Welcome to another exciting year at Oakridge JR/SR High!

Welcome!

We hope this curriculum guide helps relay information regarding course offerings, credits, elective offerings, graduation and post-graduation planning. This guide contains essential information for the description, sequence, and selection of courses at Oakridge JR/SR High. It is intended to assist students, parents and guardians in the development of a program of studies.

In the winter of each year, 7th through 11th grade students forecast their classes for the upcoming school year with the assistance of the Oakridge teachers, school counselors and/or advisors. Each year parents of incoming 7th graders are invited to attend a parent night, which is planned at he same time our counselor goes over to the elementary school to talk about next year. This will happen in April or May.

The curriculum guide is printed in January to assist in student forecasting 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 years where budgetary reductions impact staffing levels.

We hope you are able to plan according to the needs of your student. If you have any questions or concerns, please contact the main office at the high school to make an appointment with a counselor.

Tammy Scott, JR/SR Counselor

Email: [tscott@ohswarrior.net](mailto:tscott@ohswarrior.net)

Phone: 541-782-2231 ext. 261

Mission Statement:

Oakridge is a place of respect, integrity, and learning. Our mission is to teach students by providing a challenging, comprehensive education that enables them to function as responsible citizens and to adapt to our continually changing world.

USING THIS GUIDE

This curriculum guide is designed to aid students in making an educated selection of courses from the offerings at Oakridge High School. Study this guide carefully. In making course selections, students and parents should keep in mind the following:

* Courses are divided into two types: required and elective (other subjects). Required core courses are those that a student must pass to satisfy State of Oregon and Oakridge School District requirements. Elective courses are designed to build skills in areas of study that meet the student’s needs for career and college readiness, as well as the pursuit of individual interests.
* Student placement for language arts and math courses are made by the Language Arts or Math departments with consideration of the recommendation of the previous teacher.
* All courses being offered are dependent on enrollment and budget. If an insufficient number of students request a course or funding for staffing is not sufficient, certain courses may not be offered.

**TABLE OF CONTENTS**

**General Information: Departments:**

Graduation Requirements Pg. 3 Fine Arts Pg. 8

Oregon Public Universities Pg. 4 Career and Technical Ed (CTE) Pg. 11

Community College Info Pg. 5 Health/PE Pg. 16

College Credit Opportunities Pg. 5 Language Arts Pg. 18

College Prep Information Pg. 6 Mathematics Pg. 20

College and Technical Education (CTE) Pg. 7 Science Pg. 24

Social Studies Pg. 27

Woods/Welding Pg. 29

Other subjects Pg. 31

## Graduation Requirements

*Credit Requirements for diploma are mandated by the State of Oregon Dept. of Education*

|  |  |
| --- | --- |
| **Course Requirements** | **Course & Credit Requirements for Class of 2020/2021/2022/2023** |
| English Language Arts (LA) | 4.0 Credits |
| Mathematics (MA) (Algebra I & Above) | 3.0 Credits |
| Science (SC) | 3.0 Credits |
| Social Studies (SS) | 3.0 Credit |
| Health (HE) | 1.0 Credit |
| Arts – Applied & Fine (AF) | 3.0 Credits |
| Physical Education (PE) | 1.0 Credit |
| Other Subjects/Electives (OS) | 6.0 Credits |
| **Total Course Credits:** | **24.0 Credits** |
| **Personalized Learning** |  |
| Education Plan & Profile (EPP) | Required |
| Extended Application (EA) | Required |
| **Proficiency of Essential Skills** |  |
| \*\*\*Suspended from ODE in 2021 until further notice. |  |
| Language Arts: Read and comprehend a variety of text | Pass Smarter Balanced Exam\* |
| Language Arts: Write clearly and accurately | Pass Smarter Balanced Exam \* |
| Math: Apply mathematics in a variety of settings | Pass Smarter Balanced Exam \* |

\*See Counselor for other options



#### Oregon Public Universities

**Eastern Oregon University, Oregon Institute of Technology,**

**Oregon State University, Portland State University, Southern Oregon University, University of Oregon, Western Oregon University**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| High School GPA Requirements for OUS College Admissions | | | | | | |
| EOU | OIT | OSU | PSU | SOU | UO | WOU |
| 2.75 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |

**ADMISSION REQUIREMENTS**

All institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Most schools require at minimum 15 core academic units; 16 or more core units are recommended; completion of the SAT or ACT tests; minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes. Universities require a standardized writing exam, which can be met through the writing portion of the SAT or ACT tests.

**CORE SUBJECT REQUIREMENTS**

High school graduates need to satisfactorily complete at least 15 units of college preparatory high school classes (with one unit defined as the equivalent of one year or one credit). This must include 4 units of English, 3 units of Mathematics, 3 units of Science, 3 units of Social Studies, and 2 units of a World Language, with a grade of C- or above or demonstrated proficiency. Pass/No Pass grades and “D” grades in core subjects are not accepted.

OAK online classes at Oakridge **may/may not** meet the university requirements in core subject areas. Please check with the OAK Administrator.

It is important to check the particular admissions requirements of any university or college (private or public) to which you are interested in applying. Note that many colleges require additional units in particular subject areas and some require additional credits in Fine Arts.

**English (4 units):**

English 9

English 10

English 11

English 12 (w/Writing 121)

**Mathematics (3 units ~ Algebra I and higher):** Integrated 1, Integrated 2, Integrated 3, Calculus

**Science (3 units):**

Physics, Chemistry, Biology

**Social Studies (3 units):**

10th US History

11th AP World History

12th AP Government (1 Semester)

12th Economics (1 Semester)

**PE/Health (1 unit each)**

HS PE, Health 9 and Health 11.

**World Language (2 years):**

Spanish 1

Spanish 2

## College Prep Information

**PLANNING FOR COLLEGE**

Students interested in attending college should begin planning early in high school. An counselor is available to help students research their various options and choose the school (four-year institution, community college or vocational/technical school) that best fits their interests and needs. The Counseling Office has various sources of information for students and parents researching college or scholarship opportunities. The Counseling Office offers various information nights, SAT and ACT test registration and preparation materials, and financial aid information.

**ADVISORY PROGRAM**

The advisory program at Oakridge High School is unique in the sense that the Oakridge staff has created a series of lesson plans to help guide **all students** from their freshman year into their senior year. Teacher advisors review grades and transcripts with each student in their advisory, help students establish educational goals and help inform students of college and career opportunities. Advisory ensures that all students have access to an adult who can help advocate for individual goals and provides progress monitoring for each student for each year through high school.

**PSAT TESTING**

Oakridge provides an opportunity for all sophomores to take advantage of the PSAT test. PSAT is offered during the all- school testing day at Oakridge in mid-October. In addition to providing opportunities to measure performance on a national scale and providing practice in testing formats employed on the SAT college admission test, the PSAT is also utilized to qualify students for the National Merit Scholarship competitions.

**ACADEMIC PREPARATION**

High school grades remain one of the best predictors of success in college, but admissions officers are taking a closer look at the rigor of academic preparation and the kind of courses a student takes. Please note, the Oregon University System schools will not accept “D” or “P” grades in college prep core courses. See a counselor for details. Also, remember that extra-curricular activities will still be very important on a student’s record. Colleges and universities may accept proficient Essential Skills scores (SBAC, PSAT, SAT ) for placement in English and Math.

**COLLEGE ATHLETICS**

Senior athletes who want to participate in NCAA Division I/II college athletics must register online with the NCAA Eligibility Center, meet minimum additional core subject credit requirements, meet minimum GPA and test scores (SAT or ACT) requirements, and graduate from high school. Students must have their ACT or SAT scores sent directly to the NCAA Eligibility Center. In most cases, NCAA Division III colleges have more strict guidelines for admission so the NCAA does not oversee minimum entry requirements and students are not required to register with the clearinghouse.

