




24/25

CALDERA HIGH SCHOOL COURSE CATALOG

Est. 1883

B E N D  L A P I N E
S c h o o l s

EDUCATING THRIVING STUDENTS

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) 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) Title IX Coordinator: Human Resources Director, 520 NW Wall Street, Bend OR (541-355-1100 or 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). [View our non-discrimination policy and complaint procedure here.](#)

Welcome to **CALDERA HIGH SCHOOL**

OUR VISION:

Relevant and purposeful learning in a community where you belong.

People thrive when they feel connected and when they see purpose in the work they do. This guiding idea is at the heart of everything we do at Caldera. When we help learners find their purpose in a place where they feel they belong, we know that learning is enhanced. Relevant learning begins with a deep understanding of the content and a deep understanding of those we learn with.

As we prepare to help our students grow, support the families we serve, and empower our current and future staff, we will always lead with relationship building as the pathway to success.

We cannot wait to meet you!

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

CHS 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)
- Dual Credit / CollegeNow
- AP Program
- Capstone Diploma
- Dual Immersion Program
- Seal of Biliteracy

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

- Performing Arts
- Visual Arts
- CTE
- Language Arts
- Math
- Science
- Social Studies
- World Language
- Wellness
- Other Electives
- Dual Immersion
- School to Career

CALDERA HIGH SCHOOL ADMINISTRATION TEAM

Chris Boyd	Principal
Susie Alvarez Tostado	Assistant Principal
Lea Harmon	Assistant Principal
Jeff Rosado	Assistant Principal
Caylie Fleming	Student Support Specialist

CALDERA HIGH SCHOOL COUNSELORS

Each CHS student is assigned an advisor that they will have during their time at Caldera. Every advisor is paired with a counselor that will support those advisory students with academic, social/emotional and college/career development throughout high school.

[CLICK HERE](#) to determine who your counselor is based on your advisory teacher.

Justin Calbreath	Morgan Davis
Belle Hodgert	Lesley Zavala

CALDERA HIGH SCHOOL COUNSELING TEAM

Naomi Crummett	Graduation Coach
Kindra Maestas	Curriculum Secretary
Kaci Cox	Counseling Secretary/Registrar
Adrian Ortiz	School-to-Career Manager

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

Caldera 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 [CHS website](#).

COURSE LOAD

Students in grades 9-11 are required to enroll in seven class periods (8 at CHS). 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.
- **AP:** These classes are the most rigorous courses of study we offer. They 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. They offer consistently rich and challenging material, and require much from a student.
- **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. At Caldera, our advisory course meets four days per week and earns 0.5 credits over the course of the entire year.

FRESHMAN ROTATOR COURSES

All 9th grade students are required to take a course that meets on one of their three 8th 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).

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 Caldera 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

Bend-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 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 Caldera 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 (CONT)

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

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 Caldera High School:

Computer Science	Business Management
Engineering	Health Occupations
Architecture & Construction	Graphic Arts

DUAL CREDIT / COLLEGE NOW

Caldera 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 Caldera 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.

AP[®] PROGRAM

The Advanced Placement[®] Program (AP[®]) enables willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, along with corresponding exams that are administered once a year.

All AP courses are graded on a 5.0-point scale. Students who take AP courses are eligible to take AP exams in the applicable subject areas. If you earn the required score on an AP exam, your chosen college or university may grant you the equivalent of credit for a college course. The granting college or university determines the amount of college credit granted, and not all colleges award credit for AP courses. College Board, the organization that develops AP exams and administers them nationally, offers an [AP Credit Policy Search tool](#) to help you find specific colleges' AP credit policies.

CAPSTONE DIPLOMA

[AP Capstone[™]](#) is a diploma program based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. In addition to AP Seminar and AP Research courses, students interested in pursuing the AP Capstone Diploma will also need to take and pass four additional AP exams with scores of 3 or higher. Students interested in learning more about the AP Capstone Diploma should see their counselor to formalize their four-year plan.

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.*

DUAL IMMERSION PROGRAM

Bend-La Pine Schools (BLS) Dual Language Immersion Program enables students to master academic curriculum in both English and Spanish. The program is research-based and designed using the two-way language immersion model. Two-way means that classrooms are composed of both native speakers of English and native speakers of Spanish, so students can support each other in their development of both languages. In a class balanced with both native English and Spanish speakers, students learn their traditional school subjects through both languages, and often outperform their monolingual peers in both languages over time.

Specifically, within the kindergarten curriculum approximately 80% of the daily instruction is taught in Spanish and 20% in English. At each subsequent grade level, the amount of instruction in English is increased by 10% so that by fourth grade, students are taught 50% in each language. In middle school, 50% of the core instruction, two courses, are taught exclusively in Spanish. At the high school level, one or two courses are offered exclusively in Spanish.

Over the course of their 13 years in the DI Program, students who graduate with Gold Seal of Biliteracy have demonstrated fluency in Reading, Writing, Speaking and Listening, in both English and Spanish to a degree that they could study in most any Spanish speaking post secondary academic institution. Additionally Spanish Dual Immersion students develop strong intercultural competence skills as a result of this enriching educational model and benefit from greater opportunities for collaboration and intercultural exchanges which have been shown to increase critical thinking, creativity and problem-solving.

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.

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
TOTAL CREDITS	26	27	24

**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	No	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 world language; or LPHS designated courses in the core areas of English, math, science, social science, and world 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.

PREREQUISITES 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

PERFORMING ARTS

Choir

Voz Alta (Mixed Choir)

A918SFA

Grade: 9-10

Credit: 1.0/Year

Prerequisite: None

Have you always wanted to try singing in an ensemble but never actually forecasted for it? Then this beginning ensemble is geared towards 9th and 10th grade students who want to explore singing in a choir. No audition is necessary. Fundamentals of choral music, music reading, rehearsal etiquette and vocal technique are the focus of this course. There will be performances outside of school hours. You will need to work with your teacher if you are unable to attend.

Caldera Chorale (Concert)

FA919SFA

Grade: 9-12

Credit: 1.0/Year

Prerequisite: Previous Choir Experience or Audition

This auditioned intermediate/advanced ensemble is geared toward students with choral experience. A wide variety of music is studied and performed. Advanced reading skills, vocal technique, and more difficult choral literature is explored in this course. Evening performances, assemblies, graduation, occasional traveling and time outside of the school day for enriched activities are an integral part of this class. You will need to work with your teacher if you are unable to attend.

Inversion (Vocal Jazz)

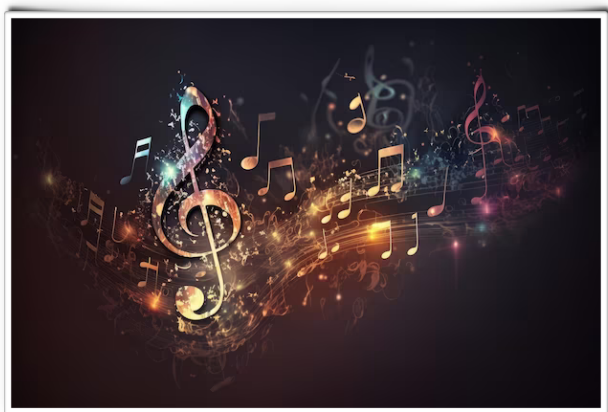
FA917SFA

Grade: 10-12

Credit: 1.0/Year

Prerequisite: Audition

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 sometimes limited. There will be performances outside of school hours. You will need to work with your teacher if you are unable to attend.



Guitar

Guitar 1

FA820SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Students learn the basics of guitar playing, including reading music, classical technique (applied to any style of playing), and a variety of chords. A musical background helps, but is not required. Ideally students have access to a guitar to participate in this class.

Guitar 2

FA821SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: Guitar 1

Guitar 2 is an extension of guitar 1. Students should be able to play all of the basic chords, convert tabs to notes and notes to tabs, play some basic scales, and read both tabs and chord charts. Students will have opportunities to study various genres and techniques in jazz, classical, rock, and blues style guitar playing.

Orchestra

String Orchestra

FA857SFA

Grade: 9-12

Credit: 1.0/Year

Prerequisite: Previous orchestra experience

This intermediate ensemble is geared toward students with string orchestra experience. Instruments include Violin, Viola, Cello, and String Bass. A wide variety of music is studied and performed. Advanced reading skills, technique, and more difficult string literature is explored in this course. Evening performances, assemblies, graduation, occasional traveling and time outside of the school day for enriched activities are an integral part of this class. You will need to work with your teacher if you are unable to attend.

Chamber Orchestra

FA852SFA

Grade: 9-12

Credit: 1.0/Year

Prerequisite: Previous orchestra experience

This chamber ensemble consists of a limited number of musicians (18-24) Emphasis is on performance and competition. Due to the robust performance schedule, participation in other activities requires dedicated planning and is sometimes limited. Performances are an integral part of this class. You will need to work with your teacher if you are unable to attend.

PERFORMING ARTS

Band

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 should 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 (Intermediate Band)

FA834SFA

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 should 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 an integral part of this class. You will need to work with your teacher if you are not able to attend. No audition is required.

