



# 2025-2026

# Summit High School

# Curriculum Guide

2855 NW CLEARWATER DRIVE  
BEND, OR 97703



## District Mission

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

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

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

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

## District Core Values

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

## Non-Discrimination Administrative Policy

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



# Welcome to Summit High School!

**Our mission is to empower students to create the future and change the world! To that end, our vision is that students are at the center of a personalized, flexible system based on excellence of character and skills.**

The teachers and staff at Summit are excited to welcome you to the 2025-26 school year! We are here to challenge and support you as you continue your educational journey. First and foremost, Summit is a community of creative and curious learners. We value your interests and passions and encourage you to explore these through classes, clubs, sports, and activities. We also recognize that Summit is comprised of individuals, each of whom bring unique history, knowledge, and perspective to our school. Your individual journey and aspirations, together with those of other students', is what makes our community thrive. Your time at Summit High School will be full of exciting challenges. It will also be full of opportunity and exploration that will help you focus on your future. This curriculum guide is just one resource as you explore options at Summit. Please reach out with any questions along the way. We're excited and proud to have you as part of the Summit Family next year. GO STORM!!

## **Using this Guide:**

We encourage students to carefully use this Curriculum Guide as they choose their classes for the upcoming 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 school 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. [Click here to review the process.](#)

The curriculum guide is posted in December 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.*

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## Summit High School Administration Team

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Donna Servignat	Principal
Reno Holler	Assistant Principal
Mary Thomas	Assistant Principal
Jamie Brock	Dean of Students

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## Summit High School Counselors

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Each SHS student is assigned a counselor, alphabetically by last name, who will support students with academic, social/emotional and college/career development throughout high school. [CLICK HERE](#) to view the counselor list for 25-26 year. And, [check out this video about Summit High School's Counseling Department!](#)

[Andy Fleming](#)

[Alyssa Doan](#)

[Carla Gomez](#)

[Lori Craft](#)

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## Summit High School Counseling Team

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Denise Horton	Graduation Coach
Nicki Bellotti	Counseling Office/ Registrar
Medley Brandl	Data/Curriculum
Jeff Rankin	School-to-Career Coordinator

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## School Counseling Program Support



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

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

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

## Rotating Bell Schedule

Summit 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 [SHS website](#).

## Course Load

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

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

## Course Enrollment Expectations

Once you have selected a set of courses, you are expected to remain in them for the duration of the class term. Choosing classes that fit your personal interests and goals is essential. 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 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

Bend-Lapine schools have an Advisory program that meets up to 4 times a week and it is built into the daily schedule.

## Freshman Rotator Courses

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

## Grading Procedures

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

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

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

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

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

### **Add / Drop Policy**

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

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

### **Incomplete Grades**

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

### **Repeat Courses**

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

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

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



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

### **Athletic Eligibility**

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

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

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

### **Graduation Activities**

A student who successfully completes all required graduation requirements of the State of Oregon, the Bend-La Pine School District Board of Education, and Summit 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 2024-25 High School Course List](#)

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

### Expanded Options

[Expanded Options](#) is a joint offering between Bend-La Pine Schools and Central Oregon Community College (COCC). This program allows you to take 100-level or higher college courses onsite (or online) through COCC on a seat-available basis. Priority will be given to students from historically underrepresented groups. That means you can begin earning college credits while you are still a student at Summit 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

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.

### Expanded Options, cont.

In addition to the variety of courses at COCC, there are Expanded Options courses designed specifically for high school students. The course sequences listed below are intended to support students with specific classes in collaboration with COCC's Diversity and Inclusion office. Depending on enrollment, these courses may be available at your high school campus or at the COCC campus. The learning outcomes of these courses include college preparation, academic skills development, cultural enrichment, critical thinking, and community engagement. Please see course descriptions below and connect with your school counselor if you are interested in taking these courses through our Expanded Options program..

#### HD 190A The Good Road 1 (1 Credit)

Prerequisites: Instructor approval.

First in a 3-quarter series. Provides high school students with education and activities through a Native American and Indigenous perspective. Establish personal and team goals; develop effective teamwork skills; explore and articulate cultural identity; explore aspects of leadership including varying styles, qualities, and cultural implications. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as both desirable and attainable. P/NP grading.

#### HD 190B Avanza: Moving Forward 1 (1 Credit)

Prerequisites: Instructor approval.

First in a 3-quarter series. Provides high school students with education and activities through a Latinx/o/a perspective. Establishes personal and team goals; develop effective teamwork skills; explore and articulate cultural identity; explore aspects of leadership including varying styles, qualities, and cultural implications. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as both desirable and attainable. P/NP grading.

#### HD 190C Legacy Education for Afrocentric Development (L.E.A.D.) 1 (1 Credit)

Prerequisites: Instructor approval.

First in a 3-quarter series. Provides high school students with education and activities through an Afrocentric perspective. Establish personal and team goals; develop effective teamwork skills; explore and articulate cultural identity; explore aspects of leadership including varying styles, qualities, and cultural implications. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as both desirable and attainable. P/NP grading.

#### HD 191A The Good Road 2 (1 Credit)

Prerequisites: Instructor approval.

Second in a three-quarter series for high school students. Builds upon the foundation of leadership and teamwork within a Native American and Indigenous cultural context while exploring issues of personal responsibility, strategies for advocacy and organizing, and opportunities for developing intercultural awareness. Interaction with college mentors expands to focus on the college challenges, requirements, tools for success, and the application process. P/NP grading.

#### HD 191B Avanza: Moving Forward 2 (1 Credit)

Prerequisites: Instructor approval.

Second in a three-quarter series for High School students. Builds upon the foundation of leadership and teamwork within a Latinx/o/a cultural context, while exploring issues of personal responsibility; strategies for advocacy and organizing; and opportunities for developing intercultural awareness. Interaction with college mentors expands to focus on the college challenges, requirements, tools for success, and the application process. P/NP grading.

## 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.

### Expanded Options, cont.

HD 191C Legacy Education for Afrocentric Development (L.E.A.D.) 2 (1 Credit)

Prerequisites: Instructor approval.

Second in a three-quarter series for high school students. Builds upon the foundation of leadership and teamwork within an afrocentric cultural context while exploring issues of personal responsibility, strategies for advocacy and organizing, and opportunities for developing intercultural awareness. Interaction with college mentors expands to focus on the college challenges, requirements, tools for success, and the application process. P/NP grading.

HD 192A Summer Training to Revive Indigenous Vision & Empowerment (STRIVE) (1 Credit)

Prerequisites: Instructor approval.

Third in a 3-quarter series for high school students. Four-day live-in college preparation program that introduces students to the college experience through structured academic, leadership and cultural activities with a Native American and Indigenous perspective. Provides students with opportunities to explore and attain skills in leadership, teamwork, communication and conflict resolution. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as a viable option. P/NP grading.

HD 192B Ganas Avanza 3 (1 Credit)

Prerequisites: Instructor approval.

Third in a 3-quarter series for high school students. Four-day live-in college preparation program that introduces students to the college experience through structured academic, leadership and cultural activities with a Latinx/o/a perspective. Provides students with opportunities to explore and attain skills in leadership, teamwork, communication and conflict resolution. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as a viable option. P/NP grading.

HD 192C Ubuntu (L.E.A.D. 3) (1 Credit)

Prerequisites: Instructor approval.

Third in a 3-quarter series for high school students. Four-day live-in college preparation program that introduces students to the college experience through structured academic, leadership and cultural activities with an Afrocentric perspective. Provides students with opportunities to explore and attain skills in leadership, teamwork, communication and conflict resolution. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as a viable option. P/NP grading.

## Alternative Credit Options (cont.)

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

### School-to-Career Options

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

### Internships

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

Training hours: Level 1 - 72 hours

Credit: 0.5 Elective (EL)

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

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

### Work Credit

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

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

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

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

## Alternative Credit Options (cont.)

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

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

#### Volunteer Credit

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

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

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

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

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

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

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

## Alternative Credit Options (cont.)

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

### Driver's Ed Credit

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

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

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

### Independent Study

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

## Alternative Credit Options (cont.)

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

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

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

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

### GED Proficiency Credits

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



## High School Program Opportunities

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

### Career and Technical Education (CTE) Programs

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

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

Computer Science	Video Arts
Engineering	Graphic Arts
Manufacturing Technology	Photography

### Dual Credit / College Now

Summit 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 Summit 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<sup>®</sup> Program

The Advanced Placement<sup>®</sup> Program (AP<sup>®</sup>) 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<sup>™</sup>](#) 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 (cont.)

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.\*

### 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>Math 1 or higher</i>	4 <i>Math 1 or higher</i>	3 <i>Math 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
Career Path Skills (CP)**	0.5	0.5	0.5
Personal Finance (PF)**	0.5	0.5	0.5
Electives (EL)	7	6	5
Capstone Courses	0	5 classes <i>(3 must be AP/IB)</i>	0
<b>TOTAL CREDITS</b>	<b>26</b>	<b>27</b>	<b>24</b>

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

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
Education Plan & Profile	Required	Required	Required
Career-Related Learning Experiences	Required	Required	Required
Essential Skills Proficiencies <i>(requirement suspended through 2027-2028)</i>	Reading, Writing, Math	Reading, Writing, Math	Reading, Writing, Math
Diploma Change Request Process Needed	No	Yes	Yes

## 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.

Beginning with the graduating class of 2025, an Honors Diploma will be awarded to each student who has completed all state and local requirements 27 units of credit. An additional requirement of an Honors Diploma includes five capstone classes, three of which must be in a core subject area. A capstone class is defined as Advanced Placement and International Baccalaureate courses; 100-level or higher college transfer courses. A core subject area is defined as a course in the areas of language arts, math, science, social science and world language.

Small high schools (La Pine High School, Bend Tech Academy, and Realms High School) may request a waiver from the above requirements if they are unable to offer five courses which meet the definition of a capstone course OR they are unable to offer three capstone courses in a core subject area. Waivers will be granted only if the school exhausted all options attempting to meet the above requirements.

### Honors Diploma

An Honors Diploma is required for valedictorian and salutatorian status. Valedictorian and salutatorian status is based on weighted grade point averages (GPA). Weighted on a 5-point scale are 300-/400-level college math, science, language arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades.

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 at most colleges and universities, specifically the Oregon Public Universities.**

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

<b>Out-of-State Public and Independent Colleges</b>	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.
<b>Trades and Apprenticeship</b>	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 <a href="#">Pathway to Trades</a> 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.
<b>College Entrance Exams</b>	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.
<b>Collegiate Athletic Eligibility</b>	<p><b>NCAA Eligibility</b> 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.</p> <p><b>NAIA Eligibility</b> 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. <a href="#">Click here for full NAIA eligibility information.</a></p>



# 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, school counselor, and family to decide which classes you would like to take next year.

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

# COURSE DESCRIPTIONS

## ARTS: PERFORMING AND VISUAL

For more information about our **ORCHESTRA** program, please contact [Stephanie.Seed@bend.k12.or.us](mailto:Stephanie.Seed@bend.k12.or.us). In the meantime, [check out this video about our Orchestra program.](#)

### ORCHESTRA

Grade: 9-12

Prerequisite: Previous membership in a middle school orchestra program highly recommended.

Orchestra is a course devoted to the study and performance of string and symphonic orchestra music. Baroque, classical, romantic, contemporary, and popular styles of music are studied and performed. Course activities include listening, music reading, discussion, sectional rehearsals and performance.

FA851SFA

Credit: 1.0/Year

### CHAMBER ORCHESTRA

Grade: 9-12

Prerequisite: Students must audition.

An advanced class focusing on the study of chamber and string music from all time periods. Members will play as a group in addition to forming smaller groups. Independent playing is a major aspect of the class. The class will perform 6 to 8 concerts per year with at least 2 festivals, perhaps more. An audition is required as well as a year-long commitment. One year previous/concurrent enrollment or participation in string orchestra or instructor approval is required in order to take this class.

FA852SFA

Credit: 1.0/Year

For more information about our **BAND** program, please contact [Cooper.Ottum@bend.k12.or.us](mailto:Cooper.Ottum@bend.k12.or.us). In the meantime, [check out this video about our Band program.](#)

### CONCERT BAND

Grade: 9-12

Prerequisite: Previous membership in a middle school band program highly recommended.

Concert Band is a year-long course for students who play a wind or percussion instrument. No audition is necessary to enroll. Students focus on intermediate skills and may participate in group activities and events like concerts, parades, athletic events, festivals, and solo/ensemble performances. Performances generally happen both during and outside of school hours. Work with your teacher if you are unable to attend.

FA832SFA

Credit: 1.0/Year

### JAZZ ENSEMBLE

Grade: 9-12

Prerequisite: Students must audition and have concurrent membership in Summit Winds, Percussion Techniques, or Chamber Orchestra.

Jazz Ensemble delves into the vibrant world of jazz improvisation across swing, Latin, funk, and fusion styles. Immerse yourself in a dynamic learning environment where dedication to practice and skill development is paramount. Auditions determine membership for saxophone, trumpet, trombone, piano, bass, guitar, and drum set.