**Please Note:** The minimum core course requirements for freshmen athletic eligibility at an NCAA school are often higher than the core course admission requirements. The NCAA Eligibility Center requires additional core course credits for eligibility, so make sure to check their website and **work with the coach recruiting the student**.

Some other points to consider:

* Not all academic classes meet NCAA core requirements (examples: “Foundations” classes).
* Correspondence or Proficiency Based Credit classes do not always meet requirements.
* Remedial, Foundations, Special Education, and ELD classes do not meet requirements.
* Only graded core courses are considered, no Pass/No Pass credits are allowed.

#### Career & Technical Education (CTE)

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Learn more about the national CTE initiative at [www.careertech.org.](http://www.careertech.org/)

Career Ready Practices that apply to all programs of study:

* 1. Act as a responsible and contributing citizen and employee.
  2. Apply appropriate academic and technical skills.
  3. Attend to personal health and financial well-being.
  4. Communicate clearly, effectively and with reason.
  5. Consider the environmental, social and economic impacts of decisions.
  6. Employ valid and reliable research strategies.
  7. Utilize critical thinking to make sense of problems and persevere in solving them.
  8. Model integrity, ethical leadership and effective management.
  9. Plan education and career path aligned to personal goals.
  10. Use technology to enhance productivity & demonstrate creativity and innovation.
  11. Work productively in teams while using cultural/global competence.

Oakridge SR High CTE Programs of Study

The Oregon Dept. of Education approved programs of study include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. A student completes a program of study by completing 3 credits of Required and Optional classes that equal 3 credits.

*\*Welding, Woods and Wildfire Certification to be determined and developed. Classes to be offered as needed (TBD).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Title:**  Accounting/Business and Management | | **Program Title:**                       Health Occupations | |
| **Required:**  Intro to Business Systems  Business Exploration  Intro to Business Applications | **Optional:**  Accounting 1/2  Entrepreneurship  Business Operations  Intro to Business | **Required:**  Intro to Health Occupations  Anatomy & Physiology  Advanced Health Occupations | **Optional:**  AP Biology  Forensic Science |
| **Program Title:**  Early Childhood Education | | **Program Title:**  Welding & Woods | |
| **Required:**  Intro to Early Childhood Education A/B  Activities for Young Children A/B  ED100 Supervised Teaching | **Optional:** | **Required:**  Intro to Welding A/B  Fabrication A/B  Capstone (or) Work-Based Learning Welding  Woods I  Intermediate /Advanced Woods | **Optional:**  Capstone (or) Work-Based Learning |

### Academic Planning Checklist

Planning is best accomplished with the help of parents, teachers, counselors and other adults. Students and parents should study graduation requirements and course options carefully and use them as guides for forecasting and post- secondary planning. Use the following checklist to help monitor progress in school, prepare for graduation and plan future educational steps. Each year, every student should complete their Educational Plan and Profile.

**8th Grade**

 Advisory classes throughout your 8th grade year.

 Identify tentative career interests, potential career paths, post-secondary education options.

 Attend eighth grade student/parent forecasting night at Oakridge.

**9th Grade**

 Start My Educational Plan and Profile (EPP) related to educational and career interests.

 Advisory classes throughout your 9th grade year.

 Review 9th grade transcript and courses you are currently enrolled in.

 Ask counselor or advisor for information and advice.

 Discuss educational and career plans with parent(s).

 Review graduation and post-secondary college/university entrance requirements.

**10th Grade**

 Review My Educational Plan and Profile (EPP) and revise as appropriate.

 Review transcript and courses you are currently enrolled in.

 Complete the PSAT in mid-October, paid for by the school district.

 Complete your extended application in English 10 and Advisory (2nd Semester)

 Start working on my Resume and continue my career interest studies.

 Continue to work towards excellence in both course work and in co-curricular activities.

**11th Grade**

 Review My Academic Plan & Profile (MAPP) in relation to graduation requirements and post-high school plans and make revisions as appropriate.

 Is your extended application completed? (Graduation Requirement)

 Check college entrance test (ACT, SAT, SAT Subject, etc.) dates and registration deadlines.

 Check specific entrance requirements (such as courses and test scores) for schools of interest.

 For the non-college bound student, research other career options such as military, apprenticeships, travel and the greater world of work.

**12th Grade**

 Have you met required proficiency of essential skills? Personalized Learning?

 Check college entrance test (ACT, SAT, etc.) dates and registration deadlines.

 Check and act on scholarship and financial aid opportunities and due dates.

 Apply to “Common Application” colleges in November, check requirements.

 Complete the Free Application for Federal Student Aid (FAFSA) as soon after October 1st as possible.

 Complete Educational Plan and Profile by end of Semester 1 (Graduation Requirement)

 For the non-college bound student, research other career options such as military, apprenticeships, travel and the greater world of work.

# ART

For graduation, 3 credits of Applied/Fine Arts/World Language study are required. Art is one of the subjects that counts towards the AF credit along with music and several CTE classes (Business, Woods, Welding, and Health Occupation). Also, Spanish 1 and 2 count toward AF credit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Art Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **JR Art** | **1 Semester** | **N/A** | **AF** | **7,8** |
| **HS Art** | **1 Semester** | **.5** | **AF** | **9,10,11,12** |
| **Ceramics** | **1 Semester** | **.5** | **AF** | **10,11,12** |

**JH Art**

***Prerequisite: None***

Introduction to fundamentals of drawing techniques and design. Hand-eye coordination, concentration and perception skills, knowledge of materials and techniques. Foundation for all visual art practices: line, shape, balance, scale, color, proportion, value, positive/ negative space, additive/ subtractive mark making, perspective and composition, analysis and historical context. State/ National Standards: Create, Respond, Present, Connect.

**HS Art**

***Prerequisite: None***

Development of advanced techniques and design.  Advanced application for all visual art practices: line, shape, balance, scale, color, proportion, value, positive/ negative space, additive/ subtractive mark making, perspective and composition, analysis and historical context, display and portfolio creation. Emphasis will be on development of personal style. State/ National Standards: Create, Respond, Present, Connect.

**Ceramics**

***Prerequisite: JR Art or HS Art***

Students will study and produce 3-dimensional works made from clay. The first semester will be an introductory course emphasizing hand building techniques. Pinch, coil and slab techniques will be used and combined. Surface treatments, glazes, underglazes will be explored and firing process introduced. The second semester more complex and refined techniques will be explored. Emphasis will be on development of personal style.

**Music**

For graduation, 3 credits of Applied Art/Fine Art/World Language study are required. Music is a Fine Arts credit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Band/Choir Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **JR Band** | **2 Semesters** | **N/A** | **AF** | **7,8,9** |
| **Concert Band** | **2 Semesters** | **1.0** | **AF** | **10,11,12** |
| **Concert Choir** | **2 Semesters** | **1.0** | **AF** | **7-12** |
| **Music Selective Courses** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Guitar** | **1 Semesters** | **1.0** | **AF** | **7-12** |
| **Keyboard** | **1 Semesters** | **1.0** | **AF** | **7-12** |
| **History of Music in America** | **1 Semesters** | **1.0** | **AF** | **9-12** |

#### Band & Choir Courses

**JR Band**

***Prerequisite: None***

The junior high band combines students who are new to concert band instruments with students who have previous playing experience. Attention will be given to handling and caring for instruments, reading music, and producing good sounds within an ensemble setting. Students will develop their understanding of concepts such as melody, harmony, and rhythm dynamics, articulation, and balance while experiencing music from various genres. Students with previous playing experience will broaden their musical skills with individual study opportunities. Participation in performances is part of each student’s responsibility.

**Concert Band**

***Prerequisite: Previous playing experience***

The concert band is open to students who have had previous playing experience. This course focuses on building ensemble skills. The emphasis will be on an advanced study of concepts such as tone quality, intonation, dynamics, rhythm, and artistic expression. Students will have an opportunity to explore a variety of musical styles. Participation in performances is part of each student’s responsibility.

.

