



Wilson High School

2020-2021
Forecast Guide



To Our Wilson Families:

The Wilson High School 2020 - 2021 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 9th, 10th and 11th graders. Seniors taking less than eight courses need permission from a parent/guardian to enroll in a shortened academic day.
- All seniors need to be scheduled in at least 6 classes unless granted approval for less than 6 by the vice principal.

Sincerely,

Filip Hristić

WHS Principal

www.pps.k12.or.us/schools/wilson

ADMINISTRATION AND SUPPORT STAFF

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Business Manager
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HOW TO USE THIS FORECAST GUIDE

The student's goal in forecasting is to select classes that will fulfill his or her academic needs during the coming school year. Parent(s)/guardian(s) and students can consult with the student's counselor to be sure all courses chosen 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 be passing five classes in order to remain eligible. Counselors must be consulted if the student wants to enroll in fewer than eight classes. Parent(s)/guardian(s) must also consent to a reduction in the school day.

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

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

How to read the course descriptions - EXAMPLE:

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

Psychology 1–2: Intro Course title.

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

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

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

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

GRADUATION/Diploma REQUIREMENTS

PPS Standard Diploma Requirements

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

¹ Essential Skills	Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork
² Personal Education Plan & Profile	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals
³ Career Related Learning Experiences	Educational experiences that connect learning to the world beyond the classroom
⁴ 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
¹ Meet district proficiency for Oregon's Essential Skills (ES) standards	Read Write Math
² Develop a Personal Education Plan & Profile (Resume + 1 CRLE)	✓
³ Participate in Career Related Learning Experiences (1 additional CRLE)	✓
⁴ Complete an Extended Application (My Plan Essay)	✓
Total Credits	24

¹ Essential Skills	Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork
² Personal Education Plan & Profile	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals
³ Career Related Learning Experiences	Educational experiences that connect learning to the world beyond the classroom
⁴ Extended Application	The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post high school goals

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

To be eligible for a modified diploma a student must:

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

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

PPS Extended Diploma Requirements

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

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

To be eligible for an extended diploma a student must:

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

PPS Alternative Certificate Requirements

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

NOTEWORTHY PROGRAMS OF STUDY

AP Advanced Placement (AP) – and the grade levels they are offered if pre-requisites are met.

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
- 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

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

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

May we give you some advice about Wilson's amazing Advanced Placement Program?

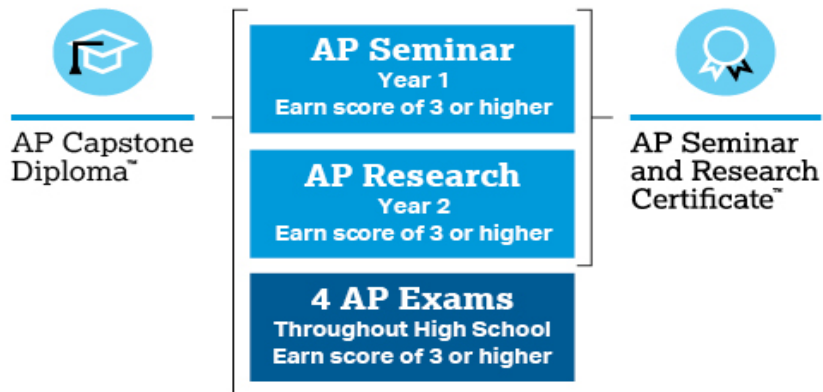
Please carefully research how many AP courses, in one academic year, is appropriate for you (or your student). Some things to consider are:

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

- The Counseling Department

AP Capstone (New!)

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



AP Capstone Program Details

- Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research.
- In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking.
- Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.
- Over the course of the two-year program, students are required to: Analyze topics through multiple lenses to construct meaning or gain understanding, plan and conduct a study or investigation, propose solutions to real-world problems, plan and produce communication in various forms, collaborate to solve a problem, and integrate, synthesize, and make cross-curricular connections.
- AP Assessment AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only).
- Both courses are available at Wilson in 2020/2021. The first AP Capstone™ Diploma Candidates will graduate in Spring 2021.



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:

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

Dual Credit



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.



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.