Wind Ensemble (Advanced Band)

FA839SFA

Grade: 10-12

Credit: 1.0/Year

Prerequisite: Audition

Students must audition for this ensemble. Students perform at all group performances and activities. This Band performs at local and regional band festivals and travels out of town every other year. Performance at concerts and parades is an integral part of this class. You will need to work with your teacher if you can not attend. Other opportunities are available: Solo/ensemble festival, and honor band. See band teacher for audition materials. Auditions will be held the first week of May.

Jazz Ensemble

FA835SFA

Grade: 10-12

Credit: 1.0/Year

Prerequisite: Current membership in 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). See band teacher for audition materials. Auditions for this class will be the first week of May.

Music Electives

Music Composition

FA812SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Time will be spent studying modern song writing, developing songwriting skills, using state of the art recording equipment, producing and mastering recordings, and creating opportunities for public performance in the community. Ensembles and solo artists performing any type of music are welcome to enroll. Ideally students signing up for this course will have some previous singing or instrumental experience.

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.

AP Music Theory

FA809AFA

Grade: 11-12

Prerequisite: None

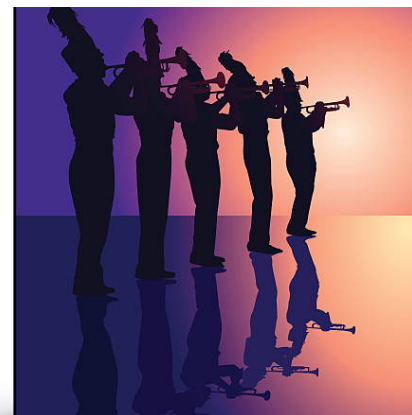
Honors Capstone Course

Credit: 1.0/Year

College Preparatory

Weighted Grade

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.



PERFORMING ARTS

Theatre Arts

Introduction to Dance

FA703SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

This course is designed to give students training in various dance techniques, an understanding of the structure behind stage choreography, and an insight into the necessary showmanship and performance of that choreography. Students will explore various dance styles such as ballet, jazz, and tap through technical training and explore their historical context and artistic impact on the musical theatre genre. Throughout the semester, students will engage in comprehensive technique and training practices, movement analysis and anatomical study, as well as prepare performance pieces in a variety of dance styles and techniques of developing choreography.

Musical Theatre

FA706SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

This course is a semester long course that will give students the opportunity to learn about the triple threat craft of acting, singing, and dancing through the performance and study of Musical Theatre. Both theoretical and practical, this course serves as a broad overview of the history, styles, and works and most influential artists of the Musical Theatre genre. Students will be introduced to classical and belt style singing as well as various dance styles, including: ballet, tap, jazz, latin, and hip-hop. This course concludes in a Musical Theatre Revue Performance.

Musical Theatre 2

FA716SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: Musical Theatre 1

Musical Theatre 2 is a semester long course that builds upon the foundational work in Musical Theatre 1 to expand range in acting, singing, and dancing for the stage with a focus on audition and college preparation. Students will continue to build on dance skills in a variety of genres, learn how to create a professional self-tape audition, and curate a portfolio of song options suited to their vocal range. The course concludes with a Musical Theatre Revue performance.

Theatre Arts 1

FA700SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

This course is an introduction into the art of theatre, including basic terminology, movement, voice, character, improvisation and scene work, play reading, as well as basics of costume, lighting and set design. Focus is on ensemble work, collaboration and risk-taking. Students also gain confidence in public speaking, reading and writing skills. Students that are both new to theatre and experienced will benefit from developing confidence being in front of an audience, honing performance skills and developing foundational knowledge and a common vocabulary for further theatre studies.

Theatre Arts 2

FA701SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: Theatre Arts 1

This course offers an in-depth study of character analysis and advanced work in both presentational and representational acting. You will be involved in situations that are designed to strengthen your creative abilities and increase your understanding of the dramatic process. This course emphasizes physical movement and expression while developing appropriate vocal and breath control.

Technology for the Stage

FA710SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

This semester long class gives students an overview of the design and practical skills of lighting design, sound design, properties creation, costume design, makeup design, and set design. Students will learn how to approach a script with an eye toward theatrical design, as well as apply skills through a variety of hands-on projects. It is highly recommended that students take Theatre 1 prior to Stagecraft classes, however this is not a prerequisite.

Wolf PAC

FA729SFA1 (Fall) / FA729SFA2 (Spring)

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Theatre Arts 1, Musical Theatre 1, or Audition

This is a production class designed to give students hands-on experience with every aspect of putting together a production. Students will select the play or musical. Students will audition for specific roles in the show. Students will design the set, costumes, lighting, sound and makeup. Students rehearse their show during class time. The final product each semester will be a weekend of performances featuring the students' work in the Caldera Performing Arts Center. Fall Semester's show will be a non-musical, Spring Semester's show will be a musical.



VISUAL ARTS

2-D Art

Drawing & Painting 1

FA300SFA9

Grade: 9-12

Credit: 0.5/Semester

This class is the next step in exploring 2D art. Various art mediums will be explored (painting, drawing, mixed media, printmaking), as well skills and techniques. Students will build upon foundational knowledge of artistic behaviors and elements and principles. Art appreciation, history and artistic critical thinking will continue to be developed through this hands-on course.

Drawing & Painting 2

FA301SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Drawing & Painting 1

In this course you will learn advanced drawing, painting, mixed media techniques. Students will build upon the knowledge that they have learned in previous classes to create more expressive and technically skilled works of art. Art appreciation, history and artistic critical thinking will continue to be developed.

Advanced 2D Art

FA303SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Any two 2D art classes or Meet with Teacher

Advanced 2D Art is for motivated art students who wish to continue exploring and developing their artistic style. This course is designed to transition students from fully teacher directed art assignments to student directed. Students will gradually take more responsibility for the decision making process in art making. They will be guided through prompts that help them to learn what motivates them as an artist and determine their preferred media, style and content, using 2D mediums (drawing, painting, printmaking, mixed media, etc) in traditional and nontraditional ways. Can be repeated for credit.

Fine Arts Portfolio Develop/Studio

FA520SFA

Grade: 11-12

Credit: 1.0/Year

Prerequisite: Advanced 2D Art or Meet w/Teacher

This course is for motivated and advanced art students who wish to continue exploring and developing their artistic style. Emphasis will be placed on perfecting one's skill level in a particular area of art by focusing on creating a specific portfolio of artwork that could be used for college admittance or possible scholarship opportunities, as well as foundational work before entering an AP Art Studio course. This course is for motivated and advanced art students who wish to continue exploring and developing their artistic style. Emphasis will be placed on perfecting one's skill level in a particular area of art by focusing on creating a specific portfolio of artwork that could be used for college admittance or possible scholarship opportunities, as well as foundational work before entering an AP Art Studio course. Please note we cannot accommodate ceramics as a medium in this course. For advanced ceramics, enroll in Ceramics 3, which can be repeated for credit.

AP Art Studio

FA521AFA

Grade: 11-12

Credit: 1.0/Year

Prerequisite: Adv. 2D Art or Meet w/Teacher

Honors Capstone Course

Weighted Grade

This is a "CHS Capstone" course, designed for advanced art students who want to develop an AP Art portfolio in either **Drawing, 2D Design, or 3D Design**. This course adheres to the College Board Curriculum for AP Art Studio, which focuses on developing a body of work that demonstrates artistic voice, sustained investigation, revision, and reflection. Final portfolios are submitted to AP in early May of each year for assessment.

Note: Students will need to produce multiple works of art per month, keep a sketchbook, and will have to work outside of the classroom. Group critiques, research and written reflections are also a required component of this course.

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

3-D Art

Sculpture 1

FA503SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Sculpture 1 is a studio art class that offers students the opportunity to explore the three-dimensional side of visual arts. This course includes foundational knowledge of the elements & principles of art, development of critical thinking and artistic problem-solving, and the opportunity to explore a variety of materials: wire, wood, cardboard, concrete, clay, found/recycled objects, etc. Come learn how to turn your ideas into art!

Ceramics 1

FA501SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Ceramics 1 is a great choice for students who enjoy working with their hands and don't mind getting a little dirty. Students will learn the foundational skills of hand building; pinch, coil, slab and glazing techniques. Students apply those skills to in the creation of both pottery and sculptural forms. Students will submit evidence of both the process of art making as well as the finished product.

VISUAL ARTS

Ceramics 2

FA502SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Ceramics 1

At CHS, Ceramics 2 is focused on wheel thrown pottery as opposed to hand building. It is taught using the flipped classroom model. This means that students will be expected to watch videos and review content in Canvas on their own time, as homework. Class time is therefore used to practice the skills learned in videos under the guidance and direction of the instructor. This maximizes access to the materials and equipment that cannot be accessed at home. Wheel throwing requires a lot of practice and the building of muscle memory, therefore in addition to turning in finished mugs, vases and other vessels, students will document and submit evidence of their practice and progress. This course can be repeated for credit. When repeated; students will continue to build their throwing skills as they create larger, higher quality and more complex pottery.

Ceramics 3

FA511SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Ceramics 2

Ceramics 3 is the advanced and final course in our ceramics program where students will work more independently on personal interest projects. Students will be expected to do research on projects and processes that they are interested in. They will write proposals that will be used to guide their area of study as they create a series of work. This class may be taken more than once.