**Concert Choir**

***Prerequisite: None***

The concert choir allows students to study music from various time periods and musical styles. The focus will be on reading music and vocal techniques. The students will explore the role of the performing arts in culture and history. There will be an opportunity for the students to combine with visual and theater art. Participation in performances is each student’s responsibility.

#### Music Selective Courses

**Guitar**

***Prerequisite: None***

Students will have an opportunity to explore guitar techniques using a wide variety of music. The emphasis will be on handling and caring for instruments, hand position, tuning, strumming, reading chord charts, and chord progressions. Limited class size due to availability of instruments.

**Keyboard**

***Prerequisite: None***

Students will have an opportunity to learn basic keyboard techniques. The focus will be on teaching students basic keyboard skills such as hand position, finding notes, reading music, and reading rhythms. Limited class size due to availability of instruments.

**History of Music in America**

***Prerequisite: None***

This course is for students to explore the birth of jazz and rock & roll. The emphasis will be on how these genres influenced current musical styles. Students will view, analyze and discuss videos and texts in whole class and small group discussions. Graded projects will include posters and student-designed presentations.

# Business

For graduation, 3 credits of Applied/Fine Arts/World Language study are required. Art is one of the subjects that counts towards the AF credit along with music and several CTE classes (Business, Woods, Welding, and Health Occupation). Also, Spanish 1 and 2 count toward AF credit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **JR High Business Technology** | **9 Weeks** | **N/A** | **AF** | **7,8** |
| **JR High Personal Finance** | **9 Weeks** | **N/A** | **AF** | **7,8** |
| **Intro to Business Systems** | **1 Semesters** | **0.5** | **AF** | **9,10,11,12** |
| **Business Exploration** | **1 Semesters** | **0.5** | **AF** | **9,10,11,12** |
| **Intro to Business Applications** | **1 Semesters** | **0.5** | **AF** | **9,10,11,12** |
| **Business Applications Certifications** | **1 Semesters** | **0.5** | **AF** | **9,10,11,12** |
| **Intro to Business-CN** | **1 Semesters** | **0.5** | **AF** | **11,12** |
| **Advanced Accounting** | **2 Semesters** | **1.0** | **AF** | **10,11,12** |
| **Business Operations** | **1 Semester** | **0.5** | **AF** | **9,10,11,12** |

**Jr High Business Technology**

***Prerequisite: None***

Jr High Business Technology is an elective that will help students to navigate the world of technology and give students an ability to better use the tools through Google in the school setting. Students will learn how to use the Google Suite effectively. Students will learn to keep a schedule, send a professional email, and how to type efficiently. Students will explore topics such as what Digital Citizenship is and a Cyber/ Social Footprint and how those impact their lives. This class may be part of the JR CTE Wheel.

**Jr High Personal Finance**

***Prerequisite: None***

From Financial Responsibility, to career and income planning, to basic economics and entrepreneurship, Jr High Personal Finance is designed to prepare students for a successful life by teaching mindfulness and responsibility with finances. This course will help students build core personal finance skills and learn real-world strategies to effectively manage their personal finances. Topics include decision making, budgeting, saving, consumer skills, preparing for high school and more. This class may be part of the JR CTE Wheel.

**Introduction to Business Systems**

***Prerequisite: CO Requisite to any Intro course***

This semester course is an introductory level to all Business and Manufacturing courses. This course will be teaching students how to use the different tools in our labs. Including but not limited to laser cutter, 3D printer, vinyl cutter and printer, screen printer and more. This course is project based as students learn the processes of using the tools, they will be completing projects. Once this course is completed the student will be able to access our maker spaces during open lab time.

**Business Exploration**

***Prerequisite: None***

This semester-long course will be a nice overview of all the business world has to offer students. We will learn about business operations, associations, marketing, accounting and finance to name a few. This allows students to see what the business CTE program can offer them.

**Intro to Business Applications**

***Prerequisite: None***

This course teaches students the basics of Microsoft Office: Word, Excel, and PowerPoint. Students will be doing hands-on learning of essential productivity skills in the workplace. This course is the prerequisite to Business Applications Certification

**Business Applications Certifications**

***Prerequisite: Intro to Business Applications***

This semester course allows students the opportunity to take the Microsoft Office Specialist Certification in Word and Excel. This is an industry recognized certification that is useful in Business as well as, some colleges require this to enter business programs.

**Introduction to Business-CN**

***Prerequisite: Junior or Senior Standing***

This semester course introduces an overview of the basic principles and procedures used in businesses. Content includes the history of business, business law, information technology, business associations, management, marketing, human resources, accounting and finance. Students will be able to have a clear understanding of careers available in the business world. This is a College Now course allowing for 4 credits as BA101 at Lane Community College.

**Advanced Accounting**

***Prerequisite: Intro to Accounting***

This year-long course is designed to dive deeper into accounting. We will be expanding on knowledge learned in Introduction to Accounting. This course will use Excel to extensively work through accounting activities and QuickBooks to learn a basic accounting software. The class will be set up as an accounting team to work through problems collaboratively like on an accounting team in a business environment.

**Business Operations**

***Prerequisite: Introduction to Business Systems***

This course is designed to teach workplace readiness skills. Students will learn what to expect and how to act as an employee in a retail/ manufacturing setting. During this class students will be working in the student-based Screen printing and possible school store.

**Financial Management**

***Prerequisite: Business Exploration***

This course teaches the fundamentals of Finance. It includes units of Investing, Taxes, Insurance, Behavior Economics. If you want to dive deep into finance and how it affects the economy this class is for you.

# Health Occupations

To complete the Health Sciences CTE Pathway, you must take 3 credits of Health science classes, an Introduction class, and Intermediate class and an Advanced class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Forensic Science (Intro)** | **2 Semesters** | **1.0** | **AF** | **9,10,11,12** |
| **Intro to Health Occupations (Intro)-CN** | **2 Semesters** | **1.0** | **AF** | **9,10,11,12** |
| **Anatomy and Physiology (Intermediate)-CN** | **2 Semesters** | **1.0** | **AF** | **9,10,11,12** |
| **Adv. Health Occupations (Advanced)** | **2 Semesters** | **1.0** | **AF** | **9,10, 11,12** |
| **AP Biology (Intermediate)** | **2 Semesters** | **1.0** | **SC** | **11,12** |

**Forensic Science (Introductory Level)**

***Prerequisite: None***

Want to learn the exciting science behind examining evidence from crime scenes with hands-on practice? Interested in examining actual forensic cases while solving your own cases in class? Then, this introductory year-long forensics class will help you to get excited about the science behind a Health Occupation, like Forensic Science, and to apply your knowledge and practice skills needed in the field. Healthcare skills include laboratory techniques, medical testing and microscopy. This high-interest class is for high school level students who can be trusted to use their class time effectively and safely.

**Intro to Health Occupations (Introductory Level)**

***Prerequisite: None***

Explore your interest in Health Occupations by learning what it's like to work in the medical field. Students will learn skills and knowledge to assist in the front office of a medical clinic and practice the Medical Assisting and CNA HOSA skill set for competition. We will also learn the medical language that is essential for anyone interested in working in the medical field. Medical Terminology helps you be successful in healthcare jobs like EMT, Medical Assisting, Dental Assisting, Medical Coding, LPN (nursing).  Students will have some industry exposure and work-based learning experiences with Orchid Health and the local Fire Department. This course articulates with Lane Community College and counts towards the Basic Healthcare Certificate.

**College Credits Available:**

3 college credits for HP 110: Health Office Procedures

3 college credits for HP 100: Medical Terminology

**Anatomy and Physiology (Intermediate Level)**

***Prerequisite: Forensic Science or Intro to Health Occupations***

This class covers the anatomy and physiology of the human body, focusing on body organization, Integumentary, Skeletal, Muscular, Nervous and Endocrine, Lymphatic, Circulatory, Respiratory, Digestive, Urinary, Reproductive systems as well as nutrition, microbiology as well as diseases specific to each system. Instruction includes lecture, discussions, activities, dissections, labs, and more. This class extends hands-on knowledge first learned in HOSA through competition skill sets for Sports Medicine/Athletic Training, EMT and CPR/First Aid. Students will get more consistent work-based interactions with industry partners, Orchid and the local Fire Department, as well as some Eugene/Springfield Health Industry members. This is part one of a year-long course that articulates with Lane Community College and counts towards the Basic Healthcare Certificate.

