

# BEND SENIOR HIGH



2024-2025  
CURRICULUM GUIDE



## District Mission

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever changing global society.

Bend-La Pine Schools is a community of learners committed to the success of each and every student. This success must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, disabilities, or religion. To achieve this goal, the district will pursue equity: a commitment to ensure that all students receive what they need to succeed. The principle of equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. The principle of equity will inform all district policies, regulations, programs, operations, practices, and resource allocations. The district has identified the following foundational beliefs:

1. Each student can learn at the highest level when staff hold high expectations for all and provide appropriate support.
2. Maximizing the success of all students requires allocating resources equitably.
3. Every adult in the district shares the moral imperative and collective ownership to eliminate disparities and ensure each student's current and future success.
4. We honor the cultures and background experiences of all families and members of our community, recognizing them as critical partners in supporting students' educational success.

For further information, please see the Bend-La Pine Schools [Equity Stance](#).

## District Core Values

- **World Class:** Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.
- **Students First:** Decisions based on what is best for students.
- **Culture of Excellence:** A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.
- **Data Driven:** Decisions based on the best information and practices available.
- **Positive Relationships:** Interactions based on honesty, dignity, respect, and integrity.

## Non-Discrimination Administrative Policy

Bend-La Pine Schools does not discriminate on the basis of sex, race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, gender identity or expression, veteran or military status, or any other status protected by law, in any of its programs and activities and provides equal access to the designated youth organizations in the Boy Scouts of America Equal Access Act. The following persons have been designated to handle inquiries regarding the district's non-discrimination policy: Title II Coordinator: Executive Director of Student Services, 520 NW Wall Street, Bend OR (541-355-1060 or [titleii-coordinator@bend.k12.or.us](mailto:titleii-coordinator@bend.k12.or.us)) Title VI Coordinator: Director of Diversity, Equity, and Inclusion, 520 NW Wall Street, Bend OR (541-355-1060 or [titlevi-coordinator@bend.k12.or.us](mailto:titlevi-coordinator@bend.k12.or.us)) Title IX Coordinator: Human Resources Director, 520 NW Wall Street, Bend OR (541-355-1100 or [titleix-coordinator@bend.k12.or.us](mailto:titleix-coordinator@bend.k12.or.us)) 504 Coordinator: Assistant Director of Special Education, 520 NW Wall Street, Bend OR (541-355-1060 or [504-coordinator@bend.k12.or.us](mailto:504-coordinator@bend.k12.or.us)). [View our non-discrimination policy and complaint procedure here](#).

# WELCOME TO BEND SENIOR HIGH SCHOOL

Bend Senior High School is a comprehensive four-year academic high school designed to meet the ever-changing needs of our students. This guide is designed to assist students, parents, teachers and counselors through the scheduling process.

The **VISION** of Bend Senior High School is of a people-centered community that celebrates a passion for learning through challenge, growth, and success.

The **MISSION** of Bend Senior High School is to provide a secure academic environment in which all participants are challenged to realize their potential.

**PHILOSOPHICALLY**, we believe that positive relationships and a focus on character development foster continuous academic achievement. We believe cooperation among students, staff, parents, and community is essential. We believe in decisions based on what is best for students.



## Using this Guide:

We encourage students to carefully use this Curriculum Guide as they choose their classes for this school year. The Curriculum Guide outlines the district's academic policies and is designed to familiarize students with the programs and courses taught at their school. This guide is much more than a list of course offerings; it is a counseling tool to help students organize their high school educational plan and begin preparing for their post-high school education and career goals. We recommend students spend time reading through the course descriptions and finding opportunities to explore new interests and take on challenges.

Whatever the goal, we encourage students to consider taking a rigorous, challenging course of study while also exploring their interests beyond the classroom through co-curricular activities in the community. With the guidance and expertise of their school counselors, students will begin the forecasting process in late winter/early spring to request courses for next year. Once students have a good idea of which courses interest them, school counselors will be able to help answer any remaining questions about course sequences, credits necessary for graduation, and how the classes students take will meet their post-high school goals. Parents are encouraged to take an active role in this process and carefully review their students' choices and educational plans.

The curriculum guide is published in January to assist students and families with the forecasting process for the upcoming school year. Please keep in mind that the information provided is subject to change by the time the next school year arrives, especially in relation to staffing and student interest in classes.

# TABLE OF CONTENTS

## 24-25 High School Course Catalog

### **BSHS Contacts**

- Administration Team
- Counselors

### **Counseling Program**

### **Bend LaPine Academic Policies and Information**

- Rotating Bell Schedule
- Courseload
- Course Enrollment Expectations
- Units of Credit
- Course Type
- Advisory
- 9th grade rotator course
- Grading Procedures
- Add/Drop Policy
- Incomplete Grades / Repeat Grades
- Transfer Grades / Outside Credits
- Athletic Eligibility
- Graduation Activities

### **Bend LaPine Alternative Credit Options**

- Bend LaPine Schools Online
- Expanded Options
- School to Career Options
- Driver's Education Credit
- Credits for Courses Completed Prior to 9th Grade
- Independent Study
- STAMP Assessment for Second Language
- GED

### **High School Program Opportunities**

- Career Technical Education (CTE)
- Seal of Biliteracy
- Dual Credit / CollegeNow
- International Baccalaureate (IB)

### **High School Graduation Requirements**

- Academic Diploma
- Honors Diploma
- Oregon Standard Diploma
- Additional Diploma Requirements

### **Life and Career Readiness Support**

- Individual Student Four Year Planning

### **Academic Preparation Required for Post High**

### **School Options**

- Community College
- Oregon Public Universities
- Independent Colleges and Public Universities
- Trades and Apprenticeship
- College Entrance Exams
- College Athletics Eligibility

### **Forecasting and Course Information**

- Course Availability
- Prerequisites or Permission

### **Course Descriptions by Department**

- [Visual and Performing Arts](#)
- [CTE](#)
- [Language Arts](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)
- [Health and Physical Education](#)
- [World Language](#)
- [Other Electives](#)

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## Bend Senior High School Administration Team

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Christopher Reese	Principal
Karen Stiner	Assistant Principal
Kelly Beaudry	Assistant Principal
Paul Hutter	Assistant Principal

## Bend Senior High School Counselors

Bend High counselors will support students with academic, social/emotional and college/career development throughout high school. [CLICK HERE](#) to view our counseling page.

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Christine Ewing	<a href="#">CLICK HERE</a>
Lindy Gilbert	<a href="#">CLICK HERE</a>
Seth McCracken	<a href="#">CLICK HERE</a>
Erika VandenBos	<a href="#">CLICK HERE</a>

## Bend Senior High School Counseling Team

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Steven Wetherald	Graduation Coach
Lauren Roberts & Mikaela Bird	Curriculum Secretaries
Brooke Baxter	Counseling Secretary/Registrar
Anita Moore & Theresa Quade	School-to-Career Manager

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## School Counseling Program Support

Bend-La Pine Schools' (BLS) counselors deliver a comprehensive program to ensure all students receive the knowledge, attitudes, and skills needed in academic, college/career, and social/emotional development. In partnership with shareholders, school counselors are advocates for equity, access, and success for all students. School counselors empower students with a well-rounded, challenging, and quality educational program to flourish as responsible, productive citizens in the 21st century. School counselors deliver their program through large group and individual programming with students. BLS school counseling program includes:

- Classroom lessons to support academic, college/career and social emotional development
- Individual student planning meetings and lessons
- Workshops to enhance post-high school options planning
- Academic and college/career information nights for families
- Responsive services to provide support to students
- and much more!

This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

## Rotating Bell Schedule

Bend Senior High School uses a semester system of scheduling; courses meet for one (1) or two (2) semesters. The school day runs from 8:45 a.m. until 3:45 p.m. Students should be enrolled in 7 classes for each semester. Each class meets on a rotating schedule. For class rotation information, the Daily Bell Schedule can be found on the [BSHS website](#).

## Course load

Students in grades 9-11 are required to enroll in seven class periods. A few may have open periods due to extenuating circumstances, which must be agreed upon by the administrators, counselor and parent or guardian.

Students in grade 12 have the flexibility to enroll in up to 7 classes, depending on their credits towards graduation. If students in grade 12 are interested in having less than 7 classes, they must consult with their counselor to ensure that they are meeting graduation requirements and on track for their post-high school plan.

## Course Enrollment Expectations

Once you have selected a set of courses, you are expected to remain in them for the duration of the class term. That means you want to choose the right classes for you. Be sure to carefully read all class descriptions in this guide, and ask your parent or guardian, teachers, and counselor about anything you don't understand.

## Units of Credit

Credits are the units by which academic progress is measured. Students generally earn one-half (0.5) credit for passing a one-semester (18-week) class and one (1.0) credit for passing a full year (36-week) class. Students have the potential to earn 7 credits per year in grades 10-12 and 7.5 credits per year in grade 9.

## Course Types

There are four different levels of classes in high school:

- **Standard:** These classes are appropriate for most students to foster skills and understanding at grade level.
- **Honors:** These classes are for those students whose skills, abilities and interests are exemplary. In general, honors classes progress more quickly, cover more material, and go into more depth than standard classes.
- **International Baccalaureate (IB):** IB Courses at BSHS are open to any junior or senior who desires a challenging curriculum that fosters the development of skills & critical thinking that lead to college & university success. Students enrolled in an IB course complete IB assessments & are encouraged to take the IB exam in May.
- **AP:** AP classes are college-level offerings tied to national curricula, require special teacher training, and culminate in an exam that when successfully passed may translate to a college credit.
- **Dual Credit/College Now:** College Now is a partnership between Central Oregon Community College and area high schools in which students can earn college credits in a high school class. These credits can transfer to all Oregon public colleges and universities.

This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

## Advisory

Some of our high schools have an Advisory program that meets up to 4 times a week and it is built into the daily schedule. Bend Senior High has advisory schedule on the first Thursday of every month during the school year.

## Freshman Rotator Courses

All 9th grade students are required to take a course that meets on one of their three 1st period rotator days. This course, which is pre-scheduled at most high schools, provides freshman students with skill building resources to transition and be successful in high school. Over the course of the year, students earn 0.5 elective credit in this course.

## Grading Procedures

Grade Point Average (GPA) for standard courses is computed on a four-point scale. AP and IB classes are computed on a weighted five-point scale. Cumulative GPA (non-weighted) and Weighted Cumulative GPA are calculated and displayed on each student's transcript.

GPA		Weighted GPA	
Grade	Grade Point Earned	Grade	Grade Point Earned
A	4	A	5
B	3	B	4
C	2	C	3
D	1	D	2
F	0	F	0
P / Pass	No GPA Impact	NG / No Grade	No GPA Impact
NP / No Pass	No GPA Impact	W / Withdrawal	No GPA Impact
NG / No Grade	No GPA Impact		
W / Withdrawal	No GPA Impact		

All grades will remain on the transcript. This will include failures and courses repeated for credit. All grades will be calculated in the GPA with the exception of P/NP/NG/W as listed above.

The Bend-La Pine school district does not rank its students. We will provide percentile ranking directly to universities or scholarship organizations should they ask.

This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

### **Add / Drop Policy**

If a student is enrolled in a course and decides to drop that course within the first ten (10) class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal. If a student withdraws from a course after the first ten (10) class sessions, the student will receive an "F." This grade will remain on the transcript and will be factored into the student's GPA. The principal has the authority to approve on a case-by-case basis appeals to an "F" resulting from a course drop and to assign a "W" with no grade penalty based on extenuating circumstances. ([See district policy.](#))

In special circumstances, students may drop a class after ten days and enroll in an equivalent online version of the class up to six weeks into the semester and receive a "W" grade for the dropped class instead of an "F." However, if the student fails to enroll in and complete the online class, the "W" will be changed to an "F." Incomplete will not be given as a final grade.

### **Incomplete Grades**

A student can be given an Incomplete grade (INC) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher, not to exceed the following semester/trimester. If an INC grade is awarded at the end of the school year, the student will need to complete required coursework and the grade must be recorded by the end of the first semester/trimester of the new school year. If the required coursework is not completed within the agreed upon time, the INC grade will revert to an F.

### **Repeat Courses**

Students may repeat any course in order to improve their knowledge when a grade of "D" or "F" has been earned. A "D" or "F" indicates course completion, will be recorded on the transcript, and used in the GPA calculation. In the event a course is retaken, the higher grade earned will count for required credit on the transcript and the lower grade will be counted as elective credit on the transcript.

### **Transfer Grades and Outside Credits**

Bend-La Pine Schools will accept high school credits earned from other educational institutions reflecting appropriate accreditation. An official transcript and information from the school must reflect the accrediting agency. Bend-La Pine Schools reserves the right to deny credits that have not been properly accredited/approved. Grades and credits from other accredited schools are transcribed onto the student's Bend-La Pine transcript under the year and term in which they were completed and with the letter grade or percent translation as awarded by the other school. Transfer grades are calculated into the student's GPA as outlined in the Grading Procedures section of this guide. GPA weight is added for qualifying AP/IB grades only (weight will not be added for Honors or Pre-AP courses).



This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

### **Athletic Eligibility**

To participate in athletics and activities in high school, students must meet the academic eligibility standards of the Oregon School Activities Association (OSAA) and Bend-La Pine Schools, which are as follows:

- Passed 5 classes totaling 2.5 credits in the previous semester
- Currently enrolled in and passing 5 of 7 classes totaling 2.5 credits.
- Meets satisfactory progress requirements yearly

For further athletic/activity eligibility requirements, please visit the Athletic Office.

### **Graduation Activities**

A student who successfully completes all required graduation requirements of the State of Oregon, the Bend-La Pine School District Board of Education, and Bend High School, and who is in good standing, may participate in graduation activities.

## Alternative Credit Options

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### Bend - LaPine Schools Online

[10Bend-La Pine Schools Online](#) (BLSO) serves thousands of students in grades 9-12 every year, with schedules varying from just one course to a full-time online schedule. This program offers an expansive curriculum of more than 300 courses in multiple levels—core, comprehensive, honors, and college-level Advanced Placement® (AP®), plus remediation and credit recovery options—to meet the needs of diverse learners.

All 6th-12th grade courses will use the STRIDE (formerly Fuel Education) curriculum and be taught using the PEAK Learning Management System. This system offers flexibility for students to work at their own pace and complete the credits they start, regardless of traditional brick-and-mortar school schedules. Students who are using online courses to meet National Collegiate Athletic Association (NCAA) requirements will need to work with their counselor and BLSO to ensure the courses they are taking meet NCAA eligibility.

[Bend-La Pine Schools Online 2024-25 High School Course List](#)

Students interested in pursuing BLSO options should contact their school counselor.

### Expanded Options

[Expanded Options](#) is a joint offering between Bend-La Pine Schools and Central Oregon Community College (COCC). This program allows you to take 100-level or higher college courses onsite (or online) through COCC on a seat-available basis. Priority will be given to students from historically underrepresented groups. That means you can begin earning college credits while you are still a student at Bend High School and apply your Expanded Options college coursework to your high school graduation requirements at no out-of-pocket cost. To participate in Expanded Options, you must:

- Be enrolled in a Bend-La Pine Schools high school with junior or senior standing and be at least 16 years old at the time of enrollment or during the program;
- Have an educational learning plan based on postsecondary and career goals;
- Have neither successfully completed four years of high school nor received a high school diploma;
- Not be a foreign exchange student; and
- Apply to COCC and meet all prerequisites associated with the college-level course in which you want to enroll.

If you meet the above criteria and would like to participate in Expanded Options, you must complete the following steps:

1. Meet with your high school counselor and complete the Expanded Options Intent form.
2. Submit your completed Expanded Options Authorization form and an [application for admission](#) to COCC. After you apply, you will receive an email from COCC with instructions to [activate your student account](#).
3. Activate your account and view the [Bobcat Welcome](#).
4. Take the [placement test](#) at COCC.
5. Attend [Bobcat Advising](#).
6. [Register for your COCC class\(es\)](#) on your assigned registration date and time. You will do this for each quarter during which you plan to take Expanded Options courses.
7. Attend [Bobcat Orientation](#).

For more information about Expanded Options, please refer to [Bend-La Pine Schools Administrative Regulation IGBHE-AR, Expanded Options Program](#) and explore COCC's [Expanded Options](#) page.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### School-to-Career Options

School-to-Career (STC) serves to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or work-bound. If you are interested in one of the programs below, contact the STC Program Manager in [College & Careers](#). Some of the programs are offered at certain times of the year, some can be started at your request (mentorships, internships, job shadows), and others are started when a business posts an opening with our office. Schools will only place students with employers who have agreed to the BLS nondiscrimination agreement.

### Internships

#### Paid or Non-Paid School-to-Career Internship

Training hours: *Level 1* - 72 hours

Credit: 0.5 Elective (EL)

Internships are designed to bridge academics and workplace learning. Your internship should be aligned with your proposed career pathway and provide a broader understanding in that area. You will be required to collaborate with the School-to-Career Program Manager and your employer on a series of projects designed to enhance your learning and the worksite. In order to be awarded credit, you will be expected to complete weekly production reports, compile internship hours, keep a journal of work duties and activities, type a reflection paper, and complete an evaluation based on your career-related learning experience. Schools will only place students with employers who have agreed to nondiscrimination. Students can earn up to 1.0 credits of STC Internship credit.

Please note: This is an independent study course. You will not be able to forecast for it and it will not be part of your class schedule. Work with your counselor and [College & Careers](#) to plan this credit.

### Work Credit

#### School-to-Career Paid Work Experience

Training hours: *Level 1* – 144 hours, Credit: 0.5 Elective (EL)

Training hours: *Level 2* – 144 hours, Credit: 0.5 Elective (EL)

Designed to link education and work experience, Structured Work Based Learning (SWBL) takes place at work sites. You can apply for career opportunities posted at your school or enter the program with a job you already have. In order to be awarded credit through SWBL, you will be expected to complete a student workbook, compile work hours, and complete an evaluation based on the career related learning experience. This is an independent study course. Students can earn up to 1.0 credits of STC Work credit.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### School-to-Career Options (continued)

#### Volunteer Credit

##### School-to-Career Non-Paid Work Experience

Training hours: *Level 1* – 72 hours, Credit: 0.5 Elective (EL)

Training hours: *Level 2* – 72 hours, Credit: 0.5 Elective (EL)

You can earn credit for community service/volunteer work. Volunteer opportunities are posted at your school or you may enter the program if you have already secured a volunteer position on your own. In order to be awarded credit you will be expected to complete weekly production reports, compile volunteer hours, keep a journal of work duties and activities, type a reflection paper and complete an evaluation based on the career related learning experience. Volunteer work must be for public service or humanitarian purposes and must meet the criteria set by the Bureau of Labor & Industries. This is an independent study course. CTE Mentor: Intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines. This is a great way for students to gain skills and bridge the gap between school and career. Students can earn up to 1.0 credits of STC Volunteer credit.

#### Career & Technical Education (CTE) Mentor & Work-Based Learning Opportunities

CTE Mentor: Intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines. This is a great way for students to gain skills and bridge the gap between school and career.