Graphic Arts

Survey of Art Media

FA200SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Survey of Art Media is an introductory class designed to give students a taste of a various digital art software and artistic styles. Students will learn about the Elements and Principles of Art while using their iPads to compose paintings, drawings, photographs, graphics, and films. This foundations class will help them to make an informed choice before signing up for Photography, Graphic Design or Video Arts.

Photography 1

FA600SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Everyone knows how to take a photo, but not everyone has earned the title of photographer. This course will push students to go beyond simply pointing a camera and clicking a button. Students will learn how to capture great compositions, with excellent lighting and quality editing. They will use their photographs in the composition of heavily edited artworks like digital collages and storyboards. They will curate and manage their own digital files using Macintosh computers. Finally, we will work towards creating photographs that communicate ideas and emotions.



Photography 2

FA601SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Photography 1

Students will solidify and build upon their learnings in Photography 1. The first half of the semester will dive into the Exposure Triangle wherein students will get out of automated camera settings and make intentional choices about depth of field, intentional blur and so forth. The second half of the semester students will focus on conceptual projects wherein they apply their learnings to the expression of creative ideas.

Photography 3

FA602SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Photography 2

Students will further their study of digital photography, graphic design and Lightroom/Photoshop. Students will continue developing an extensive photography portfolio demonstrating advanced skills in composition, light, angle, exposure, web file formats and applications. Students choose an area of expertise in which they are interested (landscape, portraiture, fine art photography, etc.) and are guided through advanced photography techniques in their chosen field. This class is for students who are self-directed, independent and responsible.

Graphic Arts & Media Mentor

SA158SFA9

Grade: 11-12

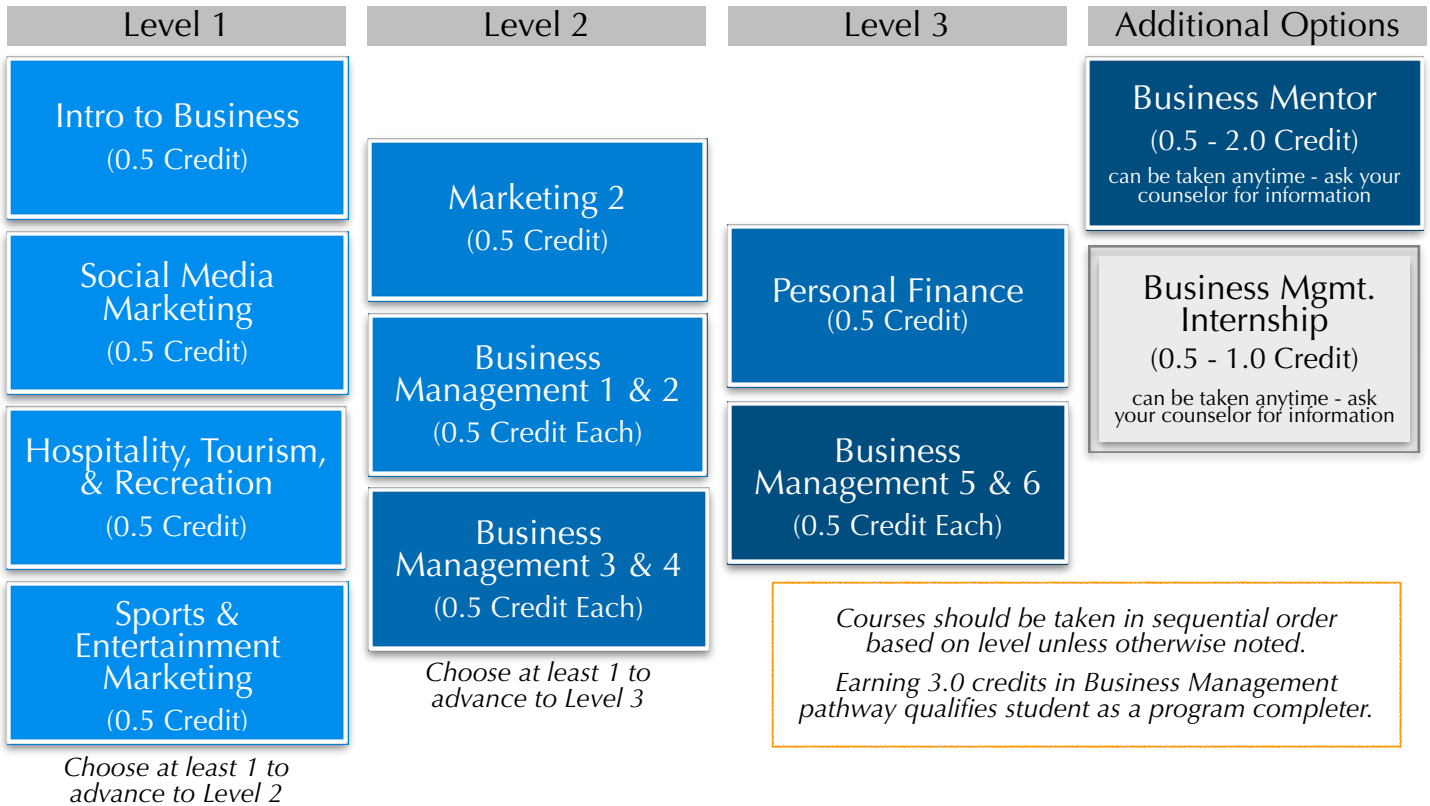
Credit: 0.5/Semester

Prerequisite: See your Counselor for more information

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.

CAREER TECHNICAL EDUCATION

BUSINESS MANAGEMENT



Introduction to Business

BU400SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

This is where you begin learning about the vast field of business. You will engage in hands-on projects and activities to learn about the basic concepts and principles of entrepreneurship, management, marketing, accounting, economics, business law, international business, and technology. Throughout the semester you will explore business trends, current events, and business occupations and career opportunities. The business world is where you'll put your education, skills, and knowledge to work! All students enrolled in Intro to Business 1 will be eligible for and encouraged to participate in DECA.

Social Media Marketing

BU512SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

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.

Hospitality, Tourism, Recreation

BU450SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

This course provides a general overview of hospitality management. It covers the growth and development, organization and structure, and all of the functional areas of the hospitality industry, including travel and tourism, lodging, food services, and recreation. Hospitality management has various objectives and functions that differ from one business to the next. Professionals in this field create and run many aspects of the guest experience. Hospitality management is a career path that typically falls under the hotels, resort, and lodging industry. This is a growing industry in Central Oregon.

Sports/Entertainment Marketing

BU511SFA9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

In this course, we will explore ways to promote Sports and Entertainment Industries through marketing, social media and podcasts and film. Students will learn from each other and connect with local industries and performers to develop a concert at Caldera. They will develop learning and experience through hands on real world application of all the steps required to put on a highly engaging entertainment opportunity.

CAREER TECHNICAL EDUCATION

Marketing 2

BU501SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Any lower level Business course

Students will have hands-on experience by analyzing the elements of marketing and marketing strategy, stressing product development, policies, pricing strategies, promotion, distribution, international markets, and consumer behavior. Emphasis on the elements of the marketing mix and target markets for consumer and industrial markets. DECA membership is highly encouraged and will provide students with opportunities in leadership, professional development, community service, and competitive events.

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

Personal Finance

BU415SFA9

Grade: 11-12

Credit: 0.5/Semester

Prerequisite: Any lower level Business course

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 Management 1-6

BU461SFA9 - BU466SFA9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: Any lower level Business course

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.*

Business Mentor

SA139SFA9

Grade: 11-12

Credit: 0.5/Semester

Prerequisite: See your Counselor for more information

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.



CAREER TECHNICAL EDUCATION

ENGINEERING

Level 1

Creative Design 1
(0.5 Credit)

College Credit Offered

Level 2

Creative Design 2
(0.5 Credit)

Level 3

Maker Space
(1.0 Credit)

Engineering Rotations - STC

(0.5 Credit)

ask your counselor or the Future Center for information

Level 4

Engineering Mentor
(0.5 - 2.0 Credit)
can be taken anytime - ask your counselor for information

Engineering Design & Development
(1.0 Credit)

Engineering Internship
(0.5 - 1.0 Credit)

can be taken anytime - ask your counselor for information

Creative Design 1

AA298SFAS9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

Creative Design 1 is a hands on, project-based course, designed to teach you the process of taking an idea and making it a reality. Learn how to use the latest technologies such as the laser engraver, 3D printer, design software and much more, to make, test and improve your own unique projects and prototypes.

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

Creative Design 2

AA299SFAS9

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: Creative Design 1 or IED

Take your creative design skills to the next level! In this course, you will have the opportunity to get certified to use all of our high-tech design equipment, including the CNC Mill, plasma table, laser cutter, 3D printers, and other power tools. You'll build your own experience by designing and creating your own projects, all the while developing your woodworking, metalworking, welding, and CAD skills. And, you will be given the chance to earn your Autodesk Fusion 360 Certified User certificate. Our amazing Maker Space Design Lab will become your domain.

Maker Space

AA342SFA

Grade: 11-12

Credit: 1.0/Year

Prerequisite: IED or Creative Design 2

Want to learn how to weld? Build your very own snowboard or skis? Have you ever used a plasma cutter? Want to become a certified bike mechanic? Then this is the place for you! In this class you will have full access to Caldera's Maker Space where you will learn how to make your own design ideas a reality through the engineering design process. Students will use engineering principles and the latest industry-based technologies to design, make, test, and improve their projects and prototypes.

