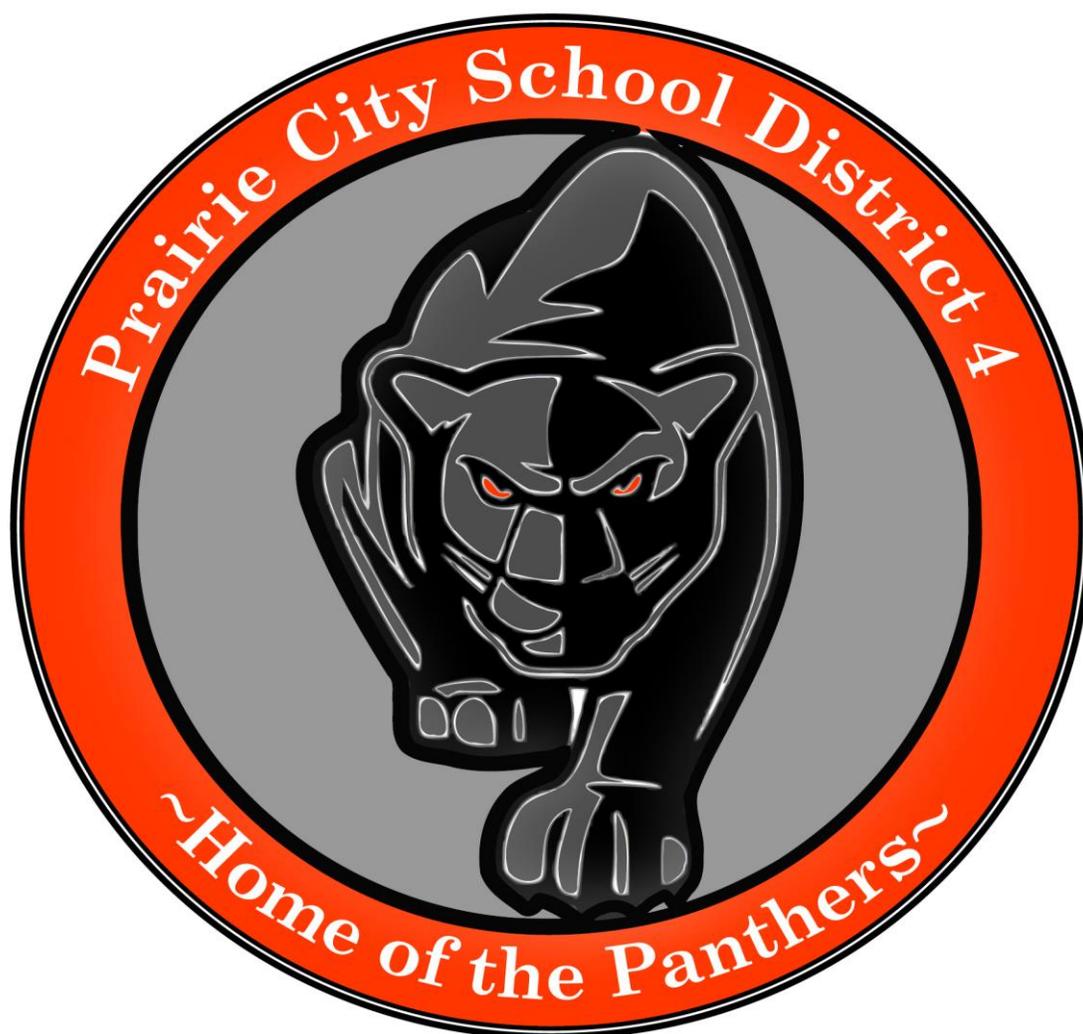


2019-2020

**Prairie City Schools
Curriculum Guide**



K-12

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PRAIRIE CITY SCHOOL DISTRICT CURRICULUM GUIDE

INTRODUCTION:

For grades K-6 this guide contains a general description of what is covered academically by grade level with a key focus on English/Language Arts, Science, Math and the Social Science.

You will find descriptions of those key curricular areas as they are taught in K-6th.

ELEMENTARY K-6

KINDERGARTEN

The “Kindergarten child” is defined as a child who is five years of age or whose fifth birthday occurs on or before September 1st. Kindergarten is an integral part of the public school system of this state providing social, as well as, academic skill building for life-long achievement and success.

English Language Arts-

The Kindergarten child begins to understand the concepts of print. They become aware that letters make words and words make sentences. They are introduced to the sequence of phonemes in a spoken word. They learn to read one-syllable decodable words and recognize a few common words by sight. They can recite short poems, rhymes, and songs; retell stories in logical sequence; speak audibly; look at the listeners most of the time and listen while others are speaking. They can follow one- and two-step oral directions.

The Kindergarten child learns to write moving from left to right and from top to bottom. They can write most letters in upper and lowercase, closely approximating the correct shape and placement of the letters.

A wide variety of children’s literature is used at this level to include classic and contemporary literature, alphabet books, informational stories, and nursery rhymes. They can make predictions and connect the information in text-to-life experiences. They demonstrate listening comprehension through discussions and can tell and re-tell a simple story or nursery rhyme.