**College Credits Available:**  3 college credits for HP 150: Human Body Systems 1

           3 college credits for HP 152: Human Body Systems 2

**Advanced Health Occupations (Advanced Level)**

***Prerequisite: Introductory Level Course (Forensic Science/Intro to Health Occ.) and Anatomy and Physiology***

Students will prepare for a career in Healthcare, with learning advanced skills, getting CPR and First Aid Certified, current healthcare issues, infection control and safety, basic pharmacology, and researching a career of choice to present to the class. Students will do senior health service capstone project that benefits the Health Occ program or the community, like a blood drive, a fun run, mentoring students and more. The second half of the class includes work-based learning in the health industry and an opportunity to shadow a healthcare job in the field (transportation may be provided depending on the situation). Students who complete this class (in addition to an Intro and Intermediate class) will receive a Health Occupations Pathway Certificate.

**AP Biology (offered every other year)**

***Prerequisite: Physics and Chemistry***

The AP Biology curriculum framework places an emphasis on students making connections between the “Four Big Ideas”:Evolutionary Biology, Energy Processes, Information (living systems storage, retrieval, transmission, communication processes) and Interactions of biological systems (molecular level up to populations). The course is designed to have the pace, rigor, and skill level of an introductory college-level biology course as well as prepare students to succeed on the AP Biology Exam. The curriculum also provides students the opportunity to engage in investigative laboratory work integrated throughout the course. The AP Biology framework included in the course and exam description outlines distinct science practices that students will use throughout the year—skills that will help them learn to think and act like biologists.

# Early Childhood Ed

To complete the Early Childhood Education CTE Pathway, you must complete all 3 classes listed in the chart below. These classes are two periods during the school day and the class is housed at West Ridge campus. Transportation is included. Normally these classes are held 1st and 2nd period to align with our Preschool program out at West Ridge campus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Intro to Early Childhood-CN** | **1 Semester** | **1.0** | **AF** | **9-12** |
| **Activates for Young Children-CN** | **1 Semester** | **1.0** | **AF** | **9-12** |
| **Supervised Teaching-CN** | **1 Semester** | **1.0** | **AF** | **9-12** |
| **ED100 Student Practicum** | **1 Semester** | **1.0** | **AF** | **9-12** |

**Intro to Early Childhood**

***Prerequisite: None***

This course is under the CTE umbrella and is held at the Westridge Early Learning Center. It is a year-long class (taught in one semester using two periods per day) and is a required course for ECE majors designed to provide an overview of the field of early childhood education.  Students will explore career options, types of programs, history, advocacy and personal qualities of successful child care professionals. LCC college credits may be earned for this class.

**Activities for Young Children**

***Prerequisite: None***

This course is under the CTE umbrella and is held at the Westridge Early Learning Center. It is a year-long class (taught in one semester using two periods per day). LCC college credits may be earned for this class. This course introduces students to creative activities suitable for preschool children: art, children’s literature and storytelling, science, math, health/safety, nutrition, cooking, music, wood-working, puppetry, dramatic play, dance.  Development of the student’s creative imagination will be stressed. Students will develop lessons based on their acquired knowledge and implement activities with preschoolers.

**Supervised Student Teaching**

***Prerequisite: Intro into Early Childhood and Activates for Young Children***

This Course is designed to provide the entry-level advanced student with experience in the supervision, guidance and care of young children based on the standards of NAEYC for Early Childhood Professional Preparation. Students learn to demonstrate consistent, appropriate guidance to plan and carry our developmentally appropriate curriculum.

**ED100-Student Practicum**

***Prerequisite: Intro into Early Childhood and Activates for Young Children***

This course provides an overview of the Education field for those considering a career in teaching.   Students will explore the classroom community, human development as a basis for the acquisition of knowledge, culturally responsive teaching practices, and engage in a teaching practicum at the elementary school level.  Course also includes in-class observations.

# Health

Health: The Oakridge district graduation requirement includes one (1.0) credit of Health in the high school. In a semester system, two semester Health classes are required for the high school diploma.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Health 7** | **1 Semester** | **N/A** | **HE** | **7** |
| **Health 8** | **1 Semester** | **N/A** | **HE** | **8** |
| **Health 9** | **1 Semester** | **.5** | **HE** | **9** |
| **Health 11** | **1 Semester** | **.5** | **HE** | **11** |

**Health 7/8**

***Prerequisite: None***

This course is a 7th and 8th grade course.The Health Education Course is designed to give a basic understanding of healthy lifestyles, what it means to be healthy, taking charge of your personal health, understanding mental and emotional health and how to cope with stress, family and friend relationships, nutritional health. JH students take a semester of Health their 7th grade year and their 8th grade year.

**Health I and Health II**

***Prerequisite: None***

The Health Education Course is designed to give an advanced understanding of healthy lifestyles, what it means to be healthy, taking charge of your personal health, understanding mental and emotional health and how to cope with stress, family and friend relationships, nutritional health. Every high school student will each Health class to meet the 1.0 graduation requirement in Health. Typically, these occur in 9th and 11th grade.

# Physical Education

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Physical Education: The Oakridge district graduation requirement includes one (1.0) credit of Physical Education in the high school. In a semester system, two PE classes are required for the high school diploma.  **All PE classes can be repeated.** | | | | | | |
| **PE Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |  |
| **PE 7** | **1 Semester** | **N/A** | **PE** | **7** |
| **PE 8** | **1 Semester** | **N/A** | **PE** | **8** |
| **HS PE** | **1 Semester** | **.5** | **PE** | **9,10,11,12** |
| **Strength and Conditioning** | **1 Semester** | **.5** | **PE** | **9,10,11,12** |

**PE 7/8**

***Prerequisite: None***

This is a 7/8 grade course.The Physical Education Class is designed to give students a physical outlet during the school day.  Elevating their heartbeat and getting exercise allows them to refocus in a more academic setting.  Participation is required and good sportsmanship, perseverance and enthusiasm are expected.  In addition, students should gain basic understandings of rules and skills required for many different types of activities and sports.   **Goal:** The overall goal of this course is for students to acquire an interest in continuing healthy, physical activities in their life.  They should also gain the confidence to participate in recreational activities and team based sports, groups and clubs.

**HS PE**

***Prerequisite: None***

The Physical Education class is designed to teach an interest and value in life-long physical activity.  Students should gain basic understandings of rules and skills required for many different types of activities and sports.   **Goal:** The overall goal of this course is for students to acquire an interest in continuing healthy, physical activities in their life.  They should elevate their heart rate and gain some strength and endurance through participation.  They should also gain the confidence to participate in recreational activities and teams-based sports, groups and clubs.

**Strength and Conditioning**

***Prerequisite: None***

Students will be given the basic principles to design a workout program that will incorporate weight training and cardiovascular conditioning. This course also incorporates curriculum designed for the competitive multi-sport athlete and is appropriate for the athlete who takes weight training seriously. Emphasis will include the 5 components of fitness, which include muscular strength, muscular endurance, cardio vascular efficiency, flexibility and body composition. Students will be tested in variety of fitness activities to document growth and development.