Courses should be taken in sequential order based on level unless otherwise noted.

Earning 3.0 credits in Engineering pathway qualifies student as a program completer.

Engineering Design & Development AA307SFA

Grade: 11-12

Credit: 1.0/Year

Prerequisite: Maker Space or Principles of Engineering

In this course, students work in teams or individually to design and develop an original solution to a valid open-ended technical problem by applying engineering principles and the utilization of the Maker Space classroom. This class closely models the process a college engineering student would follow to design, develop, produce and market their senior project. Finally, students will present and defend their original solution in a public setting. This class is crazy fun and super rewarding course, but it also requires students to be self-motivated and driven in order to be able to meet their goals by the end of the year.

Engineering Mentor

SA164SFA9

Grade: 11-12

Credit: 0.5/Semester

Prerequisite: See your Counselor for more information

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.

CAREER TECHNICAL EDUCATION

ARCHITECTURE & CONSTRUCTION

Level 1

Level 2

Level 3

Level 4

*Must complete at least 1 course
in Level 2 to advance to Level 3*

Woodworking 1
(0.5 Credit)

Product Design
(0.5 Credit)

Woodworking 2
(0.5 Credit)

**Architecture &
Construction**
(1.0 Credit)

Construction Mentor
(0.5 - 2.0 Credit)
can be taken anytime - ask your
counselor for information

Construction Trades
(1.0 Credit)

Construction Internship
(0.5 - 1.0 Credit)
can be taken anytime - ask your
counselor for information

*Courses should be taken in sequential order
based on level unless otherwise noted.*

*Earning 3.0 credits in Architecture & Construction
pathway qualifies student as a program completer.*

Woodworking 1

AA900SFA9

Grade: 9-12
Prerequisite: None

Credit: 0.5/Semester

This course introduces students to the basics of woodworking, introductory safety, measurement, machine processes, mass production, and finishing methods. Hands on projects will be included.

Woodworking 2

AA901SFA1

Grade: 9-12
Prerequisite: Woodworking 1

Credit: 0.5/Semester

This course is a continuation of Woodworking 1 with more of an understanding in project design, wood joinery, tool maintenance and finally exploring your first personal project.

Product Design

AA898SFA9

Grade: 9-12
Prerequisite: Woodworking 1

Credit: 0.5/Semester

In this class, students will focus on the aesthetic and innovation of small wood game products. For instance, students will plan projects that focus on proportions such as the golden ratio, balance of shapes and patterns as well as selection of wood species that accentuates colors and tones. The wood products in this class will be "game" themed, such as, chess boards, Jenga set, cornhole boards, wooden maze toy, marble run, etc. Students will also be given a final that involves a unique game design they create from scratch, or an adaptation of another game already created.

Architecture & Construction

AA924SFA

Grade: 10-12
Prerequisite: IED, Product Design, or Woodworking 2

Credit: 1.0/Year

Want to learn how to design a building? Want to learn how to build a structure? Ever plan to own a home? If you answered "yes" to any of these questions, then this is the class for you. In this course, students will explore the principles and elements of architecture through the study of design and the development of their own custom projects using a variety of techniques and tools. Then head to the wood shop to learn how to build the things you design through the study and application of the construction practices and techniques of Central Oregon. This class is a lot of fun, VERY hands-on, and the perfect fit of anyone that interested in the vast fields of architecture, design, construction, civil engineering, and/or someone who wants to further understand how buildings are made.

Construction Trades

AA899SFA

Grade: 11-12
Prerequisite: Architecture & Construction

Credit: 1.0/Year

This class primarily works on labs that take place outside, under the covered space. The students will learn through hands-on exercises that cover most of the residential trades. The final, will be either a detailed tool shed, tiny home or food cart trailer. We will sell to the public or have industry partnerships help fund these builds. The goal is to have these built on trailers, that can be hauled out once complete.

Construction Mentor

SA141SFA9

Grade: 11-12
Prerequisite: See your Counselor for more information

Credit: 0.5/Semester

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.

CAREER TECHNICAL EDUCATION

HEALTH OCCUPATIONS

Level 1

**Medical / Health
Careers Exploration**
(0.5 Credit)

Level 2

**Health Occupations
1**
(0.5 Credit)

**Intro to Sports
Medicine**
(0.5 Credit)

Level 3

Biotechnology
(1.0 Credit)

**Human Anatomy &
Physiology**
(1.0 Credit)

**Sports Medicine /
Athletic Training**
(0.5 Credit)

Level 4

**Health Occupations
Mentorship**
(0.5 - 2.0 Credit)
can be taken anytime - ask your
counselor for information

**Health Occupations
2**
(Rotations 0.5 Credit)

Adv. Sports Medicine
(0.5 Credit)

**Health Sciences
Internship**
(0.5 - 1.0 Credit)
can be taken anytime - ask your
counselor for information

Medical/Health Careers Exploration A505SFA9

Grade: 9

Credit: 0.5/Semester

Prerequisite: None

Healthcare/medical Careers Exploration is designed to give students a broad overview of high school and life success strategies. Topics include personal responsibility, growth mindset, self-motivation, time management, career & academic planning, financial planning, decision making, effective study strategies, professionalism, and cultural responsiveness in health care. This Introduction to Health Care Careers section is designed for students interested in pursuing an education & career in health care. Students will explore a variety of health career pathways and apply career exploration strategies to assess career fit with personality, interests, and skills. This course is an excellent introduction to healthcare program coursework and is intended to prepare students for college success and college health career programs at COCC or beyond.

Health Occupations 1 AA500SFA9

Grades: 10-12

Credit: 0.5/Semester

Prerequisite: None

Health Occupations is a course designed to introduce students to concepts, techniques, and basic applications of the medical profession. Topics of study include: medical ethics, medical terminology, measuring and recording vital signs, basic anatomy, biomechanics and movement, treatment modalities, and also includes various speakers from the medical and health community who give firsthand knowledge of their craft.

*Courses should be taken in sequential order
based on level unless otherwise noted.*

*Earning 3.0 credits in Health Occupations pathway
qualifies student as a program completer.*

Intro to Sports Medicine

AA927SFA9

Grades: 10-12

Credit: 0.5/Semester

Prerequisite: None

Sports Medicine is a hands-on class designed for students interested in the fields of athletic training, physical therapy, nursing, orthopedic medicine, fitness training, EMT/Paramedic, exercise physiology, kinesiology, chiropractic, acupuncture, sports nutrition, x-ray/MRI, sports psychology, or a person simply wanting the knowledge on how to keep their body as healthy as possible to maximize performance and longevity. This class will involve hands-on instruction and application in taping, splinting, and the use of various treatment/rehabilitation modalities for injuries to the ankle, knee, hip, wrist, elbow, shoulder, neck and head. Students will also learn basic anatomy, terminology, CPR/1st Aid Certifications and will have the opportunity to visit the Athletic Training room to learn more about careers in Sports Medicine and other Allied Health Careers.

CAREER TECHNICAL EDUCATION

Biotechnology

SC238SFA

Grades: 10-12

Credit: 1.0/Year

Prerequisite: None

College Preparatory
NCAA Approved

In this class you will develop an understanding of heredity at the molecular level and then use that understanding to explore and experience how it is applied in research and industry. Our study will be divided into contemporary topics in biology and biotechnology including microbiology, pathology, forensics and criminalistics, and genetic technologies. The focus will be on examination and understanding of various topics in the biotechnological world and the way the quality of life can be improved through modern biological techniques. With all the popularity and relation to biotechnology, forensic sciences will be another aspect of study. Finally, the students will also examine the ethical implications of these topics and technologies, studying their impact on their lives as well as societies in general.

**Dual college credit may be available (teacher dependent)*

Human Anatomy / Physiology

AA507SFA

Grades: 11-12

Credit: 1.0/Year

Prerequisite: None

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.

Sports Medicine / Athletic Training

AA928SFA9

Grades: 10-12

Credit: 0.5/Semester

Prerequisite: Intro to Sports Medicine

Sports Medicine/Athletic Training is the second level course for students interested in the fields of Athletic Training, Physical Therapy, Nursing, Orthopedic Medicine, and other Allied Health Careers. Students will be expanding on their knowledge and skills from Introduction to Sports Medicine with application of learned skills and more advanced examinations, taping/bracing and treatment/rehabilitation modalities. Students will also have the opportunity to attend practices and games to see how their knowledge is applied in real-world situations. Students will also learn proper documentation, legal and ethical implications, how a Sports Medicine program is run, and additionally, sport psychology and sports nutrition will also be explored.

Health Occupations 2

AA501SFA

Grade: 12

Credit: 0.5/Semester

Prerequisite: Health Occupations 1

This course is designed for students with a continued interest in the medical/health careers. St. Charles rotations provides an overview of many professions and their specific job qualifications, employment trends and educational requirements. Students will have job shadowing experiences at St. Charles Medical Center in departments like: Emergency Room, Intensive Care Unit, Family Birthing Center, Pathology, Medical/Surgical Nursing, Medical Assistant, X-Ray, etc. Additionally, medical terminology and vital signs will also be covered.