CTE Work Based Learning: Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. 60 work hours must be completed to receive credit.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### Driver's Ed Credit

In cooperation with the Bend-LaPine School District and the [High Desert Driver Education](#) (HDDE) Program, students can receive 0.5 elective credit for successfully completing all aspects of the HDDE Program. Students must submit a COPY of their state certified driver education card and [an application for credit](#) to their counselor in order to be awarded the proficiency credit. It is the student's responsibility to work with the counseling staff to add the class to the school transcript. If you have any questions, please contact the High Desert Driver Education Program (541-693-5699).

### Credits for Courses Completed Prior to 9th Grade

Any time after enrolling in high school, a student can submit to the high school counselor an [Application for High School Transcript Credit](#). This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. If approved, the course title, credit and grade will be added permanently to a student's transcript and cannot be changed or deleted at a later date. All courses included on a student's high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online. Please refer to Bend-La Pine Schools Administrative Regulation IKA-AR, [Grades and Credit](#), for the full text of the district policy regarding credit for courses completed prior to 9th grade.

### Independent Study

Students may develop and propose learning experiences independent of the regular school curriculum. This proposal for alternative crediting shall be developed under the guidance and approval of a counselor or a supervising teacher endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present the proposal to a review committee consisting of the vice-principal in charge of alternative credit options, the supervising teacher, the student's counselor, and other personnel as designated by the principal. This committee shall approve the proposal and award final credit and grade based on the student's submission of required documentation of performance.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### Standards-based Measurement of Proficiency (STAMP) 4S Assessment

BLS high school students who speak a language other than English can earn high school elective credits with a grade of P when they take the Standards-based Measure of Proficiency (STAMP) assessment. The STAMP are computer-based assessments that measure your level of proficiency in reading, writing, speaking and listening. The assessments are aligned to state and national benchmarks for World Languages and can take up to 3 hours to complete. STAMP assessments are recognized by the Oregon Department of Education as meeting the requirements for the State Seal of Biliteracy if the student demonstrates reading, writing, speaking, and listening at a Benchmark 6 or above.

These World Language proficiency credits can be used to meet graduation requirements for the school district. **However, not all colleges and universities will accept STAMP credits for World Language. It is the responsibility of the student to work with their counselor to determine whether the credit-by-examination option is appropriate for their post-secondary aspirations.**

### GED Proficiency Credits

Students without enough credits to graduate on time may, under some circumstances, take the GED exam for credit toward graduation. In this case, students who pass the GED in language arts, math, science, and/or social studies will have up to nine proficiency credits transcribed with a grade of P. This passing grade indicates proficiency in the subject area and is calculated into graduation requirements. Students who may benefit from GED proficiency credit should talk to their counselor to learn more about the process.

## High School Program Opportunities

Below is an outline of a variety of academic programs that can supplement a student's core academic requirements during high school. \*Please view our [Equal Access Policy](#) for all of our school programs.\*

### Career and Technical Education (CTE) Programs

The Oregon Department of Education (ODE) has established criteria for Career and Technical Education (CTE) Pathways. As students progress through a sequence of courses in a pathway, they develop skills and knowledge that are aligned with a potential career field. Students may complete the pathway and continue their study of that field after high school, or potentially have developed the requisite skills and knowledge to enter the career field after high school.

#### **CTE Programs Offered at Bend High School:**

Business Management	Engineering Technology
Culinary Arts	Construction Technology
Education Explorations	Future Energy
Graphics Design & Media	Computer Science

### Seal of Biliteracy

The Oregon State Seal of Biliteracy is designed to provide a rigorous, proficiency-based recognition of the linguistic assets and academic skills of biliterate graduates. The Seal creates multiple pathways for students to demonstrate their language proficiency, irrespective of the partner language. With the Seal in hand, students will have a standardized measure of their language proficiency to project their skills to college and career. The eligibility requirements are a critical component of the State Seal of Biliteracy and can be found in the [Oregon State Seal of Biliteracy Policy Agreement](#). If students are interested in learning more about the process, they should connect with their counselor.

### Dual Credit / College Now

Bend High School offers all students an early college dual credit program. This exciting opportunity allows students to receive high school credit *and* college credit from select Bend High courses. Courses are taught at the high school during school hours and by community college-approved high school instructors. Courses vary in subject and by high school. College credit is optional and is granted by Oregon community colleges. Course fees vary but are significantly less than what colleges would normally charge. All dual credit courses are clearly marked in this guide's course descriptions. See next page for BSHS Articulated Courses for the 24-25 school year.



# Dual Credit at Bend Senior High School

2024-2025 School Year

<u>Central Oregon Community College</u> (COCC)				
COCC Department	BSHS Course	COCC Course Number	COCC Course Title	College Credits
Art	Graphic Arts 2/Graphic Arts 3	<a href="#">ART 141</a>	Vector Art Illustration	3
Education	ED101A	<a href="#">ED 200</a>	Introduction to Education	3
	ED101B	<a href="#">ED 101</a>	Introduction to Education Practicum/Seminar	3
	Child Development	<a href="#">ED 140</a>	Introduction to Early Childhood Education	4
Mathematics	IB Math Analysis SL Y1	<a href="#">MTH 111Z</a>	Precalculus I: Functions	4
		<a href="#">MTH 112Z</a>	Precalculus II: Trigonometry	4
	Math in Society	<a href="#">MTH 105Z</a>	Math in Society	4
Humanities	College Writing	<a href="#">WR 121Z</a>	Composition I	4
		<a href="#">WR 122Z</a>	Composition 2	4

***Dual credit course offerings are subject to change. The tables in this document were reflective of dual credit courses at the time of the last revision. Students should check with course teachers to verify whether the courses they want to take will be offered for dual credit.***



## High School Program Opportunities

Below is an outline of a variety of academic programs that can supplement a student's core academic requirements during high school. \*Please view our [Equal Access Policy](#) for all of our school programs.\*

### International Baccalaureate (IB) at Bend Senior High School

Bend High is an IB World School authorized to offer IB Courses and the IB Diploma Programme. All students are encouraged to pursue rigorous coursework at Bend High, and over 50% of our students take one or more IB courses sometime during their last two years of high school. As with AP courses at Bend High, IB courses are weighted on a five-point scale and are viewed as most challenging by colleges and universities.

IB courses at Bend High are open to any junior or senior who desires a challenging curriculum that fosters the development of skills and critical thinking that lead to college and university success. Students enrolled in an IB course complete IB assessments and are encouraged to take the IB exam in May. Numerous colleges and universities recognize that IB students are well prepared for college coursework and, as a result, award college credit based on students' performance and college policies. Any student may earn an IB certificate in any IB subject if they receive qualifying scores on all internal and external assessments. Students who score well on IB assessments may receive credit at their future college based on college policies and their overall score. External assessments are not required to earn a grade in these courses.

When students register for these classes, they are committing to the class for the full year. Offerings may change from year to year depending on forecasting and scheduling. Please refer to descriptions of each course in the subject section of the Curriculum Guide.

IB English HL Y1/Y2

IB Math Analysis SL Y1/Y2 (Pre-Calculus/Calculus)

IB Math Analysis HL Y1/Y2 (Calculus & beyond)

IB Math Applications SL

IB French SL/HL

IB Spanish SL/HL

IB Theory of Knowledge 1 & 2

IB Biology HL Y1/Y2

IB Chemistry SL/HL

IB Enviro Systems & Societies SL

IB Physics SL/HL

IB Global Politics SL/HL

IB World Religions SL

### IB Diploma Programme

The IB Diploma Programme is a two-year, rigorous college preparation program for grades 11 and 12 with a strong emphasis on higher-level thinking, personal growth, academic integrity, and international-mindedness. Students take IB courses in six designated subject areas. In addition, students complete the core of the IB Diploma Programme that includes Creativity, Action, Service (CAS), Theory of Knowledge (TOK) coursework, and an Extended Essay. Numerous colleges and universities recognize that IB Diploma students are well-prepared for college coursework and, as a result, award college credit based on students' performance. Some may award scholarships or advanced standing. Please check university websites to review their policies.

## High School Program Opportunities

Below is an outline of a variety of academic programs that can supplement a student's core academic requirements during high school. \*Please view our [Equal Access Policy](#) for all of our school programs.\*

### **International Baccalaureate (IB) at Bend Senior High School**

#### *How do I prepare for the IB Diploma Programme?*

Students planning to pursue an IB Diploma should review their course selections carefully each year to prepare well. In grade 9 and 10 students may work with their school counselor to ensure that they have a plan for completing coursework leading to IB.

In the second semester of their sophomore year, students interested in pursuing an IB Diploma complete a short application prior to forecasting. Students entering the program will meet with the IB Diploma Coordinator in spring of their sophomore year to plan a two-year sequence of IB Diploma courses including 3 Higher Level and 3 Standard Level subjects. It is possible for students to declare their interest in pursuing an IB Diploma any time prior to Grade 11, but we highly recommend that students plan early, prepare well, and take rigorous coursework. For more information about IB, including exam costs, sample exams, and IB Learner profile, families can check [www.ibo.org](http://www.ibo.org) or the IB site on the school webpage under the "Academic" tab.

## IB Diploma Student 4-Year Plan

Below are sample pathways leading to IB Diploma Course work.

### SAMPLE 4-Year Plan for Humanities-oriented Student

Various combinations are possible.

Grade	Group 1 English	Group 2 World Languages	Group 3 Social Studies	Group 4 Science	Group 5 Math	Group 6 (Other)
9	Hon. English	French 2* or Spanish 2*	Modern World History Honors	Bio/Phys or Phys. Sci	Math 1 or Math 2	Other
10	IB-Prep English	French 3 or Spanish 3	IB-Prep History 10	Biology or Chemistry	Math 2 or Math 3	Other
11	IB Eng HL	IB French or IB Spanish	IB Global Politics & Civics SL or IB Wrld Religions SL	IB Enviro Sys SL or IB Chemistry SL	Alg. 2 or Math 3	Other IB Course
12	IB Eng HL	IB French or IB Spanish	IB Global Politics HL	May extend Science Studies	IB Math Applications SL	Other IB Course

### SAMPLE 4-Year Plan for Math/Science-oriented Student

Various combinations are possible.

Grade	Group 1 English	Group 2 World Languages	Group 3 Social Studies	Group 4 Science	Group 5 Math	Group 6 (Other)
9	Hon. English	French 2* or Spanish 2*	Modern World History Honors	Honors Bio/Phys	Math 2 and/or Adv. Alg 2	Optional
10	IB-Prep English	French 3 or Spanish 3	IB-Prep History 10	Chemistry	Adv. Alg 2 or Pre-Calculus	Optional
11	IB Eng HL	IB French or IB Spanish	IB Global Politics & Civics SL or IB Wrld Religions SL	IB Biology HL, IB Chemistry SL, IB Physics SL, or IB Computer Science SL	IB Math Analysis SL/HL	IB ESS SL
12	IB Eng HL	IB French or IB Spanish	IB History	IB Biology HL, IB Chemistry HL, IB Physics HL, or IB Computer Science SL	IB Math Analysis SL/HL	IB ESS SL

\*Note: Level 2 French or Spanish in grade 9 is a strong *recommendation*. It may be possible for some students in Level 1, depending on the students' dedication and outside practice.

All IB Diploma students take IB Theory of Knowledge 1 & 2

Please note that although almost all student IB course selections can be accommodated, there may be specific combinations that prove challenging to schedule if certain courses are offered in the same class period.

# High School Graduation Requirements

Bend-La Pine Schools offers a variety of diploma types to graduating students upon completion of one of five prescribed credit programs. These include the Honors, Academic, Oregon Standard, Oregon Modified, and Oregon Extended Diplomas. All five diplomas represent satisfactory completion of a valid and accredited program. Four-year colleges and universities accept the Honors, Academic and Oregon Standard Diplomas. An appeal may be considered by some four-year colleges and universities for Oregon Modified Diplomas. Community colleges accept all diploma types, but entry into degree-seeking programs is based on a skills placement assessment. The armed forces accept the Honors, Academic and Oregon Standard Diplomas. They rarely accept an Oregon Modified Diploma, while Oregon Extended Diplomas are not accepted. Find more information about diploma types in [Bend-La Pine Schools Policy IKF-AR](#) and its associated [reference table](#).

Below is an outline of the three diploma types that are awarded the most frequently in our district. Students are initially expected to earn the BLS Academic Diploma, which fulfills both the state and local requirements for graduation. If you are interested in pursuing either the Oregon Standard or Bend-La Pine Schools Honors Diploma, please meet with your counselor to start the process for a diploma type change.

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
	<i>Number of required credits</i>	<i>Number of required credits</i>	<i>Number of required credits</i>
Language Arts (LA)	4	4	4
Math (MA)*	3 <i>Algebra 1 or higher</i>	4 <i>Algebra 1 or higher</i>	3 <i>Algebra 1 or higher</i>
Science (SC)	3	4	3
Social Sciences (SS)	3 <i>Must include: 1.0 World History, 1.0 US History, 0.5 Government and 0.5 SS Elective</i>	3 <i>Must include: 1.0 World History, 1.0 US History, 0.5 Government and 0.5 SS Elective</i>	3
Health (HE)	1	1	1
Physical Education (PE)	1	1	1
Arts, CTE, World Language (FA)	3	1 Arts/CTE 2 same World Language	3
Electives (EL)	8	7	6
Capstone Courses	0	5 classes (3 must be AP/IB)	0
<b>TOTAL CREDITS</b>	<b>26</b>	<b>27</b>	<b>24</b>

\*Up to 1.0 math and/or science credit can be met with a district-approved cross-credit course. No district-approved math and science cross-credit course meets college admissions and [NCAA core subject area requirements](#). A district-approved cross-credit course can only be assigned to one diploma subject category.

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
Education Plan & Profile	Required	Required	Required
Career-Related Learning Experiences	Required	Required	Required
Essential Skills Proficiencies (waived for the classes of 2023-2028)	Reading, Writing, Math	Reading, Writing, Math	Reading, Writing, Math
Diploma Change Request Process Needed	Required	Required	Required

# High School Graduation Requirements

## Academic Diploma

An Academic Diploma is awarded to each student who has completed all state and local requirements for 26 units of credit. This is the standard diploma for Bend-La Pine Schools.

## Honors Diploma

An Honors Diploma is awarded to each student who has completed all state and local requirements with 27 units of credit. An additional requirement of an Honors Diploma includes five capstone classes, three (two for LPHS) of which must be Advanced Placement or International Baccalaureate courses.

Capstone courses are defined as Advanced Placement and International Baccalaureate courses; 100-level or higher college transfer courses in the core areas of English, math, science, social science and foreign language; or LPHS designated courses in the core areas of English, math, science, social science, and foreign language offered at the junior-senior level.

Capstone courses can vary by discipline and school. The capstone status is noted in the individual course descriptions at the end of this curriculum guide.

An Honors Diploma is required for valedictorian and salutatorian status. Valedictorian and salutatorian status is based on weighted grade point averages (GPA).

If you are interested in an Honors Diploma, please meet with your counselor to start the process to request a diploma type change.

## Oregon Standard Diploma

The 24-credit Oregon Standard Diploma may be granted to students on an individual student basis. Please see your school counselor to review the process for a diploma type change.

## Additional Diploma Requirements

### **Career Related Learning Experiences (CRLE)**

Career-related learning experiences (CRLE) are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student's education plan in relation to career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals. Career-related learning experiences can take place in a variety of ways and places: in school, in the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place. These experiences may include, but are not required to include, nor are they limited to: field-based investigations; field trips; guest speakers; job shadows; service learning; school-based enterprises; workplace mentoring and workplace simulations.

As a student in Bend-La Pine Schools, you will work with your counselor to document 16 hours of CRLEs. This is easier than it may sound: There are many ways to meet your CRLE requirement in many classes, including work-based learning, service learning, field-based investigations, school-based learning, and technology-based learning. A wide variety of educational activities and experiences fall under these broad umbrellas.

### **Essential Skills (class of 2029 & Beyond)**

The state requires that all students demonstrate they are proficient in certain "Essential Skills" before they are awarded a diploma. These skills are deemed critical for future success. The Essential Skills are process skills which enable students to learn content and apply their knowledge across disciplines. Students must demonstrate proficiency in the Essential Skills of reading, writing, and math. Students will have multiple options and opportunities to demonstrate their proficiency in these Essential Skills by meeting state standards through:

- The Smarter Balanced Assessments;
- Samples of student work scored by trained teachers; or
- Additional standardized assessments (such as the SAT and ACT)

## Life and Career Readiness Resources

Throughout their time in high school, students will have time to not only reflect on their path to graduation, but also to develop a post-high school plan. The school counselor will be a main point of contact to help students ensure that they are on track to complete graduation requirements. Through school counseling programming and individual student planning conferences, the school counselor will support students in the continuous development of their four-year high school plan as well as supporting the connection and development of their post-high school plan. Whether students are wanting to go to college, enter a trade or go directly to the workforce, the school counselor is a resource they will want to connect with regularly.

Counselors regularly offer programming that supports life and career readiness that may include:

- Classroom lessons
- Advisory curriculum
- Family nights
- Workshops
- Individual planning meetings

School counselors will provide students with information about high school programs available to support each student's post-high school goals. As a practice, school counselors will not create barriers for participation and will follow the [Equal Access Policy](#) to support students' involvement in any available high school programs.

In addition to a student's school counselor, the STC Program Manager (Future Center/College & Careers) is available to support students and families with post-high school planning. In the Future Center, STC Coordinators often support school counseling programming, while also offering further exploration opportunities tailored to student post-high school goals. The Future Center offers school credit for job experience, job shadows, and career exploration rotations. The Future Center is available as an additional resource for students for college and scholarship searches, career interest investigations, guided business tours, guest speakers, college visits, college/scholarship application and interview training, resume and cover letter writing assistance, service learning, mock interviews, military enlistment resources, and much more.

### Four-Year Planning (Education Plan and Profile)

Students are expected to complete a four-year plan during their time in high school. The four-year plan assists students in pursuing their personal, educational, and career interests and post-high school goals. This education plan serves as a "road map" to guide students' learning throughout school and prepare them for next steps after high school. The education profile serves as a "compass" that documents students' progress and achievement toward their goals and helps them to stay on course.

Through counselor lessons, workshops and individual student planning, students are able to complete and update their four-year plan at least annually to ensure that they are making progress towards their post-high school goal. Along with the curriculum guide, students can use [this document](#) to begin or update their own four-year plan.

## Academic Preparation Required for Post High School Options

All graduates are encouraged to consider and participate in some type of education or training beyond high school. Because many BLS graduates proceed to a four-year college/university or community college, a great deal of attention is paid to preparing students for this next endeavor. The most important part of this process is for all students to enroll in a challenging and full course of study throughout their four years of high school. Students should check with the colleges to which they are applying to make sure their credit requirements are being met. In addition to the course requirements, an applicant to a state university must achieve a certain GPA (which varies by the school). Listed below are some of the academic requirements for various post-high school options; [Oregon Goes to College](#) is also an excellent resource to prepare for life after high school, particularly for students interested in the trades, the military, or attending a private or public college or university in Oregon.

