 Year 9 – 12**  
**Prerequisite: Algebra 1–2 or concurrent enrollment in Geometry 1–2 with teacher permission. 1 unit, 1 period**

This course emphasizes modeling data and problem situations with functions, specifically 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, to apply the mathematics and to communicate their reasoning. Students will use the TI-84 graphing calculator in class to study these topics. Homework is required in this class. This course is aligned with Common Core Standards and Skills (CCSS).

**Pre-Calculus Year 10 – 12**  
**Prerequisite: “C” or better in Advanced Algebra 3–4 or teacher recommendation. 1 unit, 1 period**

Proficiency in algebra as the language underlying modeling is stressed in pre-calculus and the graphing calculator is used extensively. The particular functions that are explored in detail are: polynomial, rational, exponential, logarithmic, and trigonometric. In addition, the discrete topics of matrices, probability, counting, and sequences and

series are covered. Conic sections and the polar coordinate system are also introduced.

**Functions, Statistics and Trigonometry (FST) Year 11 – 12 Prerequisites: completion of Advanced Algebra 3–4 or teacher recommendation. 1 unit, 1 period**

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, etc. The second semester reviews numerous pre-calculus topics that were originally learned 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.

**AP Calculus (AB Level) Year 10 – 12 Prerequisite: Precalculus or teacher recommendation. 1 unit, 1 period**

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 college calculus (introduction to derivatives, integrals and differential equation). 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.

**AP Calculus (BC Level) Year 11 – 12 Prerequisites: AP Calculus AB or teacher recommendation. 1 unit, 1 period**

This course offers a rigorous approach to basic calculus for accelerated students. Topics include, but are not limited to, 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.

**AP Statistics Year 11 – 12 Prerequisites: Pre-calculus or a Senior who has completed Algebra 3-4 with an A or B. 1 unit, 1 period**

This is the equivalent of a non-calculus based introductory college course in the social sciences, business, engineering, or health sciences. 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. Graphing calculators are required and computer statistics packages will also be used in the classroom. TI-84 or TI-89 calculator is recommended.

**Math Modeling and Dynamic Systems 1-2 Year 9-12 Prerequisite: Advanced Algebra (A or B) or permission of instructor. 1 unit, 1 period**

Students will use mathematics and the Stella modeling software to explore real world problems. Students will develop and enhance modeling skills in the first semester. In the second semester students will choose a problem to research, interact with experts on the problem, and create an original model to analyze their problem. Problems can come from physical science, social science, health science, environmental science, business and/or other disciplines.

**Math Modeling and Dynamic Systems 3-4 Year 10-12 Prerequisite: Math Modeling and Dynamic Systems 1-2. 1 unit, 1 period**

This course is a continuation of Math Modeling 1-2; students will further explore modeling techniques and different types of modeling software. Students will have an opportunity to explore topics in Agent-Based



Simulation, Cellular Automata, Game Theory, Genetic Algorithms and Evolutionary Biology. This field of study is often used to simulate economics, swarms, migration behavior and many social situations. Students will have the opportunity to pursue areas of their own interest through independent projects in the second semester of the class.

## **Support Classes**

The following support classes can be taken in conjunction with the corresponding math class with teacher recommendation:

Algebra Support

Geometry Support

Advanced Algebra Support

Double-blocked Advanced Algebra

## PERFORMING ARTS

The Wilson Performing Arts program offers the opportunity for students to develop their interests and talents in drama and music. 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

#### **Stagecraft: Fundamentals Year 9–12**

##### **Prerequisite: None 1 Unit, 1 Period**

Students in Stagecraft: Fundamentals will have the opportunity to develop the skills and foundational understanding necessary to be successful supporting a theatre production or large-scale film shoot technically, including carpentry, sound, lighting, painting, and others in a fun, social environment. Stagecraft: Fundamentals is intended for the person who enjoys hands-on work or wants to learn more about the technical side of Theatre and Film, and is the foundation for all other Stagecraft classes.

#### **Stagecraft: Practicum Year 9–12**

##### **Prerequisite: Stagecraft: Fundamentals OR Instructor Permission. 1 Unit, 1 Period**

Students in Stagecraft: Practicum will have the opportunity to strengthen and refine their experience in the Stagecraft Arts on the Technical side. Students will help build and run Wilson's theatre productions and projects, expanding their skill base, and contributing to the school community. Stagecraft: Practicum is intended for the person who has Technical experience and enjoys working on Theatre from a Technician's perspective. Note: This class may be taken multiple times for credit.

#### **Styling: Fundamentals Year 9–12**

##### **Prerequisite: None 1 Unit, 1 Period**

Students in Styling: Fundamentals will have the opportunity to develop the skills and foundational understanding necessary to successfully support a theatrical production

or large-scale film shoot stylistically, including costuming, makeup, and others. Styling: Fundamentals is intended for the person who enjoys hands-on work or wants to learn more about the styling side of Theatre and Film, and is the foundation for all other Styling classes.

#### **Styling: Practicum Year 9–12 Prerequisite:**

##### **Styling: Fundamentals OR Instructor Permission. 1 Unit, 1 Period**

Students in Styling: Practicum will have the opportunity to strengthen and refine their experience in the Styling Arts. Students will help stylize and run Wilson's theatre productions and projects, expanding their skill base, and contributing to the school community. Styling: Practicum is intended for the person who has Costume and Styling experience and enjoys working on Theatre from a Stylist's perspective. Note: This class may be taken multiple times for credit.