Advanced Sports Medicine

AA929SFA9

Grade: 12

Credit: 0.5/Semester

Prerequisite: Sports Medicine / Athletic Training

This is an extension of the Sports Medicine courses offered. Specific course content includes advanced emergency medicine, athletic injuries of the body, basic treatment and care of athletic injuries, and numerous hands-on competencies such as taping/wrapping techniques, emergency procedures, and athletic equipment fitting/removal. Students enrolling in Advanced Sports Medicine: Internship during which students will act as student aides, putting their sports medicine skills learned in the classroom to work for under the supervision of our Certified Athletic Trainer.

Health Occupations Mentorship

AA502SFA9

Grades: 11-12

Credit: 0.5/Semester

Prerequisite: See your Counselor for more information

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.



CAREER TECHNICAL EDUCATION

COMPUTER SCIENCE

Level 1

Level 2

Level 3

Level 4

*Must complete at least 1 course
in Level 2 to advance to Level 3*

**Exploring Computer
Science**
(0.5 Credit)

Game Design
(0.5 Credit)

Robotics
(0.5 Credit)

Game Design 2
(0.5 Credit)

**AP Computer
Science Principles**
(1.0 Credit)

College Credit Offered

**Computer Science
Mentor**

(0.5 - 2.0 Credit)
can be taken anytime - ask your
counselor for information

**Adv Comp Science:
Design &
Development**
(1.0 Credit)

**Comp Science
Internship**

(0.5 - 1.0 Credit)
can be taken anytime - ask
your counselor for information

*Courses should be taken in sequential order
based on level unless otherwise noted.*

*Earning 3.0 credits in Computer Science pathway
qualifies student as a program completer.*

Exploring Computer Science

AA218SFA9

Grades: 9-12
Prerequisite: None

Credit: 0.5/Semester

This class is for everyone - no experience needed. Make web pages, design your own program, design and control devices, and learn what artificial intelligence is (and why you care). Understand how data is captured and used, how technology controls your life experience and influences society, and how to create new technology instead of being consumed by others' creations. Computer science is changing everything. Entertainment, medicine, transportation, public policy, agriculture, fashion, art, energy, society and design all rely on computer science. Come join us in being part of that change, and have fun doing it!

Game Design

AA222SFA9

Grades: 9-12
Prerequisite: Exploring computer Science

Credit: 0.5/Semester

Students will use the platform Unity to build high-quality 2D, 3D and VR video games. While working with Unity, students will get an introduction to the language C#. To be successful in this course students need to be self-motivated, allowing them to work individually on projects assigned throughout the course. The successful game designer will also be a reliable group member when it comes to collaboration projects.

Robotics

SC521SFA9

Grades: 9-12
Prerequisite: Exploring computer Science

Credit: 0.5/Semester

This class is for everyone interested in problem-solving with mechanical systems, electronics, and computer programming. 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.

CAREER TECHNICAL EDUCATION

Game Design 2

AA223SFA9

Grades: 10-12

Credit: 0.5/Semester

Prerequisite: Game Design

Building upon the foundational knowledge gained in the first course, this intermediate-level course delves deeper into advanced game design and development concepts using Unity. Students will learn to create increasingly complex game mechanics, foundational C# programming techniques, and design principles for creating visually appealing and functional game interfaces. The course will involve team-based projects to simulate real-world game development scenarios and encourage collaboration. This course is ideal for students who aspire to pursue a career in game development or programming. Successful completion of the course will not only prepare students for the Unity Junior Programmer Certification but also provide a strong foundation for further studies in computer science and related fields.

AP Computer Science Principles

AA852AFA

Grades: 11-12

Prerequisite: None

Honors Capstone Course

Credit: 1.0/Year

College Preparatory

Weighted Grade

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

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

Advanced Computer Science: Design & Development

AA814SFA

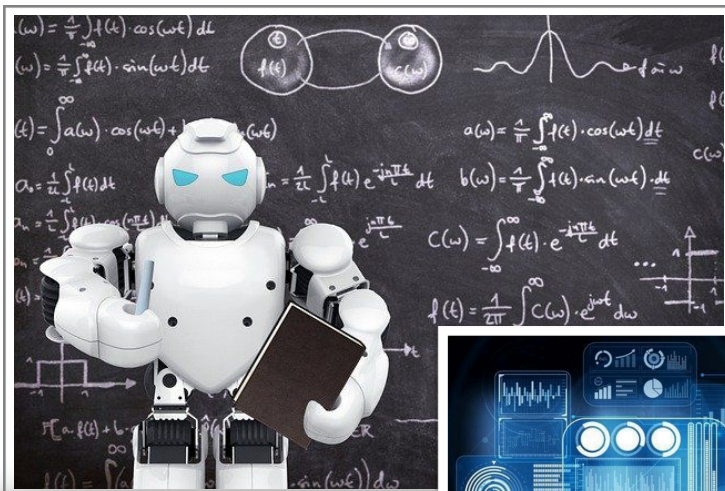
Grades: 12

Credit: 1.0/Year

Prerequisite: AP Computer Science Principles

College Preparatory

In this course, students work in teams or individually to design and develop an original solution to a valid open-ended technical problem by applying computer science principles, software, and hardware into the solution. This class closely models the process a college level computer science student would follow to design, develop, produce, and market their senior project. Finally, students will present and defend their original solution in a public setting. This class is crazy fun and super rewarding course, but it also requires students to be self-motivated and driven in order to be able to meet their goals by the end of the year.



LANGUAGE ARTS

LANGUAGE ARTS SEQUENCING OPTIONS

Grade 9

Grade 10

Grade 11

Grade 12

Literature &
Composition 1Literature &
Composition 2AP Language &
CompositionLiterature &
Composition 3AP Literature &
CompositionLiterature &
Composition 4

College Writing

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

Civil Discourse

0.5 credit / 10th - 12th Grade

Yearbook

1.0 credit / 10th - 12th Grade

AP Seminar

1.0 credit / 10th - 12th Grade

Creative Writing

0.5 credit / 11th - 12th Grade

Film as Lit

0.5 credit / 11th - 12th Grade

Literature and Composition 1

LA100SLA

Grade: 9
Prerequisite: None

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 2

LA110SLA

Grade: 10
Prerequisite: None

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.

Literature and Composition 3

LA115SLA

Grade: 11
Prerequisite: None

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

LA112SLA

Grade: 12
Prerequisite: None

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.

AP Language & Composition

LA151ALA

Grade: 11
Prerequisite: None
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

AP Language and Composition is for dedicated students who wish to develop the critical thinking, reading, and writing skills necessary for post-secondary academic work. It is recommended for students wishing to challenge themselves beyond traditional models of high school thinking and writing. Students will regularly be asked to read complex texts, responding to both content and structure, while learning increasingly sophisticated ways to respond as thinkers, speakers, and writers.

AP Literature & Composition

LA150ALA

Grade: 12
Prerequisite: None
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

AP Literature and Composition is for dedicated students who wish to develop the critical thinking, reading, and writing skills necessary for post-secondary work. The purpose of this course is to create a dynamic, challenging environment for students to explore a variety of historical perspectives and literary styles, thus deepening a student's understanding of the impacts of context, language, and art. While engaging students in careful reading, critical analysis, and thoughtful discussion of imaginative literature and nonfiction, college-level analysis and compositional skills will also be developed.

College Writing

LA330SLA

Grade: 12
Prerequisite: None

Credit: 1.0/Year
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.

AP Seminar

MD356AEL

Grade: 10-12
Prerequisite: None
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade

AP Seminar provides students the opportunity to explore real-world issues through a variety of lenses, considering multiple points of view to gain a deep understanding of complex issues, and fostering the ability to make connections between these issues and everyday life. Using an inquiry framework, students will delve deeply, collecting and analyzing information with accuracy and precision, developing arguments based on facts, effectively communicating points of view through writing, discussion, presentation, and debate.

**Elective credit is given for this class.*

Film as Lit

LA543SLA9

Grade: 11-12
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 may not meet four year college admissions requirements for language arts.

Creative Writing

LA304SLA9

Grade: 11-12
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 may not meet four year college admissions requirements for language arts.