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

Wilson Course	College Course	Grade	College Credits	Institution
Computer Science 3-4	CS 161: Computer Science 1	9-12	4	PCC
Health Occupations	CG 130H: Introduction to Today’s Careers: Health	10-12	2	PCC
Chamber Orchestra	MUS 158A: Chamber Ensemble MUS 158B: Chamber Ensemble MUS 158C: Chamber Ensemble	9-12	1	PCC
Choir: Wilsingers	MUS 220A: Music MUS 220B: Music MUS 220C: Music	10-12	1	PCC
Choir: WAVE	MUS 221A: Chamber Chorus MUS 221B: Chamber Chorus MUS 221C: Chamber Chorus	11-12	1	PCC
Internship: Elementary School Assistant	ED 100 Introduction to Education (pending approval)	11-12	3	PCC
Community Mentor	CG 190 Intercultural Leadership for Mentors	12	3	PCC
Peer Counseling	CG 190 Intercultural Leadership for Mentors (pending approval)	11-12	3	PCC
English 7-8 or English 7-8: CWW	WR 121 English Composition	12	4	PCC
AP Microeconomics	EC 201 (Semester course)	11-12	4	PCC
AP Macroeconomics	EC 202 (Semester course)	11-12	4	PCC
Geology	G 201, G202, G 204, G 205	11-12	8	PSU
Anatomy & Physiology	Bio 103	11-12	4	OIT

OTHER WAYS TO EARN OR RETRIEVE CREDIT

Credit Recovery Opportunities

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

Credit Recovery Option	Location	Schedule	Credits + Tuition
School-Based Credit Recovery	Various places on our campus. Ask a teacher if they are offering any opportunities.	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school. Tuition-free.
Portland Evening Scholars	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.
Summer Scholars	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.
Virtual Scholars	Varies by class; some classes are taken entirely online, others require some in-school time. Also available during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

ACADEMIC RECOGNITIONS and AWARDS

Academic Honors

Students at 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

Students will receive a golden deal on their diploma.

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.

To graduate as a Wilson Scholar, a student must:

1. Course Work – 18 credits meeting the following criteria (5 – 7 AP credits)
 - Four units of English – including AP English Language and AP English Literature
 - Four units of Social Studies – including one AP social studies courses, core or elective
 - Four units of Science, one of which must be at the AP level
 - Four units of Mathematics: including one at the AP level
 - Two additional credits from the following: additional World Languages beyond the graduation requirement, any other AP course(s) that are not already accounted for above
2. Maintain at least a 3.5 weighted cumulative grade point average through the end of the first semester of senior year
3. Complete 80 hours of community service that has been recorded on your completed resume that you submit to fulfill that graduation requirement. These service hours may come from service inside or outside of Wilson.

Recipients will receive a Wilson Scholars Medallion to be worn at graduation.

Wilson High School Honor Society (NEW!)

Starting for the class of 2021, we are combining the best aspects of two former programs into an honor society with a focus on Wilson High School.

Criteria:

- 1) Students must have a 3.5 weighted grade point average by the end of the first semester of junior year and be on track to graduate in order to be eligible.
- 2) Participate in 20 hours of service to Wilson High School (the class of 2021 must only earn 10 of these hours as we grandfather you in to this new program).

Hours of service may also be part of the hours you may be using to satisfy the Wilson Scholars.

- 3) Notices regarding your grade point average will be sent out after the first semester of junior year. If you have accrued 20 hours of service to Wilson at that point, be sure to record them on your resume and make an appointment with your counselor. Activity descriptions, dates of service, and staff member that supervised service activities should all be included in your documentation.

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

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

Be creative! Helping our school and fellow students is how this program stands out. Recipients will receive a Wilson Honor Society cord for graduation.

REMEMBER !!!!

Courses are organized by **DIPL**OMA **CATE**GORY in the order in which they are presented on the four-year planning sheet and on the student transcript. Developing a plan, even when you make slight changes over time, is important.

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

FOUR-YEAR PLANNING WORKSHEET

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

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

ADDITIONAL ELECTIVES

The vast majority of students that graduate from Wilson have thirty (yes 30!) credits or more. Students are required to take a full load of eight classes each year in grades 9-11. Seniors must have a range of six to eight classes. Below is an extension of your planning worksheet.

EL Additional Electives				

Language Arts (English) LA

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.

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

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 GR 9 Prerequisite: None

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

English 3–4: American Lit/American Studies GR 10 Prerequisite: English 1-2

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

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,

Language Arts (English) LA

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. Juniors who wish to take a second English course may forecast for 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) GR 11 Prerequisite: English 3–4

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

English 5–6: (Global Perspectives in Literature) GR 11 Prerequisite: English 3–4

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

AP English Language and Composition GR 11 – 12 Prerequisite: English 3-4

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

English 7–8: Creative Writing GR 11-12 Prerequisite: Concurrent enrollment in one junior-level English class for all in GR 11.

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.

Language Arts (English) LA

SENIORS

English 7–8: (Contemporary Texts and Media) GR 12 Prerequisite: A junior English class.