# Language Arts

For graduation, 4 credits of Language Arts study are required. Students may also elect to a few credit recovery/elective Language Art course to fulfill “Other Subjects”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **7th and 8th Grade Courses** | **Length** | **Credit** | **Area** | **Grade Level** |
| **English 7** | **2 Semesters** | **N/A** | **LA** | **7** |
| **English 8** | **2 Semesters** | **N/A** | **LA** | **8** |
| **9th-12th Grade Courses** | **Length** | **Credit** | **Area** | **Grade Level** |
| **English 9** | **2 Semesters** | **1.0** | **LA** | **9** |
| **English 10** | **2 Semesters** | **1.0** | **LA** | **10** |
| **English 11** | **2 Semester** | **1.0** | **LA** | **11** |
| **English 12 (1st Semester)** | **2 Semester** | **.5** | **LA** | **12** |
| **English 12-Writing 121 (2nd Semester)** | **2 Semester** | **.5** | **LA** | **12** |
|  |  |  |  |  |
| **Credit Recovery/Electives** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Mythology** | **1 Semester** | **.5** | **LA** | **11,12** |
| **Graphic Novels** | **1 Semester** | **.5** | **LA** | **10,11,12** |
|  |  |  |  |  |

**English 7**

***Prerequisite: None***

English 7 is a junior high school credit class which is required for promotion. This class develops reading comprehension and analysis; writing clarity, organization, and development; participation in discussions; and giving speeches and presentations.  We use these skills of communication, self-expression, interpretation, analysis, and community building to promote creative and critical thinking.  We will consider multiple viewpoints, exchange knowledge and ideas, compare texts and themes, and practice good research skills.

**English 8**

***Prerequisite: None***

English 8 is a junior high school credit class which is required for promotion. This course is divided into two semesters. Students will be led through steps to become better writers and readers by studying various genres of literature in the form of both novels and essays.  Emphasis will be placed on improving skills in grammar (conventions), vocabulary, reading (fluency, comprehension, analysis, and evaluation), and writing (argumentative, narrative, and informative including some research).

**English 9**

***Prerequisite: None***

This is a 2 Semester course that will focus on building and strengthening reading and writing skills. In this course, students will gain skills in the following areas: Analyzing a variety of text, determining central ideas and themes, citing evidence to support arguments and claims, applying writing techniques required for analytical, argumentative and narrative essays. This course will examine literature that includes novels, short stories, plays, poetry and non-fiction. Students will be given instruction on vocabulary acquisition and grammar skills. We will

be using our new Collections Edition Series to align with the Language Arts Common Core Standards.

**English 10**

***Prerequisite: English 9***

This is a 2 Semester course that will focus on building and strengthening reading and writing skills. In this course, students will gain skills in the following areas: Analyzing a variety of text, determining central ideas and themes, citing evidence to support arguments and claims, applying writing techniques required for analytical, research and argumentative essays. This course will examine literature that includes novels, short stories, plays, poetry and non-fiction. Students will be given instruction on vocabulary acquisition and grammar skills. We will be using our new Collections Edition Series to align with the Language Arts Common Core Standards.

**English 11**

***Prerequisite: English 10***

This course is required for graduation. English 11 is a high school credit class which leads students through steps to become better writers and readers by studying American literature. Emphasis will be placed on improving skills in grammar, vocabulary, reading, and writing.

**English 12**

***Prerequisite: English 11***

This is a yearlong course and is required for graduation. English 12 is a high school credit class which leads students through steps to become better writers and readers by studying various genres of literature in the form of both novels and essays.  Emphasis will be placed on improving skills in grammar (conventions), vocabulary (acquisition and usage), reading (fluency, comprehension, analysis), writing (argumentative and narrative).

**Course Description:** WR121 focuses on rhetorical reading, thinking, and writing as means of inquiry. Students will gain fluency with key rhetorical concepts and utilize these in a flexible and collaborative writing process, reflecting on their writing process with the goal of developing awareness of the process they used to plan, monitor, and assess their own understanding and performance. They will employ conventions, including formal citations, appropriate for a given writing task, attending to the constraints of audience, purpose, genre, and discourse community. Students will compose in two or more genres. They will produce 3,000-3,500 words of revised, final copy or an appropriate multimodal analog for this amount of text. Students will produce at least one essay that integrates research and demonstrates an understanding of the role of an assertive thesis in an academic essay of at least 1,000 words.

**Mythology (**Credit Recovery or Elective)

***Prerequisite: None***

This semester-length elective course is an exploratory opportunity for students to study mythology from multiple cultures around the globe. We will analyze myths from various cultures, with a special emphasis on ancient Greek, Norse, Native American, and Egyptian mythologies. In addition to reading myths and analyzing them for various features, we will also learn about creation myths, hero stories, and much more. Students will have the opportunity to express their knowledge and understanding in both written and artistic projects.

**Graphic Novels (**Credit Recovery or Elective)

***Prerequisite: None***

In this semester length elective class, we will explore graphic novels to better understand their popularity as both literary and artistic forms of expression.  Over the course of several decades, graphic novels have gained in popularity and are becoming not only a form of entertainment but also one of literary enrichment. During this course, we will survey several of the most popular graphic novels with stories from around the world and across multiple historical events. This class will be entertaining, fun, and engaging no matter your reading levels or preferences. Students will also have the opportunity to create their own graphic novels.

# Mathematics

For graduation, 3 credits of Mathematics study are required at the Algebra I level or higher.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Math 7** | **2 Semesters** | **N/A** | **MA** | **7** |
| **Math 8** | **2 Semesters** | **N/A** | **MA** | **8** |
| **Math Essential Skills** | **2 Semesters** | **1.0** | **OS** | **7,8** |
| **Math Support** | **1-2 Semesters** | **.5-1.0** | **OS** | **7,8** |
| **Integrated 1** | **2 Semesters** | **1.0** | **MA** | **9,10,11,12** |
| **Integrated 2** | **2 Semesters** | **1.0** | **MA** | **10,11,12** |
| **Integrated 3** | **2 Semesters** | **1.0** | **MA** | **11,12** |
| **Ideas and Inspirations** | **1-2 Semesters** | **1.0** | **OS** | **8, 9** |
| **Geometric Construction** | **2 Semesters** | **1.0** | **MA** | **10,11,12** |
| **Calculus AB** | **2 Semesters** | **1.0** | **MA** | **12** |
| **Calculus BC** | **2 Semesters** | **1.0** | **MA** | **12** |
|  |  |  |  |  |

Every effort is made to place students in courses appropriate to their mathematical backgrounds and future goals. In general, all math courses taken at Oakridge JR/SR High are determined by the previous course taken along with a teacher recommendation.

|  |  |  |  |
| --- | --- | --- | --- |
| Sample Possible Math Sequences | | | |
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Integrated 1 | Integrated 2 | Integrated 3 | Calculus |
| Integrated 1 | Geometric Construction | Integrated 2 | No Math-not going to 4-year university |
| Integrated 1 | Integrated 2 | Integrated 3 | Geometric Construction (Elective Credit) |
|  | | | |

**Math 7-CC2 (7th Grade):  https://cpm.org/cc2**

***Prerequisite: None***

*Core Connections, Course 2* is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. On a daily basis, students in *Core Connections, Course 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

**Math 8-CC3 (8th Grade):  https://cpm.org/cc3**

***Prerequisite: None***

*Core Connections, Course 3* is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course.

On a daily basis, students in *Core Connections, Course 3* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

**Math Essential Skills:**

***Prerequisite: None***

This course provides supplemental, explicit small-group instruction for students to address critical numeracy and computation skills **to help students not at grade level to reach their grade-level proficiency.** Topics will be a wide variety of math topics that will be introduced in the student’s other math classes. Students will engage in enrichment activities to acquire a deeper understanding of Math concepts, and reinforce underlying mathematical computational skills. Students will view math in a different perspective as they find ways to solve problems.

**Math Support Class:**

***Prerequisite: None***

This course is designed for students needing periodic and/or long-term support in their core math course. This c ourse should be taught concurrently with a student’s regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their regular math courses. There should be strong emphasis on building a positive disposition toward learning mathematics. Continual progress monitoring will be used to assess and diagnose each student’s strengths and weaknesses.