FA837SFA

Credit: 1.0/Year

### WIND ENSEMBLE

Grade: 9-12

Prerequisite: Student must audition for this advanced, select ensemble and must maintain OSAA academic eligibility to perform for district and state contest.

The music encompasses a wide range of musical styles with an emphasis on band literature of a high technical and musical level. A variety of other experiences are available including solo, ensembles, and honor bands. Students are expected to participate in all group performances and activities. This class will perform with Concert Band as the Summit High School Marching band for parades and home athletic events. This is the premier performing ensemble of the Summit band program. This is a year-long class, except for percussionists, who should begin in Percussion Techniques for Semester 1.

FA839SFA

Credit: 1.0/Year

## ARTS: PERFORMING AND VISUAL CONTINUED

### ADVANCED MUSICIANSHIP

Grade: 11-12

Prerequisite: At least one year of HS level Band, Percussion, Choir, or Orchestra highly encouraged. Students must be co-enrolled in a band, choir, or orchestra course or get instructor waiver.

Advanced course on music theory, composition, and performance. Students will study music theory, aural skills, music composition/ arrangement, and music production. Students will then apply knowledge of topics studied to independent and small group projects with opportunities to write, arrange, perform, and produce music. Students will need a foundation of music literacy from participation in a performance class (band, percussion, choir, orchestra) or private study to be successful in this course.

FA813SFA

Credit: 1.0/Year

### PERCUSSION TECHNIQUES

Grade: 9-12

Prerequisite: Experience reading music. Previous membership in band program strongly preferred, but the course is open to all.

This class is open to students interested in performing percussion instruments. Individual technique development for percussion performance is stressed. Individual and ensemble performance opportunities are requirements of the course. Students will perform in the athletic pep band performances as well as marching band. While most percussion equipment is provided, students should have their own sticks and mallets (list of equipment needed will be given at the beginning of the year).

FA838SFA

Credit: 1.0/Year

### MUSICAL IPAD

Grade: 9-12

Prerequisite: None

This class is open to all students with or without previous music class experience. Creating music with the help of iPad and exploring various instrument apps will be the focus. Garage Band and other apps will be utilized to record music that students will create individually and in small groups. A high interest in creating and/or performing music and working with classmates is helpful. There will be many opportunities for sharing your music.

FA897SFA9

Credit: 0.5/Semester

### GUITAR

Grade: 9-12

Prerequisite: None

Guitar 1 is designed for beginners with or without a musical background. Students delve into foundational skills like note reading, chord shapes, and classical technique adaptable to any style. Whether you're picking up a guitar for the first time or seeking to enhance existing skills, this course offers a supportive environment for growth. Dive into the world of music and master the fundamentals of guitar in this engaging class.

FA820SFA9

Credit: 0.5/Semester

For more information about our **CHOIR** program, please contact [Brian.Seed@bend.k12.or.us](mailto:Brian.Seed@bend.k12.or.us). In the meantime, [check out this video about our Choir program.](#)

### CONCERT CHOIR

Grade: 9-12

Prerequisite: None

This choir is open to all students with or without previous singing experience. A wide variety of music is studied and performed. Emphasis is on skill and character development. Attendance at all performances of this group during and outside the school day is required. You must pass an audition at the end of first semester to remain in the choir second semester.

FA903SFA

Credit: 1.0/Year

### SUMMIT CHORALE

Grade: 9-12

Prerequisite: Students will audition for vocal placement

This class is a select mixed-voice choir of up to 85 voices. This is an advanced group in which a high degree of musicianship is required. This group represents Summit High School throughout the Northwest and competes at the state level. Performances generally happen both during and outside of school hours. Work with your teacher if you are unable to attend. This course requires a yearlong commitment.

FA922SFA

Credit: 1.0/Year

### SKYLINER JAZZ

Grade: 10-12

Prerequisite: Audition and concurrent membership in Chorale

This class is a performing group consisting of a limited number of singers and up to six instrumentalists. Music is from the jazz, gospel, and pop idioms with emphasis on performance and competition throughout the Northwest. Performances generally happen both during and outside of school hours. Work with your teacher if you are unable to attend. This course requires a yearlong commitment.

FA921SFA

Credit: 1.0/Year

# ARTS: PERFORMING AND VISUAL CONTINUED

For more information about our **THEATRE** program, please contact [Lara.Okamoto@bend.k12.or.us](mailto:Lara.Okamoto@bend.k12.or.us). And, [check out this video about this program.](#)

## THEATER ARTS 1

Grade: 9-12  
Prerequisite: None

FA700SFA9  
Credit: 0.5/Semester

Theater Arts 1 provides a comprehensive introduction to theater, covering basic terminology, movement, voice, character development, and scene work. Students focus on ensemble work, collaboration, and risk-taking, building confidence in public speaking and writing. Whether beginner or experienced, participants refine performance skills and gain foundational knowledge essential for further studies. The course emphasizes storytelling techniques, character development, and script analysis, fostering creativity and self-expression through exercises and improvisations. With historical and contemporary perspectives, Theater Arts 1 offers a dynamic environment ideal for those seeking a transformative learning experience in live theater.

## STAGECRAFT 1: SETS, PROPS, COSTUMES

FA709SFA9  
Grade: 9-12  
Credit: 0.5/Semester  
Prerequisite: None

Stagecraft is a hands-on introduction to the understanding, designing, crafting and actualization of theatre production. Students will learn basic backstage theatre terminology and obtain the hands-on skills to properly execute a theatrical production from page to stage, including: set building, properties creation, costume design and basic stage makeup design and application. Students will also learn how to properly and safely use a variety of tools and equipment related to theatrical production. This is a hands-on class and all students are expected to participate in all activities, as well as complete reading assignments, participate in discussion and pass safety quizzes. Stagecraft 1 & 2 are recommended as a yearlong sequence, but can also be taken out of order.

## THEATER ARTS 2

Grade: 9-12  
Prerequisite: Theater Arts 1

FA701SFA9  
Credit: 0.5/Semester

Theater Arts 2 provides an extensive exploration of character analysis and advanced acting techniques, encompassing both presentational and representational styles. Through immersive exercises, students enhance their creative abilities and deepen their understanding of the dramatic process, emphasizing physical movement, expression, vocal control, and breath management. Shifting from group to individual performance, students delve into various theater genres, from open scenes to comedy and drama, across classical and contemporary spectrums. The course expands upon foundational principles, incorporating script analysis and collaborative projects culminating in final performances.

## STAGECRAFT 2: TECH AND MGMT

FA714SFA9  
Grade: 9-12  
Credit: 0.5/Semester  
Prerequisite: Stagecraft 1

Stagecraft 2 is a continuation of the understanding, designing, crafting and actualization of theatre production. Students will continue to build upon foundations from Stagecraft 1 and develop further hands-on skills to properly execute a theatrical production from page to stage, including: directing, lighting and sound. Students will learn how to properly and safely use a variety of tools and equipment related to theatrical production. This is a hands-on class and all students are expected to participate in all activities, as well as complete reading assignments, participate in discussion and pass safety quizzes.

## MUSICAL THEATER 1

Grade: 9-12  
Prerequisite: None

FA706SFA9  
Credit: 0.5/Semester

This course 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, 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.

## STAGECRAFT 3: PRODUCTION DESIGN

FA715SFA9  
Grade: 10-12  
Credit: 0.5/Semester  
Prerequisite: Stagecraft 1 & 2

Stagecraft 3 is exploration into a specific area of production design in application to a Summit Theatre production, including: student director, choreographer, publicity and marketing manager, stage manager, scenic designer, master carpenter, properties master, costume designer, makeup design, lighting designer or sound designer. Students will work as the designer or manager for their chosen production area and then plan, realize and apply their design to an approved school production. Student designers will also learn to develop and work on a timeline and with a specified budget for their design area. Students may take this class multiple times for different design roles.

## MUSICAL THEATER 2

Grade: 9-12  
Prerequisite: Musical Theatre 1

FA716SFA9  
Credit: 0.5/Semester

This course will build 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.

(Theatre program continues on next page.)

## ARTS: PERFORMING AND VISUAL CONTINUED

For more information about our **THEATRE** program, please contact [Lara.Okamoto@bend.k12.or.us](mailto:Lara.Okamoto@bend.k12.or.us). And, [check out this video about this program.](#)

### ACTING FOR FILM

Grade: 9-12

Prerequisite: None

FA717SFA9

Credit: 0.5/Semester

*Not offered this school year*

The Acting for Film class is a comprehensive course designed to equip aspiring actors with the necessary skills and techniques to excel in front of the camera. The course will explore the specific demands of acting for film and television, focusing on character development, emotional authenticity, and effective communication through visual storytelling. Students will learn the fundamentals of acting, explore different genres, and gain hands-on experience through practical exercises, scene work, and short film projects. By the end of the course, students will have a solid understanding of acting techniques specific to the screen, a professional resume and a short actor's reel, enabling them to confidently pursue further course work, content creation, technical vocabulary and industry standards.

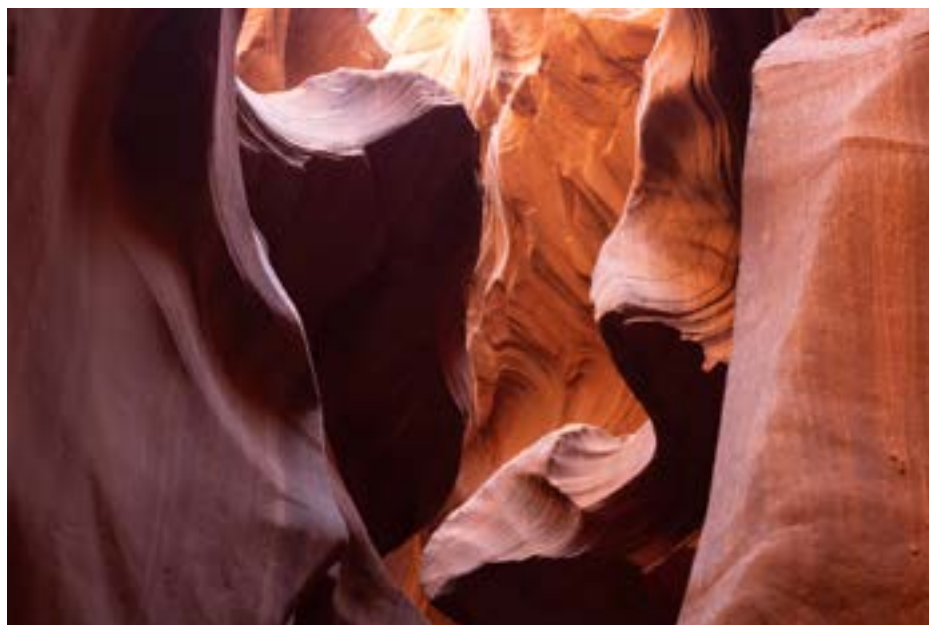
### THUNDEROUS APPLAUSE ENSEMBLE FA732SFA

Grade: 10-12

Prerequisite: Audition, Theatre Arts 1 & 2 or Theatre Arts 1 & Stagecraft 1

Credit: 1.0/Year

Students may take this class for three years. This is a troupe of actors who rehearse and perform classic drama, children's plays, one-act plays, and student-written material. This may also include various studies in stage combat, period plays, advanced acting theory, as well as production and performance of shorter plays. Class work ranges from improv and character study to voice and movement training to directing and playwriting. In addition to public performances, this class performs for grade schools and service organizations.



Ava Gourley,  
Class of 2025

# ARTS: PERFORMING AND VISUAL CONTINUED

For more information about our **CERAMICS** program, please contact [Emily.Johnson@bend.k12.or.us](mailto:Emily.Johnson@bend.k12.or.us). In the meantime, [check out this video our Ceramics program.](#)

**CERAMICS 1** FA501SFA9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: None

Ceramics 1 offers students a hands-on, clay-focused class, which focuses on basic hand building techniques. This beginner-level course delves into foundational techniques like pinch, coil, slab, and glazing methods. Students not only learn to create pottery and sculptural forms but also explore the historical and cultural perspectives of ceramics. Emphasizing both the process of art-making and the finished products, the class guides students through various techniques.

**CERAMICS 2** FA502SFA9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: Ceramics 1

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: 11-12 Credit: 0.5/Semester  
Prerequisite: Ceramics 1 & 2

In Ceramics 3, you'll further refine the hand-building and wheel throwing skills acquired in Ceramics 1 and 2 or Sculpture/Ceramics 1 and 2. With a focus on fostering creativity and skill development, this course offers opportunities for advanced exploration and growth within the realm of ceramics. Students explore advanced sculpture and wheel throwing techniques with an emphasis on the elements and principles of art as well as cultural studies. Building upon the foundational techniques learned in Ceramics 1 and 2 or Sculpture/Ceramics 1 and 2, students engage in sophisticated hand-building and wheel throwing assignments, exploring the boundaries of artistic expression and developing artistic skills throughout the course.

For more information about our **ART** program, please contact [Myria.Gautreaux@bend.k12.or.us](mailto:Myria.Gautreaux@bend.k12.or.us). In the meantime, [check out this video our Art program.](#)

**SCULPTURE** FA503SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Sculpture 1 invites students into the world of three-dimensional visual arts. In this course students will explore a variety of accessible materials such as wire, wood, cardboard, concrete, clay, and found objects. They will also develop their knowledge of the elements and principles of art, critical thinking, and creative problem-solving, while transforming their concepts into tangible 3D artworks.