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 GR 11 – 12 Prerequisite: A junior English class.

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 GR 12 Prerequisite: A junior English class.

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

AP English Language and Composition GR 11 – 12 Prerequisite: English 3-4

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

ENGLISH AS A SECOND LANGUAGE (ESL) – EL credit

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

Language Arts (English) LA

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

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

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

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

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.

Mathematics MA

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.

Graduation Requirements: Students are required to pass three (3) years at the Algebra 1-2 level and above.

Geometry 1–2 GR 9 – 12 Prerequisite: None

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

Algebra 1–2 GR 9 – 12 Prerequisite: None

In 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 PPS GVC.

Advanced Algebra 3–4 GR 9 –12 Prerequisite: Algebra 1–2 and Geometry 1–2

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 PPS GVC.

Pre–Calculus GR 10 – 12 Prerequisite: Advanced Algebra 3–4

Proficiency in algebra as the language underlying modeling is stressed in pre–calculus and the graphing calculator is used extensively. The particular functions explored include: polynomial, rational exponential, and logarithmic. Trigonometry and trigonometry functions are explored in depth. 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) GR 12 Prerequisite: Adv. Algebra 3-4

This course is for a student who found Algebra 3-4 difficult but wishes to continue their study of mathematics while not necessarily having the goal of eventually taking Calculus. The first semester

Mathematics MA

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) GR 10-12 Prerequisite: Pre-calculus

This course offers a rigorous approach to basic calculus for accelerated students. Topics include, but are not limited, to those covered in the first two terms of college calculus (introduction to limits, 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) GR 11 – 12 Prerequisite: AP Calculus AB

This course offers a rigorous approach to basic calculus for accelerated students. In addition to reviewing first and second term concepts, topics include 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 GR 11 – 12 Prerequisites: Pre-calculus or a senior who has completed Alg. 3-4

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.

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

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

Math Support Classes

The following support classes can be taken in conjunction with the corresponding math class with teacher recommendation: Students may be preloaded into these support classes prior to forecasting.

Algebra Support

Advanced Algebra Workshop

Geometry Workshop

Double-blocked Advanced Algebra

Science SC

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. All science courses at Wilson are lab sciences.

CORE SCIENCE SEQUENCE Grades 9-11

Physics: NGSS GR 9 Prerequisite: None

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

Chemistry: NGSS GR 10 Prerequisite: None

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

Biology: NGSS GR 11 Prerequisite: None

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

SCIENCE ELECTIVES

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

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

Earth and Space Science GR 10-12 Prerequisite: None

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

Science SC

Forensic Science GR 10-12 Prerequisite: None

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



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

Dynamic Earth: Surface GR 11-12 Strongly recommended: grade of B or higher in previous science courses.

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

AP Biology GR 12 Prerequisites: Chemistry and Biology

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

AP Chemistry GR 11-12 Prerequisite: Physics and Chemistry

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

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

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

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

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

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

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

Climate Change Climate Justice (NEW!) This new (EL) elective course is described on page 36. Please check it out

Social Studies **GS US GV EC**

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 21st 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.

CORE SOCIAL STUDIES COURSES

9th grade students will take Modern World History

10th grade students will take US History

11th & 12th grade students will fulfill the Government & Economics graduation requirement

Modern World History 1–2 GR 9 Prerequisite: None

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

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

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

GOVERNMENT & ECONOMICS OPTIONS

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

Political Economy

AP Microeconomics and Macroeconomics

AP Comparative Government and Politics / US Government and Political Science

Social Studies **GS US GV EC**

Political Economy GR 12 Prerequisites: U.S. History

This yearlong course integrates the study of political science and economics through an examination of how governments and the economy interact. Course content will include political theory; the structure and function of the U.S. government and the Constitution; microeconomic and macroeconomic concepts; the global distribution of goods and services; public policy and associated impacts; and an application of political and economic theory to contemporary international, national, and local issues. Students will develop the knowledge and skills needed to be citizens in a democratic society. These include the rights and responsibilities of the citizenry, critical analysis, literacy skills, collaboration, discussion, and deliberation.

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

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

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

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

Social Studies **GS US GV EC**

SOCIAL STUDIES ELECTIVES

Anthropology GR 10 -12 Prerequisite: Modern World History

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

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

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

Ethnic Studies GR 11-12 Prerequisite: None

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

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

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

Social Studies **GS US GV EC**

studies life–span development, gender communication, death fears, and abnormal personality development. Group interaction is stressed

Philosophy 1-2 GR 11 – 12 Prerequisite: None

This course will introduce students to some of the main philosophical problems by engaging them in critical thinking. The leading idea is that the best way to learn philosophy is to learn to philosophize, rather than to memorize facts about philosophers and hear arguments. To achieve this aim, there have to be small group discussions and presentations besides lectures. The course focuses on philosophical problems in the theory of knowledge, metaphysics, and the philosophy of mind.