### Community College

To enroll in an Oregon community college, students must have a high school diploma or General Educational Development (GED). BLS works closely with Central Oregon Community College. They collaborate with School Counselors and Future Centers to provide students with workshops for application and financial aid support.

### Oregon Public Universities

When students meet the requirements for the Bend-La Pine Schools Academic Diploma, they have met most (if not all) of the curricular requirements for admission to the seven campuses of the Oregon University System. These requirements are:

English (4 credits) All four years should be in preparatory composition and literature with emphasis on and frequent practice in writing expository prose.

Mathematics (3 credits) Must include first-year algebra and two additional years of college-preparatory mathematics, including Algebra II (or equivalent) or higher. An advanced mathematics course is highly recommended in your senior year. One year of either algebra or geometry taken prior to ninth grade are acceptable.

Science (3 credits) Must include a year each in two fields of college-preparatory science such as biology, chemistry, physics, or earth and physical science. One year of laboratory science is recommended.

Social Studies (3 credits) Complete three years of social studies from such areas as global studies, history, or social studies electives.

Second Language (2 credits), which means two years of the same language.

**Students must earn a grade of C- or higher in all required courses in order to meet the subject requirements for at most colleges and universities, specifically the Oregon Public Universities.**



## Academic Preparation Required for Post High School Options (cont.)

### Out-of-State Public and Independent Colleges

Many private colleges/universities and some state schools in other states have higher admission standards than those given above. For example, some universities require either one yearlong course in the fine arts, or two semester courses in the same discipline (example: Sculpture/Ceramics 1 and Sculpture/Ceramics 2). Students and parents/guardians are encouraged to obtain specific information from the colleges they are considering from our counselors, and/or from college web sites.

### Trades and Apprenticeship

There are several trade schools and apprenticeship opportunities in Oregon, and Oregon community colleges all offer certificates and two-year degrees in various trades. Students can visit [Pathway to Trades](#) to explore their options and high school preparation that is required. Additionally, students can use their school counselor to help build their high school plan that is aligned with their interests.

### College Entrance Exams

Many colleges and universities no longer require an SAT or ACT test score for admission. Most are SAT or ACT test-optional. Students should verify all admission requirements for individual colleges/ universities by visiting their admission websites.

### Collegiate Athletic Eligibility

#### NCAA Eligibility

If you plan to play a sport at a National Collegiate Athletic Association (NCAA) college or university, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum of a 2.2 (for NCAA Division II) or 2.3 (for NCAA Division I) cumulative GPA in high school, and meet minimum ACT or SAT score requirements. Look for the “NCAA Approved” designation next to the course title in this curriculum guide to see which classes have been approved by the NCAA Clearinghouse. Click here for a quick visual guide to NCAA eligibility. You must create an account at the NCAA Eligibility Center in order to become an NCAA student-athlete.

#### NAIA Eligibility

If you plan to play a sport at a National Association of Intercollegiate Athletics (NAIA) college or university, you must graduate from high school and meet any two of the following three criteria: achieve a 2.0 cumulative GPA, graduate in the top 50% of your high school class, and/or achieve NAIA minimum scores on the ACT or SAT test. [Click here for full NAIA eligibility information.](#)

## Forecasting

"Forecasting" is the term we use for the process of choosing and requesting your classes for next year. Forecasting happens in the late winter/early spring and looks slightly different for each grade, but overall you will use this curriculum guide and conversations with your current teachers, counselor, and family to decide which classes you would like to take next year. After that you will officially request those classes in [StudentVUE](#).

Prior to selecting courses, students should refer to this guide and become familiar with course options and learning opportunities at the high school. When choosing courses, students should refer to their current transcript and four-year plan to ensure that selections are appropriate to meet graduation requirements and post-graduation such as college entrance requirements. Pay attention to the following information:

- Graduation requirement(s) the course fulfills
- Grade levels allowed to take the course
- Length and credits of the course
- Sequential prerequisites required
- Specific information unique to the course such as transportation required or the possibility of earning college credit

### Course Availability

While we do our best to accommodate all of the course requests during forecasting, there are instances where we are unable to fulfill requests due to a lack of student interest in the course or school staffing limitations.

### Prerequisite or Permissions

Bend-La Pine Schools encourages students to take any class in which they have an interest. The only prerequisites our schools will require are for any sequential courses (e.g. Math, World Language, Fine Arts and CTE). For these sequences, a student must only pass the previous course to move onto the next level. Students who pass a course in a sequence will progress to the next course in the sequence. There are no arbitrary grade minimums or teacher approvals required. However, if a student is considering a four-year college, then the college requirements for minimum grades should be factored into a decision to move on to the next level course in a sequence.

## Courses by Department

This section provides students with course information for classes offered at their school. It outlines course progressions for core and elective pathways. Please notice that each course is denoted with the following applicable information:

- **Credits**
  - Reflects the number of credits that a student will earn by receiving a passing grade (D or higher) in the described course
- **Length of Term**
  - Specifies the duration of the course: Semester or Full Year
- **Sequential Prerequisite**
  - A passing grade (D or higher) in this previous level is required to enroll in the described course
    - \* **Important Note:** If students are considering a four year college, many institutions will require a C or higher in core admission requirements to be eligible to apply to their institution. Students should check in with their counselor and specific colleges if they earned a D in a prerequisite course before they sign up for the next level class.
- **Weighted Credit**
  - Courses with this designation are computed into a student's GPA based on a weighted five-point scale
- **College Preparatory**
  - Reflects courses that can be used to meet minimum admissions requirements to most four year colleges/universities
    - \* **Important Note:** Students should always double check admissions requirements as they can vary by college/university
- **Capstone Class**
  - Students pursuing a BLS Honors Diploma must take 5 Capstone classes. Eligible courses will be denoted in the course description.
- **NCAA Approved**
  - Students planning on participating in sports at a college level must take courses that meet standards for NCAA eligibility. Approved courses are denoted in each course description.
- **Dual Credit/College Now**
  - These courses meet college standards for Dual Credit and College Now

# COURSE DESCRIPTIONS

[Click here to view videos of courses offered at Bend High](#)

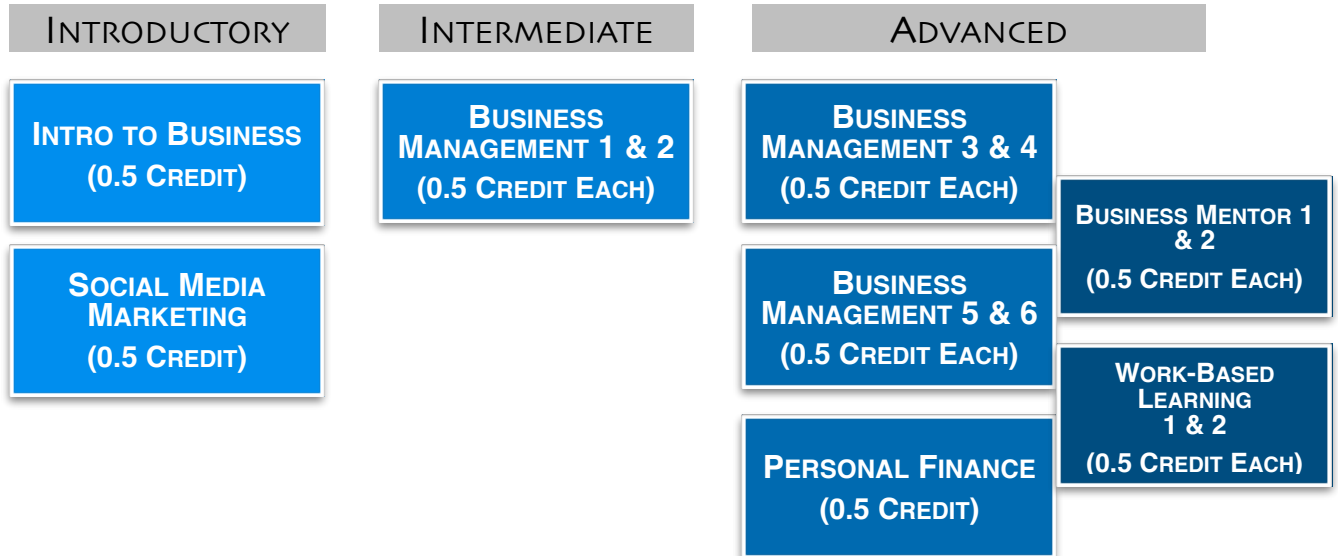


## **SELECTION OF COURSES (FORECASTING)**

**Selection of classes is an important part of the scheduling process. It is essential that students choose carefully and accurately as the choices are used to build the master schedule for the next year. Schedule changes after registration will be extremely difficult to make because courses are staffed based on student registration data. Changes are generally only allowed in the event a student is placed in the wrong course level. Read course descriptions carefully and choose alternate classes in the event your first choice is unavailable. Discuss choices with parents, teachers, and counselors. Be sure to ask questions if clarification is needed.**

# BUSINESS PROGRAM

## BUSINESS PROGRAM PATHWAY OPTIONS



*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*



## BUSINESS

### INTRO TO BUSINESS

Grade: 9-12

Prerequisite: None

BU400SFA9

Credit: 0.5/Semester

This course is where you begin learning about the vast field of business. Students will engage in simulations, projects, and activities to learn about business concepts. Students explore business while building their verbal and written communication skills needed to move forward in the business program and be successful in all future endeavors. Throughout the semester you will explore business trends and events, along with business occupations and career opportunities. *The students in this course are eligible for, and are encouraged, to participate in DECA, a National competitive business club.*

### SOCIAL MEDIA MARKETING

Grade: 9-12

Prerequisite: None

BU512SFA9

Credit: 0.5/Semester

Social media is a powerful tool for businesses and aspiring business owners. In this class, students will learn how to create and manage a safe and professional online presence by creating and posting school updates and by helping to brand the Caldera experience. Students will also connect with local leaders to see practical ways that social media supports their marketing experience. *All students are eligible and encouraged to participate in DECA.*

### BUSINESS MANAGEMENT 1-6

Grade: 10-12

Prerequisite: Any lower level Business course

Multiple Course Codes

Credit: 0.5/Semester

Learn the fundamentals of business management and leadership! This project-oriented course will focus on planning, organizing, directing, and controlling in the business environment. You will complete projects related to, and aligned with, DECA competitive events, including web design, graphic design, presentations, video production, sales presentation, promotion projects, business publications, or other student-proposed leadership ideas. Working individually and in teams, you will develop skills in technical writing, time management, employability, and communications. You will complete at least one school or community service project, and you may have the opportunity to work in the student store or in other school-related business activities.

*\*Oregon College credit may be available for this class.*

### PERSONAL FINANCE

Grade: 11-12

Prerequisite: Any lower level business course

BU415SFA9

Credit: 0.5/Semester

Introduces students to all the elements of personal financial planning including the creation of a personal vision, and a plan for attaining the vision. Includes the appropriate evaluation of financial products such as investing, debt, risk management and budgeting. Business economics will also be addressed throughout the class. *\*Oregon College credit may be available for this class.*

### BUSINESS MENTOR 1 & 2

Grade: 10-12

Prerequisite: Please speak with your teacher for more information.

Credit: 0.5/Semester

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career.

### WORK BASED LEARNING 1 & 2

Grade: 11-12

Prerequisite: Please speak with your teacher for more information.

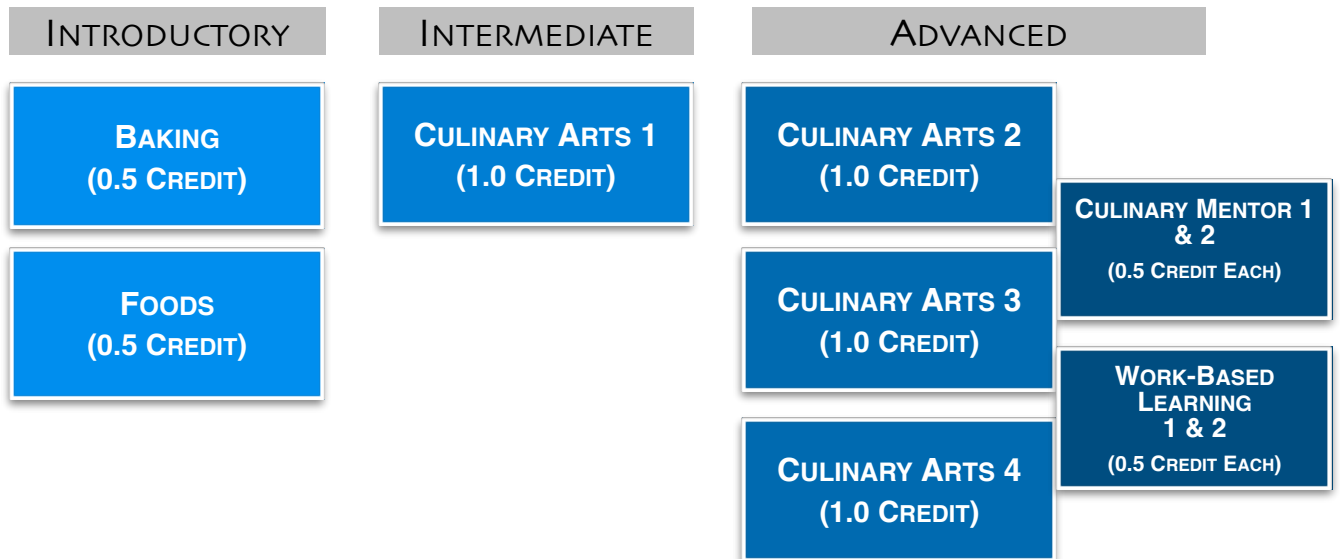
Credit: 0.5/Semester

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.



# CULINARY PROGRAM

## CULINARY PROGRAM PATHWAY OPTIONS



*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*



## CULINARY ARTS

### BAKING

Grade: 9-12

Prerequisite: None

AA437SFA9

Credit: 0.5/Semester

This course is a study of the fundamentals of baking including doughs, quickbreads, pies, cakes, cookies, tarts, and plated desserts. Topics include baking terminology, tool and equipment use, formula conversions, and functions of ingredients. Students will produce, taste, and evaluate all items produced in class!

### FOODS 1

Grade: 9-12

Prerequisite: None

AA420SFA9

Credit: 0.5/Semester

Learn to cook with your friends! We will make a variety of delicious foods in class including fresh pasta, stir-fry, soups, salads, and plated entrees. You will learn each cooking technique and try new foods. Foodies unite!

### CULINARY ARTS 1

Grade: 11-12

Prerequisite: Foods 1 and Baking

AA430SFA

Credit: 1.0/Year

Are you interested in becoming a chef, owning your own café, bakery, or restaurant? Join this class to learn gourmet cooking, customer service, how to plan events, Iron chef cook offs, competitions and continue your education of the culinary industry. You will be required to work on the Bend High Food Truck.

### CULINARY ARTS 2

Grade: 11-12

Prerequisite: Culinary Arts 1

AA431SFA

Credit: 1.0/Year

Continue with advanced chef skills including baking desserts, bread, and pastries, as well as cooking many different entrees and types of food. This class involves cooking competitions, executing catering events and running/operating the Bend High Food Truck.



### CULINARY ARTS 3

Grade: 12

Prerequisite: Culinary Arts 2

AA432SFA

Credit: 1.0/Year

Students further their culinary skills acquired in the prerequisite classes and deepen their knowledge on how to effectively manage all aspects of running the Bend High Food Truck! Students will develop their own concepts, menus, and business plans and bring their individual concepts to life while operating the food truck. Students will learn how to hire, train and lead a successful restaurant staff.

### Culinary Arts 4

Grade: 12

Prerequisite: Culinary Arts 3

AA433SFA

Credit: 1.0/Year

Students further their culinary skills acquired in the prerequisite classes and deepen their knowledge on how to effectively manage all aspects of running the Bend High Food Truck with minimal help for the teacher! Students will develop their own concepts, menus, and business plans, and bring their individual concepts to life while operating the food truck. Students will learn how to hire, train, and lead a successful restaurant staff.

### CULINARY MENTOR 1 & 2

Grade: 10-12

Prerequisite: Please speak with your teacher for more information.

Credit: 0.5/Semester

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career.

### WORK BASED LEARNING 1 & 2

Grade: 11-12

Prerequisite: Please speak with your teacher for more information.

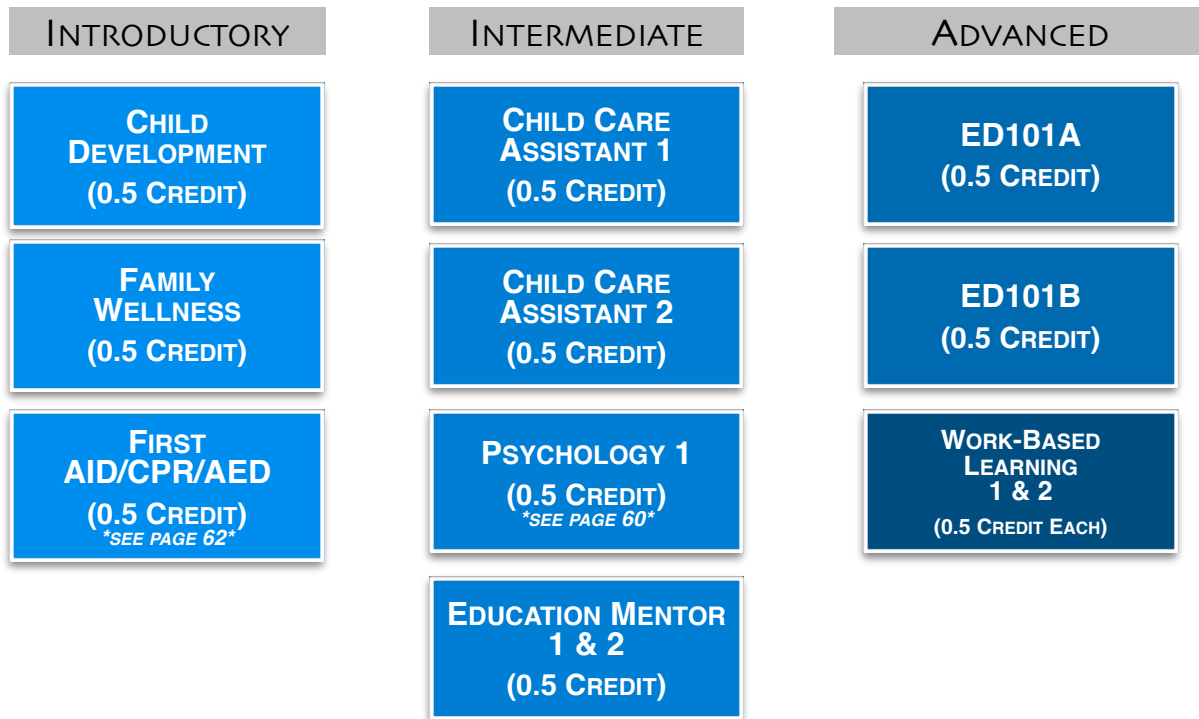
Credit: 0.5/Semester

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.