**NATURE DRAWING** FA305SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

This course will focus on observational drawing with the natural world as inspiration. Nature Drawing will encourage students to develop and hone foundational drawing skills including a focus on use of space and perspective. Attention will be given the developing of value and texture. Students will frequently work en plein air and will explore a variety of drawing mediums including graphite, charcoal and ink.

**SURVEY OF ART MEDIA** FA200SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Survey of Art Media offers students the opportunity to develop skills in drawing, painting, printmaking, ceramics, photography and mixed media. Students will develop those skills necessary for drawing & painting and learn color theory & composition. Attention is given to the elements of art and the principles of design as key art vocabulary. An awareness of the history of art, artistic critical thinking, problem solving and exploration is developed.

Not offered this school year

## ARTS: PERFORMING AND VISUAL CONTINUED

For more information about our **FINE ART** program, please contact [Jesse.Dale@bend.k12.or.us](mailto:Jesse.Dale@bend.k12.or.us). In the meantime, [check out this video about our Fine Art program.](#)

### DRAWING & PAINTING 1

Grade: 10-12

Prerequisite: None

FA300SFA

Credit: 1.0/Year

Drawing and Painting 1 explores a variety of different drawing and painting mediums and techniques. Students will develop their knowledge of the elements and principles of art and how it applies to their art-making. They will engage in various steps of the artistic process, from ideation to creation and presentation. Connections to the world around them, artists, and art history will be woven into their learning and art-making.

### DRAWING & PAINTING 2

Grade: 10-12

Prerequisite: Drawing and Painting 1

FA301SFA

Credit: 1.0/Year

Drawing and Painting 2 is the next level in exploring two-dimensional art. Students will continue to explore various art mediums and techniques, as well as cultural/art connections and problem solving. Building upon previous knowledge, students will create expressive and technically skilled works, fostering art appreciation and critical thinking. Drawing and Painting 2 will cover various drawing mediums, watercolor, acrylic, printmaking, and mixed media. Through this course students will build a portfolio of work that showcases their growth and creativity.

### FINE ARTS PORTFOLIO DEVELOPMENT/STUDIO

Grade: 11-12

Prerequisite: Drawing/Painting 2 or Ceramics 2

FA520SFA9

Credit: 0.5/Semester

This course is for advanced art students who wish to continue exploring and developing their artistic style. Emphasis is on perfecting one's skill level in a particular area of art by focusing on creating a specific portfolio of artwork to be used for prospective employers, college admittance, and possible scholarship opportunities and exhibits.

### AP ART STUDIO

Grade: 11-12

Prerequisite: Draw &amp; Paint 2

Honors Capstone

*Weighted*

FA521AFA

Credit: 1.0/Year

College Preparatory

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

### AP ART HISTORY

Grade: 11-12

Prerequisite: None

Honors Capstone

*Weighted*

FA335AFA

Credit: 1.0/Year

College Preparatory

AP Art History is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. Homework averages 2-3 nights per week with readings and/or short videos.



Video Arts

For more information about our **VIDEO ARTS** program, contact [Brady.Bedsworth@bend.k12.or.us](mailto:Brady.Bedsworth@bend.k12.or.us). And, [check out this video!](#)

**VIDEO ARTS 1**

Grade: 9-12  
Prerequisite: None

AA800SFA9  
Credit: 0.5/Semester

This course is designed for students who would like to learn how to make professional looking videos. Students will learn how to effectively plan a video production, shoot video and edit a final product. Students will use a fully digital video production studio and learn skills on sound design and editing.

**VIDEO ARTS 2**

Grade: 9-12  
Prerequisite: Video Arts 1

AA801SFA9  
Credit: 0.5/Semester

This class is a continuation of Video Arts 1, where students will continue to develop and hone their skills in all phases of video production, focusing on longer projects to include commercial/infomercial, film shorts, documentaries, and news segments. Students will be encouraged to find presentation venues for their projects such as festivals and contests. Students will work independently, in small group, and as a complete crew, participating in all aspects of these projects.

**VIDEO ARTS 3**

Grade: 10-12  
Prerequisite: Video Arts 1 & 2

AA802SFA9  
Credit: 0.5/Semester

This class is a continuation of Video Arts 2, where students will continue to develop and hone their skills in all phases of video production, focusing on longer projects to include film shorts, documentaries, and an introduction to full length films. Students will be encouraged to find venues for their projects such as festivals and contests.

**TV BROADCASTING**

Grade: 9-12  
Prerequisite: Video Arts 1

AA806SFA9S  
Credit: 0.5/Semester

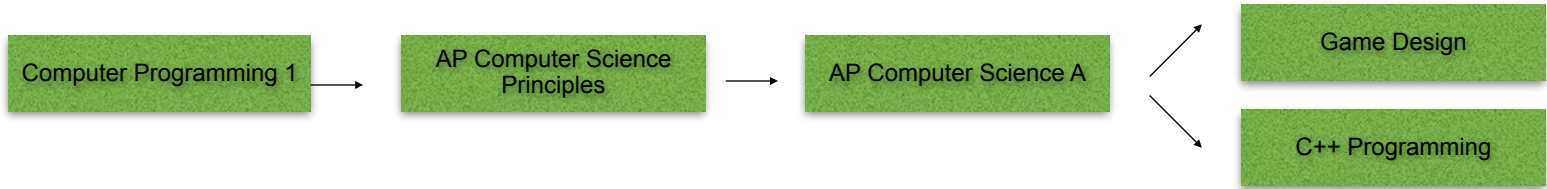
This is an introductory course that explores TV broadcasting. Students learn the fundamentals of TV broadcasting, including writing, producing, and editing. Students will learn all the roles of a television news crew by producing school news broadcasts.



Hazel Donnelly, Class of 2026

# CAREER TECHNICAL EDUCATION (CTE)

## Computer Science



For more information about our **COMPUTER SCIENCE** program, contact [Kathie.Quick@bend.k12.or.us](mailto:Kathie.Quick@bend.k12.or.us). And, [check out this video!](#)

### COMPUTER PROGRAMMING 1

Grade: 9-12  
Prerequisite: None

This introductory course offers students a hands-on introduction to computer programming. Computer Programming 1 will include some of the major themes in computing, such as abstraction, design, recursion, concurrency, simulation, and the limits of computation. This course includes an introduction to web development, app development, game development, and the use of a written programming language. The focus will be on introducing coding to anyone that is interested, no previous experience necessary! A home computer is not necessary to take this course.

### AP COMPUTER SCIENCE PRINCIPLES

Grade: 10-12  
Prerequisite: Computer Programming 1  
*Weighted* College Preparatory

The AP Computer Science Principles course offers an introductory, college-level exploration of the broad spectrum of computer science. Through a multidisciplinary approach, students delve into foundational principles including programming, algorithms, data analysis, cybersecurity, and the societal impacts of computing innovations. Participants develop computational thinking skills and learn to design and assess solutions to real-world problems. Emphasizing creativity and collaboration, students craft computational artifacts while exploring diverse career paths in computing. From app development to cybersecurity, this curriculum fosters both technical expertise and ethical engagement within a collaborative computing culture. Whether it's your first step into computer science or a continuation of your exploration, this course provides a rigorous yet accessible journey into the dynamic field of computing.

### AP COMPUTER SCIENCE A

Grade: 11-12  
Prerequisites: Comp. Prog. 1, AP Comp Sci Principles.  
Honors Capstone *Weighted* College Preparatory

The AP Computer Science course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities.

### GAME DESIGN

Grade: 10-12  
Prerequisite: Computer Programming 1, AP Computer Science Principles and AP Computer Science

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.

### C++/ DATA PROGRAMMING

Grade: 11-12  
Prerequisite: Computer Programming 1, AP Computer Science Principles and AP Computer Science

In the first semester students learn C++ programming language and linked lists. The second semester covers data structures such as stacks, queues and trees.

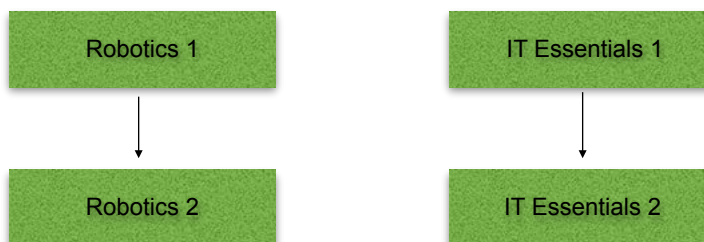
### COMPUTER SCIENCE MENTOR 1/2

Grade: 10-12  
Prerequisite: See counselor for more info

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

# CAREER TECHNICAL EDUCATION (CTE)

## Computer Engineering



For more information about our **COMPUTER ENGINEERING** program, contact [Kathie.Quick@bend.k12.or.us](mailto:Kathie.Quick@bend.k12.or.us). And, [check out this video!](#)

### ROBOTICS

Grade: 10-12  
Prerequisite: None

SC521SFA9  
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.

### ROBOTICS 2

Grade: 10-12  
Prerequisite: None

SC525SFA9  
Credit: 0.5/Semester

Robotics 2 is a continuation of Robotics 1. We will continue to design and engineer robots to build your problem solving skills and to compete in challenges. The focus of this course will be on the autonomous movement of the robots.

### IT ESSENTIALS I

Grade: 9-12  
Prerequisite: None

AA198SFA9  
Credit: 0.5/Semester

Imagine building a computer, then connecting it securely to a network. This exciting first step could lead to a rewarding IT career. This course will give students the knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals and security. Students taking this course will also have the ability to demonstrate their knowledge to: Install software, establish basic network connectivity, identify/prevent basic security risks and explain troubleshooting theory and preventative maintenance of devices.

### IT ESSENTIALS II

Grade: 9-12  
Prerequisite: IT Essentials I

AA199SFA9  
Credit: 0.5/Semester

Imagine building a computer, then connecting it securely to a network. This exciting first step could lead to a rewarding IT career. This course will give students the knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals and security. Students taking this course will also have the ability to demonstrate their knowledge to: Install software, establish basic network connectivity, identify/prevent basic security risks and explain troubleshooting theory and preventative maintenance of devices. By the end of this course, students will be prepared to take the CompTIA ITF+ certification exam to help you get started in the IT field!

# CAREER TECHNICAL EDUCATION (CTE)

## Engineering

### INTRO TO ENGINEERING DESIGN

Grade: 9-12

Prerequisite: None

AA304SFA  
Credit: 1.0/Year

This course is an excellent option for anyone who ever wanted to prototype an invention, create a work of art, customize a product or just make something cool... and yet lacked the skills or a fully equipped workshop. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

### PRINCIPLES OF ENGINEERING

Grade: 10-12

Prerequisite: Intro to Engineering

AA305SFA  
Credit: 1.0/Year

Principles of Engineering (POE) is a high school-level survey course of engineering. As you master the basic concepts needed to continue your education in engineering or engineering technology, you'll apply them — tackling real world challenges: Energy sources and applications, machine systems, fluid power, testing the strength and durability of materials and understanding how things move and applying that knowledge to projects.

### CREATIVE DESIGN 1

Grade: 9-12

Prerequisite: None

AA298SFAS9  
Credit: 0.5/Semester

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.

### CREATIVE DESIGN 2

Grade: 9-12

Prerequisite: Creative Design 1 or Intro to Engineering

AA299SFAS9  
Credit: 0.5/Semester

Take your creative design skills to the next level! Continue to develop your problem solving, engineering, and design skills through hands on projects and real-world application. In this class, you will learn how to use more of the high-tech equipment in the design lab, as well as dive deeper into the mastery of the tools learned in the previous course. This class is fun and highly engaging, recommended for anyone that wants to expand their creative and fabrication skills.

### ENGINEERING MENTOR 1/2

Grade: 10-12

Prerequisite: See counselor for more info

AA754SFA9/AA755SFA9  
Credit: 0.5/Semester

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



Layla Parker, class of 2024

# CAREER TECHNICAL EDUCATION (CTE)

## Manufacturing Technology

For more information about our **MANUFACTURING TECH** program, please contact [Allen.Erdahl@bend.k12.or.us](mailto:Allen.Erdahl@bend.k12.or.us). And [check out this video!](#)

**MANUFACTURING TECHNOLOGY 1** AA914SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: None

Manufacturing Tech 1 is an introduction to hand and power tool use in woodworking. Students will build a strong foundation through required small projects. This class will provide basic understanding of designing, manufacturing, and joining materials. Students will apply basic math to calculate sizes, cuts, and materials costs. Students are evaluated on completed projects, work ethic, and tests. Students entering college or skilled trades with hands on experience have an upper hand when seeking engineering, architectural, and design related careers. Emphasis in this class is hands-on shop work.

**MANUFACTURING TECHNOLOGY 2** AA916SFA9  
Grade: 9-12 Credit: 0.5/Semester  
Prerequisite: Manufacturing Technology 1

Students in Man Tech 2 are building on skills acquired in Man. Tech. 1 as they tackle four challenging concepts in woodworking and design. The four concepts include advanced wood joinery, jig design, frame & panel construction, and leg & rail construction. Throughout the semester, the learning environment slowly shifts from instructor designed projects to student designed projects that reach the intended learning goals of the course.