AP Psychology GR 11-12 Prerequisite: None

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

Social Justice GR 10-12 Prerequisite: None

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 United States History GR 11 – 12 Prerequisite: US History

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

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

This course allows students to explore historical themes common to societies around the world and across time periods. In this course, students investigate significant events, individuals, developments,

Social Studies **GS US GV EC**

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

EXTRA-CURRICULAR SOCIAL STUDIES ELECTIVES

Forecasting for these options is not necessary.

Mock Trial Team GR 9-12 Offered both first and second semesters. (0.5 credit)

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.

PE & Health PE/HE

Physical Education

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

Required For Graduation: Physical Education 1-2

Most 9th grade students will take Physical Education 1-2. 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 GR 10 - 12 Prerequisite: PE 1-2

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

Weight Training GR 10 – 12 Prerequisite: PE 1-2

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

Weight Training (Women) GR 10-12 Prerequisite: PE 1-2

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.

Unified PE - Peer Tutor GR 11-12 Prerequisite: PE 1-2

Unified physical education is a class made up of students with and without disabilities who will work together in various activities, much like a regular physical education class but with modifications. The major objectives of this class include improving skill development and knowledge of sports activities as well as improving fitness levels. Students will also have the opportunity to participate in Wilson's Unified Special Olympic sports program if they choose.

EL: Mindfulness Taking Care of Yourself, Each Other, and the World GR 10 – 12

Prerequisite: None (.5 credit)

What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We'll learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We'll learn to focus and recharge with meditation. We'll explore the limitations caused by societal norms and conditioning. We'll increase flexibility with mindful movement. We'll create a strong community of people who support each other. Research shows that mindfulness improves focus and supports academic and athletic success. Mindfulness builds self-

PE & Health PE/HE

awareness, kindness, and compassion. It strengthens relationships. It empowers us to begin the process of knowing who we really are.

EL:Yoga GR 10 – 12 Prerequisite: Physical Education 1-2 (.5 credit)

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.

EL: Advanced Yoga: GR 11-12 Prerequisite - EL:Yoga or yoga experience outside of Wilson
Advanced Yoga builds on the foundation established in our one semester Yoga class. More advanced postures, sequencing and breath work will be explored during this semester year-long course, with the emphasis on developing a self-guided practice. Knowledge of basic posture alignment and sequencing is necessary so that students can build upon their skills, and continue to explore the connections between posture, breath and integrating these tools into their daily lives. Anatomy, a wide variety of yoga styles and philosophy will be explored, giving students the opportunity to experience more depth and breadth of the yoga practice. This class fosters physical, emotional and personal growth while laying the groundwork for your life-long yoga practice.

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.

Health 1 GR 9-12 Prerequisite: None (.5 credit) Typically paired with CCE in GR 9

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

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

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

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

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

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Fine Arts

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 Electives section of this Guide

Printmaking 1-2 GR 9 - 12 Prerequisite: None

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!

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

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

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

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

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

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

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

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 GR 11-12 Prerequisite: Art: Advanced or Illustration: Advanced

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.

AP Art History Year 10 – 12 Prerequisite: None

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

Ceramics 1-2 GR 10-12 Prerequisite: None

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

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

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

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

AP Studio Art 3–D Design: Ceramics GR 11-12 Prerequisite: Ceramics 3-4: Advanced AP 3–D Design allows the experienced ceramics student to investigate specific areas of three dimensional form in depth. Students will produce a variety of self–directed and designed three dimensional works to include in their portfolio. Students who elect to take this course must be self–motivated and self–directed as well as cooperative, responsible art students. This course is directed toward those preparing art portfolios for college entrance. Students will produce a 3–D design portfolio which demonstrates their understanding of design principles as they relate to depth and space. The portfolio needs to demonstrate their attention to quality, a sustained investigation, and a wide breadth of conceptual approaches to 3–D Design. Additionally students will produce written analyses of their work, keep a sketchbook, develop a written artist statement, and spend time out–of–class working on projects. Ongoing critiques and self–evaluations will be an integral part of this class. There is a fee for materials the student takes home.