#### **Design for Theatre Year 11–12**

##### **Prerequisite: Stagecraft: Practicum OR**

##### **Styling: Practicum, & Instructor Permission. 1 Unit, 1 Period**

Students in Design for Theatre will have the opportunity to reinforce their Stagecraft or Styling training by integrating Design into their Theatre practice. Students will build skills through a number of practical projects, and assume responsibility for designing elements of Wilson's Mainstage, Lab, and Studio productions, as well as leading teams of their fellow artists in the execution of both their own designs and others. 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.

**Acting: Fundamentals Year 9–12**

**Prerequisite: None 1 Unit 1 Period**

Students in Acting: Fundamentals will have the opportunity to develop the skills and foundational understanding necessary to be successful supporting a theatrical production or film shoot by performing, including physical work, vocal work, character creation, and truthful representation. Acting: Fundamentals is intended for the person who enjoys stage or film performance and is the foundation for all other Acting classes.

**Acting: Practicum Year 9–12**

**Prerequisite: Acting Fundamentals OR Instructor Permission. 1 Unit, 1 Period**

Students in Acting: Practicum will have the opportunity to refine their skills in acting performance through a series of interest-centered styles workshops and film shoots. 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. Students will have the opportunity to perform work in Naturalist Theatre, Musical Theatre, Classical Theatre, Children's Theatre, and Film/Cinema. Acting: Practicum is intended for the person who has a solid grounding in acting technique, and wants to expand that in a variety of performance styles. Note: This course can be taken multiple times for credit.

**Acting: Advanced Concepts Year 11–12**

**Prerequisite: Acting: Practicum & Instructor Permission. 1 Unit 1 Period**

Students in Acting: Advanced Concepts 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 may include (but are not limited to) Playwriting, Stand-Up Comedy, Meisner, Alexander, Devised Theatre, or Commedia dell'Arte. Students will also take

part in two fully produced play opportunities, thus experiencing a full rehearsal and production process. 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 Year 11–12**

**Prerequisite: Acting Practicum AND Instructor Permission. 1 Unit 1 Period**

Students in Directing for Theatre will have the opportunity to study play analysis and directing techniques in order to direct a theatrical performance. Students will analyze plays, execute staging exercises, study successful theatrical performances, and research a sound directorial process, all in preparation to direct their Acting peers, with whom they 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 Year 9 Prerequisite:**

**participation in middle school band program. 1 unit, 1 period.** 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 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 Year 9 – 12.**

**Prerequisite: 1 year of high school band,**

**teacher recommendation. 1 unit, 1 period.**

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 Year 9 – 12 Prerequisite: Concurrent enrollment in Symphonic Band, instructor permission / audition required. 1 unit, 1 period**

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 Year 9 – 12 Prerequisite: Minimum 2 years strings playing experience. 1 unit, 1 period.**

**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 No prerequisite 1 unit, 1 period**

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.

**Intermediate Guitar Year 10 – 12 Prerequisite: One year of H.S. Beginning Guitar passed with a final grade of “A” or B”. Instructor recommendation and audition required. 1 unit, 1 period**

This course is a continuation of first-year Beginning Guitar. Class work is based on method book use as well as students' own materials. Students will continue to further their knowledge of different styles of guitar. Music fundamentals of reading music are stressed and enriched. Students must provide their own acoustic guitar for this class.

**AP Music Theory Year 11 – 12 or 9 – 10 with teacher permission Prerequisite: past performance in school music group or private lessons on instrument or voice. 1 unit, 1 period**

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**

**Wilson Men and Women Year 9 – 12 Prerequisite: Basic pitch matching strongly recommended 1 unit, 1 period**

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.

**Wilsingers Year 10 – 12 Prerequisite: Audition for Director. 1 unit, 1 period.** 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 advanced choral repertoire at the high school level. Students work together to create a concert 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.

**Wilson Advanced Vocal Ensemble (WAVE) Year 11 – 12 Prerequisite: Audition for Director. Concurrent Enrollment in Wilsingers is required. 1 unit, 1 period.**

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.

# SCIENCE

The past three years have brought significant changes to science at Wilson 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 Wilson 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 Wilson students understand what science is, what it can do, and how it will affect their lives. Wilson's 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.

## CORE SCIENCES

9<sup>th</sup> grade students will take Physics: NGSS.

10<sup>th</sup> grade students will take Chemistry: NGSS.

11<sup>th</sup> grade students will take Biology: NGSS.

### **Physics: NGSS Year 9 (Lab Science)**

**Prerequisite: None. 1 unit, 1 period**

This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence.

### **Chemistry: NGSS Year 10 (Lab Science)**

### **Prerequisite: None. 1 unit, 1 period**

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

### **Biology: NGSS Year 11 (Lab Science)**

**Prerequisite: None. 1 unit, 1 period**

This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course

content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

## SCIENCE ELECTIVES

9<sup>th</sup> – 11<sup>th</sup> grade students must be concurrently enrolled in one of the core science sequence courses as a prerequisite for all science electives.