Mathematics-

The Kindergarten child begins to read, write, order, and identify whole numbers less than 10. They begin to understand number systems and number relationships by counting forward by one and by judging whether sets of objects have ‘less than’, ‘more than’, or the ‘same’ number. They explore coins (penny, nickel, dime, quarter); use correct mathematical terminology; sort, classify, and order concrete objects by size, color, shape, or other properties. They are introduced to units and tools for measurement, time, and basic geometric shapes (e.g., square, circle, triangle, trapezoid, rectangle, oval, hexagon, and rhombus).

Science-

The Kindergarten child is introduced to the natural world and learns the difference between living and non-living things. They explore through observation and are introduced to the scientific method.

FIRST GRADE

English / Language Arts

First grade students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to decode them in spoken language (phonics). They sound out more complex vocabulary and comprehend the meanings of those words. They read orally and silently a variety of grade-level –appropriate classic and contemporary literature, folktales, informational text, and alphabet books. First grade students read at the target rate of 40-60 words correct per minute (wpm). They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write stories and original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Mathematics

First Grade

First grade mathematics students strengthen their addition skills to be able to add and subtract two-digit numbers. They sort and classify objects, identify and model two dimensional shapes and represent data using pictures and graphs.

Science

Benchmark 1

Benchmark 1 (Grades K-3) students study physical properties and changes in matter, an object's position and how to affect its movement, and learn to identify common types and uses of energy. They study characteristics that are similar and different between organisms and the basic needs of living things. Students learn to describe a habitat and the organisms that live there and to identify how some animals gather and store food, defend themselves, and find shelter. Students study physical differences in Earth materials, daily and seasonal weather changes, and the movement of objects in the sky. Students also study the basic concepts of Scientific Inquiry. They make observations, ask questions or form hypotheses which can be explored through simple investigation, plan a simple investigation, collect data from an investigation, and use the data collected to explain the results.

Social Sciences

Benchmark (Grades K-3)

Benchmark 1 students focus on basic skills in history, geography, civics and economics relating most to home and community. Students use their local area to explore their responsibilities and rights as citizens of community, and the history of that community. They use simple maps, locate physical features, and consider how people are affected by the environment and how the environment is affected by people. Students also study the concept of economic scarcity and how people make economic choices. Additionally, they learn the basic concepts of Social Science Analysis, identifying issues or problems, gathering information, comparing perspectives, and considering options or responses to issues or problems.

SECOND GRADE

English / Language Arts

Second grade students will gain confidence in reading, writing, speaking and listening. They will demonstrate an awareness of sounds that are made by different letters, and they practice decoding words. Learning new concepts such as prefixes and suffixes, helps them understand the meaning of new vocabulary. They read at the target rate of 90-100 words correct per minute (wcpm).

Second grade students ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-appropriate classic and contemporary literature, poetry, informational text in different subject areas, children magazines and dictionaries. They learn to use conventions of Standard English and a writing process to write sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Math

Students extend their knowledge of numbers to the concept of place value. They use place values to develop strategies for multi-digit addition and subtraction. They are introduced to the concept of units to measure length, volume and

weight. Students also begin to explore the notions of symmetry and transformations.

Science

Benchmark 1 (Grades K-3) students study physical properties and changes in matter, an object's position and how to affect its movement, and learn to identify common types and uses of energy. They study characteristics that are similar and different between organisms and the basic needs of living things. Students learn to describe a habitat and the organisms that live there and to identify how some animals gather and store food, defend themselves, and find shelter. Students study physical differences in Earth materials, daily and seasonal weather changes, and the movement of objects in the sky. Students also study the basic concepts of Scientific Inquiry. They make observations, ask questions or form hypotheses which can be explored through simple investigation, plan a simple investigation, collect data from an investigation, and use the data collected to explain the results.

Social Sciences

Benchmark (Grades K-3)

Benchmark 1 students focus on basic skills in history, geography, civics and economics relating most to home and community. Students use their local area to explore their responsibilities and rights as citizens of community, and the history of that community. They use simple maps, locate physical features, and consider how people are affected by the environment and how the environment is affected by people. Students also study the concept of economic scarcity and how people make economic choices. Additionally, they learn the basic concepts of Social Science Analysis, identifying issues or problems, gathering information, comparing perspectives, and considering options or responses to issues or problems.

THIRD GRADE

English Language Arts

Third grade students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. Third grade students get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means, at the target rate of 110-120 words correct per minute (wpm). They not only write clear sentences but also clear paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

Mathematics

Third grade mathematics students build upon their K-2 Foundations. This year they continue to hone their arithmetic skills. Students refine their knowledge of place value, begin to develop their multiplication and division skills, and get an introduction to fractions. Students also work on recognizing and classifying 3-dimensional shapes and on recognizing and extending patterns.

Science

Benchmark 1(Grades K-3) students study physical properties and changes in matter, an object's position and how to affect its movement, and learn to identify common types and uses of energy. They study characteristics that are similar and different between organisms and basic needs of living things. Students learn to describe a habitat and the organisms that live there and to identify how some animals gather and store food, defend themselves, and find shelter. Students study physical differences in Earth material, daily and seasonal weather changes, and the movement of objects in the sky. Students also study the basic concepts of Scientific Inquiry. They make observations, ask questions of form hypotheses which can be explored through simple investigations, plan a simple investigation, collect data from an investigation, and use the data collected form an investigation to explain the results.