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

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

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

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

AP Studio Art: 2–D: Photography GR 11-12 Prerequisite: Adv. Photography AP Studio 2–D photography is a course that studies the elements and principles of photography. Students will demonstrate their skills and ideas by using the design principles on two–dimensional surfaces. Students are expected to keep a sketchbook journal of ideas and class notes. Students will develop a portfolio of work demonstrating their understanding of the principles of design. In addition to works of art that demonstrate visual principles and material techniques, students will also create a body of work that demonstrates an in–depth investigation of a particular design concern. This

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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 GR 11-12 Prerequisites: Motivation to learn studio operation, management skills and peer tutoring. Prior classroom experience with tools and materials is desirable. Permission of instructor required. Studio Arts Technician (ST) is a support position to assist in the studio with daily operations and management of the studio classroom, office areas and exhibition areas. Students will learn skills applicable and transferable to jobs outside of school 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, or Draw/Paint/Print

Theatre - Instrumental Music - Choral Music - Dance

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

Theatre Arts

Stagecraft: Fundamentals GR 9–12 Prerequisite: None

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

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

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

Styling: Fundamentals GR 9-12 Prerequisite: None

Students will have the opportunity to develop the skills and foundational understanding necessary to successfully support a theatrical production stylistically, including costuming, makeup, and others. This course is intended for the person who enjoys hands-on work or wants to learn more about the costuming side of theatre, and is the foundation for all other styling courses.

Styling: Practicum GR 9–12 Prerequisite: Styling: Fundamentals

Students will have the opportunity to strengthen and refine your experience in the styling. You will help stylize and run Wilson's theatre productions and projects, expanding your skill base, and contributing to the school community. This course is intended for the person who has costume and styling experience and enjoys working on theatre from a costumer's perspective. Note: This class may be taken multiple times for credit.

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Design for Theatre GR 11–12 Prerequisite: Stagecraft: Practicum OR Styling: Practicum & Instructor Permission

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

Acting: Fundamentals GR 9-12 Prerequisite: None

Students will have the opportunity to develop the skills and foundational understanding necessary to be successful supporting a theatrical production through performance, including physical work, vocal work, character creation, and truthful representation. Acting: Fundamentals is intended for the person who enjoys stage performance, may have some, little, or no Acting experience, and is the foundation for all other acting classes.

Acting: Practicum GR 9–12 Prerequisite: Acting: Fundamentals

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

Acting: Advanced Concepts GR10–12 Prerequisite: Acting: Practicum & audition

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

Directing for Theatre Year 11–12 Prerequisite: Previous theatre experience

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

Instrumental Music

Concert Band GR 9 Prerequisite: participation in middle school band program

Ensemble for 9th 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.

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

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

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



Chamber Orchestra GR 9 – 12 Prerequisite: Minimum 2 years strings playing experience Audition recommended. Students taking this class are eligible to earn PCC college credit simultaneously with high school credit. For more information: <http://www.pcc.edu> and <http://www.pcc.edu/dualcredit>. This course focuses on medium to advanced chamber music for string orchestra at the high school level. Students work together to create a small, cohesive, self-conducted ensemble capable of excellence in many styles of repertoire. Rehearsals include sight-reading, ear-training, building playing skills, music theory and detailed preparation of various works written or adapted for string chamber orchestra. Out of class requirements: extra rehearsals, numerous required performances and competitions.

Guitar: Beginning Year 9 – 12 Prerequisite: None

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

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

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

Choral/Vocal Music

Concert Choir GR 9-12 Prerequisite: Basic pitch matching strongly recommended.

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 GR 10 – 12 Prerequisite: Audition for Director

Students taking this class are eligible to earn PCC college credit simultaneously with high school credit. For more information: <http://www.pcc.edu/dualcredit> <http://www.pcc.edu> This course focuses on advanced choral repertoire at the high school level. Students work together to create a concert

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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) GR 11-12 Prerequisite: Audition for Director. Concurrent enrollment in Wilsingers.

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

Dance

Dance 1-2 GR 9-12 Prerequisite: None

This class is an introductory class to dance and movement. Students will explore contemporary dance, jazz, and ballet. This class aims to give students the building blocks to grow their technique. Learning how to stand correctly, stretch and condition the body, and move through space with intention are all components of this class. Students will be asked to use musicality and creativity to create movement phrases of their own, as well as learning larger phrases from the instructors.