### **Anatomy & Physiology Year 11 – 12 (Lab Science)**

**Prerequisite:** previous or concurrent enrollment in Biology: NGSS

**Additional prerequisites:** recommended grade of “C” or higher in Chemistry. 1 unit, 1 period

This year-long lab science course covers basic human anatomy and physiology. Students will study the human body from cells and tissues to body systems, and learn how these systems interact. It is a rigorous course intended for students who enjoy science. 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 honors.

### **Earth and Space Science Year 10 – 12 (Lab Science)**

**Additional prerequisites:** None. 1 unit, 1 period

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.

### **Forensic Science Year 10 – 12 (Lab Science)**

**Additional prerequisites:** None. 1 unit, 1 period

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 first-hand look at exciting career opportunities in law enforcement.

### **PSU Geology**

**G201 (+ 204 lab) Dynamic Earth: Interior and**

**G202 (+ 205 lab) Dynamic Earth: Surface**

**Year 11-12 (Lab Science)**

**Additional prerequisites:** 3.0+ cumulative GPA.

**Strongly recommended:** grade of B or higher in previous science courses. Intended for seniors. 1 unit, 1 period

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.

### **Science Research Year 10 - 12**

**Prerequisites:** None. 1 unit, 1 period

The entire year in Research Methods is dedicated to performing an independent research project. Each student's topic is decided by the student and can be from any field of science, math, or engineering. The year will begin with a few weeks of lessons on how to write a research proposal and how to conduct authentic scientific research. Students will then write a research proposal and

find a mentor. Upon approval of the proposal and the securing of a mentor, each student will proceed with their project. Students will give regular progress reports to their classmates in a setting that will resemble a science conference. The final product will consist of a poster board, a PowerPoint-style presentation, and a research paper. Students are encouraged, but not required, to enter their project in the PPS Science Fair or other competitions or exhibitions. Student need to be strongly motivated, independent, and have good time management skills in order to find success in this class.

**AP Biology Year 12 (Lab Science) Prerequisite: grade of “C” or higher in Biology and Chemistry. 1 unit, 1 period**

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 Year 11 – 12 (Lab Science) Prerequisite: grade of “C” or higher in Chemistry: NGSS and a C or higher in Physics: NGSS or teacher permission. 1 unit, 1 period**

This is a laboratory-based science course designed for students who will be pursuing careers in the sciences, engineering, or medicine. It covers topics of freshman college courses and students may take the Advanced Placement exam to receive college credit.

**AP Environmental Science Year 11 – 12 (Lab Science) Prerequisite: grade of “C” or higher in Chemistry: NGSS and Physics: NGSS; C or higher in Advanced Algebra 3–4 (or concurrent**

**enrollment with math teacher recommendation) or teacher permission. 1 unit, 1 period**

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 Physics: 1 Year 11 – 12 (Lab Science). Year 10 allowed with teacher permission only. Prerequisite: grade of “C” or higher in Algebra 1-2 and Geometry. Concurrent enrollment in Algebra 3-4 or more advanced math. Recommended: grade of B or higher in Physics: NGSS. 1 unit, 1 period**

Physics is the study of the basic relationships fundamental to understanding the world around us. In this physics class, these relationships are expressed and used in both conceptual and mathematical format. Laboratory work is an essential component of the course and uses a variety of tools, including computer technology. This course is strongly recommended for all students interested in science-related opportunities in professional and technical areas. The topic areas include classical mechanics (motion, forces, energy, momentum, gravitation, and mechanical waves), and electricity. This course is particularly relevant for students planning to study engineering, math, and architecture in college. Due to significant content overlap, students should not take both AP Physics 1 and AP Physics C during their Wilson tenure.



**AP Physics: 2 Year 11 – 12 (Lab Science).** Year 10 allowed with teacher permission only. Prerequisite: concurrent enrollment in Algebra 3-4 or higher math class. Recommended: grades of “B” or higher in Physics: NGSS and Chemistry: NGSS. AP Physics 1 is NOT a required prerequisite for AP Physics 2. 1 unit, 1 period.

This class explores the fundamental relationships and equations that govern the way the world works in topics not covered in AP Physics 1 or AP Physics C. The primary topics are fluid statics and dynamics; thermodynamics with kinetic theory; electrostatic forces and fields; electrical circuits including capacitors; magnetic fields; electromagnetic induction; physical and geometric optics; and quantum, atomic, and nuclear physics. Students will engage in rich lab work, engineering projects, and use computers to model the behavior of systems. This course is particularly relevant for students planning to study the life sciences, chemistry, or earth science in college.

**AP Physics C: Mechanics Year 11 – 12 (Lab Science).** Prerequisite: grade of “C” or higher or concurrent enrollment in AP Calculus AB. Recommended: completion of NGSS Physics and NGSS Chemistry with a grade of B or better. 1 unit, 1 period.

AP Physics C: Mechanics is a 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 to 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 should not take both AP Physics 1 and AP Physics C during their Wilson tenure.

**AP Physics C: Mechanics Year 11 – 12 (Lab Science).** 11<sup>th</sup> graders must be concurrently enrolled in Biology: NGSS. Prerequisite: a grade of “C” or higher in Physics and AP Calculus AB or concurrent enrollment and/or teacher permission. 1 unit, 1 period

This is a second year physics course which provides instruction in the following 6 content areas: Kinematics, Newton’s Laws of Motion, Work, Energy and power, Systems of Particles and Momentum, Circular Motion and Rotation, Oscillations and Gravitation. The course will be focused on the application of introductory differential and integral calculus to solving problems in the content areas listed. Introductory differential and integral calculus is used throughout the course. 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 20% of the student’s class time. A detailed lab journal will be kept by all students.