# EDUCATION EXPLORATIONS

## EDUCATION PROGRAM PATHWAY OPTIONS



*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*

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### CHILD DEVELOPMENT

Grade: 9-12  
Prerequisite: None

AA401SFA9

Credit: 0.5/Semester

Students will explore developmentally appropriate practices when working with and caring for children. They will be introduced to the theories of child development and use an equity lens to understand the varying experiences of children. Students will also learn about career options in the early childhood education field. The class will include site visits to observe infant/toddler, preschool, and kindergarten settings, when available.

**College credit may be available.**

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### FAMILY WELLNESS

Grade: 9-12  
Prerequisite: None

AA470SFA9

Credit: 0.5/Semester

Students will learn about the eight areas of wellness and how they relate to families. With guest speakers and classroom activities, they will explore many topics and issues that are relevant today and discuss how they have changed and may change over time. Students will imagine their own futures and what family might look like for them. We will have class conversations to understand different thoughts and ideas about families.

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## EDUCATION EXPLORATIONS

**CHILDCARE ASSISTANT 1** SA106SEL9  
**(ON-CAMPUS CHILD CARE CENTER AIDE)** Credit: 0.5/Semester  
 Grade: 10-12  
 Prerequisite: Child Development or  
 Childcare experience  
 (Application Required) - See Mrs. Evers

The childcare aide will assist and learn to care for children ages 6 weeks to 3 years. Skills required: Self-starter, excellent attendance, confidentiality, and willingness to learn. Experience will be gained in our licensed, state-certified childcare center.

**CHILDCARE ASSISTANT 2**  
**(ON-CAMPUS CHILD CARE CENTER AIDE)** Credit: 0.5/Semester  
 Grade: 10-12  
 Prerequisite: Childcare Asst. 1; **current 1st Aid/CPR card & Food Handlers' Card required.**  
 (Application Required) - See Mrs. Evers

In addition to the description for Childcare Aide 1, these aides will advance their journey in the field of Early Childhood Education. They will be assisting teachers in planning and running lessons and activities. They will build their resume for the Oregon Registry Online (ORO) to be more prepared for a career in the field.

**EDUCATION MENTOR 1 & 2** AA758SFA9  
 Grade: 10-12 Credit: 0.5/Semester  
 Prerequisite: (Application Required) - See Mrs. Evers

Students will learn about the eight areas of wellness and how they relate to families. With guest speakers and classroom activities, they will explore many topics and issues that are relevant today and discuss how they have changed and may change over time. Students will imagine their own futures and what family might look like for them. We will have class conversations to understand different thoughts and ideas about families.



**ED101A** AA143SFA9  
 Grade: 10-12 Credit: 0.5/Semester  
 Prerequisite: None

In alignment with COCC, Bend High will offer an Education Foundations class. In the fall students will explore all things related to the field of education and learn specific skills in the area of lesson planning, small group and classroom management. In the spring students will take ED101B and apply that knowledge to a 60-hour practicum, partnering with educators at nearby preschool, kindergarten and elementary schools. **College credit may be available.**

**ED101B** AA144CFA9  
 Grade: 10-12 Credit: 0.5/Semester  
 Prerequisite: ED101A

(COCC Title) ED 101 Introduction to Education Practicum and Seminar (3 Credits).  
 Students who have completed ED101A in the fall will apply that knowledge to a 60-hour practicum, partnering with educators at nearby preschool, kindergarten, and elementary schools. **College credit may be available.**

**WORK BASED LEARNING 1 & 2**  
 Grade: 11-12 Credit: 0.5/Semester  
 Prerequisite: Please speak with your teacher for more information.

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.

**SOURCES OF STRENGTH** MD369SEL9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

Are you interested in working with peers and staff to create a more welcoming, equitable and connected school community where students feel like they belong? Students in Sources of Strength become agents of change and connectors to help in their school community. In this class, students design and run projects related to wellbeing and school culture, including suicide prevention and connecting to supports available at school and in the community. Students learn how to plan and deliver effective prevention messages in their community about hope, help, and strength. Students gain real-world skills in research, advocacy, public speaking, video/audio media, event planning, and how to make lasting change in our community. Come work with your peers to make our school community more connected.

# ENGINEERING TECHNOLOGY PROGRAM

## ENGINEERING PROGRAM PATHWAY OPTIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED		
<b>CREATIVE DESIGN 1</b> (0.5 CREDIT)	<b>PRINCIPLES OF ENGINEERING</b> (1.0 CREDIT)	<b>ENGINEERING DESIGN AND DEVELOPMENT</b> (1.0 CREDIT)		
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>ENGINEERING MENTOR 1 &amp; 2</b> (0.5 CREDIT EACH)                             </td> <td style="width: 50%; padding: 5px;"> <b>WORK-BASED LEARNING 1 &amp; 2</b> (0.5 CREDIT EACH)                             </td> </tr> </table>	<b>ENGINEERING MENTOR 1 &amp; 2</b> (0.5 CREDIT EACH)	<b>WORK-BASED LEARNING 1 &amp; 2</b> (0.5 CREDIT EACH)
<b>ENGINEERING MENTOR 1 &amp; 2</b> (0.5 CREDIT EACH)	<b>WORK-BASED LEARNING 1 &amp; 2</b> (0.5 CREDIT EACH)			

*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*



# ENGINEERING TECHNOLOGY

## CREATIVE DESIGN 1

Grade: 9-12

Prerequisite: None

AA298SFAS9

Credit: 0.5/Semester

Want to cut your creative self loose and make your best ideas come to life? This is a perfect place to start! Creative Design 1 is a fun, hands-on, project-based course, designed to teach you the process of taking an idea and making it a reality. Through the lens of architectural and engineering design, learn how to use easy-to-learn sketching and drafting techniques to accurately and successfully communicate and share your ideas visually, then realize these ideas using the latest technologies such as design software, the laser engraver, vinyl cutter, 3D printer, and much, much more, to make, test, and improve your own unique projects and prototypes.

## PRINCIPLES OF ENGINEERING

Grade: 10-12

Prerequisite: Intro to Engineering Design, or Creative Design 1

AA305SFA

Credit: 1.0/Year

Principles of Engineering (POE) is designed for the serious engineering student. A variety of topics are explored through a hands-on approach including: simple machines, electrical systems, and robot programming. Students will learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit society and address the consequences of technological change. Example projects include building a Rube Goldberg machine, a trebuchet, and a concrete canoe.

## ENGINEERING DESIGN & DEVELOPMENT

Grade: 11-12

Prerequisite: Intro to Engineering Design, or Principles of Engineering

AA307SFA

Credit: 1.0/Year

This course introduces students to the skills and foundations of engineering through hands-on projects and real world application. Students will work both individually and in teams to design and create solutions to problems using a design process and a variety of skills and tools taught throughout this course including, hand sketching, 3D modeling software, prototyping, and the use of manufacturing equipment. This class is mega fun and fast paced, intended for anyone who wants to turn their idea into reality, learn how to design solutions to problems, and learn about engineering paths.

## ENGINEERING TECHNOLOGY MENTOR 1 & 2

Grade: 10-12

Prerequisite: Please speak with your teacher for more information.

Credit: 0.5/Semester

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career.

## WORK BASED LEARNING 1 & 2

Grade: 11-12

Prerequisite: Please speak with your teacher for more information.

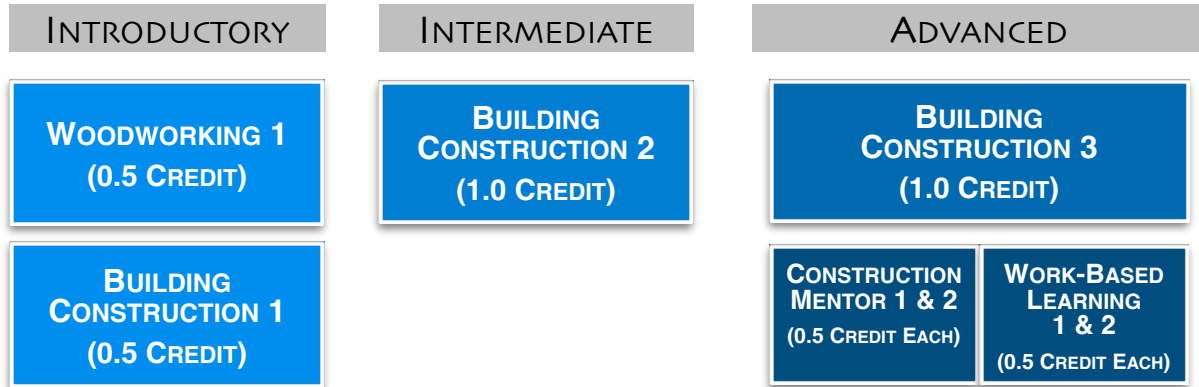
Credit: 0.5/Semester

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.



# CONSTRUCTION TECHNOLOGY PROGRAM

## CONSTRUCTION PROGRAM PATHWAY OPTIONS



*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*

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**WOODWORKING 1** AA900SFA9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

Students will learn introductory problem-solving strategies and techniques that are commonly used in the production industry. Students learn the safety rules, the proper use of tools and machines used in wood working manufacturing. Through the completion of projects students gain a deeper understanding on how design, engineering, applied mathematics and production are related. Learning activities will be project-based which allows students to develop a deeper understanding on how academic subjects are integrated in woodworking.

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**BUILDING CONSTRUCTION 1** AA905SFA9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

Interested in understanding home building and maintenance basics? Students will develop basic knowledge and skills needed to safely operate the tools and machines related to construction. Students will get the opportunity to learn about tool safety and apply that knowledge while building a variety of projects that will benefit their basic home maintenance and construction awareness. Projects will incorporate progressively advancing woodworking techniques, cabinet making, and furniture production skills. In addition, students will be exposed to OSHA standards that are used in the construction field.

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# CONSTRUCTION TECHNOLOGY PROGRAM

## **BUILDING CONSTRUCTION 2**

Grade: 10-12

Prerequisite: Building Construction 1

AA906SFA

Credit: 1.0/Year

Comprehensive courses provide students with industry knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations in multiple construction trade areas. Provides a student experience that develops career ready practices in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness.

## **BUILDING CONSTRUCTION 3**

Grade: 11-12

Prerequisite: Building Construction 2

AA908SFA

Credit: 1.0/Year

This comprehensive courses provide students with advanced industry knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations in multiple construction trade areas. Provides a student experience that develops career ready practices in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness, that could be accompanied by a pre-apprenticeship in the construction trades.

## **CONSTRUCTION TECHNOLOGY MENTOR 1 & 2**

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Please speak with your teacher for more information.

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career.

## **WORK BASED LEARNING 1 & 2**

Grade: 11-12

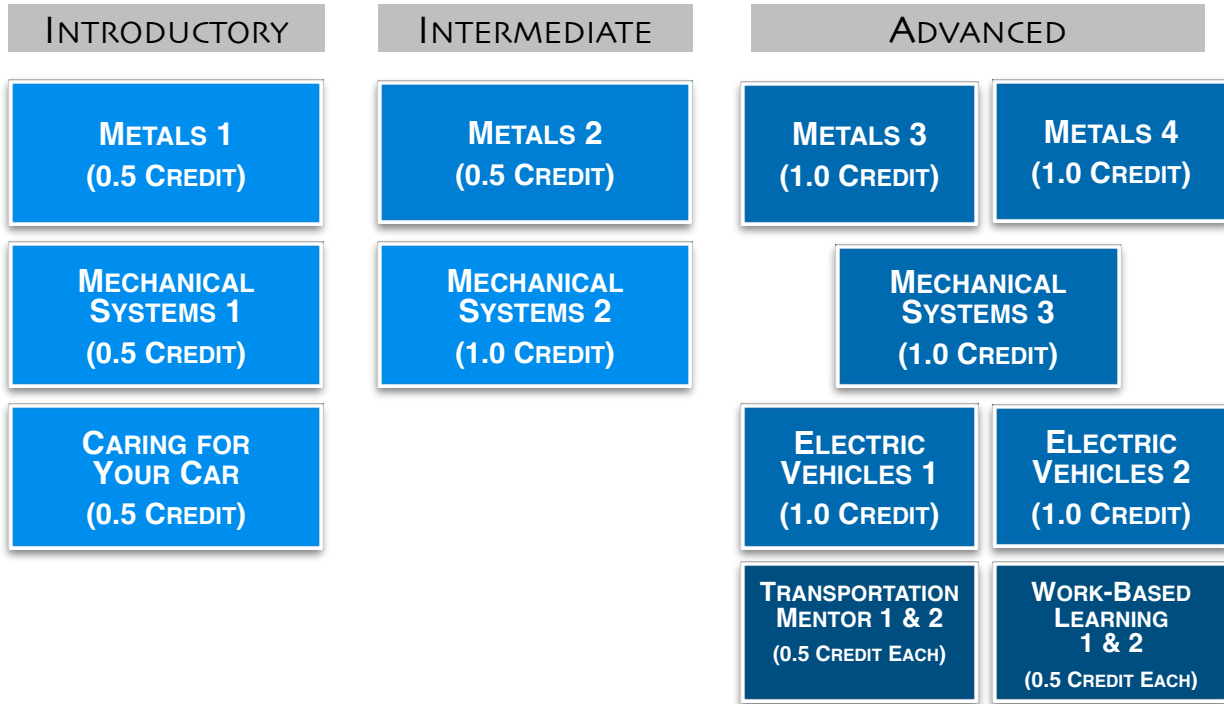
Credit: 0.5/Semester

Prerequisite: Please speak with your teacher for more information.

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.

# FUTURE ENERGY PROGRAM

## FUTURE ENERGY PROGRAM PATHWAY OPTIONS



*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*



## FUTURE ENERGY

### CARING FOR YOUR CAR

Grade: 9-12

Prerequisite: None

AA100SFA9

Credit: 0.5/Semester

Do you want to save money and keep your vehicle running and looking in tip top condition? If yes, this class is for you! In this course you will learn the fundamentals of how to clean, maintain, and care for your car. Topics will include but are not limited to, shop safety and the hazards of working on cars, tool identification, and vehicle systems Identification and inspection. You will also learn how to change tires, jump start batteries, and install tire chain.

### ELECTRIC VEHICLES 1

Grade: 10-12

Prerequisite: Mechanical Systems 1 or Metal Technology 2

AA128SFA

Credit: 1.0/Year

This is a year-long course that will focus around the design, fabrication, and operation of an electric vehicle. Students will build, from scratch, a vehicle to compete with other schools in State-wide Electric Vehicle races in the spring. Welding and basic automotive systems will be covered in this class. Students enrolled in this course are expected to complete both semesters.

### ELECTRIC VEHICLES 2

Grade: 11-12

Prerequisite: Electric Vehicles 1

AA131SFA

Credit: 1.0/Year

This is a year-long course that will focus around the design, fabrication, and operation of an electric vehicle. Students will build, from scratch, a vehicle to compete with other schools in State-wide Electric Vehicle races in the spring. Welding and basic automotive systems will be covered in this class. Students enrolled in this course are expected to complete both semesters.

### MECHANICAL SYSTEMS 1

Grade: 9-12

Prerequisite: None

AA130SFA9

Credit: 0.5/Semester

This entry level course introduces the student to the basics of shop safety, tool usage and safety, automotive vehicle operation, service information, maintenance, and servicing of a vehicle.

### MECHANICAL SYSTEMS 2

Grade: 10-12

Prerequisite: Mechanical Systems 1

AA132SFA

Credit: 1.0/Year

This class will be taught along the 9 areas of automotive systems as identified by the Automotive Service Excellence standards. Two to three automotive system areas will be taught a semester, completing four to five areas in a school year. A second-year program will be needed to complete all 9 areas. (See Mechanical Systems 3). A digital textbook is used for the class along with hands-on shop assignments. The program is taught using the Oregon Department of Education Automotive State Standards. At the end of the school year, students will be offered the opportunity to become ASE Certified Entry level Technicians in the subjects covered that school year.

### MECHANICAL SYSTEMS 3

Grade: 11-12

Prerequisite: Mechanical Systems 2

AA133SFA

Credit: 1.0/Year

This class is a continuation of Mechanical Systems 2. We will cover the remaining 4-5 areas not covered in Mechanical Systems 2. A digital textbook is used for the class along with hands-on shop assignments. The program is taught using the Oregon Department of Education Automotive State Standards. At the end of the school year, students will be offered the opportunity to become ASE Certified Entry level Technicians in the subjects covered that school year.

### METAL TECHNOLOGY 1

Grade: 9-12

Prerequisite: None

AA600SFA9

Credit: 0.5/Semester

This is an introduction level of a four-level program designed to introduce students to basic and intermediate welding techniques; Oxy/Fuel, GMAW, and SMAW. Students will learn the theory of welding and processes involved, safe practices, and the use of equipment within the shop. Students will complete a series of welds using each welding process.

### METAL TECHNOLOGY 2

Grade: 9-12

Prerequisite: Metal Technology 1

AA601SFA9

Credit: 0.5/Semester

This class is the second level of a four-level program and picks up where students left off in Metal Technology 1. This will allow students to improve skills and learn processes not covered in Metals Technology 1. Classroom instruction covers welding equipment, process fundamentals, welding symbols and understanding engineering drawings. *Students may begin work towards American Welding Society (AWS) Entry Level 1 Certification.*



## FUTURE ENERGY

### METAL TECHNOLOGY 3

Grade: 10-12

Prerequisite: Metal Technology 2

AA605SFA

Credit: 1.0/Year

This is the third level class in the program. Students will learn GTAW welding and the operation of the Mill & Lathe, CIM processes, use of the CNC Plasma table, and other fabrication equipment in the shop. Students will have the opportunity to practice weld tests replicating those required by industry. Alternatively, students may propose project-based coursework. Classroom instruction covers welding physics, metallurgy, more welding symbols and engineering drawings. *Students may continue practice and study towards the American Welding Society Entry Level 1 Certification.*



### METAL TECHNOLOGY 4

Grade: 11-12

Prerequisite: Metal Technology 3

AA606SFA

Credit: 1.0/Year

This will be a project-based class for the advanced student. Students may propose projects with defined outcomes and skills development. For students skilled in welding plate, opportunities to learn pipe-welding skills using SMAW and GTAW will be offered. *Students may continue practice and study towards the American Welding Society Entry Level 1 Certification.*

### TRANSPORTATION TECHNOLOGY MENTOR 1 & 2

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Please speak with your teacher for more information.

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career.

### WORK BASED LEARNING 1 & 2

Grade: 11-12

Credit: 0.5/Semester

Prerequisite: Please speak with your teacher for more information.

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.