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

This class builds on the concepts covered in Dance 1-2. More focus will be directed toward the technique and execution of contemporary and jazz dance. This class will challenge students to use 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 GR 9-12 Prerequisite: Dance 1-2 and Dance 3-4

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

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

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- build a resume that signals strong career or academic interest in a particular field to potential employers and colleges

CTE Programs of Study:

Audio Engineering

Computer Science

Construction Technology

Education Preparation

Engineering

Health Sciences

Marketing

Audio Engineering

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

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

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

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

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

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

Computer Science

Computer Science 1-2 GR 9-12

Have you ever dreamed about making the next great app, website or game? This course is the first step in that journey! Our goal 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 GR 9 – 12 Prerequisite: Concurrent enrollment in Advanced

Algebra or higher-level math course or completion of Comp Sci. 1-2. Dual Credit via PCC

Come join our award-winning CS department! CS 3-4 is a chance to create with technology and learn to solve problems through programming. This college-level course lets students take a deep

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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 can earn credit at PCC as CS161 and is a core class in the Computer Science CTE track.

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

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

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

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

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

This is a continuation of the CS 7-8 class designed for seniors. In addition to the goals for CS 7-8, students are encouraged to look outside the classroom for inspiration for their projects. In the past, students have collaborated with 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 GR 9 –12 Prerequisite: None

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

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

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

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

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

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

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

Education Preparation

Intro to Education GR 10-12 Prerequisite: None

This course is designed for students interested in exploring rewarding careers in education. The course will provide an overview of the history and current issues in education. Topics include why public education is important to society; how 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 GR 12 Prerequisite: Counselor recommendation. Dual Credit

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

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

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

Peer Counseling GR 11-12 Prerequisite: Counselor recommendation and selection through application.

This course will introduce students to advanced communication skills and interpersonal awareness. Knowledge of school and community resources will serve as a potent learning experience 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.

Engineering

Intro to Engineering 1-2: (Introduction to Engineering Design) Prerequisite: Physics

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

Engineering 3-4: Mechanical and Materials GR 10-12 Prerequisite: Intro to Engineering 1-2 or Physics and Chemistry

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

Engineering Robotics Prerequisite: Intro to Engineering 1-2

This hands-on, project-based course is appropriate for self-motivated students at all levels of robotics. It is a cross-disciplinary program covering multiple aspects of engineering: design, construction, and deployment. Students learn/use mathematics, physics, electronics, programming, oral and written

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communication, computer-aided design, automation, mechanical construction, and project planning. The class structure is student-centered with a strong focus on creativity and collaboration.

Health Sciences



Health Occupations: (Intro to Medicine and Health Occupations) GR 10 - 12 Prerequisite: Health 1 **(.5 credit)**

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 1st or 2nd semester to fit their schedule. This course is PCC Dual Credit with CG130H.

Anatomy & Physiology GR 11-12 See science section.

Health Occupations 3-4 (Wilderness First Aid and Sports Medicine) GR 11 - 12 Prerequisite:

Health Occupations

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).

Advanced Medicine / Clinical Rotations GR: 12 Prerequisite: Teacher Approval **(.5 credit)**

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 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 GR 9-12 Prerequisite: None

This course introduces students to the world of marketing. Students will learn about the scope of marketing, including: planning and executing the concept, pricing, promotion, and distribution of ideas, goods, and services. Marketing is a process that starts with identifying and measuring

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consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets, and developing a marketing strategy and implementation program for an offering that satisfies consumers' needs better than the competition.

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

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

Finance 1-2 GR 9-12 Prerequisite: None

Good financial habits are foundational skills that every person needs. Enrolling in Finance 1-2 is a great way for students to learn about the many financial aspects of their futures. Students will learn about managing money, borrowing and financing purchases, earning power, investing, financial services, insurance, and paying taxes. Students will learning the basics about business financials such as balance sheet and income statements as well as evaluating important metrics like the cap ratio to understand business financial leverage. Students will learn to develop and manage their own finances and the skills and tools to have strong financial literacy.

Business Management 1-2 GR 10-12 Prerequisites: Intro to Marketing or Intro to Sports Marketing

This course gives students an opportunity to broaden their business experience at 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 GR 10-12 Prerequisites: Intro to Marketing or Intro to Sports Marketing

Got marketing on the brain? Want to put those creative skills to the test? Advertising is the next step in your journey though the 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. This high energy class will provide an opportunity for students to complete the Marketing Program of Study and apply their marketing skills they have gained and developed in their previous marketing courses.

Marketing: Special Projects GR: 11-12 Prerequisites: Students must have taken AT LEAST one of the following classes: Business Management, Finance, Adv. Marketing

Students are fully responsible for managing and operating the WHS Store. Store management positions include: operations, finance, inventory, and promotion. The store is open during tutor time and lunch. *Students must apply with the instructor.

World Language WL

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.