# SOCIAL STUDIES

The Social Studies content area provides Wilson 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.

Wilson's Social Studies courses have been designed to give students a common base of knowledge and to provide for their individual needs with the end goal of preparing students for life in the 21<sup>st</sup> century. Strong emphasis is placed on the development of process skills such as researching, organizing, and analyzing data, communicating effectively both in written and oral formats and working effectively as individuals and group members.

## Advanced Placement Courses:

1. The student is **self-motivated** and accepts responsibility for keeping pace with assignments and daily coursework.
2. The student has an **exemplary** attendance record.
3. The student carried an **"A" or "B"** in his/her prior social studies course or the student must receive **teacher approval** before enrolling in an AP course.
4. The student will be **expected** to take the AP exam.
5. It is an **expectation** of all classes that students' behavior supports a positive and rewarding learning environment.

In addition, students may elect to become involved in Model United Nations, Mock Trial, or Outdoor School as extended activities and can also choose any of the elective courses of Intro to Psychology and Leadership in order to have authentic social science experiences. Students who choose to earn the Woodrow Wilson Scholars designation can meet their requirements by taking rigorous courses and by getting involved in many of the elective opportunities.

## FRESHMEN

9<sup>th</sup> grade students will take Modern World History 1-2. This course is part of the Freshman Community.

### Modern World History 1-2 Year 9

**Prerequisite: None 1 unit, 1 period**

This course will explore selected topics in world history from The Enlightenment to the present. Students will learn about the influential people, events and ideas that have shaped our world. Major units of study will include World Geography, the Industrial Revolution,

Imperialism, World War I, Revolutions, the Rise of Dictators, World War II, the Cold War and regional units such as Africa and the Middle East. Additional skills taught include those involving reading, writing, researching and presenting.

### U.S. History Year 10 **Prerequisite: Modern World History. 1 unit, 1 period**

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. The Social Studies department, in collaboration with the English department, will utilize an interdisciplinary approach using historical documents, literature, film, and digital technology to create an American studies experience. In addition to course content, a heavy emphasis will be placed upon skill development in the areas of critical reading, writing, speaking, higher-level thinking, effective interpersonal and small group communication, and annotation. American History will also provide meaningful background to Economics and U.S. Government courses.

**Anthropology Year 10 – 12; Prerequisite: Modern World History**

Students will acquire an understanding of the differences and similarities (both biological and cultural) in human populations. Moreover, students will recognize the characteristics that define their culture and gain an appreciation for the culture of others. This is a College Preparatory Course that would include human biological and cultural origins; adaptation to the physical environment; diversity of human behavior; evolution of social and cultural institutions; patterns of language development; family and kinship relationships; effects of change on such cultural institutions as the arts, education, religion and law.

**AP Human Geography Year 10 – 12 Prerequisite: “B” or better in Modern World History and concurrent enrollment in US History; 1 unit, 1 period**

AP Human Geography presents students with an introductory college level course in human and cultural geography. Content is presented thematically rather than regionally and is organized around the disciplines main subfields: economic geography, cultural geography, political geography and urban geography. The approach is spatial and problem oriented. Case studies are drawn from

all regions with an emphasis on understanding the world we live in today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human environment interactions on places, regions, cultural landscapes, and patterns of interactions.

The following courses in the social sciences are designed to provide students with challenging opportunities to study areas of special interest. One semester of Political Science and one semester of Economics are required to fulfill the state graduation requirement. These courses are offered at three levels in order to meet the needs, interests, and abilities of the students. A student must sign up for the same level in both courses. That is, one may take Political Science/Economics over one year or take our two-year AP sequence. This two-year sequence consists of AP Macroeconomics and AP Microeconomics one year and AP US Government and Political Science with AP Comparative Government and Politics in the other year. Each AP course is one semester long. The AP course pairs will be offered in alternating years.

**“We The People” Class on the U.S. Constitution Year 10-12 Prerequisites: Modern World History, U.S. History and desire to commit to participation as a member of the Wilson Constitution Team. Graduate Requirement: fulfills .5 Government credit.**

The Constitution Team is a one-semester course of study where students learn about the U.S. Constitution and apply the knowledge to historical and contemporary questions. The teaching method is Socratic and students learn to present their ideas and opinions in both verbal and written formats. The class is open to students in grades 10-12 on a space available basis. The course will demand some time outside of class to meet with local community Lawyers and legal experts in preparation for the competition sponsored by the Center for Civics Education. Students will focus on topics such

as "Historical and Philosophical Foundations of the American Political System", "How have Values and Principles embodied in the Constitution shaped American Institutions and Practices", and "What Challenges might face American Constitutional Democracy in the Twenty-first Century?".

**Economics Year 12 Prerequisites: Modern World History, U.S. History .5 unit, 1 period**

This course provides students with an examination of both micro- and macro-economics with an emphasis on applying economic theory to real life economic conditions and problems at the international, national and local levels. Students will apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues, such as how to balance the federal budget and the economic impacts of NAFTA or GATT.

**Government Year 12 Prerequisites: Modern World History, U.S. History .5 units, 1 period**

This regular course provides a study of both practical and theoretical aspects of political science as they apply primarily to the United States on the local, state, national, and international levels.