**MANUFACTURING TECHNOLOGY 3** AA917SFA9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: Manufacturing Technology 2

In Man Tech 3, students research, design, build, and test products and processes using a number of engineering and manufacturing methods. The first project is community based and provides students the unique opportunity to work hand in hand with local companies, as well as raise money for the program and support our Booster Club. Core concepts covered in this course include basic cabinetry and Computer Numerical Control (CNC) operations. Students also rotate through a welding and metal working unit. Each student is expected to perform a welding proficiency sample which requires many hours of practice to learn how to weld properly using GMAW. When leaving this class, students are prepared to design and build using multiple material types.

**MANUFACTURING TECHNOLOGY 4** AA922SFA9  
Grade: 10-12 Credits: 0.5/Semester  
Prerequisite: Manufacturing Technology 3

This project-based Mfg. Tech course is designed to master general safety and technical skills in a woodshop environment. In the course, each student will have the opportunities to achieve the following goals:

- Master developing independent, large-scale projects
- Master a variety of woodworking processes, joinery, applications and techniques
- Learn how to read & interpret professional blueprints and design specifications
- Learn how to proficiently program 3D Printing or CNC Router Technologies
- Resume building and job placement help in related field

**MANUFACTURING AND ENGINEER TECH: Adv Woods**  
Grade: 11-12 A921SFA9  
Credit: 0.5/Semester

Prerequisite: Manufacturing Technology 4

This class will be a culmination of Man Tech 1 thru 4. Students will complete an in-depth fabrication project in woodworking or welding, or both! There will be project constraints, specifically building/designing a piece of furniture. Students will be responsible for budgeting their project, and are expected to take an artisan approach to their creation. Now that you have acquired the shop skills, you can create the thing you have been dreaming about. Think big, what would you like to become your family heirloom?

**BUILDING CONSTRUCTION 1** AA905SFA9S  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: Manufacturing Technology 2

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

**CONSTRUCTION TECHNOLOGY MENTOR** AA750SFA9/  
AA751SFA9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: See counselor for more info

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

# CAREER TECHNICAL EDUCATION (CTE)

## Graphic Arts

For more information about **GRAPHIC ARTS/PHOTO/YEARBOOK** programs: [Mindy.Mendenhall@bend.k12.or.us](mailto:Mindy.Mendenhall@bend.k12.or.us). And, [check out this video!](#)

### GRAPHIC ARTS 1

Grade: 9-12

Prerequisite: None

This course teaches students how to use computer software such as Adobe Illustrator and Photoshop to create graphic design and digital art works. Students will create a variety of full-color works found in commercial graphics and fine arts (logo design, business cards, magazine design, posters, t-shirt design, etc.). Students will develop a vocabulary with which to discuss and critique their own work as well as the work of others.

FA400SFAS9

Credit: 0.5/Semester

### GRAPHIC ARTS 3

Grades: 10-12

Prerequisite: Graphic Arts 2

Students will further their study of graphic design, deepen their skills in Photoshop and Illustrator, and begin to explore other Adobe products. They will continue to develop a graphic arts portfolio that demonstrates advanced control of composition rules, color schemes, typography, and the elements of principles of art. Students will choose to pursue an area of expertise in which they are interested (logos, branding, fine art, website development, etc.) and work with the teacher to develop an individualized syllabus for the semester.

FA403SFA9

Credit: 0.5/Semester

### GRAPHIC ARTS 2

Grade 9-12

Prerequisite: Graphic Arts 1

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

FA401SFA9

Credit 0.5/Semester

### GRAPHIC ARTS 4

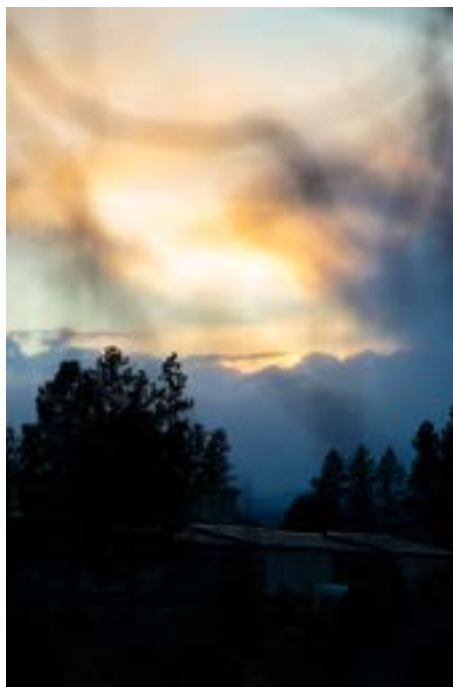
Grades: 10-12

Prerequisite: Graphic Arts 3

Students will further their study of graphic design, deepen their skills Graphic Arts 4 continued in Photoshop, Illustrator, InDesign, and other Adobe products. They will continue to develop a graphic arts portfolio that demonstrates advanced control of composition rules, color schemes, typography, and the elements of principles of art. Students will seek out real-world application of their graphic design skills, develop a viable online presence using social media, and work with the teacher to develop an individualized syllabus for the semester.

FA405SFA9

Credit: 0.5/Semester



West Abrams, Class of 2025

# CAREER TECHNICAL EDUCATION (CTE)

## Yearbook and News Staff (Elective Credit)

For more information about **GRAPHIC ARTS/PHOTO/YEARBOOK** programs: [Mindy.Mendenhall@bend.k12.or.us](mailto:Mindy.Mendenhall@bend.k12.or.us). And, [check out this video!](#)

For more information about **NEWS STAFF** please contact [James.Williams@bend.k12.or.us](mailto:James.Williams@bend.k12.or.us)

### YEARBOOK 1

Grade: 9-12

Prerequisite: None

AA630SEL

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.

### YEARBOOK 2

Grade: 10-12

Prerequisite: Yearbook 1

AA631SEL

Credit: 1.0 /Year

This course is for self-directed, detail-oriented, and responsible students with a strong interest in journalism, writing, photography and graphic design. While producing the school yearbook, students will develop skills in writing, interviewing, proofreading, photography, photo editing, layout design, and selling advertisements. Students will research and report on school activities that take place during and outside of the school day.

### YEARBOOK 3

Grade: 11-12

Prerequisite: Yearbook 2

AA632SEL

Credit: 1.0 /Year

Advanced yearbook students agree to take on a leadership role on the yearbook staff. This course is for self-directed, detail-oriented, and responsible students with a strong interest in journalism, writing, photography and graphic design. Yearbook 3 & 4 students will demonstrate advanced skills in writing, interviewing, proofreading, photography, photo editing, layout design, and selling advertisements. Advanced yearbook students will mentor Yearbook 1 & 2 students and serve in an editorial role (section editor, co-editor, photo editor, editor in chief, etc.). Students will research and report on school activities that take place during and outside of the school day.

### YEARBOOK 4

Grade: 12

Prerequisite: Yearbook 3

AA633SEL

Credit: 1.0 /Year

Advanced yearbook students agree to take on a leadership role on the yearbook staff. This course is for self-directed, detail-oriented, and responsible students with a strong interest in journalism, writing, photography and graphic design. Yearbook 3 & 4 students will demonstrate advanced skills in writing, interviewing, proofreading, photography, photo editing, layout design, and selling advertisements. Advanced yearbook students will mentor Yearbook 1 & 2 students and serve in an editorial role (section editor, co-editor, photo editor, editor in chief, etc.). Students will research and report on school activities that take place during and outside of the school day.

### NEWS STAFF I

Grade: 10-12

Prerequisite: None

LA343SEL

Credit: 1.0/Year

An introductory course (though one that's fast-paced and high demand) meant to familiarize students with the basic concepts of journalism. This class supports the work of the school newspaper. Students will learn about and practice the following areas of newspaper work: research, reporting, editing and publishing. Students will also learn about journalistic ethics and will read a wide variety of professional articles. This class is for students who are self-directed, independent and responsible, with strong interests in writing and publishing. Students will research and report on school activities that take place during and outside of the school day and do so on strict deadlines. This course is a prerequisite for News Staff II and III. \*Elective Credit will be given for this class.

### NEWS STAFF II

Grade: 11-12

Prerequisite: News Staff I

LA344SEL

Credit: 1.0/Year

An advanced course in which students take a leadership role and produce the school newspaper. Students will participate in all areas of newspaper work: reporting, editing, photography, computer-generated layout, desktop and online publishing. This class is for students who are self-directed, independent and responsible, with strong interests in writing and publishing. Students will research and report on school activities that take place during and outside of the school day and do so on strict deadlines. This course requires a year-long commitment. \*Elective Credit will be given for this class.

### NEWS STAFF III

Grade: 12

Prerequisite: News Staff II

LA345SEL

Credit: 1.0/Year

An advanced course in which students take a leadership role and produce the school newspaper. This class is for editors or senior staff writers only (must be self-directed, independent and responsible, with strong interests in writing and publishing). Students will participate in all areas of newspaper work: reporting, editing, photography, computer-generated layout, desktop and online publishing. Students will research and report on school activities that take place during and outside of the school day and do so on strict deadlines. This course requires a year-long commitment. \*Elective Credit will be given for this class.

### Design Justice

Grade: 10-12

FA404SFA/1.0 credit/Full year

FA404SFA9/0.5 credit/Semester

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

# CAREER TECHNICAL EDUCATION (CTE)

## Photography

For more information about **GRAPHIC ARTS/PHOTO/YEARBOOK** programs: Mindy.Mendenhall@bend.k12.or.us. And, [check out this video!](#)

### PHOTOGRAPHY 1

Grade: 10-12

Prerequisite: None

FA600SFA9

Credit: 0.5/Semester

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 computers. Finally, we will work towards creating photographs that communicate ideas and emotions.

### PHOTOGRAPHY 2

Grade: 10-12

Prerequisite: Photo 1

FA601SFA9

Credit: 0.5/Semester

Continue exploring your passion for photography while building a well-rounded portfolio. Develop the skills in composition learned in Digital Photography 1 and explore industry-inspired photo shoots to help explore personal themes in photography. You'll have further experience working in Photoshop and learn some basics of editing using Adobe Camera Raw. You'll continue to learn about professional photographers from past and present to keep you inspired, and you'll be pushed to try something new.

### GRAPHIC DESIGN & MEDIA MENTOR

AA749SFA9

Grade: 10-12

Prerequisite: See counselor for more information

AA748SFA9/

Credit: 0.5/Semester

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

### PHOTOGRAPHY 3

Grade: 10-12

Prerequisite: Photo 2

FA602SFA9

Credit: 0.5/Semester

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.

### PHOTOGRAPHY 4

Grade: 10-12

Prerequisite: Photo 3

FA603SFA9

Credit: 0.5/Semester

Students will further their study of digital photography, graphic design, Adobe Lightroom, and Photoshop. Students will seek out real-world application of their photography skills and work with the teacher to develop an individualized syllabus for the semester. Students will continue to develop an extensive photography portfolio demonstrating advanced skills in composition, light, angle, exposure, and web file formats/applications and develop a viable online presence using social media. This class is for students who are self-directed, independent and responsible.



# LANGUAGE ARTS

For more information about our **LANGUAGE ARTS** program, contact [Cassie.Woelke@bend.k12.or.us](mailto:Cassie.Woelke@bend.k12.or.us). In the meantime, [check out this video about 9th Grade Lit & Comp.](#)

## LANGUAGE ARTS SEQUENCING OPTIONS

Grade 9	Grade 10	Grade 11	Grade 12
Literature & Composition 1	Literature & Composition 2	Literature & Composition 3	Literature & Composition 4
Literature & Composition 1 Honors	Literature & Composition 2 Honors	AP Language & Composition	AP Literature & Composition
		Narrative and Composition Studies	Narrative and Composition Studies

Other Language Arts and Multidisciplinary courses available - can be taken in addition to the courses listed above and will be counted toward **elective credit** on your transcript

News Staff I, II, III  
1.0 credit per year/ 10th - 12th Grade

Intro to Literature  
0.5 credit / 10th - 12th Grade

AP Seminar  
1.0 credit / 10th - 11th Grade

AP Capstone Research  
1.0 credit / 11th & 12th Grade

# LANGUAGE ARTS

## LIT & COMP 1

Grade: 9

Prerequisite: None

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.

LA100SLA\*

Credit: 1.0/Year

College Preparatory

## LIT & COMP 1 HONORS

Grade: 9

Prerequisite: None

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

LA100HLA\*

Credit: 1.0/Year

College Preparatory

## LIT & COMP 2

Grade: 10

Prerequisite: None

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.

LA110SLA\*

Credit: 1.0/Year

College Preparatory

## LIT & COMP 2 HONORS

Grade: 10

Prerequisite: None

Similar to Lit and Comp 2, students in this course will experience a variety of text types and compositional opportunities. The primary differences will be in the difficulty level of texts studied, and in the frequency and complexity of responsibilities outside of class time. Lit and Comp 2 Honors is a course designed for students wishing to engage in college preparatory coursework.