Yearbook

LA334SEL

Grade: 10-12
Prerequisite: None

Credit: 1.0/Year

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 is given for this class.*

Civil Discourse

LA542SLA9

Grade: 10-12
Prerequisite: None

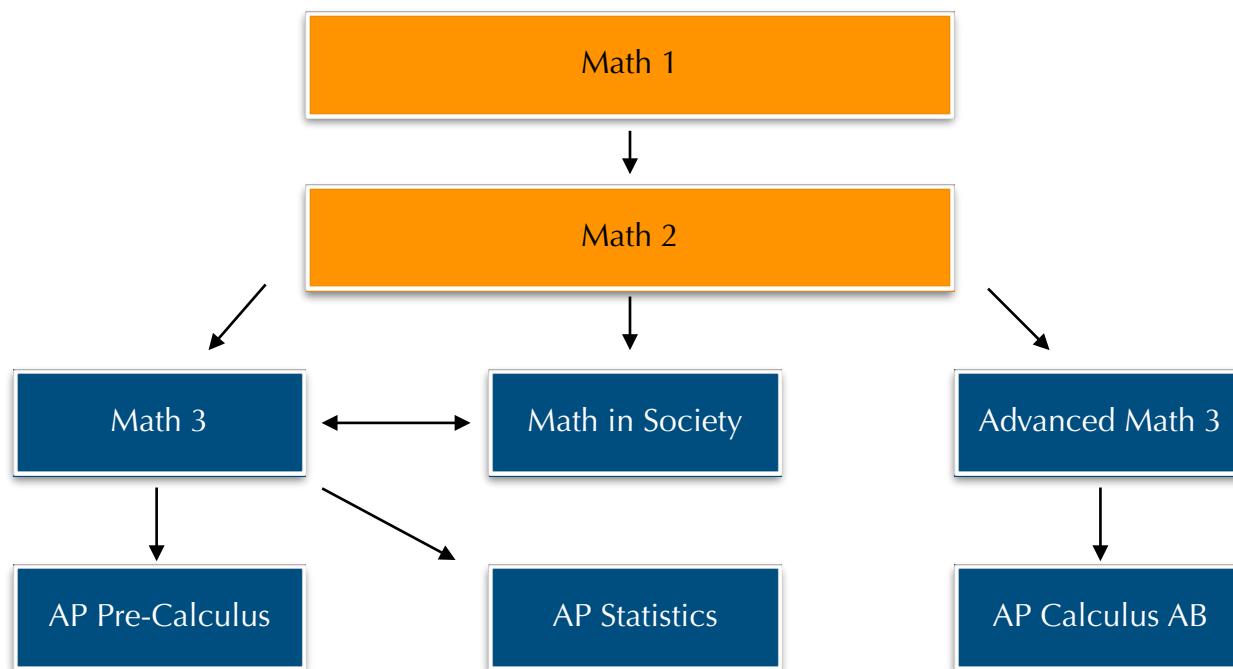
Credit: 0.5/Semester

Civil Discourse is designed to teach students how to appropriately engage in challenging conversations with others who might not agree. Together we will engage in discussion and share experiences and stories while maintaining a respectful environment. The universal question our class will revolve around is *How can I approach a topic and learn to appreciate different perspectives, actively listen, and engage in mutual respect in order to reach middle ground?* Students will use evidence (in and outside their echo chamber) from their research, in-class discussions, and literary works to navigate each topic in a controlled environment. Students will be exposed to a variety of genres both literary and non-literary throughout the term in which they will be assigned structured papers, projects, and annotated bibliographies for diverse subjects and audiences. Students will consistently check their assumption and bias and approach each subject with an open mind as they pursue middle ground with their peers and larger communities.

While this course meets high school graduation requirements for language arts, this class may not meet four year college admissions requirements for language arts.

MATHEMATICS

MATHEMATICS SEQUENCING OPTIONS



Students must earn three mathematics credits to graduate with an Oregon Standard or Academic Diploma. If the student is interested in a Honors Diploma or pursuing college after high school four mathematics credits is encouraged. Mathematics coursework follows one of three pathways; Calculus, Data Science, and Quantitative Mathematics. Placement in courses is generally based on your performance in the previous year's mathematics course.

Students may stay in one pathway, calculus for example, or take courses from the other pathways if they wish, as long as they meet the prerequisites for the course.

- **Standard Classes** are appropriate for most students. These courses help develop grade level skills and understandings.
- **Dual Credit, AP or IB Classes** may be appropriate if you are highly motivated. Both dual credit and AP/IB courses include college-level work and expectation. Please consider the student's past performance, interest level and teacher recommendation before enrolling.

Math 1

MA235SMA

Grade: 9-12

Prerequisite: None

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 2

MA236SMA

Grade: 9-12

Prerequisite: Math 1

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.

MATHEMATICS

Math 3

MA237SMA

Grade: 9-12
Prerequisite: Math 2

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

MA238SMA

Grade: 9-12
Prerequisite: Math 2

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)*

AP Pre-Calculus

MA337AMA

Grade: 9-12
Prerequisite: Math 3
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

This is a course designed for students who plan to take Advanced Placement Calculus. This course will focus on characteristics of functions, including domain, range, symmetry, intercepts, zeros, and continuity along with Exponential and Logarithmic functions. The second half of this course focuses on Trigonometric Functions. Technology (graphing calculator) will be used to introduce and expand on the areas listed above. Students who complete AP Pre-Calculus should take AP Statistics or AP Calculus next.

**Dual college credit may be available (teacher dependent)*

AP Statistics

MA351AMA

Grade: 9-12
Prerequisite: Math 3 or Higher
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

**Dual college credit may be available (teacher dependent)*

Math in Society

MA233SMA

Grade: 11-12
Prerequisite: Math 2 or Higher
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

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.***

**Dual college credit may be available (teacher dependent)*

AP Calculus AB

MA338AMA

Grade: 9-12
Prerequisite: Math 3 or Higher
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

This course covers all the major topics of calculus on the AB exam. Topics include limits, derivatives, rates of change, area under a curve, and antiderivatives. An emphasis will be on applications of calculus such as: motion, optimization, related rates, volumes of solids and surface area of solids.

**Dual college credit may be available (teacher dependent)*

SCIENCE

SCIENCE SEQUENCING OPTIONS

Grade 9

Grade 10

Grade 11

Grade 12

Physics

Chemistry

Biology

Biotechnology

AP Physics

Ecology

AP Biology

Human Anatomy & Physiology

Once you have completed your core Science sequence, choose any elective classes to further your science education. Additional credits will be counted toward elective credit on your transcript.

Ecology

1.0 credit / 10th - 12th Grade

Biotechnology

1.0 credit / 10th - 12th Grade

AP Physics

1.0 credit / 10th - 12th Grade

Human Anatomy & Physiology

1.0 credit / 11th - 12th Grade

PhysicsSC501SSC

Grade: 9
Prerequisite: None
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.

ChemistrySC411SSC

Grade: 10
Prerequisite: None
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.

BiologySC204SSC

Grade: 11
Prerequisite: None
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.

SCIENCE

Ecology

SC246SSC

Grade: 10-12
Prerequisite: None

Credit: 1.0/Year
College Preparatory
NCAA Approved

This course introduces students to the intricate relationships between living organisms and their physical, chemical, and biological environments. Covering various levels of ecological organization, including populations, communities, and ecosystems, students delve into topics such as population dynamics, species interactions, energy flow, nutrient cycling, succession, and their practical applications in environmental management. The course explores both terrestrial and marine ecosystems, and students gain valuable hands-on experience through ecological experiments conducted in the field and laboratory, equipping them with a comprehensive understanding of ecological principles and their real-world significance.

Biotechnology

SC238SEL

Grade: 10-12
Prerequisite: None

Credit: 1.0/Year
College Preparatory
NCAA Approved

In this class you will develop an understanding of heredity at the molecular level and then use that understanding to explore and experience how it is applied in research and industry. Our study will be divided into contemporary topics in biology and biotechnology including microbiology, pathology, forensics and criminalistics, and genetic technologies. The focus will be on examination and understanding of various topics in the biotechnological world and the way the quality of life can be improved through modern biological techniques. With all the popularity and relation to biotechnology, forensic sciences will be another aspect of study. Finally, the students will also examine the ethical implications of these topics and technologies, studying their impact on their lives as well as societies in general.

**Dual college credit may be available (teacher dependent)*

AP Physics

SC503ASC

Grade: 10-12
Prerequisite: Math 3 or Higher
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

AP Physics 1 is a rigorous course designed to meet a first-semester introductory college course in algebra-based physics. Students will conduct investigations as they explore kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. Mathematical equations are used in such a way that the solutions will predict the way nature behaves. Group work, individual projects, inquiry-based problem solving, and design problems are integral parts of this course. The grade earned on the optional AP Physics Exam in May determines college credit granted by cooperating institutions. Time outside of class may be needed to complete course requirements.

Human Anatomy / Physiology

SC237SSC

Grade: 11-12
Prerequisite: None

Credit: 1.0/Year
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.

AP Biology

SC206ASC

Grade: 12
Recommended Preparation:
Biology & Chemistry
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

This rigorous course is designed to meet the requirements of a two-semester college introductory biology course for biology majors. Students will study the core scientific principles, theories, and processes that govern living organisms and biological systems. Students will do hands-on laboratory work to investigate natural phenomena as they explore the following topics: chemistry of life, cell structure and function, cell energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection and ecology. The grade earned on the optional AP Biology Exam in May determines credit granted by cooperating institutions. Time outside of class is extensive for completion of readings, projects, laboratory work and associated write-ups.

**Dual college credit may be available (teacher dependent)*

SOCIAL STUDIES

SOCIAL STUDIES SEQUENCING OPTIONS

Grade 9

Grade 10

Grade 11

Grade 12

No
RequirementModern
World History

US History

AP US
HistoryAmerican
Government &
CivicsEconomics &
Personal Finance

Or

AP US Government
and Politics

Social Studies Electives - can be taken in addition to courses listed above

AP Human Geography
1.0 credit / 9th - 12th Grade

Psychology
0.5 credit / 10th - 12th Grade

Model UN
0.5 credit / 10th - 12th Grade

Modern World History

SS100SWS

Grade: 10
Prerequisite: None

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.

US History

SS101SUS

Grade: 11
Prerequisite: None

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.