**AP Microeconomic and Macroeconomics Year 11 or 12 Prerequisites: Modern World History, "A" or "B" in U.S. History, intention to take the AP exam and teacher permission. 1 unit, 1 period**

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, and 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 Comparative Government and Politics / US Government and Political Science Year 11 or 12 Prerequisites: Modern World History, "A" or "B" in U.S. History, intention to take the AP exam and teacher permission. 1 unit, 1 period**

**AP United States Government and Politics – One Semester:**

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.

**AP United States History Year 11 – 12**  
**Prerequisite: “B” or better in Modern World History and US History; 1 unit, 1 period**

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 everyday.

**AP World History Year 11 – 12**  
**Prerequisite: B or better in previous social studies class or teacher permission. 1 unit, 1 period**

The Advanced Placement program in World History provides students with a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among

major societies. The course emphasizes relevant factual knowledge in conjunction with leading interpretive issues and types of historical evidence that have set the current human stage. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. It is expected that each student enrolled in this course will register for and complete the College Board’s Advanced Placement Test in World History in May of the academic year. A superior attendance pattern is a prerequisite for this course.

**AP Art History Year 11 – 12 Prerequisite:**  
**None; 1 unit, 1 period**

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. This is not a social studies credit but can either be fine arts or elective credit.

**Ethnic Studies Year: 11-12 Prerequisites:**  
**None 1 unit, 1 period**

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.

**Intro to Psychology 1-2      Year 11 – 12**  
**Prerequisite: None 1 unit, 1 period**

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.

**Social Justice Year 10-12      Prerequisite:**  
**None 1 unit, 1 period**

This class will be a group of teenage leaders who want to make change in their environment. Students will learn how to organize for social justice, how to view conflict through different lenses, how to communicate with courage, how to lead in a way that centers the voice of the historically marginalized, and how to improve our educational experience. We will also study the paths of other leaders, allies and activists, who have stepped up to make lasting impact for themselves and others. We will look at our own school, community organizations, and current events to reflect on how we develop a place that celebrates and honors diverse cultures,

values and beliefs. Students will also work in collaboration with Equity Team, Climate Team, ASB, Peer Mentors, Site Council, culturally-specific clubs (SOCAA, BSU, Unidos, MSA, API, GSA, SEA) and administration to make our community a safe and inclusive place for all students. Together we will use the year to gain background knowledge, develop skills and follow through on actions that help us honor Wilson as a multicultural school.

**AP Psychology      Year 11 –12 1 unit, 1 period**

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.

**Philosophy 1-2 Year 11 – 12 Prerequisite:**  
**None 1 unit, 1 period**

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 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.

**EXTRA-CURRICULAR SOCIAL STUDIES OPTIONS**

**Forecasting for these options is not necessary.**

**Mock Trial Team    Year    9 – 12    Offered  
both first and second semesters. 0.5 unit**

This team is for students who are interested in participating in Mock Trial competition. This team will not meet during regular class time. At the beginning of the semester we will coordinate as a group for the most appropriate meeting times. Mock Trial team will prepare students to compete in the regional, state and potentially in the national mock trial competition. There may be travel expenses. This class may extend beyond first semester. Due to the academic nature of the team, it qualifies for one semester of social studies elective credit.

**Model United Nations    Year    9 – 12  
Prerequisite: None    .5 unit is earned for 2  
years of active participation, including the  
conference.**

Model United Nations is an extracurricular club that provides opportunities for students to partake in global decision-making. Independent research and public speaking are used to address current world issues in a United Nations format. Participation in the statewide Model United Nations Conference in April develops leadership skills in global problem solving. There are travel expenses which the student will incur.

## **SPECIAL EDUCATION PROGRAM**

Wilson 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 (SS)**

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.

**COURSE:**

**ACADEMIC SUPPORT**

**Year 9 – 12 Prerequisite: None 1 unit, 1 period**

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



## WORLD LANGUAGE

Courses at Wilson 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. **In order to continue on to the next level, students earning a "D" or an "F" will have to repeat the class in summer school, night school, or at some other off-campus location. Students will only be allowed to repeat a class on campus if space is available.**

**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.

### French

**French 1-2      Year 9-12      Prerequisite:**  
**None    1 unit, 1 period**

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      Year 9-12      Prerequisite:**  
**a grade of "C" or higher in French 1-2.**  
**1 unit, 1 period**

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.

**French 5-6      Year 10-12      Prerequisite:**  
**a grade of "C" or better in French 3-4.**  
**(Highly recommended: a grade of "B" or higher).      1 unit, 1 period**

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      Year 10-12      Prerequisite:**  
**a grade of "C" or higher in French 5-6.**  
**(Highly recommended: a grade of "B" or higher). 1 unit, 1 period**

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.

**FRENCH FILM: An elective class for anyone**

**Year 9-12 Prerequisite: None 1 unit, 1 period**

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. This course is for elective credit only.

## **German**

**German 1-2 Year 9-12 Prerequisite: None 1 unit, 1 period**

Students will learn practical vocabulary and basic sentence structures related to school, family, leisure activities, and food through interpersonal, interpretive, and presentational modes of communication. German family life, customs, and history will be presented through information found in the textbook, videos, music, and other authentic materials. The course goal is for the students to attain a novice

high level of proficiency in all the areas of communication by the end of the school year.