LA110HLA\*

Credit: 1.0/Year

College Preparatory

## LIT & COMP 3

Grade: 11

Prerequisite: None

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.

LA115SLA\*

Credit: 1.0/Year

College Preparatory

## LIT & COMP 4

Grade: 12

Prerequisite: None

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.

LA112SLA\*

Credit: 1.0/Year

College Preparatory

## AP LANGUAGE & COMP

Grade: 11

Prerequisite: None

Honors Capstone

*Weighted*

LA151ALA\*

Credit: 1.0/Year

College Preparatory

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 & COMP

Grade: 12

Prerequisite: None

Honors Capstone

*Weighted*

LA150ALA\*

Credit: 1.0/Year

College Preparatory

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.

# LANGUAGE ARTS CONTINUED

**NARRATIVE & COMPOSITION STUDIES** LA502SLA\*  
 Grade: 11-12 Credit: 1.0/Year  
 Prerequisite: None College Preparatory

Narrative & Composition Studies is a college-prep course focused on the rapidly evolving landscape of writing and literature in the 21st-century. It looks to apply traditional language arts and critical thinking skills to myriad types of narrative, including literature, film, art, and music. The purpose of this writing-intensive course is to create a dynamic, challenging environment for students to explore a variety of perspectives and literary styles, thus deepening a student's understanding of the impacts of context, language, and art. While engaging students in close-reading, critical analysis, and thoughtful discussion of imaginative literature and nonfiction, college-level analysis and compositional skills will also be developed. **Dual college credit maybe available (teacher dependent)**

**COLLEGE WRITING** LA330SLA\*  
 Grade: 12 Credit: 1.0/Year  
 Prerequisite: None College Preparatory  
 Honors Capstone

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.\*

**INTRO TO LITERATURE** LA508DEL9  
 Grade: 10-12 Credit: 0.5/Semester  
 Prerequisite: None

Introduction to Literature is an opportunity for enthusiastic students to earn elective credit for doing something wonderful: reading for fun! In this self-paced, hybrid in-person/online course, students will read from a variety of formats and genres, improve critical literacy and vocabulary skills, and engage in ongoing and written discussions. To succeed in this course, students will need a love of reading and the ability to manage their time successfully. **\*This course earns elective credit.\***

**AP SEMINAR** MD356AEL\*  
 Grade: 10-11 Credit: 1.0/Year  
 Prerequisite: None College Preparatory  
 Honors Capstone *Weighted*

AP seminar provides the opportunity to explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues and 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. Students read a wide variety of texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. **\*This course earns elective credit.\***

**AP CAPSTONE RESEARCH** MD357AEL\*  
 Grade: 11-12 Credit: 1.0/Year  
 Prerequisite: AP Seminar College Preparatory  
 Honors Capstone *Weighted*

Furthering the skills acquired in AP Seminar, students will design, plan, and conduct a year-long investigation on a topic of individual interest. Through inquiry and investigation, students will demonstrate the ability to apply scholarly understanding to real-world problems and issues while developing advanced skills in: research methodology; employing ethical research practice; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. **\*This course earns elective credit.\***

**NEWS STAFF I** LA343SEL  
 Grade: 10-12 Credit: 1.0/Year  
 Prerequisite: None

An introductory course (though one that's fast-paced and high demand) meant to familiarize students with the basic concepts of journalism. This class supports the work of the school newspaper. Students will learn about and practice the following areas of newspaper work: research, reporting, editing and publishing. Students will also learn about journalistic ethics and will read a wide variety of professional articles. This class is for students who are self-directed, independent and responsible, with strong interests in writing and publishing. Students will research and report on school activities that take place during and outside of the school day and do so on strict deadlines. This course is a prerequisite for News Staff II and III. \*Elective Credit will be given for this class.

**NEWS STAFF II** LA344SEL  
 Grade: 11-12 Credit: 1.0/Year  
 Prerequisite: News Staff I

An advanced course in which students take a leadership role and produce the school newspaper. Students will participate in all areas of newspaper work: reporting, editing, photography, computer-generated layout, desktop and online publishing. This class is for students who are self-directed, independent and responsible, with strong interests in writing and publishing. Students will research and report on school activities that take place during and outside of the school day and do so on strict deadlines. This course requires a year-long commitment. \*Elective Credit will be given for this class.

**NEWS STAFF III** LA345SEL  
 Grade: 12 Credit: 1.0/Year  
 Prerequisite: News Staff II

An advanced course in which students take a leadership role and produce the school newspaper. This class is for editors or senior staff writers only (must be self-directed, independent and responsible, with strong interests in writing and publishing). Students will participate in all areas of newspaper work: reporting, editing, photography, computer-generated layout, desktop and online publishing. Students will research and report on school activities that take place during and outside of the school day and do so on strict deadlines. This course requires a year-long commitment. \*Elective Credit will be given for this class.

If you have questions about taking News Staff, please contact [James.Williams@bend.k12.or.us](mailto:James.Williams@bend.k12.or.us).

# MATH

Students must earn three mathematics credits to graduate with an Oregon Standard or Academic Diploma. If the student is interested in an Honors Diploma, four mathematics credits is required. 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 or AP Classes may be appropriate if you are highly motivated. Both dual credit and AP courses include college-level work and expectation. Please consider the student's past performance, interest level and teacher recommendation before enrolling.

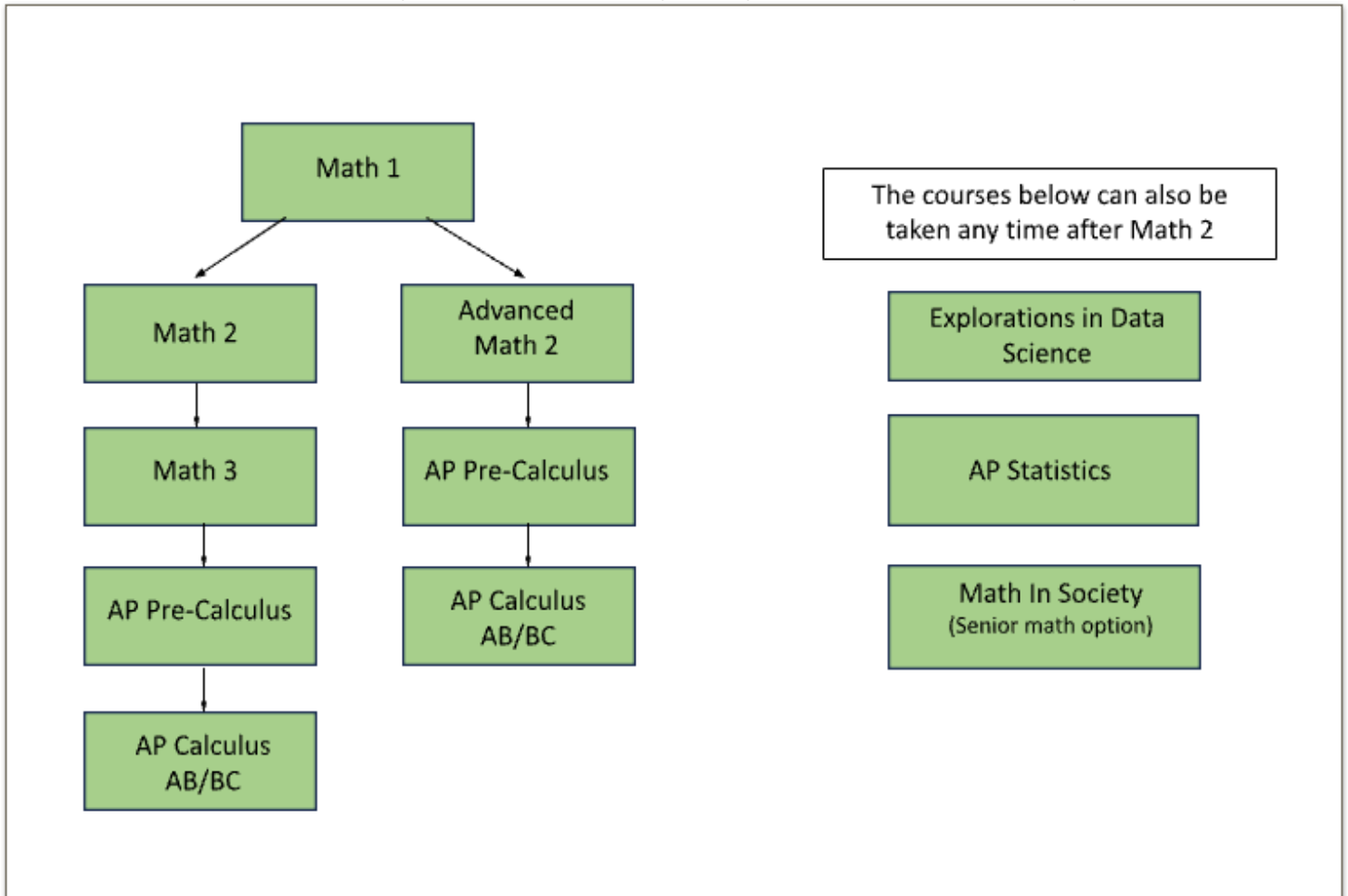
## MATH SEQUENCING OPTIONS

### SHS Math Department

Each course presents mathematics as a coherent subject and blends standards from different conceptual categories. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Students also develop comprehension of mathematical concepts, operations and relations, procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

A graphing calculator is needed for all classes. We recommend TI-83 or TI-84. ABSOLUTELY NO TI-89's or TI-92's or above will be allowed for use in class. If you need a calculator, you may check one out in the Library.



# MATH

For more information about our **MATH** program, contact [Kathie.Quick@bend.k12.or.us](mailto:Kathie.Quick@bend.k12.or.us). In the meantime, [check out this video about our Math program.](#)

<p><b>MATH 1</b> Grade: 9-12 Prerequisite: None</p> <p>In Math 1, students build deep conceptual understanding around the topics of equivalence, solving equations, and the differences between linear, quadratic, and exponential functions. An emphasis is placed on describing how these functions change.</p>	<p>MA235SMA* Credit: 1.0/Year College Preparatory</p>	<p><b>AP PRE-CALC</b> Grade: 10-12 Prerequisite: Math 2 Honors Capstone</p>	<p><i>Weighted</i></p>	<p>MA337AMA* Credit: 1.0/Year College Preparatory</p>
<p><b>ALGEBRAIC PROBLEM SOLVING</b> Grade: 9-12 Prerequisite: None</p> <p>In this class, students will master the fundamentals of algebra, including variables, expressions, equations, and inequalities. Learn proven problem-solving strategies to break down complex problems into manageable steps. Gain practice applying knowledge through a variety of challenging and engaging exercises. Receive personalized support from an experienced instructor who is passionate about helping students succeed. Students will gain confidence and be prepared for more advanced courses.</p>	<p>MA247SMA 1.0 credit/Full Year</p>	<p><b>AP CALCULUS AB</b> Grade: 11-12 Prerequisite: AP Pre-Calc Honors Capstone</p>	<p><i>Weighted</i></p>	<p>MA338AMA* Credit: 1.0/Year College Preparatory</p>
<p><b>MATH 2</b> Grade: 9-12 Prerequisite: Math 1</p> <p>This course develops reasoning, justification and proof skills through an in-depth study of shapes and their properties, rigid transformations, congruence and the relationship between similarity and right triangle trigonometry. This course also covers an introduction to data literacy, including measures of center and spread, probability and prediction. Students will collect, describe, analyze, summarize and interpret data in real life situations.</p>	<p>MA236SMA* Credit: 1.0/Year College Preparatory</p>	<p><b>AP CALCULUS BC</b> Grade: 11-12 Prerequisite: AP Pre-Calc Honors Capstone</p>	<p><i>Weighted</i></p>	<p>MA339AMA* Credit: 1.0/Year College Preparatory</p>
<p><b>ADVANCED MATH 2</b> Grade: 9-12 Prerequisite: Math 1</p> <p>This course is intended for students who are planning to pursue higher level math courses and covers all material taught in Math 2 at a greater level of difficulty and at an accelerated pace. Students are expected to demonstrate a greater depth of understanding through problem solving and written explanations. Additional topics include an introduction to matrices; applied linear programming; natural logarithmic functions; and an introduction to series and sequences, systems, and translations.</p>	<p>MA239SMA 1.0 Credit/Full Year College Preparatory/NCAA Approved</p>	<p><b>AP STATISTICS</b> Grade: 11-12 Prerequisite: Math 2 Honors Capstone</p>	<p><i>Weighted</i></p>	<p>MA351AMA* Credit: 1.0/Year College Preparatory</p>
<p><b>MATH 3</b> Grade: 10-12 Prerequisite: Math 2</p> <p>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.</p>	<p>MA237SMA* Credit: 1.0/Year College Preparatory</p>	<p>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)</p>		

\*NCAA approved course

# MATH CONTINUED

**EXPLORATIONS IN DATA SCIENCE** MA352SMA\*  
Grade: 11-12 Credit: 1.0/Year  
Prerequisite: Math 2 College Preparatory\*\*

This course introduces students to the fundamental concepts of data science. These concepts include data analysis, data collection, data cleaning, data visualization, and statistical analysis. Students will also learn a variety of basic programming, coding techniques, and technology applications used within the field of data science. More specifically, students will explore real-world datasets to identify patterns, draw conclusions, and solve problems using tools like spreadsheets and beginner-friendly coding languages, while developing an understanding of ethical considerations related to data usage and interpretation; often incorporating project-based learning to apply these skills to relevant scenarios.