AP US History

SS102AUS

Grade: 11
Prerequisite: None
Honors Capstone Class

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills You'll Learn: Evaluating primary and secondary sources; Analyzing the claims, evidence, and reasoning you find in sources; Putting historical developments in context and making connections between them; Coming up with a claim or thesis and explaining and supporting it in writing.

American Government & Civics

SS110SGV9

Grade: 12
Prerequisite: None

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.

SOCIAL STUDIES

Economics & Personal Finance

SS150SS\$9

Grade: 12
Prerequisite: None

Credit: 0.5/Semester
NCAA Approved

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.

AP US Government & Politics

SS111AGV

Grade: 12
Prerequisite: None
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

Study the key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project.

Skills You'll Learn

- Connecting political concepts to real-life situations
- Explaining the impact and implications of certain U.S. Supreme Court decisions
- Analyzing data to find patterns and trends and draw conclusions
- Reading and analyzing text and visual sources
- Developing a claim or thesis and supporting it in an essay

AP Human Geography

SS330AWS

Grade: 9-12
Prerequisite: None
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

Skills You'll Learn

- Connecting geographic concepts and processes to real-life scenarios
- Understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes
- Seeing patterns and trends in data and in visual sources such as maps and drawing conclusions from them
- Understanding spatial relationships using geographic

Psychology

SS170SS\$9

Grade: 10-12
Prerequisite: None

Credit: 0.5/Semester
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.

Model UN

SS137SS\$9

Grade: 10-12
Prerequisite: None

Credit: 0.5/Semester
College Preparatory

Model United Nations (MUN) is a simulation of the UN General Assembly and its other multilateral bodies where students perform an ambassador role while debating topics pertinent in the world today. After getting a baseline understanding of International Relations and the structure and function of the United Nations, the class will largely be hands-on. Students will wrestle with some of the same issues that face the real UN. To prepare for the simulations, they will research issues and develop solutions from the perspective of a member country of the UN. We will write resolutions and debate topics using the structures and functions used by the real UN delegates. It will be amazingly rewarding to understand issues and propose solutions for challenges facing the world today. However, it will also be challenging because we are approaching the solutions from other countries' views. We may not always share their views, but we can always learn by taking on their perspective.

WORLD LANGUAGE

Spanish

Spanish 1

FL601SFA

Grade: 9-12
Prerequisite: None

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

FL602SFA

Grade: 9-12
Prerequisite: Spanish 1

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.

Spanish 3

FL603SFA

Grade: 9-12
Prerequisite: Spanish 2

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.

Spanish 4

FL604SFA

Grade: 9-12
Prerequisite: Spanish 3

Credit: 1.0/Year
College Preparatory
NCAA Approved

In Spanish 4, students will engage with project-based learning and rigorous tasks that hone learners' skills. Learners will have the opportunity to engage with authentic texts and literature, experience integrated performance assessments with all modes of communication, and more, all while encompassing elements of IB and AP® skills. Units of study will include how young people spend their time, digital citizenship and how virtual communities shape the world we live in, achieving a healthy lifestyle, sustainable living, preparing for the modern workforce, and rights and responsibilities within our communities.

AP Spanish Language & Culture

FL610AFA

Grade: 9-12
Prerequisite: Spanish 4
Honors Capstone Course

Credit: 1.0/Year
College Preparatory
Weighted Grade
NCAA Approved

In AP Spanish Language and Culture, students will work with a curriculum that is composed of 6 thematic units established by College Board. The units cover a variety of societal and cultural issues that are important to our global community. The end desire of teaching these units is to nurture the students' growth as they become global citizens and help them make cultural connections when comparing their individual communities to those of the Spanish-speaking world. Students will have the opportunity to take an exam at the end of the year that can result in college credit and/or a seal of biliteracy. The 6 Thematic Units are: Personal and Public Identity; Families and Communities; Science and Technology; Beauty and Aesthetics; Contemporary Life; and Global Challenges.

WORLD LANGUAGE

French

French 1

FL201SFA

Grade: 9-12

Prerequisite: None

Credit: 1.0/Year

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

Prerequisite: French 1

Credit: 1.0/Year

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

Prerequisite: French 2

Credit: 1.0/Year

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.

French 4

FL204SFA

Grade: 9-12

Prerequisite: French 3

Credit: 1.0/Year

College Preparatory
NCAA Approved

In French 4, students will learn to initiate, sustain and conclude conversations in French. They will work on proficiency in interpersonal, interpretive and presentational communication in the context of Cultures, Connections and Comparisons. Students will read articles, literary texts and enrich their understanding of the cultures in the francophone world and compare it to their own culture and community. Topics of study and academic skill development will prepare students for AP and IB level coursework.

WORLD LANGUAGE

Chinese

Chinese 1

FL640SFA

Grade: 9-12

Prerequisite: None

Credit: 1.0/Year

College Preparatory
NCAA Approved

This one-year course is aimed at facilitating a student's acquisition of Chinese language at the novice-mid to novice-high level. Students will learn the basics of Chinese culture, Pinyin, writing and typing Chinese characters, and common elements in simple conversation. The objectives consist of common conversation questions such as greetings, name, age, birthday, school, grade, residence, family members, favorite color, nationality, occupation, time and date.

Chinese 2

FL641SFA

Grade: 10-12

Prerequisite: Chinese 1

Credit: 1.0/Year

College Preparatory
NCAA Approved

This one-year course is designed for students to continue to refine proficiency in Chinese language with the end-of-course goal of demonstrating proficiency at the novice-high to intermediate-low level. Students will continue learning Chinese culture, and expanding their ability to carry on basic conversations on a variety of topics in everyday life, such as school subjects, weather, seasons, hobbies, sickness, foods, housewares and communities.

Chinese 3

FL642SFA

Grade: 10-12

Prerequisite: Chinese 2

Credit: 1.0/Year

College Preparatory
NCAA Approved

This one-year course is designed for students to further develop their language skills, specifically focusing on more complex Chinese characters. The class will emphasize advanced conversations and the use of advanced vocabulary and grammar structures, with the end-of-course goal being to demonstrate proficiency at the intermediate-low to intermediate-high levels. Students will continue to learn about Chinese culture and enhance their ability to engage in more sophisticated conversations on various topics in everyday life, including dining out, neighborhoods, occupations, facilities, shopping, asking for directions, and school subjects. Furthermore, this class will delve deeper into Chinese culture and contemporary issues, which may include literature and more extensive writing assignments.

WELLNESS

Integrated Wellness MD371SPE1 / MD371SHE1

Grade: 9 Credit: 0.5/Year (0.5 PE/0.5 Health 1)
Prerequisite: None

Integrated Wellness is a year-long, required freshman course integrating health related content and skills with physical activity and education. The purpose of Wellness is to provide students with the health and fitness related skills to help them be successful in high school and beyond. The health portions of class will concentrate on mental, social, and emotional health. Students will also focus on the promotion of sexual health; the prevention of alcohol, tobacco, and other drug use; and violence/suicide prevention. In PE students will work together in an environment that focuses on positive school culture, self-esteem, and an appreciation and knowledge of physical activity through various activities. Over the semester students will be exposed to team building activities as well as individual and team sports. Students will assess their current level of fitness and learn the skills needed to set and achieve goals to improve their current level of fitness and physical activity.

Integrated Wellness MD371SPE2 / MD371SHE2

Grade: 10 Credit: 0.5/Year (0.5 PE/0.5 Health 2)
Prerequisite: None

Integrated Wellness is a year-long, required sophomore course integrating health related content and skills with physical activity and education. The purpose of Wellness is to provide students with the health and fitness related skills to help them be successful in high school and beyond. The health portions of class will concentrate on mental, social, and emotional health. Students will also focus on the promotion of sexual health; the prevention of alcohol, tobacco, and other drug use; and violence/suicide prevention. In PE students will work together in an environment that focuses on positive school culture, self-esteem, and an appreciation and knowledge of physical activity through various activities. Over the semester students will be exposed to team building activities as well as individual and team sports. Students will assess their current level of fitness and learn the skills needed to set and achieve goals to improve their current level of fitness and physical activity.

Court Sports PE207SPE9

Grade: 9-12 Credit: 0.5/Semester
Prerequisite: None

This class is designed for student exploration into skills and strategies of field and court sports. This course will include fundamental skill instruction and allow for implementation of those skills into recreational game settings. Sports may include, but are not limited to: basketball, flag football, soccer, ultimate frisbee, pickle ball, badminton, and volleyball. This course will also include daily fitness activity.

Weight Training 1 PE302SPE9

Grade: 9-12 Credit: 0.5/Semester
Prerequisite: None

This course is designed as a general weight training course. Students will learn various weight lifting techniques that will improve strength, speed, endurance, flexibility, and overall fitness. Key lifetime fitness principles will be taught in order to develop goal-based individual weight lifting programs. There is no prerequisite and this class can be repeated.

Weight Training 2 PE303SPE9

Grade: 9-12 Credit: 0.5/Semester
Prerequisite: Weight Training 1

This course is designed for the student seeking advanced level training routines for complete muscular development. It also provides an opportunity for students to specialize workout routines for their given sport or activity. Individual goals will be discussed and logged throughout the semester. Weight training 1 experience is recommended, but not required.