# GRAPHIC DESIGN & MEDIA PROGRAM

## GRAPHIC DESIGN & MEDIA PROGRAM PATHWAY OPTIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED	
GRAPHIC ARTS 1 (0.5 CREDIT)	GRAPHIC ARTS 2 (0.5 CREDIT)	GRAPHIC ARTS 2 (0.5 CREDIT)	VIDEO ARTS 2 (0.5 CREDIT)
PHOTOGRAPHY 1 (0.5 CREDIT)	PHOTOGRAPHY 2 (0.5 CREDIT)	YEARBOOK (1.0 CREDIT)	PHOTOJOURNALISM (0.5 CREDIT)
VIDEO ARTS 1 (0.5 CREDIT)	TV BROADCASTING/ PRODUCTION (0.5 CREDIT)	GRAPHICS & MEDIA MENTOR 1 & 2 (0.5 CREDIT EACH)	WORK-BASED LEARNING 1 & 2 (0.5 CREDIT EACH)
	DESIGN JUSTICE (0.5 OR 1.0 CREDIT)		

*Courses should be taken in sequential order based on level unless otherwise noted. Earning 3.0 credit in this CTE pathway qualifies student as a program completer and earns CTE cord at graduation.*



## GRAPHICS DESIGN & MEDIA

**DESIGN JUSTICE** Semester ID: FA404SFA9, Year ID: FA404SFA  
Grade: 9-12 Credit: 0.5 or 1.0/Semester or Year  
Prerequisite: None

Want to make a lasting impact on your school and community? Design Justice is a project based design class where students are empowered to research design based solutions to issues around equity and justice in their school, community, and on a larger scale. Art, photography, photojournalism, graphics, multimedia presentations, and marketing/branding will be areas of study. This course may be offered as a semester or year long class.

**GRAPHIC ARTS 1** FA400SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Do you like using computers? Do you like creating art? Learn basic elements and principles of design, Adobe Illustrator and Photoshop basics, and apply your creative skills to both print and electronic media. Design logos, business cards, magazine covers, concert and movie posters. Make designs that will appear in a school publication. This course is required for Graphics 2 and for the completion of the Graphic Arts and Media Program of Study.

**GRAPHIC ARTS 2** FA401SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: Graphic Arts 1

Learn advanced graphic design with Photoshop, Illustrator and InDesign while building a college level 2D design portfolio. This class will teach you the fundamentals of creating illustrations and graphics for commercial applications such as advertisements, books and magazines, graphic novels and comics, television and movies, gaming, technical manuals, and web pages. In this class we will use professional level computer programs like Photoshop to create, alter and compose images. Create package design, t-shirts, stickers and other advertising materials while building a college portfolio. This course is required for completion of the Graphic Arts and Media Program of Study. **College credit may be available.**

**GRAPHIC ARTS 3** FA403SFA9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: Graphic Arts 2

Continue the exploration of advanced graphic design with Photoshop and Illustrator while building college level 2D design portfolio. This class will focus on industry standards and have students manage a graphic design business. Students will create design projects for clients both at school and for the public. Projects will vary from promotional posters to logos and a variety of other products clients will bring to the class. Projects will be used to build college portfolio. **College credit may be available.**

**PHOTOGRAPHY 1** FA600SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Want to learn how to see the world as a photographer? Digital Photography 1 will get you slowing down to see your world through a lens and tell a story with each image you make. We'll cover some essential composition techniques to improve your photographs immediately! Interested in learning a bit about Photoshop to up your editing game? This class will teach you some basics on how to use this "industry standard" software as well. Build a website to display and share your work and receive peer and instructor critiques on your work too! **It is highly recommended that students supply a digital camera (phone cameras ok) & flash/thumb drive when signing up for this class.** Digital Photography 1 is required for completion of the Graphic Arts and Media Program of Study through Bend Senior High School, and college credit may be available. (Digital cameras available for check out, if needed).

**VIDEO ARTS 1** AA800SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

This course is designed for students who would like to learn how to make professional looking videos. Students will learn how to effectively plan a video production, shoot video and edit a final product. Students will use a fully digital video production studio and learn skills on sound design and editing. This course is required for completion of the **Arts & Graphics Program of Study.**

## GRAPHICS DESIGN & MEDIA

### PHOTOGRAPHY 2

Grade: 9-12

Prerequisite: Photo 1

FA601SFA9

Credit: 0.5/Semester

Continue exploring your passion for photography while building a well-rounded portfolio. Develop the skills in composition learned in Digital Photography 1 and explore industry-inspired photo shoots to help explore personal themes in photography. You'll have further experience working in Photoshop and learn some basics of editing using Adobe Camera Raw. You'll continue to learn about professional photographers from past and present to keep you inspired, and you'll be pushed to try something new, like work in a real lighting studio! You'll add to your website from Photo 1 to display and share your work, receive peer and instructor critiques and have a great portfolio to show off at the end of the term. **It is highly recommended that students supply a digital camera & an 8GB SD card to take this class.** (Digital cameras available for check out, if needed).

### PHOTOJOURNALISM

Grade: 9-12

Prerequisite: Photo 1

FA644SFA9

Credit: 0.5/Semester

This course introduces the basics of photojournalism including historical, ethical, legal and aesthetic issues. Students develop skills in photographing news, portraits, features and sports. As photojournalism now transcends print media, additional emphasis is placed on visual reporting techniques that encompass digital camera video, sound/slide recordings and web distribution. Use of strobes in photojournalism is also addressed. Students will collaborate with Yearbook students to create projects. It is recommended that students supply their own digital camera in working condition with memory card and USB cable or card reader to connect to the computer, and have an 8GB USB thumb drive for personal use.

### TV BROADCASTING/PRODUCTION

Grade: 10-12

Prerequisite: Video Arts 1

AA806SFA9

Credit: 0.5/Semester

Interested in working on video production for Bend High TV News? TV Broadcasting/Production is an introduction to the basic principles, procedures, and techniques of TV News production. The course includes video production, special effects, operation of cameras and editing, composition, lighting, staging, and directing. In addition, students act as on-air talent, and participate in announcing and interviewing for the daily announcements.

### VIDEO ARTS 2

Grade: 9-12

Prerequisite: Video Arts 1

AA801SFA9

Credit: 0.5/Semester

Students will learn studio lighting, advance sound design, and editing for video productions. Students will collaborate with the Graphics Arts class to create a complete multimedia package that they can use as a portfolio. This course is required for completion of the Arts & Graphics Program of Study.

### YEARBOOK 1-3

Grade: 10-12

Prerequisite: None

*Multiple course codes*

Credit: 1.0/Year

College Preparatory

This course is for self-directed, detail-oriented, and responsible students with a strong interest in writing and publishing. While producing the school yearbook, students will develop skills in a variety of roles such as: copywriting, copy editing, photography, photo editing, layout design, desktop publishing, and ad sales. *\*Elective Credit will be given for this class.*

### GRAPHICS & MEDIA MENTOR 1 & 2

Grade: 10-12

Prerequisite: Please speak with your teacher for more information.

Credit: 0.5/Semester

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career.

### WORK BASED LEARNING 1 & 2

Grade: 11-12

Prerequisite: Please speak with your teacher for more information.

Credit: 0.5/Semester

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify as a work experience, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. Sixty work hours must be completed to receive credit.

# COMPUTER SCIENCE

## COMPUTER SCIENCE PATHWAY

**EXPLORING COMPUTER  
SCIENCE**  
(1.0 CREDIT)

**IB COMPUTER  
SCIENCE SL Y1**  
(1.0 CREDIT)

**IB COMPUTER  
SCIENCE SL Y2**  
(1.0 CREDIT)

### EXPLORING COMPUTER SCIENCE

Grade: 9-12

Prerequisite: None

AA218SFA

Credit 1.0/Year

This class is for everyone interested in gaining knowledge and skills in the use of computing devices. Almost every aspect of life now utilizes computers and networks in some way. Students can enhance their lives by understanding how these systems work. All jobs rely on Computer Science also, so people can advance in any career by becoming more skilled in the use of these systems. This course welcomes all voices to be part of the changes that are happening in the world. Learn about interacting with computers and networks, create programs, make web pages, apply data science, and control robotics and automated systems. Grades are earned by completing projects, so there are no written tests and there is never homework.

### IB COMPUTER SCIENCE SL Y1

Grade: 10-12

Prerequisite: Exploring Computer Science

AA990IFA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This class is for everyone interested in refining and enhancing their knowledge and skills related to computing devices. Students will build upon skills introduced in "Exploring Computer Science". Knowledge is enhanced by completing more advanced projects and activities commonly found in professional, work-place settings. We will focus on digital system fundamentals, computer organization, networks, computational thinking, algorithm development, problem-solving, and programming. This course helps prepare students to pursue more training and careers in Computer Science. This course also introduces the skills needed to complete the requirements for the International Baccalaureate Programme.

### IB COMPUTER SCIENCE SL Y2

Grade: 11-12

Prerequisite: IB Computer Science SL Y1

AA991IFA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This class is for everyone interested in elevating their knowledge and skills related to computing systems. Students will build upon skills introduced in "IB Computer Science SL Year 1" by completing even more advanced projects and activities commonly found in many different professional, work-place settings. We will focus on system fundamentals, computer organization, networks, computational thinking, algorithm development, problem-solving and programming. This course helps prepare students to pursue more training related to all careers. Students will complete an independent project known as the Internal Assessment according to IB criteria. They also have the option of taking related IB exams and participating in the IB Programme and the IB diploma option.

### ROBOTICS

Grade: 9-12

Prerequisite: None

SC521SFA9

Credit: 0.5/Semester

This class is for everyone interested in problem-solving with mechanical systems, electronics, and computer programs. Students will be introduced to the uses of automated and robotic systems that we see in everyday life. They will gain an understanding of the fundamental mechanical systems like levers, pulleys, gear, sprockets, and structures. They will learn the electrical systems involving circuits, motors, sensors, lights, and controls. Programming lessons will teach how to control these systems and automate functions. We will work individually and on teams to research, build, test, and trouble-shoot a variety of devices and systems. These topics have the potential to improve all aspects of leisure and work, so we will pursue projects that address real-world issues.

## ELECTIVES - OTHER

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### STUDENT GOVERNMENT

Grade: 10-12

Prerequisite: None

MD299SEL  
Credit: 1.0/Year

The Student Government class is a year-long elective course designed for students who want to get involved in the planning and implementation of Bend Senior High School activities and are seeking to enrich both school and community. Students enrolled in Student Government will learn the following leadership skills standards: project planning and implementation, problem solving, public speaking, interpersonal communication, team building, working collaboratively, critical thinking, goal setting, and time management.

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### LIFE SKILLS MENTOR

Grade: 10-12

Prerequisite: None

SA003SEL9  
Credit: 0.5/Semester

This position gives students an opportunity to work with other high school students with different abilities. Mentors will be assisting the instructor in providing support in students' academic and elective courses and in the community. As a mentor you will be provided with a variety of rewarding responsibilities and experiences. This course provides preparation for students who are considering a future career in human services, psychology, special education or counseling.

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### UNIFIED SPORTS PARTNER

Grade: 10-12

Prerequisite: None

SA128SEL9  
Credit: 0.5/Semester

Unified Sports Partner (peer mentor) gives students an opportunity to work with other high school students with different abilities in a P.E. environment. Partners will develop teamwork and relationship skills as they support and play on a team with Unified Sport students. Opportunities to compete against other high schools in the region and around the state will be available. The class will focus on three main sports - soccer, basketball, and softball. This is a great class for students that enjoy sports and helping other students. Letter grades will be given, and the course may be repeated for credit. No individual or team fees required.

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### TEACHER/OFFICE ASSISTANT

Grade: 10-12

Prerequisite: Teacher &amp; Counselor approval

SA122SEL9  
Credit: 0.5/Semester

Students may select to be a teacher or office assistant, pending counselor and teacher approval. Teacher and office assistants are graded on a "Pass/No Pass". Offices and departments where a student may be an assistant include: Athletic Office, Attendance Office, Counseling Office, Custodial, Future Center, Library, and Main Office. Duties will vary depending on location and teacher.

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### CADET CORPS 1

Grade: 9-12

Prerequisite: None

MI146SEL  
Credit: 1.0/Year

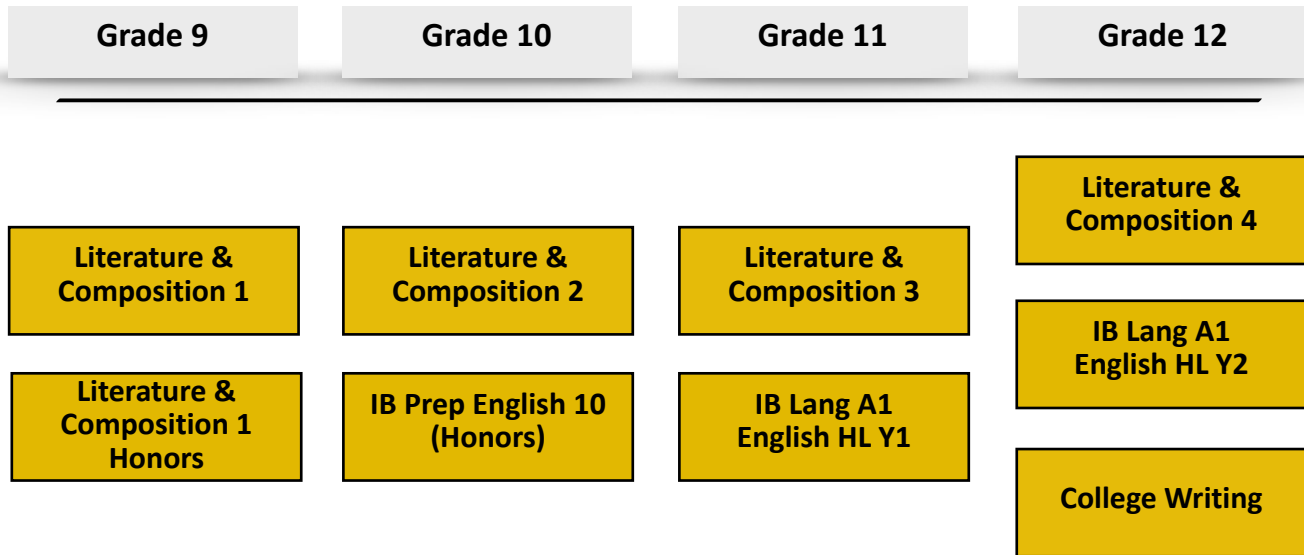
*Looking for an interesting class? For extracurricular activities? To develop skills that will pay off inside and outside of school? Cadet Corps has what you want. Whether you have an interest in the military or have absolutely no intention of joining the service, Cadet Corps will develop you into a more capable person. We study many high school subjects, including history, science, health, and leadership. We have monthly get-togethers, competitive teams, and community service opportunities. Students in Cadet Corps improve and do better—no matter what their starting point was. Cadet Corps classes are taught by former military personnel and open to all students. Expect Cadet Corps to include high expectations for your behavior, effort, and respect. Participation in certain Cadet Corps activities may have additional requirements.*

**Cadet Corps 1** is an introductory course in the Navy National Defense Corps (NNDCC) program, Cadet Corps 1 covers the basics of U.S. citizenship, laws, authority, and responsibility. You will learn military organization, drill, customs, and uniforms. We will also cover health education, physical fitness, and an introduction to first aid. You will have opportunities to participate in the basic levels of the NNDCC program, including extracurricular competitive teams, community service, platoon leadership positions, social activities, and travel.

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# LANGUAGE ARTS (LA)

## SEQUENCE OF COURSES FOR LANGUAGE ARTS



*Top row = Standard course sequence*  
*Bottom row = IB Programme, Honors, and College Prep course sequence*

Language Arts Electives - can be taken in addition to courses listed above

**Creative Writing**  
 0.5 credit / 11th - 12th Grade

**Film as Lit**  
 0.5 credit / 11th - 12th Grade

## LANGUAGE ARTS

### LITERATURE AND COMPOSITION 1

Grade: 9  
Prerequisite: None

LA100SLA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Lit and Comp 1 is a foundational course where students practice skills needed for success in future high school language arts classes. In addition to receiving opportunities to choose their own texts, students will be guided through an exposure to a variety of reading mediums and genres. Lit and Comp 1 students will regularly craft process-focused compositions, while developing an awareness of themselves as writers and thinkers. Skills in speaking, listening, and language usage will be cultivated throughout the course.

### LITERATURE AND COMPOSITION 1 HONORS

Grade: 9  
Prerequisite: None

LA100HLA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Similar to Lit and Comp 1, students in this course will experience a variety of text types and compositional opportunities. The primary differences will be in the difficulty level of texts studied, and in the frequency and complexity of responsibilities outside of class time. Lit and Comp 1 Honors is a course designed for students wishing to engage in college preparatory coursework.

### LITERATURE AND COMPOSITION 2

Grade: 10  
Prerequisite: None

LA110SLA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Lit and Comp 2 builds upon the skills from Lit and Comp 1 and provides continued opportunities for students to explore a variety of literary and non-fiction forms as well as develop their skills in all phases of the writing process. In particular, students will emerge as critical thinkers while they explore a variety of strategies for recognizing, discovering, and presenting evidence. Skills in speaking, listening, and language usage will be cultivated throughout the course.

### IB PREP ENGLISH 10 (HONORS)

Grade: 10  
Prerequisite: None

LA950HLA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

IB Prep English 10 is an academically rigorous course designed to introduce students to a range of world literature, to develop their writing skills, and to train them in critical thinking and literary analysis. Writing tasks will include a narrative essay (work sample opportunity), literary analysis, summary and response, and an argumentative essay (work sample opportunity), with an emphasis on learning MLA format and documentation (in-text citations and works cited page). Assignments are based on a variety of types of texts, and students will learn to present their analyses and interpretations clearly with sound supporting evidence, in preparation for future IB assessments. This course is designed to prepare all students who intend to take IB English courses, as well as those students who excel in English but don't plan to pursue IB.

### LITERATURE AND COMPOSITION 3

Grade: 11  
Prerequisite: None

LA115SLA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Lit and Comp 3 students will continue to evolve as critical thinkers, routinely provided choice in their reading material and writing topics. As they continue to receive exposure to a variety of text formats and writing contexts, they will fully invest in exploring questions of culture and identity. Students will routinely practice both speaking, listening, and language use while they continue to develop as readers, thinkers, and writers.

### LITERATURE AND COMPOSITION 4

Grade: 12  
Prerequisite: None

LA112SLA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Lit and Comp 4 is a culmination course, seeking to finish preparing all students for post-secondary reading, writing, and analysis. Lit and Comp 4 will continue immersing students in threads of inquiry led by a variety of text formats and writing contexts while students regularly make choices about the texts and topics they wish to pursue. The ethics of communication will be a central issue as students practice speaking, listening, language use, and composition throughout the course.



## LANGUAGE ARTS

### IB LANG A1 ENGLISH HL Y1: LANGUAGE & LITERATURE

Grade: 11-12

LA960ILA

*Recommended course to have taken in*

Credit: 1.0/Year

*10th grade: IB Prep English 10*

College Preparatory

*Honors Capstone Course*

NCAA Approved

The goal of this course is to examine communication across literary forms and text types, investigating how language shapes and is influenced by identity and culture. The course aims to enable students to approach all communicative acts with intellectual maturity; to refine reading and writing skills; to engage with precision and clarity in the exchange of ideas and presentation of arguments; and to foster lifelong habits of study and examination. Students read across genres, time periods, and cultures, including the study of two translated works. Literary and non-literary forms studied include: the novel, drama, graphic novel, essays, films, cartoons, arts, podcasts, and speeches. The course is for students enrolled in the IB program, but is open to all students who have met the prerequisites and wish to challenge themselves academically.