**German 3-4 Year 10-12 Prerequisite: a grade of "C" or better in German 1-2. 1 unit, 1 period**

Students consolidate the learning of first-year material and continue to expand their knowledge of German vocabulary and grammatical structures, gaining ease in both oral and written expression. The text and most of the supplementary materials continue to emphasize daily life here and in German-speaking countries. The course goal is for the students to attain at least an intermediate low level of proficiency in all the areas of communication by the end of the school year.

**German 5-6 Year 10 - 12 Prerequisite: a grade of "C" or better in second-year German. (Highly recommended: a grade of "B" or better.) 1 unit, 1 period**

German grammar is studied in depth on both the oral and written level along with vocabulary expansion and further development of communication skills. At this level, the class is conducted almost exclusively in German. German culture is given greater emphasis at this level, and literature is introduced through poetry and short stories.

**German 7-8 Honors Year 11 -12 Prerequisite: a grade of "C" or better in third-year German. (Highly recommended: a grade of "B" or better.) 1 unit, 1 period**

Reading materials include short stories, young adult literature, and poetry. Compositions and discussions are based on the readings and on various topics of interest to the students. Grammar topics are expanded upon and reviewed as needed. Films and music videos provide variety and cultural information. The emphasis in the class is on communicating in German.

## **Mandarin Chinese**

**Mandarin 1-2 Year 9-12 Prerequisite: None  
1 unit, 1 period**

This class is the first level of a four-year sequence designed to develop language skills in Mandarin Chinese. We emphasize speaking, reading and writing comprehension. Simple questions, commands and statements are taught. Students will use the English alphabet to write "Pinyin" which represents Mandarin sounds. They will learn to type "Pinyin" on the keyboard to retrieve the Simplify Chinese Characters from a computer.

**Mandarin 3-4 Year 10-12 Prerequisite: a grade of "C" or better in Mandarin 1-2. 1 unit, 1 period**

This second level course continues to develop skills acquired in first level course. Students engage in conversations, reading and writing characters that students have learned, provide and obtain information, express feelings and emotions, likes and dislikes, personal preferences and abilities. They demonstrate an understanding of the practices and perspectives of the Chinese language and culture studied.

**Mandarin 5-6 Year 9-12 Prerequisite: Mandarin 3-4 with a B or higher**

Mandarin 5-6 students will be able to present simple sentences and some strings of sentences. Topics studied will include; Nationality, City/Town/Community, Stores/Shopping, Schedules, Daily routine, Geography, Social Activities Interests, and Transportation. In a conversation students will be able to survival in simple, real-life situations, (e.g., asking for directions, ordering a meal, making purchases in a store/post office, visiting with family & friends). Speech is usually characterized by pronunciation inaccuracies and interference from the native language; however, accuracy in pronunciation and intonation is demonstrated when presenting well-rehearsed material on familiar topics. Students will be able to write messages, short letters, simple descriptions and simple narrations using a series of simple sentences about self & describe aspects of everyday life.

## **Spanish**

**Spanish for Spanish Speakers Year 9-12  
Prerequisite: None 1 unit, 1 period**

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.

**Spanish 1-2 Year 9 – 12 Prerequisite: None  
1 unit, 1 period**

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 Year 9 – 12 Prerequisite: a grade of "C" or better in Spanish 1-2. 1 unit, 1 period.**

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.

**Spanish 5–6 Year 10 – 12 Prerequisite: a grade of “C” or better in Spanish 3–4. (Highly recommended: a grade of “B” or better.) 1 unit, 1 period**

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 Year 11 – 12 Prerequisite: a grade of “C” or better in Spanish 5–6. 1 unit, 1 period**

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 primarily in Spanish and students are required to speak only Spanish.

**AP Spanish Language Year 11 – 12 Prerequisite: a grade of “C” or better in Spanish 7–8 but an “A” or “B” in fourth-year Spanish is highly recommended, or have teacher permission. 1 unit, 1 period**

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 Year 11-12 Prerequisite: AP Spanish Language 1 unit, 1 period**

Spanish 11-12 emphasizes authentic communication in Spanish related to the various Latin-American literature and other texts which will be read throughout the year. As the students read and study the diverse reading materials, they will be assessed in oral proficiencies: the poem, the song, the debate, the role-play, the speech and the interview as well as written proficiencies: the essay, the formal letter, the informal letter, the interview, the report, the news report, the advertisement, and the review (movie critic). 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 expanded reading of diverse Latin-American literature provides students to the formal literary study that approximates to a course typically taught at the third-year college level. Students will read significant genres and literary periods: Pre-Hispanic, Colonialism, Renaissance & Baroque, Neoclassicism, Romanticism, Realism,

Modernism, Post-modernism, Vanguard, Magical Realism, Dadaism, Surrealism, Ultraism, Existentialism and Creationism. 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.

## **American Sign Language**

### **American Sign Language 1–2 Year 9 – 12 Prerequisite: None 1 unit, 1 period.**

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. ASL 1-2 also encompasses the study 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 become comfortable using body language and “listening” with your eyes. To encourage and foster the development of ASL, spoken language (talking) will not be used during class.