**Integrated I:**  **https://cpm.org/int1**

***Prerequisite: None***

*Core Connections Integrated I* is the first course in a five-year sequence of college preparatory mathematics courses that starts with *Core Connections Integrated I* and continues through *Calculus Third Edition*. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. On a daily basis, students in *Core Connections Integrated I* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

**Integrated II:  https://cpm.org/int2**

***Prerequisite: Integrated 1***

*Core Connections Integrated II* is the second course in a five-year sequence of college preparatory mathematics courses that starts with *Core Connections Integrated I* and continues through *Calculus Third Edition*. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. On a daily basis, students in *Core Connections Integrated II* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

**Integrated III:  https://cpm.org/int3**

***Prerequisite: Integrated II***

*Core Connections Integrated III* is the third course in a five-year sequence of rigorous college preparatory mathematics courses that starts with *Core Connections Integrated I* and continues through *Calculus Third Edition*. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. On a daily basis, students in *Core Connections Integrated III* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

**Geometric Construction:**

***Prerequisite: Integrated 1***

This course is Project Based Learning in geometry and supports for hands on learning. Students will design, manufacture, and assemble projects that require high level algebra and geometry skills/standards needed for construction. This course also introduces students to use modern CAD software to produce 2D and 3D drawings for manufacturing applications. Advanced algebra and geometry standards are combined with the building trades and construction Industry sector concepts into an integrated secondary course that satisfies a math credit for graduation as well as an elective credit.

**Calculus AB and BC:  https://cpm.org/calc**

***Prerequisite: Integrated 3***

*Calculus* covers all content required for the AP® Calculus Test - both AB and BC. AB and BC are each a 1-year elective class. The course starts with five major problems that introduce the following big ideas of calculus: optimization, limits, differential equations, exponential functions, the relationship between distance and velocity, piecewise functions, volumes of revolution, volumes by slicing, and the Fundamental Theorem of Calculus. Each of these five major problems is revisited again later in the course for students to solve using new calculus knowledge. Each chapter reviews the concepts developed previously and builds on them. The curriculum contains several key labs and hands-on activities throughout the course to introduce concepts, such as when students recognize that the rate of a walker relates to the slope of a graph in the "Slope Walk." Labs also develop conceptual understanding, such as when the students discover instantaneous velocity in the "Ramp Lab." Students learn about derivatives and integrals simultaneously during the first four chapters and both are presented geometrically and in context.

**Ideas and Inspirations:**  **https://cpm.org/iandi**

***Prerequisite: Concurrently with Integrated 1 or CC3***

*Inspirations & Ideas* is designed to support students in CPM’s *Core Connections Course 3* *CC3* or Integrated 1, who sometimes struggle in mathematics. The expectation is that students in *Inspirations & Ideas* will be concurrently enrolled in *Core Connections, Course 3*, or Integrated 1and therefore will have two math classes daily. Ideally, *Inspirations & Ideas* is a course with no homework, and no summative assessments. Students are encouraged to participate in discussions and activities. Students who are in this class are recommended by the math department.

# Science

To meet Oregon State graduation requirements, all students are required to pass a minimum of three science credits. Four credits are recommended for some college admissions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Science 7** | **2 Semesters** | **N/A** | **SC** | **7** |
| **Science 8** | **2 Semesters** | **N/A** | **SC** | **8** |
| **Physics** | **2 Semesters** | **1.0** | **SC** | **9** |
| **Chemistry** | **2 Semesters** | **1.0** | **SC** | **10** |
| **Biology** | **2 Semesters** | **1.0** | **SC** | **11** |
| **Anatomy and Physiology** | **2 Semesters** | **1.0** | **SC** | **11,12** |
| **AP Biology** | **2 Semesters** | **1.0** | **SC** | **11,12** |
| **AP Environmental Science** | **2 Semesters** | **1.0** | **SC** | **10,11,12** |
|  |  |  |  |  |

**Science 7**

***Prerequisite: None***

7th Grade Science explores foundational science concepts that will prepare students for more advanced subjects like biology, physics, and chemistry. Material includes the nature of science, Matter and Energy in Organisms and Ecosystems, Structure and Property of Matter, Chemical Reactions, and Earth’s Systems. In this course, students develop the skills of a scientist through labs and projects.

**Science 8**

***Prerequisite: None***

The 8th Grade Curriculum is a yearlong curriculum consisting of four science units aligned to the Next Generation Science Standards: Colossal Collisions, traveling through Space, Adapt or Die, Technology and Engineering Sustain Our World. Each unit integrates two to three science content areas (life, physical, and earth), as well as engineering. This is aligned with project-based learning, in which students work in teams to tackle complex, real-world issues through rigorous, long-term projects.

**Forensic Science (7th or 8th, 9 weeks part of the CTE Wheel)**

***Prerequisite: None***

Want to learn the exciting science behind examining evidence from crime scenes with hands-on practice? Interested in examining actual forensic cases while solving your own cases in class? Then, this introductory year-long forensics class will help you to get excited about the science and to apply your knowledge and practice skills like laboratory techniques, medical testing and microscopy. This high-interest science elective class is for Middle School students who can be trusted to use their class time effectively and safely.

**Physics (9th Grade)**

***Prerequisite:*** Concurrently taking Algebra 1 or higher math

The Patterns High School Science Sequence is a three year course pathway aligned to the Next Generation Science Standards (NGSS) that starts with a freshman Physics course. The Patterns Approach to science instruction emphasizes the use of mathematical and phenomenological patterns. Harnessing their own experiences, students compare and contrast low-evidence predictions (wild guesses) to their data-informed predictions to learn the value of evidence-based reasoning. Additionally, students engage in several engineering projects in each course, where they must use the Patterns they discover in their designs to optimize their solutions. By emphasizing, rather than removing, the mathematical connections to science, the Patterns Approach supports student understanding by connecting real-world inquiry experiences, graphical and mathematical representations of science phenomena.

**Chemistry (10th Grade)**

***Prerequisite: Physics***

Patterns Chemistry is the second course in a three year pathway and is a year-long high school introductory chemistry course. It meets many of the physical science standards from the Next Generation Science Standards, as well as some earth science standards. Through scientific inquiry, engineering design, and critical thinking, students discover and apply patterns in major Chemistry topics such as atomic structure, periodic trends, chemical reactions, and chemical bonding. Earth science topics relating to weather and climate in the context of chemistry are also explored. An important aim of the course is to challenge and further develop students’ problem solving skills, scientific literacy and communication skills.

**Biology (11th Grade)**

***Prerequisite: Chemistry and Physics***

The Patterns High School Science Sequence is a three-year course pathway and curriculum aligned to the Next Generation Science Standards (NGSS) that ends with a junior biology course. By using real world phenomena and design challenges, students feel more engaged and supported in their learning. Students will explore how humans are affecting the variety of living things on Earth, how we have changed over time, how we get and use energy and try to solve a medical mystery as well as examine genetics and how the human body works. Students get to practice hands-on labs, and learn real-life biologist skills while applying their knowledge of physics and chemistry.

**Anatomy and Physiology**

***Prerequisite: Chemistry and Physics***

This class covers the anatomy and physiology of the human body, focusing on body organization, Integumentary, Skeletal, Muscular, Nervous and Endocrine, Lymphatic, Circulatory, Respiratory, Digestive, Urinary, Reproductive systems as well as nutrition, microbiology as well as diseases specific to each system. Instruction includes lecture, discussions, activities, dissections, labs, and more. This class extends hands-on knowledge first learned in HOSA through competition skill sets for Sports Medicine/Athletic Training, EMT and CPR/First Aid. Students will get more consistent work-based interactions with industry partners, Orchid and the local Fire Department, as well as some Eugene/Springfield Health Industry members. This is part one of a year-long course that articulates with Lane Community College and counts towards the Basic Healthcare Certificate.