\*Most four-year colleges would accept this course as a third-year math course, but it is best to confer with your counselor along with the colleges that you are interested in applying to.

**MATH IN SOCIETY**  
Grade: 12  
Prerequisite: Math 2

MA233SMA\*  
Credit: 1.0/Year

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

# SCIENCE

ALL CLASSES ARE LAB SCIENCE

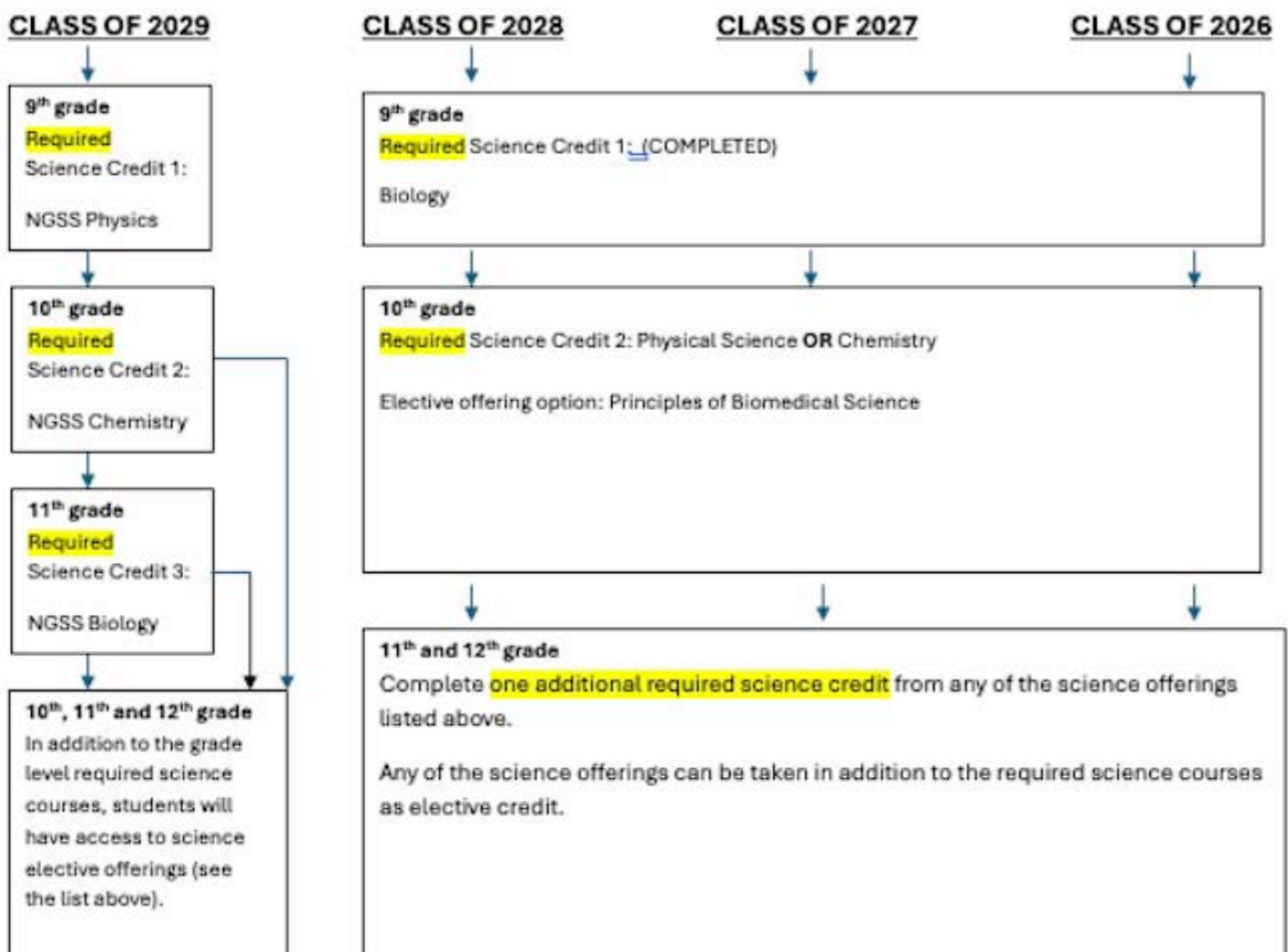
For more information about our **SCIENCE** program, contact [Lisa.Lamb@bend.k12.or.us](mailto:Lisa.Lamb@bend.k12.or.us).

In the state of Oregon, all students are required to take 3 credits of science to earn a high school diploma. For the class of 2029 and beyond, the three credits are designed as an intentional pathway to ensure that students are exposed to all Next Generation Science Standards (NGSS). In addition to the 3 credits that are required, students can choose to add science elective credit that meet their 4-year planning and future goals. These elective offerings currently include the following:

- Principles of Biomedical Science
- Earth/Space Science
- Human Anatomy & Physiology
- Human Body Systems
- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics 2
- AP Physics C

\*Elective offerings may change year over year based on student forecasted requests and staffing allocation. **For all elective offerings, refer to the course descriptions for grade level requirements and prerequisites.**

**The science pathways for each grade level are illustrated below:**



# SCIENCE

ALL CLASSES ARE LAB SCIENCE

For more information about our **SCIENCE** program, contact Lisa.Lamb@bend.k12.or.us. In the meantime, [check out this video.](#)

## BIOLOGY

Grade: 9-12

Prerequisite: None

Biotechnology 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.

SC204SSC\*

Credit: 1.0/Year

College Preparatory

## PRINCIPLES OF BIOMEDICAL SCIENCE SC229SSC\*

Grade: 10-12

Prerequisite: Biology

(Project Lead the Way course) This comprehensive course is your gateway to careers in medicine, healthcare, or any field by immersing you in hands-on problem-solving. You'll develop critical and creative thinking skills, innovation in science, and practical experience to address challenges that biomedical professionals encounter daily. Throughout the program, you'll engage in real-world scenarios such as solving medical mysteries, diagnosing and treating patients, responding to medical outbreaks, and more. As you explore biology and medicine while assuming the roles of diverse medical professionals, you'll tackle a wide range of challenges, from crime scene investigation to emergency patient stabilization, and collaborate on solutions to local and global healthcare issues. This course equips you with a versatile skill set applicable to real-life work settings, ensuring you're prepared for a fulfilling and impactful career.

Credit: 1.0/Year

College Preparatory

## NGSS PHYSICS

Grade: 9

NGSS Physics is a lab-based course aligned with the Next Generation Science Standards that integrates science and engineering practices and crosscutting concepts with disciplinary core ideas from physics and Earth and space science. Through hands-on investigations and engineering design projects, students apply critical thinking, data analysis, and evidence-based argumentation as they explore topics such as motion, forces, gravity, energy, waves, electromagnetism, and climate science.

SC503SSC\*

Credit 1.0/Year/NCAA Approved

## HUMAN ANATOMY & PHYSIOLOGY

Grade: 11-12

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.

SC220SSC\*

Credit: 1.0/Year

College Preparatory

## CHEMISTRY

Grade: 10-12

Prerequisite: None

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, gasses, solutions, chemical quantities, kinetic theory, and thermodynamics.

SC411SSC\*

Credit: 1.0/Year

College Preparatory

## PHYSICAL SCIENCE

Grade: 10-12

Prerequisite: None

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

SC400SSC\*

Credit: 1.0/Year

College Preparatory

## HUMAN BODY SYSTEMS

Grade: 11-12

Prerequisite: Bio & 1 other science credit with a recommendation

College Preparatory

Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal Maniken®, work through interesting real-world cases and often play the roles of biomedical professionals to solve medical mysteries.

SC228SSC\*

Credit: 1.0/Year

## EARTH / SPACE SCIENCE

Grade: 11-12

Prerequisite: Biology

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

SC300SSC\*

Credit: 1.0/Year

College Preparatory



# SCIENCE CONTINUED

## AP PHYSICS 1

Grade: 11-12

Prerequisite: Math 3 (concurrent or completed)

Capstone *Weighted*

SC513ASC\*

Credit: 1.0/Year

Honors

College Preparatory

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 credit received by cooperating institutions. Time outside of class may be needed to complete course requirements.

## AP PHYSICS 2

Grade: 12

Prerequisite: AP Physics 1

Capstone *Weighted*

SC514ASC\*

Credit: 1.0/Year

Honors

College Preparatory

AP Physics 2 is a rigorous exploration of physics. It covers topics such as waves and optics, electromagnetism, fluid dynamics, thermodynamics, quantum physics, astrophysics, and the theories of relativity. Through a combination of mathematical analysis, hands-on experiments, and critical problem-solving, students develop an understanding of the fundamental laws governing the physical universe. The curriculum emphasizes real-world applications, enabling students to tackle complex challenges in science and technology. This course prepares students for the AP Physics Exam B and determines credit received from collaborating institutions. Prerequisite: Successful completion of AP Physics 1 or equivalent coursework. Expect additional study time outside of class to meet course requirements.

## AP PHYSICS C: Mechanics, Electricity & Magnetism

Grade: 11-12

Prerequisite: Pre-calculus, concurrent enrollment in or completion of Calculus A/B, AP Physics 1

Honors Capstone

*Weighted*

College Preparatory

SC517ASC\*

Credit: 1.0/Year

AP Physics C is a two-semester, calculus-based, college-level physics course that addresses both Mechanics and Electricity and Magnetism. The Mechanics portion of the course will cover kinematics, Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. The Electricity and Magnetism topics covered include electrostatics; conductors, capacitors, and dielectrics; electrical circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. This course prepares students for the AP Physics C Mechanics and Electricity and Magnetism Exams and determines credit received from collaborating institutions. Prerequisite: Successful completion of AP Physics 1 or equivalent coursework pre-calculus and either concurrent enrollment in or completion of Calculus A/B. Expect additional study time outside of class to meet course requirements.

## AP BIOLOGY

Grade: 11-12

Recommended Prerequisite: Chemistry &amp; Biology

Honors Capstone

*Weighted*

College Preparatory

SC206ASC\*

Credit: 1.0/Year

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 received by cooperating institutions. Time outside of class is extensive for completion of readings, projects, laboratory work and associated write-ups.

## AP CHEMISTRY

Grade: 11-12

Recommended Prerequisite: Chemistry &amp; Algebra 2

Honors Capstone

*Weighted*

College Preparatory

SC413ASC\*

Credit: 1.0/Year

This rigorous course is designed to meet the requirements of a one-year, introductory college general chemistry course. The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure and properties, molecular and ionic compounds structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium and acids and bases and applications of thermodynamics. The grade earned on the optional AP Chemistry Exam in May determines credit received by cooperating institutions. Time outside of class may be needed to complete laboratory work.

## INTRODUCTION TO HEALTH CAREERS

Grade: 12

Prerequisite: None

SC505SEL

Credit: 1.0/Year

Introduces students to a comprehensive range of health care professions. Provides tools and resources for making informed career decisions. Covers assessing skills, values, interests, barriers, and approaches to decision-making as well as education, training, professional, and licensing requirements for health care professions. Students will explore essential skills required for successful and competent patient-centered health care practitioners. Dual college credit may be available (teacher dependent). *You will be required to participate in community-based learning experiences such as clinical rotations at St. Charles Health System and/or at private healthcare facilities. Participation in clinical rotations is dependent upon attendance and successful completion of the St. Charles orientation. This course will earn Elective Credit.*

# SOCIAL STUDIES

For more information about our **SOCIAL STUDIES** program, contact [Emily.Tompkins@bend.k12.or.us](mailto:Emily.Tompkins@bend.k12.or.us). In the meantime, [check out this video about our Social Studies program.](#)

## SOCIAL STUDIES SEQUENCING OPTIONS

Grade 9

Grade 10

Grade 11

Grade 12

REQUIRED

Modern World  
History

REQUIRED

US History

(OR)

AP US History

REQUIRED

American  
Government

(OR)

AP US Government  
and Politics

ELECTIVES

World Religions

ELECTIVES

World Religions

ELECTIVES

World Religions

AP Human  
Geography

AP Human  
Geography

AP Psychology

AP Psychology

# SOCIAL STUDIES

The primary goal of the Social Studies department is to develop students' critical thinking skills. This department believes we can provide the imagination and discipline to move students toward being informed decision-makers. We are committed to heightening student understanding and appreciation of the past and the legacy of what has preceded us. The department seeks to provide opportunities for students to broaden their knowledge and appreciation of diverse people, cultures, ideas and institutions.

For more information about our **SOCIAL STUDIES** program, contact [Emily.Tompkins@bend.k12.or.us](mailto:Emily.Tompkins@bend.k12.or.us).

## MODERN WORLD HISTORY

Grade: 9  
Prerequisite: None

SS100SWS\*  
Credit: 1.0/Year  
College Preparatory

The 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.