### IB LANG A1 ENGLISH HL Y2: LANGUAGE & LITERATURE

Grade: 11-12

LA961ILA

Prerequisite: IB English HL Y1

Credit: 1.0/Year

Honors Capstone Course

College Preparatory

NCAA Approved

This course continues the Lang & Lit journey begun in Y1 and prepares students for the Individual Oral and the externally assessed May exams, providing guidance and practice in these assessments. This course continues enabling students to approach all communicative acts with intellectual maturity; to refine reading and writing skills; to engage with precision and clarity in the exchange of ideas and presentation of arguments; and to foster lifelong habits of study and examination. Students read across genres, time periods, and cultures, while engaging with a diverse variety of literary and non-literary works. This course is designed for students committed to earning an IB diploma or certificate.

### COLLEGE WRITING

Grade: 12

LA330SLA

Prerequisite: None

Credit: 1.0/Year

Honors Capstone Course

College Preparatory

NCAA Approved

This course is designed for dedicated students wishing to develop the critical nonfiction reading and writing skills necessary for post-high school academic work. Through critical analysis of the writing process, students will gain a deeper understanding of a variety of compositional modes and strategies, including audience awareness, impact of purpose, thesis development, research methods, evidence evaluation and use. Students will leave this challenging course confident in their abilities to manage complex ideas and outcomes in their writing.

***\*Dependent on instructor, this course may be offered for Writing 121/122 college credit.*** If so, a placement test may be required and additional fees may apply.\*

### FILM AS LIT

Grade: 11-12

LA543SLA9

Prerequisite: None

Credit: 0.5/Semester

This semester-long class will study modern media through the lens of story and literature. Students will analyze movies, short animation films, TV, print and digital advertising, and even TikTok, considering their purpose, format, style, and impact. Students will examine the technical, artistic, and cultural forces that impact the ever-evolving art and science of story-telling. In this course, students will grow their critical thinking skills, as well as their discussion and writing skills. While this course meets high school graduation requirements for language arts, this class does not meet four year college admissions requirements for language arts. ***\*While this course meets high school graduation requirements for language arts, this class does not meet four year college admissions requirements for language arts.***

### CREATIVE WRITING

Grade: 10-12

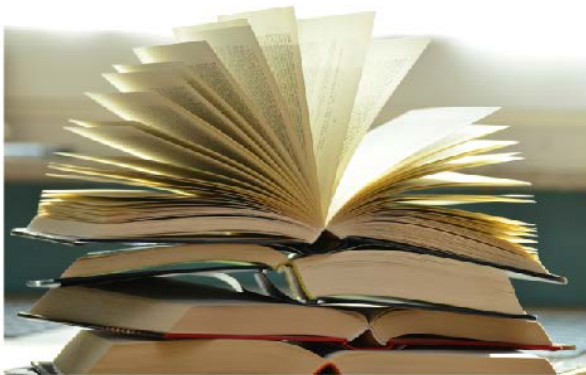
LA304SLA9

Prerequisite: None

Credit: 0.5/Semester

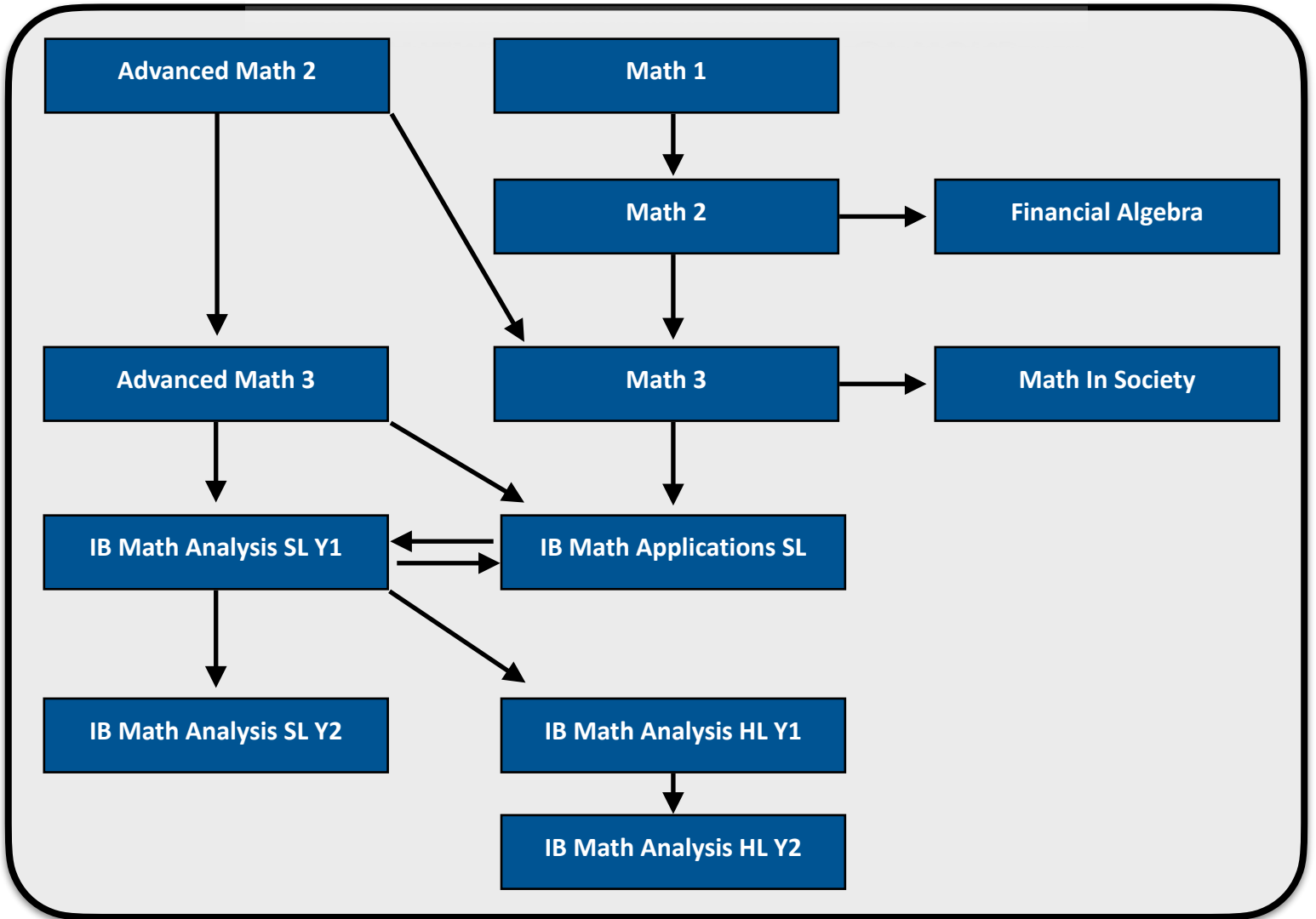
NCAA Approved

This course is designed for students who want to explore opportunities for creative composition. While exploring a variety of wide variety text types, authorial choices, and style techniques, students will develop as writers, thinkers, and artists. ***\*While this course meets high school graduation requirements for language arts, this class does not meet four year college admissions requirements for language arts.***



# MATHEMATICS (MA)

## MATHEMATICS SEQUENCING OPTIONS



# MATHEMATICS

## MATH 1

Grade: 9-12

Prerequisite: None

MA235SMA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This is the general math course for most incoming freshmen. Students in this course will develop more skills in problem solving, reasoning, critical thinking, connections, and communication; building on their knowledge of expressions and equations, solving systems of equations, and functions. Students will encounter quadratic, exponential functions as well as examples of other nonlinear functions. Students will also study data literacy as well as some geometry.

**Math Strategies 1 (Optional support course taken concurrent with Math 1)** If you could use some extra help with Math 1, we recommend **Math Strategies 1**. This course will provide extra practice with the topics and problems and is designed to be taken concurrently with, not in place of, Math 1. **Math Strategies is a place where you can have additional time to work on your personal practice and get support while doing so.** This is a yearlong 1.0 elective class, graded on pass/No pass scale.

## MATH 2

Grade: 9-12

Prerequisite: Math 1

MA236SMA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This is the general math course for most sophomores. This course is a study of geometric figures and their properties, some advanced algebra concepts and more data literacy. Throughout the course, a major emphasis is placed on inductive/deductive reasoning. Basic trigonometry, parallel and perpendicular lines, circles and conics will be covered. Additionally students will deepen their understanding of the topics through modeling and investigate complex probability scenarios. Students will also learn more about data and statistics.

**Math Strategies 2 (Optional support course taken concurrent with Math 2)** If you could use some extra help with Math 2 we recommend **Math Strategies 2**. This course will give extra practice with the topics and problems and is designed to be taken concurrently not in place of Math 2. **Math Strategies is a place where you can have additional time to work on your personal practice and get support while doing so.** This is a yearlong 1.0 elective class, graded on pass/No pass scale.

## ADVANCED MATH 2

Grade: 9

Prerequisite: Math 1

MA239SMA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This course is intended for students who are planning to pursue higher level IB math courses and covers all of the material taught in Math 2 at a greater level of difficulty and at an accelerated pace. Students are expected to demonstrate a greater depth of understanding through problem solving as well as written explanations. Additional topics include; an introduction to matrices, applied linear programming, natural logarithmic functions. An introduction to series and sequences, systems and translations of quadratic relations.

## MATH 3

Grade: 9-12

Prerequisite: Math 2

MA237SMA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

Topics include function operations and their graphs, systems of equations, quadratic functions and their graphs, roots and radicals. The trigonometry section will include right triangle trigonometry, basic trigonometric graphs, and an introduction to circular trigonometry. There will also be an introduction to statistics and their applications. The course is designed to strengthen college prerequisite skills.

## ADVANCED MATH 3

Grade: 11-12

Prerequisite: Math 2 or  
Advanced Math 2

MA238SMA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

Course learning outcomes include modeling and solving applied, real-world, and theoretical mathematical problems requiring the solution of linear, quadratic, polynomial, rational, exponential, and logarithmic functions, using a graphing calculator to create appropriate graphs that represent mathematical models, understanding the implications and limitations of the graphs, examining a variety of relationships stated in symbolic, graphical, or tabular form and determining which represent functions; draw inferences regarding the meaning, implications and limitations of the given representation of the function. Students will also modify and combine algebraic and graphical representations of functions and describe the relationship between the methods and functional representations. Dual college credit may be available (teacher dependent)

# MATHEMATICS

## IB MATH ANALYSIS SL Y1

Grade: 10-12

Prerequisite: Advanced Math 3

Honors Capstone Course

MA965IMA

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

This course will cover functions and their transformations to include quadratic, rational, exponential, logarithmic, and trigonometric including inverse functions, sequences and series, probability and statistics, deductive proof and the binomial theorem will be studied. Students will use a graphing calculator to analyze graphs to better understand concepts and solve equations. This class is year one of either a two-year SL sequence or a three-year HL sequence for those looking to obtain an IB diploma.

**College credit may be available.**

## IB MATH ANALYSIS SL Y2

Grade: 11-12

Prerequisite: IB Math SL Y1

Honors Capstone Course

MA962IMA

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

This course is designed to finish up the IB requirements for the Math SL course and will cover in depth probability, statistics, limits, derivatives, applications of the first and second derivatives, basic integrals, and revolution of solids. Students will be required to complete the IB Internal Assessment.

## IB MATH ANALYSIS HL Y1

Grade: 11-12

Prerequisite: IB Math SL Y1

Honors Capstone Course

MA963IMA

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

IB Math Higher Level Year One is the first year of a two-year course designed for students who will enter fields of study where mathematics is a major component. First year will include advanced trigonometry, differential and integral calculus and their applications, complex numbers to include polar form, binomial distributions, matrices and advanced probability.

## IB MATH ANALYSIS HL Y2

Grade: 12

Prerequisite: IB Math HL Y1

Honors Capstone Course

MA964IMA

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

IB Math Higher Level Year Two is the second year of a two-year course. Students will study vectors and their applications in two and three dimensions, logical arguments, bivariate statistics, discrete and continuous random variables and advanced calculus that includes series and differential equations. During the second year, students will be required to complete a mathematical exploration (internal assessment) on a topic agreed upon by the student and teacher.

## IB MATH APPLICATIONS & INTERPRETATIONS SL

Grade: 10-12

Prerequisite: Advanced Math 3

Honors Capstone Course

MA960IMA

Credit: 1.0/Year

Weight Grade

College Preparatory

NCAA Approved

This course builds on previous math knowledge from CORE2 math concepts in preparation for the standard level IB Mathematical Studies examination. Topics include but are not limited to graphic calculator use, algebra, sets, logic, probability, functions, geometry, trigonometry, basic calculus and statistics. This course is available at the SL level only. It caters to students with varied backgrounds and abilities. More specifically it is designed to build confidence and encourage appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

## FINANCIAL ALGEBRA

Grade: 11-12

Prerequisite: Math 2

MA259SMA

Credit: 1.0/Year

This course explores topics that relate to money and financial responsibility. Topics include ratio, proportion, percent, interest, time value of money, markup and discounts, payroll, stocks and bonds, and depreciation. Course learning outcomes 1. Express and manipulate numbers effectively to solve business problems. 2. Compute trade and cash discounts, including markups and markdowns, using whole numbers, fractions and decimals. 3. Determine inventory values, calculate depreciation of assets. 4. Calculate simple interest, compound interest, present value, net present value, and internal rate of return using methods that meet professional business standards. 5. Use the appropriate statistical terms to summarize and clarify business data.

## MATH IN SOCIETY

Grade: 11-12

Prerequisite: Math 2

MA233SMA

Credit: 1.0/Year

Math in Society is a rigorous mathematics course designed for students across multiple disciplines in both transfer degrees and career and technical degrees and certificates. The course provides a solid foundation in quantitative reasoning, symbolic reasoning, and problem solving techniques needed to be a productive, contributing citizen in the 21st century. \*This course meets math requirements for graduation, but does not meet minimum admissions requirements for four year college admissions.

**College credit may be available.**

# SCIENCE (SC)

SCIENCE COURSE SEQUENCES				
GRADE	PATH 1 (most common)	PATH 2	PATH 3	PATH 4
9	Physical Science	Honors Biology	Physical Science	Physical Science
10	Biology	Chemistry	Biology	Biology & Chemistry
11	Chemistry	<ul style="list-style-type: none"> <li>• Human Anatomy &amp; Physiology</li> <li>• Physics</li> <li>• IB Biology HL Y1</li> <li>• IB Chemistry SL</li> <li>• IB ESS</li> <li>• IB Physics SL</li> </ul>	<b>During 11th or 12th Grade</b> <ul style="list-style-type: none"> <li>• Earth/Space Science</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• IB Biology HL Y1</li> <li>• IB Chemistry SL</li> <li>• IB Physics SL</li> </ul>
12	<ul style="list-style-type: none"> <li>• Human Anatomy &amp; Physiology</li> <li>• Physics</li> <li>• IB Biology HL Y1</li> <li>• IB Chemistry SL</li> <li>• IB ESS</li> <li>• IB Physics SL</li> </ul>	<ul style="list-style-type: none"> <li>• IB Biology HL Y2</li> <li>• IB Chemistry HL</li> <li>• IB Physics HL</li> </ul>	<b>During 11th or 12th Grade</b> <ul style="list-style-type: none"> <li>• Earth/Space Science</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• IB Biology HL Y2</li> <li>• IB Chemistry HL</li> <li>• IB Physics HL</li> </ul>

**PHYSICAL SCIENCE**

Grade: 9-12  
Prerequisite: None

SC400SSC

Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Physical Science introduces students to the foundations of physics and chemistry and prepares for more advanced science courses. The course is designed around the Next Generation Science Standards and emphasizes critical thinking, data analysis and argumentation. Students will investigate forces, motion and energy, and the basic properties and structure of matter. Students will apply their understanding to engineering projects.

**BIOLOGY**

Grade: 9-12  
Prerequisite: None

SC204SSC

Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Biology is the study of living things. This laboratory-based course is designed to integrate science and engineering practices, crosscutting concepts, and core content related to life processes. Students will explore the unifying principles and concepts applicable to all forms of life. The course will provide a solid foundation in laboratory techniques, biochemistry, cell structure and function, photosynthesis, cellular respiration, genetics, DNA, RNA, evolution and ecology.

**CHEMISTRY 1**

Grade: 9-12  
Prerequisite: None

SC411SSC

Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Chemistry is a study of the structure and properties of matter. This laboratory-based course is designed to integrate science and engineering practices, crosscutting concepts, and core content related to the fundamentals of chemistry. Topics addressed will include the structures of atoms and compounds, the Periodic Table, chemical reactions, acids and bases, gases, solutions, chemical quantities, kinetic theory, and thermodynamics.

**PHYSICS**

Grade: 9-12  
Prerequisite: None

SC501SSC

Credit: 1.0/Year  
College Preparatory  
NCAA Approved

This high school physics course is designed in alignment with the Next Generation Science Standards (NGSS) and adopts a laboratory-based approach that integrates science and engineering practices with core physics concepts. The curriculum places a strong emphasis on critical thinking, data analysis, and argumentation, incorporating both physical and conceptual experiments as well as mathematical modeling. Students engage thoroughly with essential physics topics such as motion, forces, gravity, energy, waves, electricity and magnetism, and electromagnetic radiation. As a result, this course provides students with a solid foundation in core physics concepts, preparing them for future studies in advanced physics courses.

## SCIENCE

### HUMAN ANATOMY AND PHYSIOLOGY

Grade: 11-12

Prerequisite: None

SC220SSC

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This rigorous course will focus on the structure and function of the human body systems. Students will study the major body systems including the muscular, skeletal, circulatory, respiratory, nervous, and digestive systems. Students will learn advanced laboratory techniques, perform laboratory investigations and participate in dissections of specimens. This course is particularly beneficial for students who are considering pursuing careers in the healthcare industry, as it offers practical knowledge and hands-on experience in the field of anatomy and physiology.

### HONORS BIOLOGY

Grade: 9-12

Prerequisite: None

SC204HSC

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This fast paced, rigorous 9th grade course provides students who are interested in pursuing IB science a solid course in biology and additionally an introduction to chemistry and physics. These subjects will be studied and applied within the full year coursework of this class. Some Laboratory techniques needed to be successful in IB coursework are included within this class. Concepts studied in this class include: patterns of life & experimental design, introductory chemistry, periodic table literacy, ionic and covalent bonding, Van der Waals forces, chemical equations, introductory organic biochemistry macromolecules, cellular biology, photosynthesis, cellular respiration, ecology, cell growth & introductory genetics, evolution & introductory physics. Students should have strong study skills, be able to complete homework, and strong algebra skills.