**AP Biology (offered every other year)**

***Prerequisite: Physics and Chemistry***

The AP Biology curriculum framework places an emphasis on students making connections between the “Four Big Ideas”:Evolutionary Biology, Energy Processes, Information (living systems storage, retrieval, transmission, communication processes) and Interactions of biological systems (molecular level up to populations). The course is designed to have the pace, rigor, and skill level of an introductory college-level biology course as well as prepare students to succeed on the AP Biology Exam. The curriculum also provides students the opportunity to engage in investigative laboratory work integrated throughout the course. The AP Biology framework included in the course and exam description outlines distinct science practices that students will use throughout the year—skills that will help them learn to think and act like biologists.

**AP Environmental Science**

***Prerequisite: None***

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made through laboratory investigations and field work. Skills you will learn include: explaining environmental concepts and processes, analyzing data, visual representations, and writings, applying quantitative methods in solving problems, proposing a solution for an environmental problem and supporting your idea with evidence. The course is designed to have the pace and skill level of an introductory college-level semester-long Environmental Science Introductory Course as well as prepare students to succeed on the AP Environmental Science Exam. Often listed as the most interesting and engaging AP classes students take, it is also one of the most accessible for many students.

The State of Oregon graduation requirements, all students are required to take a minimum of three Social Studies credits at the high school level.

**Social Studies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Options** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Social Studies 7** | **2 Semesters** | **N/A** | **SS** | **7** |
| **Social Studies 8** | **2 Semesters** | **N/A** | **SS** | **8** |
| **US History** | **2 Semesters** | **1.0** | **SS** | **10** |
| **World History-AP** | **2 Semesters** | **1.0** | **SS** | **11** |
| **US Government and Politics-AP** | **1 Semesters** | **.5** | **SS** | **12** |
| **Personal Finance** | **2Semesters** | **.5** | **SS** | **12** |

**Social Studies 7**

***Prerequisite: None***

Seventh Grade Social Studies focusses on the Eastern Hemisphere, and is told in the framework of a game called “Field School”. Students imagine they are studying archaeology at a prestigious university that specializes in artifact retrieval. After an introduction to basic archaeological skills, they are hired by groups all over the world to retrieve precious artifacts stolen by a gang of thieves. Their job is to retrieve the artifacts and return them to their rightful owners. They will lean about Mesopotamia and the Middle East, Egypt and Africa, India and South Asian, China, Japan, Oceania, and Europe. Students will have the opportunity to go on side quests, earn XP, items, and badges, as well as battle the bosses they encounter.

**Social Studies 8**

***Prerequisite: None***

8th Grade US History is divided into two semesters. Students will study North American history from Native American arrival through the early 19th century.  Specific units include: Compare societies in the Americas, Western Europe and Western Africa before and after Columbian Exchange (Worlds Meet); European colonization, struggle for control, and development of distinctly different colonial regions (Colonization and Settlement); Causes of the American Revolution and the social, political and economic changes resulting from independence (Revolution and Nationhood); the Articles of Confederation and America’s early trials (Forging a Nation); Government, roots of democratic thought, and Constitutional principles (America’s Political System); US territorial expansion, Oregon Trail, Manifest Destiny, Indian Wars & growing sectional conflicts (Expansion and Reform).

**US History**

***Prerequisite: None***

10th Grade US History is divided into two semesters. Students will study United States history beginning with the American Civil War and concluding with the Vietnam War of the 1970s. Specific units include: sectionalism, national identity, and social-economic change from 1850-1877 (Civil War and Reconstruction); immigration, migration, industrialism, and the labor movement (Development of the Industrial US); progressivism, imperialism, WWI, and the Roaring 20s (Emergence of Modern America); Militarism, democracy, US identity and emergence in the world economy (World at War); Great Depression, New Deal Government expansion, WWII and US emergence as a world superpower (World in Crisis); Civil Rights, 60’s Strife, Great Society, Environmentalism and resource issues (Social Change); Cold War, Nation Building, Foreign Policy Wars of containment in Korea and Vietnam (New World Paradigms).

**AP World History: Modern**

***Prerequisite: None***

This course provides students with an experience similar to an introductory college course in Modern World History. Students cover global history from 1250 to the present in nine units. Units include The Global Tapestry, Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global Conflict After 1900, Cold War and Decolonization, Globalization after 1900. The course will focus on critical thinking skills including source analysis skills, comparison skills, contextualization skills, and skills analyzing change and continuity over time. It also serves as a preparatory course for the College Board Advanced Placement test in World History. Students will be given the opportunity to earn college credit by passing the AP test. Participation in the test will be voluntary and students who participate will receive a waiver for the final exam in the Spring.

**AP US Government and Politics**

***Prerequisite: None***

AP US Government and Politics provides students with an experience similar to an introductory college course in U.S. Government and Politics. It also serves as a preparatory class for the College Board Advanced Placement exam in U.S. Government and Politics. Students will be given the opportunity to earn college credit by passing the AP test, offered in the spring. Students who take the AP exam will not be required to take the final exam. Students will discuss a variety of Supreme Court cases using the Case Study Method created by Professor David Moss. Units will including Foundations of American Democracy, Interactions between the three Branches of Government, Civil Rights and Liberties, Political Ideologies and Beliefs, Political Participation. This class covers the Civics Credit Requirements (SB513) required by the State of Oregon for graduation.

**Personal Finance**

***Prerequisite: None***

Personal Finance is designed to help students practice the skills they will need to order to live independently after they graduate high school. Students will live out a simulated “Personal Finance World” where they have a job, set up living group and bank accounts, look for rentals, utilities, insurance, and set up a budget. Units include: reflecting on their own attitudes and values and how that will impact their financial lives, saving and spending options, borrowing and credit, earning, investing, managing risk and insurance, taxes, rent and utilities, and budgeting.

# Woods/Welding

For graduation, 3 credits of Applied Art/Fine Art/World Language study are required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wood Courses** | **Length** | **Credit** | **Area** | **Grade Level** |
| **JR High Woods** | **9 Weeks** | **N/A** | **AF** | **7,8** |
| **Woodshop 1** | **1 Semesters** | **.5** | **AF** | **9,10,11,12** |
| **Intermediate Woods** | **1 Semesters** | **.5** | **AF** | **9,10,11,12** |
| **Advanced Woods** | **1 Semesters** | **.5** | **AF** | **9,10,11,12** |
| **Welding Courses** | **Length** | **Credit** | **Area** | **Grade Level** |
| **JR High Welding** | **9 Weeks** | **1.0** | **AF** | **9,10,11,12** |
| **Welding 1** | **2 Semesters** | **1.0** | **AF** | **9,10,11,12** |
| **Welding 2** | **2 Semesters** | **1.0** | **AF** | **9,10,11,12** |

#### Woodshop Courses

**JR High Woods**

***Prerequisite: None***

This course is designed for students with little to no woodworking experience. Students will learn proper safety protocols, basic woodworking skills, the use of hand and power tools and participate in a variety of woodworking projects while choosing appropriate materials for the tasks. This course may be part of the CTE Wheel Elective Rotation for JH students.

**Woodshop 1**

***Prerequisite: None***

This course is designed for students with little to no woodworking experience. Students will learn proper safety protocols, basic woodworking skills, the use of hand and power tools and participate in a variety of woodworking projects while choosing appropriate materials for the tasks.

**Intermediate Woods**

***Prerequisite: Woodshop 1***

This is an intermediate class for students with previous woodworking skills. Students will be able to understand and read basic drawings; use math skills. Work with other students and supervisors in the process of framing and construction. Students will have the option to work on assigned projects or a personal choice project.

**Advanced Woods**

***Prerequisite: Intermediate Woods***

This course will challenge students to perform advanced projects that require a working knowledge of basic math, reading drawings, following detailed instruction, choosing the proper tools necessary for the project while having an adequate grasp of basic framing and design. Students will be skilled in a variety of all available shop tools, practicing safety and leadership skills with their peers.

#### Welding Courses

**JH Welding**

***Prerequisite: None***

Students will learn the fundamentals of welding and metalworking. The first semester will be an introductory course emphasizing skill building and safety, and basic MIG welding processes. The second semester more complex and refined techniques will be explored. This course may be part of the CTE Wheel Elective Rotation for JH students.