## U.S. HISTORY

Grade: 11  
Prerequisite: None

SS101SUS\*  
Credit: 1.0/Year  
College Preparatory

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.

## AMERICAN GOVERNMENT

Grade: 12  
Prerequisite: None

SS110SGV9\*  
Credit: 0.5/Semester  
College Preparatory

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.

## AP HUMAN GEOGRAPHY

Grade: 11-12  
Prerequisite: None  
Honors Capstone

SS330ASS/SS330AWS\*  
Credit: 1.0/Year

*Weighted* College Preparatory

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 scales

## AP U.S. HISTORY

Grade: 11-12  
Prerequisite: None  
Honors Capstone

SS102AUS\*  
Credit: 1.0/Year

*Weighted*

College Preparatory

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.

## AP U.S. GOVERNMENT & POLITICS

Grade: 12  
Prerequisite: None  
Honors Capstone

SS111ASS (SS)\*  
SS111AGV (GV)\*  
Credit: 1.0/Year

*Weighted*

College Preparatory

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 PSYCHOLOGY

Grade: 11-12  
Prerequisite: None  
Honors Capstone

SS172ASS\*  
Credit: 1.0/Year

*Weighted*

College Preparatory

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Dual college credit may be available (teacher dependent).

# SOCIAL STUDIES CONTINUED

## RELIGIONS OF THE WORLD

Grade: 10-12

Prerequisite: None

SS162SSS9\*

Credit: 0.5/Semester

The course examines the variety of beliefs and practices encountered in religions of the world. The focus will be on the main tenets of five major religions: Hinduism, Judaism, Buddhism, Christianity and Islam and their geo-historical context. This course helps students understand how religions and religious influences are woven into all dimensions of human experience. This includes exploring the intersections of religion within social, political, and cultural life. The course also seeks to promote an awareness of contemporary national and international issues regarding religion and how these may create ethical and legal questions.

## ETHNIC STUDIES

Grade: 10-12

Prerequisite: None

SS411SSS9\*

Credit: 0.5/Semester

This course is designed to introduce students to the academic field of Ethnic Studies. Students will explore the relationship between power and identity groups in the United States, specifically as it relates to the ways race (and intersecting forces such as gender, class, and sexuality) structures American society and experiences. Spanning from past to present, this course will focus on themes such as identity, oppression, resistance, liberation and ultimately, reflection and action. Through historical texts, literature, art, and discussion, Ethnic Studies strives to empower narratives that are often marginalized and overlooked, all the while building capacity to address the central role of race in the American identity. This class aims to help students develop cultural awareness, understanding and competency, as well as be an active participant in building an equitable and just 21st century America.

*Not offered this school year*

# WELLNESS

For more information about our **WELLNESS** program, contact [Stephanie.Barker@bend.k12.or.us](mailto:Stephanie.Barker@bend.k12.or.us). In the meantime, [check out this video about this program.](#)

**INTEGRATED WELLNESS** MD371SPE1/ MD371SHE2  
Grade: 9 Credit: 1.0/Year (0.5 Health & 0.5PE)  
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 at Summit 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.

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

This is a weight training course for the student looking to increase strength and learn proper lifting technique without the intimidation of a heavy athletic lifting environment. Students will follow a structured weightlifting routine using Olympic lifts and learning various auxiliary lifts. Students will develop personalized workout plans to develop and meet their fitness goals through physical assessments and personal goal setting. In addition to lifting, students in this course will participate in various cardio, core and fun workouts over the course of the semester.

**MINDFULNESS** PE132SPE9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: None

This course is designed for the student who would like to learn through active participation in yoga, meditation, breathing techniques, and other various forms of exercise activities to help reduce stress and enhance overall health. You will learn to take better care of yourself by actively exploring and understanding the relationship of mind and body. Through participation it is possible you will help boost the immune system, improve sleep, decrease anxiety and improve overall quality of life.

**TEAM SPORTS** PE214SPE9  
Grade: 10-12 Credit: 0.5/Semester  
Prerequisite: None

This class is designed for students interested in learning skills and strategies of team sports. This course will include daily skills instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to: basketball, flag football, soccer, ultimate frisbee, pickle-ball, badminton, and volleyball and will also include daily cardiovascular fitness.

**MODERN SPORTS** PE211SPE9  
Grade: 10-12 Credit: 0.5/ Semester  
Prerequisite: None

This course is for students who wish to participate in various non-traditional sports including, but not limited to, skateboarding, scootering and frisbee golf. Students will be able to work on different skateboarding techniques at the various indoor and outdoor skate parks in Bend. It is mandatory that each student have their own skateboard and proper safety equipment (Helmets are required!). This class will be off-campus almost daily, students will have to provide their own transportation or carpool with another student. Liability waivers are required for transportation and participation.

**HEALTH 2** HE101SH29  
Grade: 11-12 Credit: 0.5/Semester  
Prerequisite: None

Health II is a continuation of concepts and skill-building in Health I. Health II will cover the topics of Nutrition, Physical Activity, Alcohol Tobacco and Other Drugs, Personal Safety, Healthy Relationships and Violence Prevention, and Sexual Health Promotion. Emphasis is placed on lifelong healthy habits, assessing and controlling health risks, and addressing public health issues. Emphasis is on building health skills and practical applications of health concepts

## WELLNESS CONTINUED

**SPORTS & EXERCISE PSYCHOLOGY** PE401SEL9  
 Grade: 10-12 0.5 Credit/Semester  
 Prerequisite: None *Elective Credit*

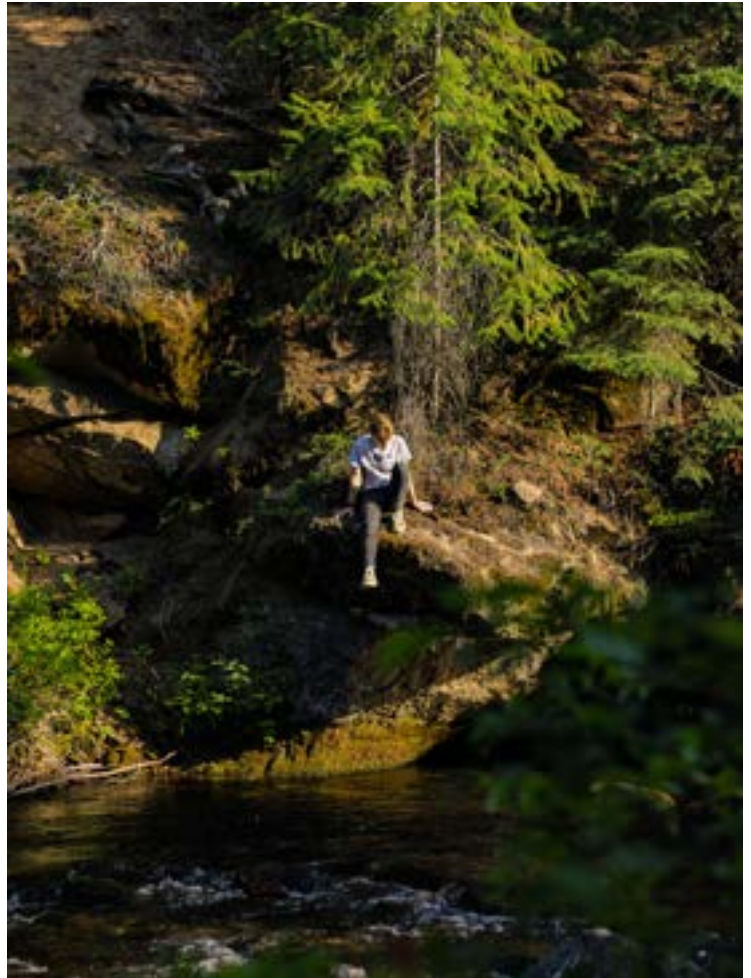
This course does NOT count toward PE requirements. Sports Psychology will examine psychological principles and their application to peak athletic performance. Areas of concentration will include goal setting, personality and emotions, responsibility, preparation, learning styles, expectations, dedication and confidence, self-motivation, visualization training and self-monitoring techniques.

**LOW IMPACT PE/AEROBICS** PE219SPE9  
 Grade: 10-12 Credit: 0/5/Semester

This course is for students who do not want to take a traditional PE course but want to be active in a non-competitive environment. We will be outdoors most of the time and off campus. All activities will start and end on campus. Low-impact club-type activities, primarily walking-based. We will introduce you to cardio fitness, flexibility, and strengthening; promote aerobic principles; and give you the opportunity to learn and practice pedestrian and cardio fitness safety and etiquette. May be repeated for credit. Required to have appropriate closed toe shoes and be comfortable walking off campus for 2.5-3.5 miles.

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

This class gives you the opportunity to practice and play a variety of team and individual sports with students with disabilities. Participating side by side with physically and developmentally challenged peers leads to greater understanding and acceptance of others. Our class may compete in a variety of sports against other high schools in the area. This is a great class to develop teamwork and relationships with those with disabilities. A main emphasis of the class is to have students understand that we can all be role models and mentors to others, and have the ability to play a positive role in helping others to participate, build self-confidence, and have a sense of belonging.



Hayden Brinker, Class of 2024

# NEW STATE GRADUATION REQUIREMENT COURSES FOR THE CLASS OF 2028 AND BEYOND.

**HIGHER EDUCATION AND CAREER PATH SKILLS** MD100SCP

Grade:9-12 0.5Credit/Semester

Prerequisite: None

This comprehensive course, required for graduation, empowers students to navigate their personal, academic, and professional development. Students will explore how their unique strengths, interests, and values connect to a range of career pathways, including apprenticeships, higher education, military service, and workforce opportunities. They will also identify school and community resources to support their mental, physical, and financial well-being and practice self-advocacy skills to effectively communicate their needs. Throughout the course, students will engage in career exploration, postsecondary planning, and workforce readiness activities to prepare for successful transitions beyond high school. By the end of the course, students will have the knowledge, skills, and strategies to make informed decisions about their future goals and take purposeful steps towards achieving them. (This course will be offered through advisory. Students will earn .125 credits each year grades 9 through 12.)

**PERSONAL FINANCE.**

MD100SPF

Grade:10-12 Prerequisite: None 0.5 credit/semester

In this comprehensive high school course, required for graduation, students will explore essential financial literacy and economic concepts. They will learn to build and maintain good credit, compare consumer credit options, and analyze the impacts of credit scores. The course also covers the roles of financial institutions, investment strategies, and repayment plans. Students will develop budgeting techniques, evaluate financial decisions, and create sample budgets for common expenses. They will define sources of personal income, understand the tax filing process, and explore tax-funded services. Additionally, students will analyze the psychological and social influences on financial behavior, apply information sources when making consumer decisions, and learn strategies to prevent fraud and identity theft. By the end of the course, students will have the knowledge and skills to make informed financial decisions, build wealth, and achieve long-term financial well-being.

# WORLD LANGUAGES CONTINUED

For more information about our **FRENCH** program, contact [Nina.SarroubBoyd@bend.k12.or.us](mailto:Nina.SarroubBoyd@bend.k12.or.us). In the meantime, [check out this video about our French program.](#)

**FRENCH 1**

Grade: 9-12

Prerequisite: None

FL201SFA\*

Credit: 1.0/Year

College Preparatory

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**

Grade: 9-12

Prerequisite: French 1

FL202SFA\*

Credit: 1.0/Year

College Preparatory

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**

Grade: 9-12

Prerequisite: French 2

FL203SFA\*

Credit: 1.0/Year

College Preparatory

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**

Grade: 9-12

Prerequisite: French 3

FL204SFA\*

Credit: 1.0/Year

College Preparatory

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.

**AP FRENCH LANGUAGE & CULTURE.**

Grade: 9-12

Prerequisite: French 4

Honors Capstone

*Weighted*

FL210AFA\*

Credit: 1.0/Year

College Preparatory

AP French Language and Culture focuses on advanced proficiency in listening, speaking, reading, and writing. The course is taught in French and emphasizes the use of French in oral communication and understanding French in various contexts. Students use literary texts and discuss contemporary issues in French. Students practice verbal and writing skills in three modes of communication: interpersonal, interpretive and presentational. Students read francophone newspapers, magazines, work on description, argumentation and focus on the culture of the various francophone countries. The six AP themes are Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identity, Family and Community, and Beauty and Aesthetics.



# WORLD LANGUAGES CONTINUED

For more information about our **JAPANESE** program, contact [Ethan.Cole@bend.k12.or.us](mailto:Ethan.Cole@bend.k12.or.us). In the meantime, [check out this video about our Japanese program](#).

**JAPANESE 1**

Grade: 9-12

Prerequisite: None

FL501SFA\*  
Credit: 1.0/Year

In Japanese 1, students learn the language required to talk about themselves, their school environment, their family life, and the geography of Japan. They will learn the first two alphabets of the Japanese writing system as well as begin learning about Kanji characters. In addition to language, students will learn about both modern and traditional Japanese culture and history. Students will be exposed to cultural aspects through participatory activities in calligraphy, origami, and Japanese cuisine. The Japanese program is proficiency based and is graded on a 0 to 4 rubric.