Low Impact/Yoga PE316SPE9

Grade: 9-12 Credit: 0.5/Semester
Prerequisite: None

Designed for those students who prefer to participate in non-traditional PE courses. Students will take part in various low impact activities. Some examples to include walking, yoga, strength training, rowing machines, treadmills, and stationary bikes. Club fitness activities will be introduced. Positive health and fitness information will be stressed.

OTHER ELECTIVES

Principles of Leadership

MD308SEL9

Grade: 9

Credit: 0.5/Semester

Prerequisite: None

This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader and also self-exploration into the type of leader you are. The emphasis in the course is on the practice of leadership. The course will examine topics such as understanding leadership; recognizing leadership traits in yourself and others; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; listening to group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance and hopefully see themselves as a leader at Caldera and move on to Leadership.

Sources of Strength

MD369SEL9

Grade: 10-12

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.

Student Government

MD299SEL

Grade: 9-12

Credit: 1.0/Year

Prerequisite: Election or Accepted Application

The Student Government course is a year-long course. This course is required for any student wishing to be a class officer or student council member. It is designed to focus on social-emotional learning, character development, positive class/campus relationships, and community building. Students will practice practical ways to engage in kindness, forgiveness, honesty, respect, and more through implementing school-wide programs, organizing community service events, and planning school spirit events. Students taking this course should be interested in honing leadership skills and working as a team to make a positive impact on our school's culture and climate. In this course, students will be using experience to develop and execute their own initiative for the school. Outside commitments include helping with school events such as homecoming week events, dances, service projects, etc. Anything we put on, you are expected to attend. We support what we create.

Mentorships: Peer Mentor / Academic Peer Tutor

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: See your Counselor for more information

Students will support their peers as they navigate the transition to Caldera and continue through their high school journey. Students will demonstrate leadership skills by working, both as a team and independently, to create and implement plans to assist students in social, learning, and community environments. Students will act professionally by modeling appropriate behavior, social, and communication skills.

Teacher Assistant

SA122SEL9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: None

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" scale; GPA is not impacted. 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.

CTE Peer Mentor

Grade: 11-12

Credit: 0.5/Semester

Prerequisite: See your Counselor for more information

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentorship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.

OTHER ELECTIVES

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.

English Language Development: Progressing

FL121EFA

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. Advanced academic English grammar and vocabulary, as well as code-switching and translanguaging strategies, will be the focus of this course.

Advisory

MD100SEL

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: None

We believe students receive greater individual attention and security within smaller learning communities; therefore, our Advisory program ensures that each Caldera High School student remains with one advisor, and one group of students, for the majority of their time at Caldera High School. Students meet in their advisory four days a week during which students partake in our advisory curriculum, develop short-term and long-term goals and have a supplementary support system in school. In addition, students will receive important information in Advisory regarding campus events, discuss school-wide issues, and schedule their annual advisor/parent conferences. These conferences provide an opportunity for students to work individually with their advisors and their parents to establish their academic and personal goals and to plan their course work.

DUAL IMMERSION

Wellness

DI Physical Education 1

PE800SPE9

Grade: 9

Credit: 0.5/Semester

Prerequisite: None

Physical Education acquaints students with individual, team and life-long activities stressing safety, teamwork sportsmanship, and physical development. Student's fitness (muscle strength and endurance, flexibility, and cardiovascular endurance) will be measured and assessed multiple times within each grading period. Students will be encouraged to develop life-long fitness goals and plans.

DI Physical Education 2

PE801SPES9

Grade: 10

Credit: 0.5/Semester

Prerequisite: None

PE 2 builds on the foundation of skills and concepts you learned in PE 1. You will continue to work toward improving or maintaining your current fitness level as you build skills and strategies in a variety of games. Units may include any combination of soccer, volleyball, badminton, pickleball, basketball, football, tennis, softball, Frisbee games, golf, weight training, floor hockey, team handball, and lacrosse.

DI Health 1

HE800SH19

Grade: 9

Credit: 0.5/Semester

Prerequisite: None

This is an introductory course. It will challenge students to analyze current trends in many health related areas. Topics of study include: fitness and nutrition, domestic interactions, dealing with loss, alcohol and chemical dependency, tobacco, communicable disease, infectious disease, as well as motivational topics on success. Lectures, writings, video presentations, guest speakers, and community resources support the educational development and flow of the class.

DI Health 2

HE801SH29

Grade: 10

Credit: 0.5/Semester

Prerequisite: None

Health 2 covers generally accepted health attitudes, judgments, knowledge and practices as related to mental health, physical fitness, weight control, nutrition, stress, personality, cancer and aging.

Social Studies

DI Modern World History

SS800SWS

Grade: 9-10

Prerequisite: None

Credit: 1.0/Year

NCAA Approved

Students will gain a global understanding of major historical and cultural events impacting the world from the late 18th Century to the Cold War. Topics include: culture, political and economic systems, revolutions and world wars. The course provides foundations for academic success in high school including critical thinking, reading, writing and communications skills. Historical thinking methods, such as crafting arguments, contextualization and causation are explored and honed; these essential skills will lead to success in upper-level social science classes.

Dual Credits

Spanish 3

FL603SFA

Grade: 9

Prerequisite: None

Credit: 1.0/Year

Students receive Spanish 3 credit in conjunction with their two Dual Immersion courses in the 9th grade. Their grade comprises various evaluations and portfolios of evidence demonstrating their Spanish Language use in the 4 domains of language acquisition, reading comprehension, listening comprehension, speaking, and writing. Students are expected to demonstrate language abilities in alignment with ACTFL's Intermediate High proficiency level by the end of the school year.

Spanish 4

FL604SFA

Grade: 10

Prerequisite: None

Credit: 1.0/Year

Students receive Spanish 4 credit in conjunction with their two Dual Immersion courses in the 10th grade. Their grade comprises various evaluations and portfolios of evidence demonstrating their Spanish Language use in the 4 domains of language acquisition, reading comprehension, listening comprehension, speaking, and writing. Students are expected to demonstrate language abilities in alignment with ACTFL's Advanced Low proficiency level by the end of the school year.

DUAL IMMERSION

World Language	Electives
<div><div><div><div><div>AP Spanish Language & Culture</div><div>FL610AFA</div></div><div><div>Grade: 11</div><div>Prerequisite: None</div><div>Honors Capstone Course</div></div><div><div>Credit: 1.0/Year</div><div>College Preparatory</div><div>Weighted Grade</div></div></div></div><div>AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.</div></div>	<div><div><div><div><div>DI Translation & Interpretation Practice</div><div>FL160SFA9</div></div><div><div>Grade: 11</div><div>Prerequisite: None</div></div><div>Credit: 0.5/Semester</div></div></div><div>This course teaches bilingual students to apply their cultural and linguistic knowledge and skills in service of efficient, professional communication between two parties. Students will learn about the linguist code of ethics and responsibilities, and best practices in multilingual communication in a variety of industries and settings (education, healthcare, etc). This course will be taught primarily in Spanish, and will require application and practice via simulations and community settings. This course is offered for enrolled Dual Immersion Program students.</div></div> <div><div><div><div><div>DI Senior Seminar</div><div>MD358SFA</div></div><div><div>Grade: 12</div><div>Prerequisite: None</div></div><div>Credit: 1.0/Year</div></div></div><div>This course provides an opportunity for Dual Immersion students to reflect on all aspects of their journey through the BLS DI Program. Students will have the time and space to complete collegiate level research, create a portfolio to demonstrate their language skills, and use their abilities in service to their community.</div></div>

SCHOOL TO CAREER

School-to-Career (STC) integrates relevant work experience into the academic process and creates broad opportunities for all students, whether college-bound or workforce-bound. Most STC programs are independent study courses that require you to be organized and proactive. Some programs are offered at certain times of the year; others can be started at your request.

If you are interested in any of the programs outlined below, stop by the Future Center and see your School-to-Career Program Manager to sign up.

Structured Work-Based Learning (Paid Work)

Length: 144 hours (Level 1: 0.5 credit)
144 additional hours (Level 2: 0.5 credit)
Grade: 10-12
Prerequisite: None

Do you have a job? Earn credit for your experience by demonstrating proficiency in career-related standards. In order to be awarded credit through Structured Work-Based Learning, you will be expected to complete a student workbook, compile hours, and complete an evaluation based on your career-related learning experience. **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 the Future Center to plan this credit.**

Structured Work-Based Learning (Non-Paid: Community Service or Volunteer Work)

Length: 65 hours (Level 1: 0.5 credit)
65 additional hours (Level 2: 0.5 credit)
Grade: 10-12
Prerequisite: None

Earn credit for community service or volunteer work! You can find volunteer opportunities in College & Careers; you can also 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, type a reflection paper, and complete an evaluation based on your career-related learning experience. **Please note: This is an independent study course. Volunteer work must be for public service or humanitarian purposed and must meet the criteria set by the Oregon Bureau of Labor and Industries. You will not be able to forecast for it and it will not be part of your class schedule. Work with your counselor and Future Center to plan for this credit.**

Internship Program (Paid or Non-Paid)

Length: 65 hours (Level 1: 0.5 credit)
Grade: 10-12
Prerequisite: None

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. **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 Future Center to plan this credit.**



CALDERA HIGH SCHOOL
60925 SE 15th St. Bend, OR 97702

www.bend.k12.or.us/caldera
Follow us on Facebook and Instagram