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

American Sign Language

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

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

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

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

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

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

French

French 1-2 GR 9-12 Prerequisite: None

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

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

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

World Language WL

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

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

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

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

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

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

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

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

Spanish

Spanish for Native Speakers GR 9-12 Prerequisite: None

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

World Language WL

Spanish 1–2 GR 9-12 Prerequisite: None

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

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

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

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

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

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

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

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

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

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

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

World Language WL

German

German 3-4 GR 10-12 Prerequisite: German 1-2

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 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 GR 10-12 Prerequisite: German 3-4

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 GR 11-12 Prerequisite: German 5-6

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

Mandarin 1-2 GR 9-12 Prerequisite: None

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 GR 10-12 Prerequisite: Mandarin 1-2

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 GR 9-12 Prerequisite: Mandarin 3-4

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 survive 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.

Additional Non-Core Electives **EL**

AP Capstone

AP Seminar GR 10-12 Prerequisite: None

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

AP Research GR 11-12 Prerequisite: AP Seminar

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

AVID: Advancement Via Individual Determination

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

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

Additional Non-Core Electives EL

What AVID isn't...

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

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

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

AVID 9 GR 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 GR 10 Prerequisite: Approved application and interview conducted by the AVID Coordinator/Site Team. Students must be accepted into the AVID program.

This second sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

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

Additional Non-Core Electives **EL**

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

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

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

Climate Change Climate Justice

Climate Change Climate Justice GR 11-12 Prerequisite: None

Note: This course will be offered at a few PPS high schools in the 2020-21 school year as pilot based on student interest, course development and resources available. In this interdisciplinary elective course students will explore the topic of climate change and climate justice through both a science and social studies lens. This will be the pilot year of this groundbreaking course. The course will be developed over the spring and summer of the 2019-20 school year by site-based student and educator teams, in collaboration with frontline communities, and other stakeholders. For the inaugural year, the course will be able to serve as both elective credit and as a .5 science credit recovery course. There is the possibility that it will also be able to serve as .5 social studies or ELA credit recovery. Because this course will be designed over the summer by teams from each high school, this course description cannot give more specific details.

Leadership

Leadership GR 9-12 Prerequisite: Election to Student Body or Class Office

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

Additional Non-Core Electives **EL**

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.

Media and Communications

Yearbook: Junior Troyan GR 9-11 Prerequisite: Strong writing skills; email instructor if you have questions (khighbee@pps.net)

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

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

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

Wilson Magazine GR 10-12 Prerequisite: Journalism: Intro

If you have something to say, this is the place to do it! Students in this hands–on class publish The Horse, the online and print 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.

Journalism: Intro GR 9-12 Prerequisite: None

This class introduces students to the essentials 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, and the components of layout and design. 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. Students will have the opportunity to work with the staff of the school’s magazine, The Horse, and create content for the online version.

Senior Seminar (New!)

Senior Seminar GR 12 Prerequisite: None

This course is for 12th grade students not already in AVID, who want help in applying for colleges and scholarships. Students will receive support completing college applications, local and national

Additional Non-Core Electives **EL**

scholarships, FAFSA, and more. Students will be expected to have and use a planner, participate in weekly organization checks, participate in class discussions, and build other college going skills.

Special Education Support Classes

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 GR 10-12 or **Study Skills** GR 9 **Prerequisite: None**

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

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

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

Counseling Center Aide GR 11-12 Prerequisite: Counselor permission

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

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

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

Library Aide: Recreational Reading and Library GR 11-12 Prerequisite: None

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

Additional Non-Core Electives **EL**

many of the tasks required of library assistants in academic and public library environments. This is a graded (A-F) class.

Peer Helper GR 11-12 Prerequisite: Teacher permission required

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

Teacher Assistant GR 11–12 Prerequisite: Teacher permission required

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

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

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

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 2020–2021 club list and they change each year based on student interest. For questions, please contact Ken Muraoka, Activities Director; kmuraoka@pps.net

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

WILSON ATHLETICS 2020-2021

www.wilsonathletics.com

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

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

Physical Clearance

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

Academic Eligibility

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

Required Fees

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

NCAA Clearinghouse information: www.ncaa.org

Fall Sports

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

Winter Sports

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

Spring Sports

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

Wilson High School Athletic Director, Mike Nolan, mnolan@pps.net

Instagram: [wilsonhs_athletics](https://www.instagram.com/wilsonhs_athletics)

Twitter: [@we_march_on](https://twitter.com/we_march_on)

Facebook: [Wilson Athletics](https://www.facebook.com/WilsonAthletics)

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



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 9th through 11th 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 2020. 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

Area Assistant Superintende



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 sera competitivo para postular a las universidades
- La opción de asegurar un apoyo extra en areas 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^{no} al 11^{no} deberán estar inscritos en un horario completo. Esta oportunidad alistar 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 2020. 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

Área Asistente Superintendente de Preparatorial

PPS GRADING, COURSE CHANGES, CREDIT & TRANSCRIPT GUIDELINES

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

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

PPS Grading Practices

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

Incompletes

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade requires prior building administrator approval.
- If there is agreement between the teacher, and the family, and the building administrator approves.
- The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the "I" will revert to the initial grade earned.