### EARTH SPACE SCIENCE

Grade: 11-12

Prerequisite: Physical Science,  
Biology

SC300SSC

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This Earth and Space Science course serves as a comprehensive introduction to the foundational principles of Astronomy and Geology. Specific topics covered include The Big Bang, stellar evolution, planetary systems, the observable sky, rocks and minerals, the fossil record, plate tectonics (volcanoes and earthquakes), weather, and climate change. Students will engage in hands-on laboratory investigations, internet-based simulations, and projects. By the end of the course, students will have gained a deep understanding of the dynamic forces shaping the world around them, from the cosmos to the Earth's geological processes.

### IB BIOLOGY HL Y1

Grade: 11-12

Prerequisite: Biology & Chemistry or  
Concurrent enrollment in Chemistry  
Honors Capstone Course

SC960ISC

Credit: 1.0/Year

Weighted Grade  
College Preparatory  
NCAA Approved

IB Biology is a two-year course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, human physiology and the international nature of science. During year one, you will study cell biology, molecular biology, genetics, evolution, ecology and biodiversity. You will be participation in many labs and will be expected to design and implement many of your own lab investigations. Instruction in this course is student-centered with cooperative learning as well as teacher directed, thus offering the student a college-level biology experience.

### IB BIOLOGY HL Y2

Grade: 11-12

Prerequisite: IB Biology HL Y1 &  
Chemistry  
Honors Capstone Course

SC961ISC

Credit: 1.0/Year

Weighted Grade  
College Preparatory  
NCAA Approved

This course is a continuation of the topics learned in IB Biology Year 1 while covering new topics in nucleic acids, metabolism, cell respiration, photosynthesis, plant biology, human physiology and plant physiology. You will conduct an in-depth research project and will re-examine all the topics covered in both years one and two for preparation of the IB external exam. The course will culminate with the development of laboratory skills through a variety of lab technology projects.

### IB CHEMISTRY SL

Grade: 11-12

Prerequisite: Chemistry  
Honors Capstone Course

SC964ISC

Credit: 1.0/Year

Weighted Grade  
College Preparatory  
NCAA Approved

IB Chemistry is the study of the behavior of atoms and molecules in matter. The course covers both inorganic (atomic structure, bonding, acids and bases, redox, thermochemistry, and equilibrium) and organic (carbon molecules and medicines). Students will also discuss current issues in Chemistry and learn about chemistry in our community. The main focus is on thinking and problem-solving skills. It includes extensive lab experiences and an independent lab project. Students will have the option to take the IB Chemistry SL exam at the end of the course. This course is year one for those pursuing IB Chemistry HL.

## SCIENCE

### IB CHEMISTRY HL

Grade: 11-12

Prerequisite: IB Chemistry SL

*Honors Capstone Course*

SC965ISC

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

This course builds on topics introduced in SL Chemistry, adding depth and mathematical justifications for chemical concepts. The course will focus on lab skills and problem-solving skills as well as preparation for the IB Chemistry exam.

### IB PHYSICS HL

Grade: 11-12

Prerequisite: IB Physics SL

*Honors Capstone Course*

SC967ISC

Credit: 1.0/Year

Weighted grade

College Preparatory

NCAA Approved

IB Physics HL Y1 continues to cover the standard material of a first year college physics class. We will build on concepts introduced in IB Physics SL. Emphasis will be placed on labs. You must have taken IB Physics SL in order to take this class.

### IB ENVIRONMENTAL SYSTEMS & SOCIETIES

Grade: 11-12

Prerequisite: Chemistry or concurrent

enrollment in Chemistry/Geometry

*Honors Capstone Course*

SC961ISC

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

Environmental Systems and Societies (ESS) is a college-level course that delves into environmental science and its societal implications, encompassing topics like ecology, biodiversity, pollution management, and global warming. Through ESS, students engage in outdoor field studies and historical research on environmental agency and law formation. This course equips them with the skills to effectively address critical environmental issues, fostering critical thinking from scientific, ethical, and socio-political perspectives. Ultimately, ESS empowers students to make informed decisions and take on responsible roles in environmental stewardship, making its content highly relevant to their lives. Successful completion for students seeking an IB diploma will be given credit for group 3 or group 4 coursework.



### IB PHYSICS SL

Grade: 11-12

Prerequisite: Physics or concurrent

enrollment in IB SL/HL Mathematics

*Honors Capstone Course*

SC969ISC

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

This one-year IB Diploma Programme physics course exposes students to this most fundamental experimental science, which seeks to explain the universe itself – from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics and the language of physics. This class is for students who are mathematically minded and want to pursue science, engineering, or medical careers.

# SOCIAL STUDIES (SS)

SOCIAL STUDIES COURSE SEQUENCE		
GRADE	STANDARD	IB PROGRAMME/HONORS/COLLEGE PREP
9	Modern World History	Modern World History Honors
10	US History	IB Prep History 10
11	0.50 Social Studies Elective	IB Global Politics SL/American Gov, or IB World Religions
12	0.50 Government	IB Global Politics HL, or IB World Religions

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### MODERN WORLD HISTORY

Grade: 9-12  
Prerequisite: None

SS100SWS  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

This year-long class examines major historical events and turning points in world history in order to deepen understanding of the world today. Students investigate the foundational ideas that shaped the modern world from Europe, Asia, Africa and the Americas. They will explore the economic, political and social revolutions that transformed human history. Students learn the craft of thinking, reading, and writing like an historian while engaging in the critical analysis of primary and secondary source documents, data and maps.

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### MODERN WORLD HISTORY HONORS

Grade: 9-12  
Prerequisite: None

SS100HWS  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

Students will learn about significant economic, political, and social developments of world history from the Enlightenment revolutions of the 1700's through the Cold War with an emphasis on geographic awareness. This course is designed for students who are ready to be challenged and will help develop the writing, research, and analytical skills needed to pursue AP or IB coursework in later years.

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### U.S. HISTORY

Grade: 9-12  
Prerequisite: None

SS101SUS  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

This year-long class explores the social, economic, political and geographic forces that have shaped and influenced the United States' past and present. Using the Constitution, textbook, primary source documents, and current events, students learn about major developments in United States history.

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### IB PREP HISTORY 10 (HONORS)

Grade: 9-12  
Prerequisite: None

SS950HUS  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

This course is designed to prepare students for the IB Programme but is also appropriate for students looking for a more challenging US history course. It will focus on historical analysis, critical thinking skills, and evaluating multiple points of view. This course is designed for students who are ready to be challenged and will help develop the writing, research, and analytical skills needed to pursue AP or IB coursework in later years.

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## SOCIAL STUDIES

### AMERICAN GOVERNMENT

Grade: 12

Prerequisite: None

SS110SGV9

Credit: 0.5/Semester

College Preparatory  
NCAA Approved

American Government examines the foundations and processes of the federal system, including the three branches of government and civil rights. Students analyze contemporary political issues and understand our civic responsibility in a democracy.

### ECONOMICS & PERSONAL FINANCE

Grade: 11-12

Prerequisite: None

SS158SSS9

Credit: 0.5/Semester

College Preparatory

This course investigates how money affects our lives from a macro to a micro level. Starting with what drives the economy including inflation, unemployment, economic growth and decline, we then dive into the emotional and psychological influences on financial decision making. Finally we focus on money management, spending and credit, as well as saving and investing. Learn how to take control of your own finances and understand how your decisions play a part in today's economy.

### PSYCHOLOGY 1

Grade: 11-12

Prerequisite: None

SS170SSS9

Credit: 0.5/Semester

College Preparatory  
NCAA Approved

The study of behavior is psychology. The purpose of this course is to introduce students to the scientific study of why people do the things they do and think the way they think. The course is designed to show the student how psychology's methods and theories attempt to not only explain and predict human behavior, but how the student can apply this knowledge into their everyday lives.

### WORLD ISSUES

Grade: 11-12

Prerequisite: None

SS161SSS

Credit: 1.0/Year

College Preparatory  
NCAA Approved

This course is intended for juniors and seniors who need to recover credit from Modern World History and/or US History. We will go in-depth into current crises by investigating the historical background that contributed to the current situations and comparing different perspectives of the same event through examination of worldwide news coverage. We will engage in debates and discussions to explore ethical dilemmas and controversial political decisions. Students will read newspapers, watch video coverage of world events, and will do some investigative reporting of their own.

### IB WORLD RELIGIONS SL

Grade: 11-12

Prerequisite: None

*Honors Capstone Course*

SS965ISS

Credit: 1.0/Year

Weighted Grade

College Preparatory  
NCAA Approved

Humankind has been concerned throughout recorded history with religious questions, such as the existence of God, the meaning and purpose of life and death and the sense we make of our lives. This course is an analytical yet empathetic study of the beliefs and practices of five major religions of the world. Lively discussions are the norm. Like all IB classes, this course requires substantial reading, writing, and research.

### IB GLOBAL POLITICS SL/AMERICAN GOVERNMENT

Grade: 11-12

Prerequisite: None

*Honors Capstone Course*

Credit: 1.0/Year

Weighted Grade

College Preparatory  
NCAA Approved

IB Global Politics SL explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives and civic responsibility. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. After testing, students will continue to cover the Oregon State civics standards.



## SOCIAL STUDIES

### IB GLOBAL POLITICS HL

Grade: 11-12

Prerequisite: None

*Honors Capstone Course*

SS971ISS

Credit: 1.0/Year

Weighted Grade

College Preparatory

NCAA Approved

The Global Politics HL course continues to explore fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. Students learn about how the world around them is managed, how nations work together and clash with each other, how development and human rights can improve the world around us and what it means to be a global citizen. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens with opportunity to choose case studies of their interest to research and reflect upon. All higher-level students undertake an engagement activity through which they study a political issue of interest experientially. Higher-level students also examine two contemporary global political challenges, through a case studies approach.



### IB THEORY OF KNOWLEDGE 1

Grade: 11

Prerequisite: IB Diploma Candidate

MD960IEL9

Credit: 0.5/Full Year

Weighted Grade

NCAA Approved

Theory of knowledge is a seminar style class that consists of questions such as, "How do we know what we know?" "How do I (we) know a given assertion is true?" "What is the responsibility of the knower once something is known?" Students will examine the ways of knowing through sense perception, language, reason, emotion, memory, faith, imagination, and intuition. We will explore the areas of knowledge of Natural Sciences, Human Sciences, the Arts, Math, Religious Knowledge Systems, Ethics, Human Sciences, and Indigenous Knowledge Systems. Discussions include how the areas of knowledge (AOK's) overlap with one another and the problems of knowledge associated with these areas. Students will explore TOK concepts through essays, articles, blogs, film, and video. TOK encourages students to be aware of themselves as thinkers, so reflect critically about the world around them, to consider the role that knowledge plays in the global society, and to recognize the need to act responsibly in an interconnected world. Final assessments include a presentation.

### IB THEORY OF KNOWLEDGE 2

Grade: 12

Prerequisite: TOK 1 &amp; IB Diploma Candidate

MD961IEL9

Credit: 0.5/Full Year

Weighted Grade

NCAA Approved

All IB Diploma students need to take TOK 1 in grade 11 and TOK 2 in grade 12. This course is a continuation of the concepts explored in TOK I. We will review the ways of knowing and explore knowledge claims and knowledge problems within and across the areas of knowledge with more depth. Students will refine their critical thinking skills through discussion and written participation. Final assessments in this class include a 1,600-word essay.

# PHYSICAL EDUCATION (PE) / HEALTH

## Health / Elective Courses

### **HEALTH 1**

Grade: 9-12

Prerequisite: None

HE100SH19

Credit: 0.5/Semester

Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. The course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug- free lifestyle, and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

### **HEALTH 2**

Grade: 9-12

Prerequisite: None

HE101SH29

Credit: 0.5/Semester

This course includes the application of priority areas in planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, healthy eating, physical activity, healthy relationships, promoting mental and emotional health, human development, reproductive systems and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

### **FIRST AID/CPR/AED**

Grade: 11-12

Prerequisite: None

PE400SEL9

Credit: 0.5/Semester

The student will receive the standard Red Cross first aid training, including tools for use in emergency triage situations. Students can receive a First Aid Adult CPR/AED certification card. FEE FOR CERTIFICATION CARD.

### **HEALTH OCCUPATIONS 1**

Grade: 11-12

Prerequisite: First Aid or Human Anatomy &amp; Physiology

AA500SFA9

Credit: 0.5/Semester

Health Occupations is a course designed to introduce students to concepts, techniques, and basic applications of the medical profession, and is offered in the second semester. This course provides an overview of the health care professions that include medical ethics, medical terminology, measuring and recording vital signs, basic anatomy, biomechanics and movement, treatment modalities, current health issues, and various speakers from the medical and health community who give firsthand knowledge of their profession. One day per week, students will experience one of the 16 different departments at St. Charles Medical Center (cancer, life-flight, pathology, maternity, E.R., nursing, clinical lab, ICU, X-Ray, physical therapy, etc.)

### **SPORTS & EXERCISE PSYCHOLOGY**

Grade: 9-12

Prerequisite: None

PE401SEL9

Credit: 0.5/Semester

This course will provide an opportunity for student-athletes in a diverse cross section of sport to explore and apply principles conducive to peak performance. Attention will be given to contemporary issues in sport and society as they relate to the student-athlete and their personal development. Areas of concentration will include goal setting, personality and emotions, responsibility, preparation, learning styles, expectations, dedication and confidence, self-motivation, visualization, training and relaxation, and self-monitoring techniques.

# PE & HEALTH

## Physical Education Courses

**BASKETBALL 1** PE202SPE9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

This class is designed to have students be active by playing competitive basketball for an entire semester. The class will be divided into a series of competitions and tournaments involving 1 on 1 games as well as games from 2 to 5 players. Students must dress down and participate daily, to pass this class.

**CLUB FITNESS** PE206SPE9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

This class will provide a fitness club experience with the focus to improve all components of physical fitness (cardiovascular/muscular endurance, muscular strength, flexibility, and body composition). A variety of training techniques will be introduced to accomplish these goals with the use of kettle bells, resistance bands, cardio equipment, hand weights, bosu balls, ropes and more. Students will learn how to properly use cardio equipment, such as treadmills, spin bikes, ellipticals, and weights. Each day of class, students must dress down and participate daily to pass this class.

**LOW IMPACT PE/AEROBICS** PE219SPE9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

Designed for those students who can't or prefer not to participate in a traditional PE course. Students will participate in various walking activities. Positive health and fitness information will be stressed. May be repeated for credit. Required to have appropriate closed toe shoes and be comfortable walking off campus for 2.5-3 miles.

**COURT SPORTS** PE207SPE9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

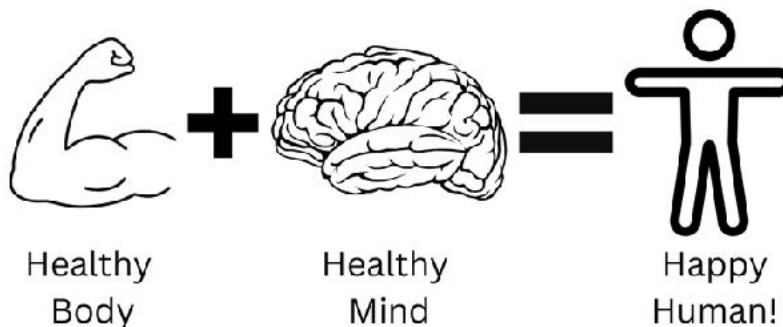
This class will explore a variety of court sports, including volleyball, badminton, tennis, handball, and basketball. The class will cover fundamentals of these various activities and allow students to participate in competitive games and tournaments. Incorporated in this course will be a variety of fitness workouts, improving cardiovascular and muscular strength/endurance. The goal of this class is to improve fitness levels, as well as introduce the student to many court sport options to encourage lifelong fitness and activity. Students must dress down and participate daily to pass this class.

**WEIGHT TRAINING** PE302SPE9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

This course is designed for highly motivated students to improve their strength, speed, and endurance. The students will learn the proper techniques of weight training and use a progressive overload training principle. This type of training causes muscles to increase in size, strength and endurance. You will learn basic anatomy and physiology of muscle growth and different training methods. This is a demanding and rewarding class. This course may be repeated for credit.

**AEROBICS/WEIGHT TRAINING** PE318SPE9  
 Grade: 9-12 Credit: 0.5/Semester  
 Prerequisite: None

Aerobics/Weight Training is a semester long course which will focus on weight training concepts. Emphasis will be on safety and proper technique. A portion of the class period will also involve flexibility, fitness, speed, agility, and core strength work.



# VISUAL & PERFORMING ARTS

## Art Courses

**CLAY** FA500SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Craftsmanship and exploration of ideas evolve together in the use of clay. Explorations of clay methods include: pinch, coil, slab building, glaze application and possible wheel throwing. Students may continue at an advanced level in Multimedia Art, please see or email Mr. Lockwood to discuss if interested. [jesse.lockwood@bend.k12.or.us](mailto:jesse.lockwood@bend.k12.or.us)

**DRAWING AND PAINTING 1** FA300SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Students will explore fundamental skills and tools used in drawing and painting. The ability to “see” art is developed and elements of expression are discovered by using various drawing and painting mediums. The Elements and Principles of Design will be emphasized.

**DRAWING AND PAINTING 2** FA301SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: Passed Drawing & Painting 1 with “flying colors”

This is an exciting and far out way to continue exploring your creativity and skill building in drawing and painting. Projects will challenge artist to use their creative minds with various mediums including: graphite, acrylic, watercolor, aerosol can and colored pencil. Emphasis will be placed on individual artistic style with guidance from the instructor. Please see or email Mr. Lockwood if you have *not* taken a Drawing & Painting class at BSHS, and you are interested in taking this course. [jesse.lockwood@bend.k12.or.us](mailto:jesse.lockwood@bend.k12.or.us)



## Drama Courses

**BEARFOOT PLAYERS** FA730SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: None

The Bearfoot Players is a year-long class designed to provide student actors the opportunity and resources to collaborate on advanced acting skills in a small group. With a goal of performing for an audience, the members of this class work together on all aspects of theatrical performance from choosing a script to striking the set. *\*9th graders interested in Bearfoot Players, please email drama teacher.*

**TECHNOLOGY FOR THE STAGE (STAGE MANAGEMENT)** FA710SFA9  
GRADE: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Learn the basics of sound mixing, light design, video, and events management. Students will have the opportunity to test their new-found skills working on and running school functions including: assemblies, luncheons, concerts, plays and even graduation. One of the classroom goals is to have students intern with local professionals in the performance industries.

**THEATER ARTS 1** FA700SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Do you want a class that is completely out of the ordinary, a class that allows you to be fast-paced, social, and creative? HAVE WE GOT THE CLASS FOR YOU! Theater Arts 1 is a high energy, non-threatening, group environment in which you explore communication, storytelling, what makes people laugh, getting over shyness, thinking of yourself as a character and liking it, and how to get your point across WITHOUT getting sent to your room. Stop wandering around being lost. Take Theater 1 and be discovered!

**THEATER ARTS 2: IMPROVISATION & SKETCH COMEDY** FA701SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Adam Sandler, Tina Fey, Chris Rock, Will Farrell, Tracy Morgan, Molly Shannon, Mike Myers. They all started somewhere, and you can too. Take Theater Arts 2 and find out if you got the right stuff. Learn to work in a group to create a weekly comedy show, *IMPROV THURSDAY!!!* Learn how to write, direct and act. Don't worry if you don't think of yourself as naturally funny, and aren't like Mr. Smart Remark in the last row of your Biology class, you too can be a valued member of this team. It's not magic; it's Theater Arts 2.