### **American Sign Language (ASL) 3–4 Year 10 – 12 Prerequisite: “C” or higher in ASL 1–2 or teacher permission 1 unit, 1 period**

This intermediate course is designed to build on what the students learned in ASL 1–2. Students will 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. This language immersion experience course will focus on vocabulary, grammar, and a further understanding of the Deaf culture and the Deaf community. Students will need to be active participants in the learning process and will be encouraged to take risks in their language development, make mistakes, infer meaning, and become self-driven learners.

### **Hebrew 1–2 Year 9 – 12 Prerequisite: None 1 unit, 1 period**

This introductory course is designed for students with little or no previous study of Hebrew. Some students in class might have studied Hebrew previously, 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 Hebrew speaking world are introduced through the use of media, songs, games, films, adapted readings and class discussions. The course is taught primarily in Hebrew.

## SPECIAL PROGRAMS/ ELECTIVES

### Media and Communication

**Yearbook: Junior Trojan Year 9 – 11**  
**Prerequisite: must have a grade of “A” or “B”**  
**in English and teacher approval. 1 unit, 1**  
**period**

This class prepares freshmen, sophomores and juniors for yearbook staff. Students will explore all aspects of the publication process, including advertising design and sales, desktop publishing, writing copy, layout and headline design, photography and digital photography. Students will have daily access to the Macintosh publications lab and learn to use several desktop publishing programs. Students will publish the 28–page spring yearbook supplement as their final project. They will cover such activities as the Junior/Senior Prom, Rose Festival, spring sports, and graduation activities. This is a fun yet practical class with many group–oriented activities

**Yearbook: Trojan Year 10 – 12 Prerequisite:**  
**must have an “A” in Junior Trojan or Adv.**  
**Visual Art Photography and teacher approval.**  
**1 unit, 1 period**

This is a production course requiring considerable ability using the skills introduced in Junior Trojan. The class will combine the skills of artists, photographers, copywriters, and business managers to produce the school yearbook, Trojan, in the Macintosh publications lab. Students will use the following programs in the publishing process: InDesign CC, Photoshop CC and Microsoft Office. 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.

**Yearbook Honors credit for Editors only.**

**Wilson Magazine Year 10 – 12 Prerequisite:**  
**Journalism: Intro or teacher approval. 1 unit,**  
**1 period.**

If you have something to say, this is the place to do it! Students in this high–tech hands–on class publish the Horse, the student magazine. The Horse offers students a place to express themselves in all manners, from traditional journalism, including Op-Ed, reviews and photo journalism, to video pieces, podcasting, and pretty much anything else that allows a student to express a viewpoint or cover an issue relevant to the world today. The Horse needs self-motivated students who are strong in writing (or are willing to learn) and have a desire to explore all the opportunities that modern publications have to offer.

**Wilson Magazine Honors credit for Editors only.**

**Journalism: Intro Year 9-12 Prerequisite:**  
**None 1 unit, 1 period**

This introduction media class is designed to introduce students to the history of journalism, the elements of style, and the importance of the press. The goal is to pique interest while preparing students with the skills needed to participate on a publications staff: print or digital. We learn the technical pieces of journalistic writing, the ethics and responsibilities involved in being a professional journalist, the components of layout and design, the cutting-edge technology used in modern media, and the business aspect of advertising. Students will develop their ability to write ledes, news, editorials, features, and sports stories. The other objective is to understand what it means to be professional and responsible with the freedom of speech provided to you under the First Amendment and protected under Oregon’s Student Journalism Press Law.

## Other Electives

**Leadership Year 9 – 12 Prerequisite: election to Student Body or class office. 1 unit, 1 period**

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.

**Laboratory Assistant Year 10–12 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.

**Library Aide: Recreational Reading and Library Year 10-12 Prerequisite: None 1 unit, 1 period**

Students in Library Aide: Recreational Reading and Library will choose materials to read recreationally across a wide variety of formats and genres based on their interests. Additionally, library aids 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 graded (A-F) class.

**Library Aide: Technology and Library Year 10-12 Prerequisites: None 1 unit, 1 period**

Students will Library Aide: Technology and Library will assist the library in maintaining desktop computers, Chromeboxes, Chromebooks, and other mobile technology. Duties could include loading files onto devices, testing equipment, testing software, and cleaning technology. Additionally, library aids 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 graded (A-F) class.

**Peer Helper Year 10–12 Prerequisite: Teacher permission required 1 unit 1 period**

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

**Teacher Assistant Year 10–12 Prerequisite: Teacher permission required 1 unit 1 period**

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.

**Counseling Center Aide Year 10–12 Prerequisite: Counseling Office Staff permission required 1 unit 1 period**

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.

# STUDENT ACTIVITIES

*"Learn Responsibility Through Involvement"*

Wilson 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 2018–2019 club list and they change each year based on student interest. For questions, contact Ken Muraoka, Activities Director.