**JAPANESE 2**

Grade: 9-12

Prerequisite: Japanese 1

FL502SFA\*  
Credit: 1.0/Year

Japanese 2 is a continuation of the goals and coursework introduced in Japanese 1. Increasingly complex language forms will be introduced to create more realistic and natural communication styles. Reading and writing will be entirely in Japanese (hiragana, katakana and kanji). Additional kanji will be taught. There will be a continued focus on cultural aspects introduced in Japanese 1, with a focus on applying Japanese to real life situations. The Japanese program is proficiency based and is graded on a 0 to 4 rubric.

**JAPANESE 3**

Grade: 9-12

Prerequisite: Japanese 2

FL503SFA\*  
Credit: 1.0/Year

Japanese 3 builds upon the foundations established in Japanese 1 and 2, leading students to greater levels of language proficiency. Students should be proficient at both reading and writing hiragana and katakana as they enter this course and be familiar with some Kanji. There will be a continued focus on cultural aspects introduced in Japanese 1 and 2 with greater emphasis on the difference between formal and informal language. The Japanese program is proficiency based and is graded on a 0 to 4 rubric.

**JAPANESE 4**

Grade: 9-12

Prerequisite: Japanese 3

FL504SFA\*  
Credit: 1.0/Year

Japanese 4 builds on the foundations of formal and informal speech established in Japanese 3. Students will focus on how to converse in everyday spoken Japanese. Kanji study will move toward emphasizing commonly used characters in Japanese newspapers. Students will discuss culture and history in Japanese and research specific topics for presentations. The Japanese program is proficiency based and is graded on a 0 to 4 rubric.

**AP JAPANESE LANGUAGE AND CULTURE** FL510AFA\*

Grade: 9-12

Prerequisite: Japanese 4

Honors Capstone

Credit: 1.0/Year

*Weighted*

College Preparatory

In AP Japanese, students will move from learning grammar, vocabulary, and Kanji to using these skills to speak and write on a variety of complex subjects. Topics include family, homes, traditional and modern culture, art, science and technology, and societal issues. Students regularly do research on cultural and historical aspects of their choosing. Students will utilize a variety of authentic materials and learn to express their thoughts and opinions clearly. The Japanese program is proficiency based and is graded on a 0 to 4 rubric.

# WORLD LANGUAGES CONTINUED

For more information about our **SPANISH** program, contact David.Kargol@bend.k12.or.us. In the meantime, [check out this video about our Spanish program.](#)

**SPANISH 1**

Grade: 9-12

Prerequisite: None

FL601SFA\*

Credit: 1.0/Year

College Preparatory

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

**SPANISH 2**

Grade: 9-12

Prerequisite: Spanish 1

FL602SFA\*

Credit: 1.0/Year

College Preparatory

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**

Grade: 9-12

Prerequisite: Spanish 2

FL603SFA\*

Credit: 1.0/Year

College Preparatory

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**

Grade: 9-12

Prerequisite: Spanish 3

FL604SFA\*

Credit: 1.0/Year

College Preparatory

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**

Grade: 9-12

Prerequisite: Spanish 4

Honors Capstone

*Weighted*

FL610AFA\*

Credit: 1.0/Year

College Preparatory

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.

**ADV. SPANISH LANGUAGE & CULTURE**

Grade: 9-12

Prerequisite: Spanish 4, AP Spanish Language &amp; Culture or placement test

FL611SFA\*

Credit: 1.0/Year

This course will be taught in Spanish and will emphasize the major forms of literature and film: short story, drama, novel, nonfiction, and poetry and film. Students will study culture, history, and literature from the Spanish-speaking world. Expanding speaking with formal and informal registers, writing skills, reinforcing grammar and practicing the writing process are highlighted throughout the curriculum. Writing focuses on meeting the state standards in the narrative/imaginative and expository modes and will target the World Language learning level of intermediate-high to advanced proficiency. Elements of the course will be differentiated to meet the specific language needs for Second Language, Heritage Spanish or Dual Immersion learners.

## OTHER CREDIT OPTIONS

### TEACHER/OFFICE ASSISTANT

Grade: 10-12

Credit: 0.5/Semester

Prerequisites: Instructor Approval

Teacher approval is required for all Assistant opportunities. You will not be able to forecast for this position. See your counselor in the fall for a yellow TA Approval Form. This course will earn a Pass/No Pass grade and elective credit.

### CADET TEACHING (AT SUMMIT)

Grade: 11-12

Credit: 0.5/Semester

Prerequisite: Teacher approval

Want to help other Summit Students? Ever thought of being an assistant teacher for one of our Summit staff? The Cadet Teacher assists the course teacher in a wide variety of teaching tasks: lesson plans, presenting material, guiding groups, providing expertise on studying for tests, mini-teaching lessons for specific learners. This option is by teacher request only, and may be one semester or a whole year, and exists in multiple subjects and classes. See your counselor for a green Cadet Teaching Approval Form. This course will earn a letter grade and elective credit.

### CTE MENTOR

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: See your counselor for more info

This course is intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching, individuals and small groups, many of the basic skills necessary to complete the course. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines, safety, and equipment maintenance. This is a great way for students to gain skills and bridge the gap between school and career. See your counselor for a blue CTE Mentor Approval Form. This course will earn a letter grade and FA/CTE credit.

### LIFE SKILLS MENTOR

Grade: 9-12

Credit: 0.5/Semester

Prerequisite: See your counselor for more info

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

### PEER TUTOR ASSISTANT

Grade: 10-12

SA120SEL9

Credit: 0.5/Semester

Prerequisite: None

Students will support their peers as they navigate the transition to SHS 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.

### INDEPENDENT STUDY FOR CREDIT

Grade: 10-12

Credit: 0.5/Semester

Prerequisites: None

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 and a supervising teacher that is endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present his/her proposal to both their counselor and the supervising teacher. At the completion of the term, the supervising teacher will approve completion and award final credit/grade based on the student's work.

### SOURCES OF STRENGTH

Grade: 9-12

Credit: 0.5/Semester

Grade:

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.

*Not offered this school year*

## OTHER CREDIT OPTIONS

### ENGLISH LANGUAGE DEVELOPMENT: EMERGING

Grade: 9-12

FL120EFA

Prerequisite: None

Credit: 1.0/Year

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

### ENGLISH LANGUAGE DEVELOPMENT: PROGRESSING

Grade: 9-12

FL121EFA

Prerequisite: None

Credit: 1.0/Year

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

# SCHOOL-TO-CAREER



**Jeff Rankin**  
Future Center Director

## Welcome To the Future Center at Summit High!

The Future Center in Room B-211 is the Summit High college and career center with resources available for you to explore, research, and get assistance with your next steps after high school.

Whether you plan to attend a 4-year university, go to community college, learn a trade, research apprenticeships or consider a military career, the Future Center is here to help you navigate the process. We know that figuring out what you want to do in your life after high school, whether that involves going to college or right into a career, can sometimes be challenging. We offer resources and help to make those steps easier for you.

The Future Center also offers experiential learning opportunities which include earning elective credit for your job experience while going to school, job shadow opportunities at employers in the community, internship availability, volunteer credits, and career and technical education opportunities. Whatever direction life takes you, the Future Center is here to help.

**How Can We Help In Your Success?** The following overviews by class will hopefully give you a look at how to prepare yourself for success and where we can help you achieve it. Freshmen and Sophomores are invited to start their relationship with the Future Center through dropping by for an introduction so that we can start getting to know you and your interests as well as provide you a tour of what we offer.

## FRESHMEN

### Steps you can take immediately to ensure future success:

- Meet with your counselor to discuss your future plans and review your schedule.
- Activate your Schoolinks account online. On your iPad, go into "Clever", scroll down to the Schoolinks icon. Set up your profile and play with the College and Career search tools. We will host workshops on Schoolinks in the Future Center.
- Get involved with extracurricular activities – sign up for a club, sport, or other activity. Try something new!

## JUNIORS

### Please make an appointment to see us in the second semester..much to talk about...

- Time to start a deeper dive into your college search process.
- Sign up for your standardized tests in the spring...(PSAT, SAT, ACT, AP, ASVAB)
- Attend Financial Aid nights /workshops – college / trade school isn't cheap... we can help show you where the money is and how to access it.
- Attend college admissions presentations, visits, and University Nights to learn more about the schools that have peaked your interest.
- Internship opportunities help you develop skills, knowledge, and career interest.
- Attend Trade presentations and visit Trade Fairs to increase your industry knowledge.
- Military visits and assessments help you get a head start on joining one of the service branches out of school or a college ROTC program.
- Job / Volunteer credit

**For information on the courses and programs you can sign up for in the Future Center, check out those descriptions on the next two pages.**

If you'd like to email Jeff Rankin, his email is [jeff.rankin@bend.k12.or.us](mailto:jeff.rankin@bend.k12.or.us).

## SOPHOMORES

### Keeping the momentum going....keep your grades up!

- Continue to take challenging courses that keep you on track to meet your goals.
- Build on your extracurricular activities – more experience shows depth and leadership
- This is a good year to do casual college search, both online and in person if safe to do so.
- If you have a job, stop by the Future Center to discuss Job and volunteer credits you might be qualified to earn!

## SENIORS

### You're in the home stretch!

- Finalize your college search and applying for colleges.
- Attend college presentations / visits / University Nights if you're still deciding...most are. We're here to assist you with it.
- Complete your FAFSA application to start your financial aid search.
- Attend Financial Aid Nights – build on what you learned and applied as a junior.
- Retake your SAT Tests if necessary – some schools are "test optional" for admissions, but schools and scholarship resources still look at test scores to decide on scholarships.
- Attend Trade presentations / Trade Fair visits as you can never learn enough about the industry you're interested in pursuing, and they are always changing.
- Internship interviews – seniors sometimes take less classes and have more time to pursue an internship in what they enjoy doing.
- Job / Volunteer credit
- Military visits and assessments.

# SCHOOL-TO-CAREER

**TO CONTACT SCHOOL-TO-CAREER AT SUMMIT HIGH SCHOOL: 541-355-4161**

School-to-Career (STC) is a Bend - La Pine School District program operating under Instructional Services. STC also operates in partnership with the local business community. The purpose of STC is to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or workforce bound. In conjunction with the School-to-Career Programs, our Future Center offers assistance to all students in using the resources that are available for career options, college searches, SAT/ACT testing, college rep visits, financial aid, military information/careers and scholarship opportunities. We also offer assistance in job seeking skills such as applications, resumes, cover-letter and interviewing techniques. **If you are interested in one of the STC programs, contact Jeff Rankin at [jeff.Rankin@bend.k12.or.us](mailto:jeff.Rankin@bend.k12.or.us) or visit him in our Future Center, room B211.** Many STC programs are independent study courses and require students to be organized and proactive. Some of the programs are offered certain times of the year, some can be started at your request (structured work-based learning, internships, job shadows), and others are started when a business posts an opening with the School-to-Career/Future Center office. Credit earned through the School-to-Career department is elective credit.

## STRUCTURED WORK-BASED LEARNING (Paid Work)

Training hours:

Level 1: 144 hours

Credit: 0.5/Semester

**Prerequisites: None**

Level 2: 144 hours

Credit: 0.5/Semester

Prerequisites: None

Designed to link education and work experience, Structured Work Based Learning (SWBL) takes place at work sites. In order to be awarded credit through SWBL, students will be expected to complete a student workbook, compile hours, and complete an evaluation based on the career related learning experience. This is a 'for credit' class and is graded as a 'P' or 'NP.'

## STRUCTURED WORK-BASED LEARNING

(Community Service/Volunteer Work)

Training hours: Level 1: 65 hours

Credit: 0.5/Semester

**Prerequisites: None**

Students can earn credit for community service/volunteer work. In order to be awarded credit through Structured Work Based Learning students 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. Community Service/Volunteer work must be for public service or humanitarian purposes and must meet the criteria set by the Bureau of Labor & Industries. This is a 'for credit' class and is graded as a 'P' or 'NP.'

## GENERAL INTERNSHIPS

Training hours: Varies

Credit: 0.5/Semester

Prerequisites: None

Internships are designed to bridge academics and workplace learning. They should be aligned with the student's proposed career pathway and provide a broader understanding in the area. Students with acceptable employment will be required to collaborate with STC and employers on a series of projects designed to enhance student learning and the worksite. In order to be awarded credit, students 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 the career related learning experience. This is a 'for credit' class and is graded as a 'P' or 'NP.'

## CENTRAL OREGON YOUTH CONSERVATION CORPS (COYCC)

Training Hours: 300

Credit: 1.0/Year

Students are required to be 16 to 19 years of age. Students work in conjunction with a variety of government organizations to improve public lands. They build trails, plant trees, and clear vegetation. Students gain knowledge of forests, natural resources, community growth, and teamwork. Students are required to do hard physical work that is fun and rewarding. This is a paid position. Application Process: very competitive Spring recruitment/Summer work program.



**SUMMIT HIGH SCHOOL**

**2855 NW Clearwater Drive**

**Bend, OR 97703**

**Phone: 541-355-4000**

**Fax: 541-355-4010**

**[www.bend.k12.or.us/summit](http://www.bend.k12.or.us/summit)**