- A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the “I” with a grade. If an Incomplete is given at the end of second semester in June, the nine week time period to replace the “I” begins with the start of school the following academic year.

Pass/No Pass

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

1. In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
2. After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
3. The Pass/No Pass option is:
 - Written in the course syllabus
 - Clearly communicated to students and families
 - Chosen by a student as a grading option within the timeline mentioned above

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

No-Grade (NG)

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

Dropping a Class

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

Guidelines for Using Notations WF/WN/WX

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

- Withdraw Fail (**WF**): Student withdraws and is not passing the course at the time withdrawal or the student withdraws from a course after the 15 day withdrawal period.
- A “WF” is factored into the student’s GPA

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

Repeated Courses

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

Grade Changes

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

Challenging Grades

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

TALENTED AND GIFTED

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG Plan addressing the needs of its TAG students and the state mandate. Identification of students; methods for providing appropriate instruction in the classroom; communicating with students, staff and parent(s)/guardian(s); and professional development for teachers are all a part of a school’s TAG Plan. The School’s TAG plan serves as the individual plan for each student. Parent(s)/guardian(s) and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact Wilson’s TAG Coordinator. Wilson offers a range of rigorous courses, including AP options. Students who wish to be identified as TAG should see the TAG coordinator. Also, a TAG bulletin board is maintained in the main hall; TAG students are encouraged to check it periodically for additional enrichment opportunities.

PPS NONDISCRIMINATION POLICY

Portland Public Schools Nondiscrimination Statement

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

Escuelas Públicas de Portland - Declaración de No Discriminación

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

Положение об отсутствии дискриминации в Портлендском школьном округе

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

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

Sôu Hoïc Chaùnh Portland công nhận sôï ña ãiêng vaø giàu trò cuûa taát caù caù nhaân vaø ñoaøn theá vaø vai trò cuûa hoï trong xã hoã. Taát caù caùc caù nhaân vaø caùc ñoaøn theá phaûi ñôõic ñoái xôû công baèng trong taát caù caùc sinh hoaït, chöông trình vaø hoaït ñoäng xã hoã khoâng phaân bieät tuoãit taùc, maøu da, tín ngöõõng, khieám taät, tình traïng hoân nhaân, nguòan goác dân toãc, chuûng toãc, toãn giãu, giõuù tính, ñõnh höõng luyeán ài. Theo quy ñõnh sốá 1.80.020-P cuûa Hoãi Ñoàng Giãu Duïc. (Vietnamese)

Dugsiyada Dadweynaha Portland wuxuu aqoonsan yahay doorka hawleed ee kala gadisnaanta iyo qiimaha qofka kasta, kooxaha ee bulshada dhexdeeda. Waxaa dhammaan xubin kasta iyo kooxaha loola dhaqmi dhinac kasta oo ka mid ah hawlahooda ah, barnaajimadooda iyo hawl fulintooda si cadaaaladi ku jirto iyada oo aan loo fiirineyn da'dooda, midabkooda, caqiigadooda, itaal-daradiisa, xaaladiisa jinsi ahaaneed, wadankey asal ka soo jeedaan, diintooda, jinsigilisa 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: DISABILORS 339.351 to 339.364: HARRASSMENT**
- **ORS 339.337: CHILD ABUSE**

SCHOOL COMPLIANCE OFFICER

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

Filip Hristić, Principal 503-916-5280 email: fhristic@pps.net

Wilson High School 1151 SW Vermont, Portland, Oregon 97219

STUDENT FEES AND CONTRIBUTIONS

Under Oregon law students cannot be required to pay a fee for classes that are part of the regular school program. Costs and contributions on the Student Fee and Contribution Form that you will see at Fall Registration will provide you with more information about specific fees and contribution options for 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. Students will NOT be denied access to PPS programs based on their inability to pay contributions.

STUDENT AND PARENT/GUARDIAN COMPLAINT PROCEDURES

Informal

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

Formal

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

Level 1 – Principal

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

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

Level II – Area Director

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

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

Level III – Superintendent

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

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