Anime Club	Battle of the Books	Students Of Color in Action
Arrows Youth Club	Men's Lacrosse	Association (SOCAA)
Asian Pacific Islander Club	Men's Rugby	Tarot Club
ASL Club	Mock Trial	Teens Against Poverty
Astronomy Club	Model United Nations	Ukulele Club
Aural Masters (Music Theory)	Mural Club	Unidos
Bird Watching Club	Muslim Student Association	Vent
Black Student Union (BSU)	Olive Garden Club	WHS Men's Lacrosse
Board Game Club	Pen and Paper Gaming Club	WHSPeriod
Chinese Language and Culture	Photography Club	Wilson Chess Club
Clay Club	Pokkén Smash	Wilson Color Guard
Common Ground Community	Portland Oregon Team Lunch	Wilson DECA PDX
Emo Club	Understanding Cultures in the	Wilson Country Club
Fellowship of Christian Athletes	Kitchen Club (POTLUCK)	Wilson High School Dragon Boat
Fellowship of Jewish Mathletes	Red Cross Club	Team
Feminist Union	Scandinavian Culture Club	Wilson Mathletes
French Culture Club	Science Olympiad Team	Wilson Robotics Teams
Friends of Breakfast and	Scrabble Club	Wilson Snowboarding Team
Investigation (FBI Club)	Sea Shanty Club	and Club
Game Over	Secret Society of Smoothie	Wilson Ultimate Frisbee
Greek History Club	Enthusiasts	Wilson Unified Friends Club
GSA	Ski Team	Women's Lacrosse
Harry Potter Alliance	Speech & Debate	Women's Rugby Club
Jewish Student Union (JSU)	Spikeball Club	Write Club
Key Club	Students for Environmental	Youth Igniting Change
Library Club	Action (SEA) Club	

Everyone is welcome to participate in Wilson 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.

**Leadership Year 9 – 12 1 unit, 1 period:** Students who are elected to a position must enroll in Leadership class. Freshman officers will be enrolled in the class for second semester as long as the change does not cause undue disruption to their schedules. However, they will not be required to enroll in the class in order to fulfill their obligations.





## Wilson Athletics 2018-2019



Thank you for your interest in Wilson 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 and waivers. Once you have an account in FamilyID, subsequent registrations are easy!](http://www.FamilyID.com)

### Physical Clearance

Sports physicals must be current for the entire season and are valid for 2 years. Physical Clearance Forms are available in the Athletic Department or at [www.pilathletics.com](http://www.pilathletics.com)

### Academic Eligibility

All Freshman begin with academic eligibility; For Sophomores, Juniors and Seniors, eligibility for sports participation is based on GPA from the previous semester (1st quarter for Winter sports). For more information, check [www.pilathletics.com](http://www.pilathletics.com) or [www.osaa.org](http://www.osaa.org)

### Required Fees

Athletic participation fee of \$205 per sport must be paid, with a maximum of \$410 per year or \$820 per family (Free and Reduced rate is available). Athletic fees can be paid online at [www.schoolpay.com](http://www.schoolpay.com). You can also submit a payment by cash, check or card in our bookkeepers office.

### Sports/Club Offerings

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

Wilson High School Athletic Director, Mike Nolan, [mnolan@pps.net](mailto:mnolan@pps.net)  
[www.wilsonathletics.com](http://www.wilsonathletics.com)

*The Wilson 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.*

# WE MARCH ON

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

## Divisions I and II Initial-Eligibility Requirements

### Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
  - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

### Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive **athletics aid and practice on or after August 1, 2016**, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for **competition on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

#### **DIVISION I 16 Core Courses**

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

#### **DIVISION II 16 Core Courses**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## **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 Wilson 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. Wilson 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. No student will be denied access to PPS programs based on ability to pay.

# Portland Public School 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)

## Tuyên Boá về Chính Sách Không Kỳ Thị của Sở Học Chánh Portland

Sở Học Chánh Portland công nhận sự đa dạng và giá trị của tất cả cá nhân và cộng đồng thể và vai trò của họ trong xã hội. Tất cả cá nhân và cộng đồng thể phải được đối xử công bằng trong tất cả các sinh hoạt, chương trình và hoạt động xã hội không phân biệt tuổi tác, màu da, tín ngưỡng, khiếm tật, tình trạng hôn nhân, nguồn gốc dân tộc, chủng tộc, tôn giáo, giới tính, nền tảng văn hóa. Theo quy định số 1.80.020-P của Hội Đồng Giáo Dục. (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 hawlaha ah, barnaajimadooda iyo hawl fulintooda si cadaaaladi ku jirto iyada oo aan loo fiirineyn da'dooda, midabkooda, caqiidadooda, itaal-daradiisa, xaaladiisa jinsi ahaaneed, wadanki asal ka soo jeedaan, diintooda, jinsigisa 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**  
**(Ukrainian)**

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

Portland Zuangx zangc Horqc Dorngh sienx gorngv ziex 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 hnyiouv 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: DISABILITY**
- **ORS 339.351 to 339.364: HARRASSMENT**
- **ORS 339.337: CHILD ABUSE**

## **School Compliance Officers:**

If you believe you have been treated unfairly because of your race, color, national origin, gender or sexual orientation you should contact:

**Maude Lamont, Acting Principal, Wilson High School, 1151 SW Vermont, Portland, Oregon 97219, 503-916-5280 email: mlamont@pps.net**

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 Wilson High School contact:  
**Maude Lamont, Acting Principal, Wilson High School, 1151 SW Vermont, Portland, Oregon 97219, 503-916-5280 email: mlamont@pps.net**

# **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**

1. 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.
2. 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.
3. The conference is held with the Principal.
4. 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**

1. 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.
2. 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.
3. The conference is held with the Area Director. The Principal will attend if this is considered necessary by the Director.
4. 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.

### **Level III – Superintendent**

1. 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.
2. 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.

3. 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.

Reference: 4.50.030-P, 4.30.010-P, 4.30.020-AD