# VISUAL & PERFORMING ARTS

## Band Courses

**PERCUSSION TECHNIQUES** FA838SFA  
Grade: 9-12 Credit: 1.0/Year  
Prerequisite: None

This class is for students wanting to learn how to play various percussion instruments. 9th grade percussion students must enroll in this class. Students will learn to play concert percussion, drum set, and multiple hand drums. Students will need to provide their own drumsticks. No audition is required.

**SYMPHONIC BAND** FA834SFA  
(INTERMEDIATE BAND)  
Grade: 9-12 Credit: 1.0/Year  
Prerequisite: Previous membership in Middle school band

This course is primarily intended for incoming 9th grade woodwind, and brass players. NOTE: If you are a 9th grade percussion player, you must enroll in the Percussion Techniques class. Any student with previous woodwind or brass experience may enroll in this class. Performance at concerts and parades is required. No audition is required.

**JAZZ ENSEMBLE** FA837SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: Concurrent membership With Wind Ensemble

This class will focus on jazz improvisation, and the common forms of each jazz style: swing, latin, funk, and fusion. Instrumentation: Saxophone(5), Trumpet(4), Trombone(4), Piano(1), Bass(1), Guitar(1), and Drum Set(1). Please see Mr. Steve Anderson in the Band Room for audition materials. Auditions for this class will be the first week of May.

**WIND ENSEMBLE** FA839SFA  
(ADVANCED BAND)  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: Audition - See Mr. Anderson [steve.anderson@bend.k12.or.us](mailto:steve.anderson@bend.k12.or.us)

Students must audition for this ensemble. Students perform at all group performances and activities. This Band performs at local and region band festivals and travels out of State every other year. Performance at concerts and parades is required. Other opportunities are available: Solo/ensemble festival, and honor band. See Mr. Anderson for audition materials. Auditions will be held the first week of May.

## Orchestra Courses

**STRING ORCHESTRA** FA857SFA  
Grade: 9-12 Credit: 1.0/Year  
Prerequisite: Previous membership in an Orchestra

Any Student with previous violin, viola, cello, or bass experience may enroll in the class. Students will study orchestral music and music theory as it applies to this setting. Performance at concerts and festivals is required. No audition is required.

**CHAMBER ORCHESTRA** FA852SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: Audition - See Ms. Beshore [leah.beshore@bend.k12.or.us](mailto:leah.beshore@bend.k12.or.us)

This audition-based ensemble rehearses, performs, and studies classical era music. Students are encouraged to become more independent musicians. Preparation for performances in concert and festival settings are the ensemble's focus. Students are required to participate in all concerts, solo and ensemble festival, and all of our large ensemble festivals. Auditions will be held the first week of May.

## Choir Courses

**CONCERT CHOIR** FA903SFA  
Grade: 9-12 Credit: 1.0/Year  
Prerequisite: None

This choir is open to all students with treble voices. A large variety of cultural music is studied and performed. This group performs in concerts outside the school day and attendance to these performances is required to pass the course.

**CHOIR** FA900SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: None

Do you love to sing but don't know how to access the choir program at Bend High? Are you ready to be a choir kid but don't know where to start? Sign up for this course and find yourself singing next year! You will be placed in the choir that Mr. Pierce recommends for you.

# VISUAL & PERFORMING ARTS

## Choir Courses

**BEND CHORALE** FA920SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: Audition - See Mr. Pierce  
[matt.pierce@bend.k12.or.us](mailto:matt.pierce@bend.k12.or.us)

This choir is a group of up to 85 select singers. This group represents BSHS nationally, and competes at the state level. Performances are required.

**VOCAL JAZZ ENSEMBLE ("THE DYNAMICS")** FA906SFA  
Grade: 10-12 Credit: 1.0/Year  
Prerequisite: Audition - See Mr. Pierce  
[matt.pierce@bend.k12.or.us](mailto:matt.pierce@bend.k12.or.us)

This choir consists of a limited number of singers (16-18), and 3-6 instrumentalists. Emphasis is on performance and competition throughout the NW. Due to the robust performance schedule, participation in other activities requires dedicated planning and is some-times limited. Attendance at all performances is required.



## Other Music Courses

**GUITAR 1** FA820SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

This course is for the beginning guitarist. Students learn the basics of guitar playing, including note reading, and a variety of chords. **Student must own or have access to an acoustic guitar to participate in this class.**

**GUITAR 2** FA821SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: Guitar 1

This course is for students that have been playing the guitar, and have a good understanding of how to read music. Students will learn to play common finger-style patterns within music that uses 1<sup>st</sup> position chord structure. Twice a month performance exams are given to measure musical growth. **Student must own or have access to an acoustic guitar to participate in this class.**

**HISTORY OF MODERN POPULAR MUSIC/HISTORY OF ROCK** FA800SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

This class will focus on the chronological progression of Rock and Roll music from the early 1950's to 2000's. Biweekly assignments consisting of 10 Study Questions, and search and define 25 key figures will be given to measure musical understanding. No exams will be given.

# WORLD LANGUAGES

## American Sign Language (ASL) Courses

**AMERICAN SIGN LANGUAGE 1** FL101SFA  
 Grade: 9-12 Credit: 1.0/Year  
 Prerequisite: None College Preparatory  
 NCAA Approved

This course develops conversational competence. It includes American Sign Language vocabulary and grammar used for meeting basic communication needs such as giving directions, describing others, making requests, talking about family, occupations, routines, and attributing qualities to others. This course will be conducted through conversation, demonstration, modeling, visual readiness activities, drills, and hands-on activities. Activities are varied to allow students to use different learning strategies to practice what they have learned. Students are expected to “turn off” their voices and use only sign language, including finger spelling, to communicate in class. **ASL does not necessarily meet the second language requirement for private colleges. Check with the admissions office for second language requirements.**

**AMERICAN SIGN LANGUAGE 2** FL102SFA  
 Grade: 10-12 Credit: 1.0/Year  
 Prerequisite: ASL 1 College Preparatory  
 NCAA Approved

This course further develops conversational competence. It will build on basic American Sign Language vocabulary and grammar learned in ASL I. The course will be conducted through conversation, demonstration, modeling, visual readiness activities, drills, and hands-on activities. It requires a great deal of student involvement in the role- playing situations, which predict everyday deaf hearing encounters. This course will be conducted through signed conversation, and spoken English will not be used. Written English may be used to explain the procedures for student hands-on tasks, tests, and assignments. **ASL does not necessarily meet the second language requirement for private colleges. Check with the admissions office for second language requirements.**

**AMERICAN SIGN LANGUAGE 3** FL103SFA  
 Grade: 11-12 Credit: 1.0/Year  
 Prerequisite: ASL 2 College Preparatory  
 NCAA Approved

This course is a continuation of the ASL series. It will build on basic American Sign Language vocabulary and grammar learned in ASL 2. Instruction in this class is conducted almost entirely in ASL and students are expected to communicate in ASL the majority of the time. **ASL does not necessarily meet the second language requirement for private colleges. Check with the admissions office for second language requirements.**

## French Courses

**FRENCH 1** FL201SFA  
 Grade: 9-12 Credit: 1.0/Year  
 Prerequisite: None College Preparatory  
 NCAA Approved

**In French 1**, students build the language skills, personal attitudes, and cultural insights necessary to experience life in the francophone cultures using French to connect with people with the lens of interculturality. Students learn grammar and vocabulary both inductively and deductively. Lessons are taught with authentic resources, visual supports and other comprehensible input strategies. Topics of study include personal identities, school life, family time, habits around food choices and purchases, social time, celebrations, and weather with outdoor activities.

**FRENCH 2** FL202SFA  
 Grade: 9-12 Credit: 1.0/Year  
 Prerequisite: French 1 College Preparatory  
 NCAA Approved

**In French 2**, students increase French language proficiency and cultural competency through the lens of interculturality. Students discover appropriate ways to interact with others whose perspectives may be different from their own by exploring the lives of real people from the entire francophone world. In level 2, learners develop the language proficiency, personal attitudes, and cultural insights necessary to experience life, using French to connect with people and their own community. Vocabulary and grammar are presented in context. Topics include school culture and community engagement, culinary practices, daily routines, activities and outings around town, physical health through exercise and nutrition, and travel.

**FRENCH 3** FL203SFA  
 Grade: 9-12 Credit: 1.0/Year  
 Prerequisite: French 2 College Preparatory  
 NCAA Approved

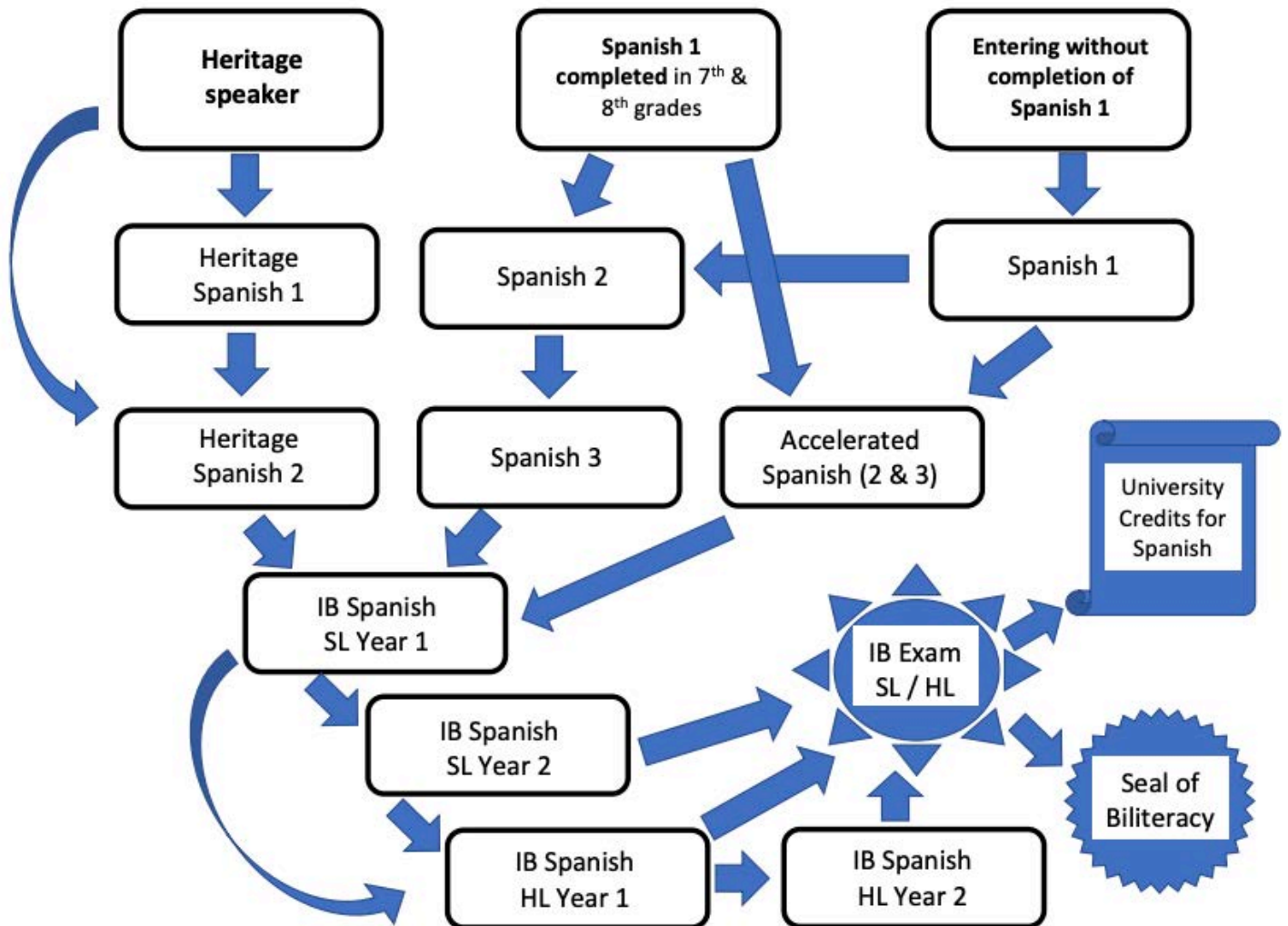
**In French 3**, students hone their skills. Learners will have the opportunity to engage with authentic texts and literature, experience IPAs with all modes of communication, reflect on the knowledge they have learned, interact with students from different francophone countries, and more, all while encompassing elements of pre-IB and AP skills. Topics of study include friendships and childhood identity, digital media and rights, planning for the future, environmental responsibility and sustainability, citizenship, intersectional identity and definitions of art.





# WORLD LANGUAGE

## Course sequence for Spanish at BSHS



### Spanish Courses

**SPANISH 1**  
Grade: 9-12  
Prerequisite: None

FL601SFA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

**In Spanish 1**, students build the language skills, personal attitudes, and cultural insights necessary to experience life "entre culturas," or between cultures, using Spanish to connect with people. Students learn grammar and vocabulary both inductively and deductively. Topics of study include personal identities, school life, family time, habits around food choices and purchases, social time, celebrations, and weather with outdoor activities.

**SPANISH 2**  
Grade: 9-12  
Prerequisite: Spanish 1

FL602SFA  
Credit: 1.0/Year  
College Preparatory  
NCAA Approved

**In Spanish 2**, students recycle grammar, vocabulary, and culture with the content introduced and practiced in Level 1, and instruction leverages communicative practice and comprehensible input strategies so that learners can acquire new vocabulary and grammar in context. This year, students will be exposed to a country of focus at a time. Here, they will study a theme of focus within a Spanish-speaking country, including academic tasks in school, family structures, community activities, food as a reflection of culture along with healthy lifestyles.

## WORLD LANGUAGE

### ACCELERATED SPANISH 2 & 3

Grade: 9-12

Prerequisite: None

FL606HFA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

In **Accelerated Spanish 2 & 3**, students complete both Spanish 2 and Spanish 3 coursework in one year, allowing them to enter Spanish 4 upon successful completion of the course. The class combines the essential curriculum of both Spanish 2 and 3 courses at an accelerated pace and demands more of students than the regular Spanish 2 and 3 courses, both inside and outside of the class.

### SPANISH 3

Grade: 9-12

Prerequisite: Spanish 2

FL603SFA

Credit: 1.0/Year

College Preparatory  
NCAA Approved

In **Spanish 3**, students will continue building skills with communicative practice and comprehensible input based on authentic resources. A continued cultural comparison will allow students to explore the products, practices and perspectives of Spanish-speaking communities with a focus on interculturality and communication. Units of study will include shopping and outdoor activities, traveling and respect for the communities we visit, families and celebrations, and social lives.

### IB LANGUAGE B SPANISH SL Y1: SPANISH 4

Grade: 11-12

Prerequisite: Accelerated Spanish 2 & 3, Spanish 3 or Spanish for Heritage 2  
*Honors Capstone Course*

FL964IFA

Credit: 1.0/Year

Weighted Grade  
College Preparatory  
NCAA Approved

This is a college-level course designed for students wanting to excel in Spanish. The course is conducted in Spanish. Students taking this course develop increased proficiency in speaking, reading, writing, and comprehending Spanish as they engage in daily discussions of students' own lives, current events, culture, every-day situations, and global issues. As they improve communication skills students are encouraged to think critically about issues, examine perspectives from around the world, and make informed cultural comparisons. For students participating in the IB program, this course forms the first part of the IB Language B Standard Level course that IB students will complete in Level 5/IB. Students will take the IB exam in the next level.

### IB LANGUAGE B SPANISH SL Y2: SPANISH 5

Grade: 11-12

Prerequisite: IB Spanish SL Y1  
*Honors Capstone Course*

FL965IFA

Credit: 1.0/Year

Weighted Grade  
College Preparatory  
NCAA Approved

This is a college-level course designed for students wanting to excel in Spanish. The course is conducted in Spanish. Discussions revolve around local and international events, culture and history of Spanish-speaking countries, and global issues. Students produce more detailed writing for a variety of purposes and audiences and work with authentic texts and media from around the Spanish-speaking world as they think critically, examine perspectives from around the world, and make informed cultural comparisons. For students participating in the IB program, this course represents the second part of the IB Language B Standard Level course and students will complete IB assessments.

### IB SPANISH HL Y1

Grade: 11-12

Prerequisite: IB Spanish SL Y1 or Y2  
*Honors Capstone Course*

FL968IFA

Credit: 1.0/Year

Weighted Grade  
College Preparatory  
NCAA Approved

This class is designed for those students who have taken IB Spanish SL, Y1 and are taking the IB HL test their senior year. These students will develop the skills necessary to be successful on all parts of the IB HL exam and will take an acute focus on Latin America literature. The primary goals are to increase their growth in literature, history, culture and of the Spanish language as well as to accelerate their efficiency in their interpretive and communicative proficiency. The curriculum is designed to demonstrate a higher level of communicative skills in speaking, writing and interpretive comprehension through authentic realia. Along with their development in literary studies, students will research various current events through online resources (radio/newspapers) and will demonstrate a deeper understanding of the Latin American reality through projects and journal writing. In addition, they will be directly strengthening their skills for the IB HL test.



## WORLD LANGUAGE - OTHER

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**ENGLISH LANGUAGE DEVELOPMENT: EMERGING** FL120EFA

Grade: 9-12

Credit: 1.0/Year

Prerequisite: None

The purpose of the English Language Development (ELD) course is to teach English as a new or additional language, to students who primarily speak another language or languages. The course focuses on the communication skills in speaking, listening, reading, and writing necessary for successful participation in social and academic settings in which English is the primary language of interaction. Students are expected to practice English language proficiency in both teacher-to-student and student-to-student interactions, and in a variety of social, academic, and cultural contexts. Students in this course will increase their English proficiency, enhance their interpersonal communication skills and cultural competence, and develop pride and agency in their identities as multilingual scholars and community members. Basic English grammar and general-utility vocabulary will be the focus of this course, and native-language skills will be incorporated when possible. For Progressing Level: Advanced academic English grammar and vocabulary, as well as code-switching and translanguaging strategies, will be the focus of this course.

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**ENGLISH LANGUAGE DEVELOPMENT: PROGRESSING**

Grade: 9-12

FL121EFA

Prerequisite: None

Credit: 1.0/Year

The purpose of the English Language Development (ELD) course is to teach English as a new or additional language, to students who primarily speak another language or languages. The course focuses on the communication skills in speaking, listening, reading, and writing necessary for successful participation in social and academic settings in which English is the primary language of interaction.\*\* Students are expected to practice English language proficiency in both teacher-to-student and student-to-student interactions, and in a variety of social, academic, and cultural contexts. Students in this course will increase their English proficiency, enhance their interpersonal communication skills and cultural competence, and develop pride and agency in their identities as multilingual scholars and community members. Advanced academic English grammar and vocabulary, as well as code-switching and translanguaging strategies, will be the focus of this course.

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# BSHS Curriculum Guide 2024-2025



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