**Welding 1**

***Prerequisite: None***

Students will learn the fundamentals of welding and metalworking. The first semester will be an introductory course emphasizing skill building and safety, and basic MIG welding processes. The second semester more complex and refined techniques will be explored.

**Welding 2**

***Prerequisite: Welding 1***

Students will develop advanced techniques and skills in welding and metalworking such as TIG welding, torchwork and plasma cutting among other processes. Emphasis will be on skill mastery, independent achievement and teamwork.

# Other Subjects/Electives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **“Other Subjects” Courses** | **Length** | **Credit** | **Area** | **Grade Level** |
| **Drama** | **1 Semester** | **.5** | **OS** | **7-12** |
| **World Foods** | **1 Semester** | **.5** | **OS** | **9-12** |
| **Leaderbook** | **2 Semesters** | **1.0** | **OS** | **9-12** |
| **Plants in Food** | **1 Semester** | **.5** | **OS** | **7-12** |
| **Robotics** | **2 Semesters** | **1.0** | **OS** | **8-12** |
| **Spanish 1** | **2 Semesters** | **1,0** | **OS** | **9-12** |
| **Spanish 2** | **2 Semesters** | **1.0** | **OS** | **9-12** |
| **Conversational Spanish** | **1 Semester** | **.5** | **OS** | **7-12** |
| **Explore Mapping** | **1 Semester** | **.5** | **OS** | **7-8** |
| **Into the Forest** | **1 Semester** | **.5** | **OS** | **7-8** |
| **Introduction to Forestry** | **1 Semester** | **.5** | **OS** | **9-12** |
| **Mapping Nature** | **1 Semester** | **.5** | **OS** | **9-12** |
| **Teacher’s Aide** | **2 Semesters** | **.5** | **OS** | **7-12** |

**Drama (Repeatable class) (7-12)**

***Prerequisite: Teacher/Counselor Approval***

This class is designed to accommodate students of all acting abilities.  Throughout the course of the semester students may be researching, studying, and working on skills in the following areas: Puppetry, Staging---including lighting, sound, set design, prop construction, costuming, and stage management, Acting---including work in pantomime, improvisation, and dramatic performance.

Students may be **required to attend** at least one field trip (arranged by the instructor) to a theatre production as part of their grade. This **may occur outside of regular class and/or school time.** Students may be **required to participate in the Tree Planting parade** as a means of advertising upcoming productions. This will be counted as part of their grade. Students **will be required to participate** in productions produced by the drama class including plays and skits as part of their grade.  These may be performed in front of the student body and/or the community at large and **may take place outside of regular class and/or school time. Finals will be in the form of performances!!! There are no make-ups for missed performances.**

**World Foods (9-12)**

***Prerequisite: None***

Have you ever wondered where food dishes come from? Do you like preparing food? Trying new dishes? This class will introduce fundamental cooking skills while exploring where different foods come from around the world. The first two weeks of this course will be devoted to learning basic food preparation and safety skills. Once students have demonstrated those skills, we will begin a tour of the planet examining the cuisine and food cultures of North America, Mexico, South America, the Caribbean, Oceania, China, Korea and Japan, Southwest Asia, India, the Middle East, Africa, the Mediterranean, Eastern Europe/Russia, and Northern Europe. Then students will choose a research project that they find interesting and present it as a final project. At least once a week students will have access to the kitchen and prepare a meal in their cooking group. Students will also complete mini-projects throughout the term for the various regions covered.

**Leaderbook (9-12)**

***Prerequisite: None***

This course helps produce the Oakridge Junior Senior High School yearbook as well as developing leadership qualities that go towards planning school events and community activities. In this course, students will gain skills in the following areas: page design, publishing techniques, copy writing, editing, photography, record keeping, time management, teamwork, marketing, and event planning. Students are tasked with producing a timeless, creative, and innovative publications which will record our school’s community, memories and events. This is a heavily project-based course, and students will be expected to participate in multiple activities that contribute to the development of the yearbook as well as school events.

**Plants in Food (7-12)\_**

***Prerequisite: None***

For the first half of this course, students will explore the logistics of growing their own food. They will learn about climate and growing zones and how to choose the best crops for the zone they live in. Students will choose a crop and prepare an argument for why the class should order those particular seeds. Using the greenhouse, we will then grow the plants the class has chosen. Students will maintain the greenhouse and care for the plants, and once a week they will have access to the kitchen to prepare a meal with the veggies/fruits/herbs they have chosen to grow. During the second half of the course, students will shift their focus to plants that naturally grow around us and how humans have used those plants throughout history, and continue to use those plants today. Students will use basic botany terminology and plan identification skills.

**Robotics-(8-12) (Repeatable class with beginning and advanced projects)**

***Prerequisite: None***

The instructional program for Robotics introduces junior high and high school students to basic programming as well as problem solving strategies. This course will involve students in the development, building and fabrication of robotics chassis. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, autonomous control, drones, gear ratios, torque, friction, sensors, decision-making, propulsion systems and locomotive systems. The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics, focusing on mobile robots and illustrations of current state of the art research and applications. Students who successfully complete this course will have learned:

• Fundamentals of programming concepts

• Scientific method and inquiry

• Basic physics and physical science concepts

• Programming concepts related to robotics

• Fundamentals of engineering concepts related to robotics

• Focus on teamwork and collaboration

• Robotics competitions and the robotics industry

• Introduction to 3D Printing

**Spanish 1 (9-12)**

***Prerequisite: None***

In Spanish students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in Spanish as they learn new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. \*\*\*If you are attending a 4 year school right after high school you are required, admission requirements, to have 2 credits of a World Language, this does not apply to Community College.

**Spanish 2 (9-12) (may be offered every other year)**

***Prerequisite: Spanish 1***

In Spanish 2A, students will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. Students will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, students will discuss different types of cuisine, dining establishments, and dining etiquette. They will build on what you learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. \*\*\*If you are attending a 4 year school right after high school you are required, admission requirements, to have 2 credits of a World Language, this does not apply to Community College.

**Conversational Spanish (7-12)**

***Prerequisite: None***

Conversational Spanish class is a semester-long beginning-level Spanish course. Students will begin to develop their Spanish proficiency through extensive interaction in the target language.  This fun, interactive course for middle and high school students is filled with diverse, multimedia language activities. Students begin their introduction to Spanish by focusing on two of the four key areas of foreign language study: listening and speaking.

Each unit consists of a new vocabulary theme and grammar concept, listening and speaking comprehension activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. **Students are expected to speak Spanish every day they are in class.**

**Explore Mapping (7-8)**

***Prerequisite: None***

Students will identify parts of a map and understand the function of each part. Students will create their own functional map. Students will learn the different uses of maps including their role in city planning, planning for natural disasters, resource extraction, and recreation.

**Into the Forest (7-8)**

***Prerequisite: None***

Students will study Oregon forests. They will learn the environmental, economic, and social importance of Oregon forests. Students will study the forest ecosystem and learn about forest management. Students will also gain an understanding of their responsibility to Oregon forests.

**Introduction to Forestry (9-12)**

***Prerequisite: None***

Students will learn about forest harvesting, forest products, forest sustainability, and forest stewardship. Students will use forestry tools, measure trees, and determine how much a tree is worth. Students will explore career options in the forest industry. Some of the lessons for this class will take place outdoors. This course may be part of the CTE Wheel Elective Rotation for JH students.

**Mapping Nature (9-12)**

***Prerequisite: None***

Students will study mapmaking and map reading skills and see how maps can answer fundamental environmental questions. Students will learn about the different types of maps and how maps are used in navigation. Students will also create 3-D maps, use satellite images, and understanding the importance of mapping during natural disasters.

**Teacher’s Aide**

***Prerequisite: Teacher/Counselor Approval Credit earned is Pass/No Pass***

Students typically work with teachers and staff members in one or more of the following capacities: Work skills are developed such as copy machine work, filing, collating, and organizing.