Social Sciences

Benchmark 1 (Grades K-3): Student's focus on basic skills in history, geography, civics and economics relating most to home and community. Students use their local area to explore their responsibilities and rights as citizens of a community, and how people are affected by the environment and how the environment is affected by people. Students also study the concept of economic scarcity and how people make economic choices. Additionally, they learn the basic concepts of Social Science Analysis, identifying issues or problems, gathering information, comparing perspectives, and considering options.

Physical Education

Benchmark 1 – Third grade physical education students work on basic skills of moving, using equipment and varying the manner in which the skills are performed in relationship to changing conditions and expectations. Students achieve mature form in the less complex skills (e.g., underhand throw) and progress toward achieving mature form in the more complex skills (e.g., foot dribble). They also work on safe practices, physical education class rules and procedures.

Health Education

Benchmark 1 – Third grade health skills and concepts include working on alcohol, tobacco and other drug prevention by demonstrating refusal skills around the use of tobacco and alcohol products. Through the promotion of healthy eating, students learn to choose a variety of foods to eat from different food groups and advocate for more fruits and vegetables at school. Students show their understanding of unintentional injury prevention by using a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school. Students also learn about violence and suicide prevention by explaining how helpful and hurtful messages in media can affect an individual's behavior.

Arts

Benchmark 1(Grades K-3) students explore basic skills in creating works of art, responding and analyzing works of art, and understanding the relationships between works of art and their community. Students explore the creative process, using essential elements and organizational principles of different arts disciplines for expression. Students recognize and describe those elements and principles in other works of art and identify personal preferences. Students identify an event or condition that influenced a work of art, and cultural characteristics of a work of art. Students also describe the place of the arts in their community.

FOURTH GRADE:

Mathematics

Fourth grade mathematics students continue to refine their multiplication and division skills by developing strategies for multi-digit multiplication and division. They also add and subtract simple fractions and decimals and begin to explore the concept of probability. In geometry they study quadrilaterals and are introduced to angles and congruency.

English Language Arts

Fourth grade students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words. They learn variations on word meanings such as synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in informational text, biographies, historical fiction, science fiction, and mythology. Fourth grade students read at the target rate of 115-140 words correct per minute (wpm). They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books they have read.

Science

Benchmark 2 (Grades 4-5) students learn to identify different states of matter and the causes of change in states, to describe and compare the motion of objects, to identify examples of forces on objects and forms of various types of energy and their effects on matter, and to describe examples of energy transfer. Life science study includes grouping or classifying organisms based on a variety of characteristics and studying the function of organ systems and basic plant and animal structures. They study the life cycle of an organism, the relationship between characteristics of specific habitats and the organisms that live there, and how adaptations help a species survive. Students learn to identify properties and uses of Earth materials, patterns of seasonal weather and causes of Earth surface changes. They use pictorial models to describe the Earth's place in the solar system and the patterns of movement of objects within the solar system. Students extend their work with Scientific Inquiry, designing and conducting simple investigations to answer questions or test hypotheses, and collecting, organizing, summarizing, analyzing, and interpreting data from investigations.

Social Sciences

Benchmark 2 (Grades 4-5) students begin to apply skills to more specific Social Sciences content. Students examine the period of United States History from pre-history through the American Revolution, including focus on the Declaration of Independence. In 4th grade attention is given to the study of Oregon's tribes, the Lewis and Clark Expedition, and the Oregon Trail. Students study the levels and branches of government at both the state and national levels. In Economics, students continue their study of economic choice to include supply and demand, price, trade, and money. They also study basic concepts of Personal Finance. In geography, students use maps and charts to understand and analyze patterns; compare locations, migration, and population; and to investigate causes of environmental and cultural change. Students extend their work with Social Science Analysis, conducting more sophisticated research, examining primary and secondary sources, establishing cause-and-effect relationships, and drawing conclusions from evidence.

FIFTH GRADE

English Language Arts

Fifth grade students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in informational text, poetry, and plays.

Fifth grade students read at the target rate of 125-150 words correct per minute (wcpm). They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Reading

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed. Make connections to text, within text, and among texts across the subject areas.

Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary

Increase word knowledge through systematic vocabulary development. Determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas. Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

Literature

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity. Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Writing

Pre-write, draft, revise, edit, and publish across the subject areas. Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest. Organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs and use precise words and fluent sentence structures that support meaning. Experience in writing research, Personal Narratives, Fictional, Narrative, Expository and Persuasive papers, to express ideas appropriate to audience and purpose across the subject areas.

Speaking and Listening

Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

Math

Fifth grade mathematics students develop strategies for multiplying and dividing decimals and fractions, and work with the properties and order of operations to simplify calculations. They also begin to represent the idea of a variable and to write and evaluate simple algebraic expressions. They study triangles, and measure areas and volumes of geometric shapes using various units. Additionally, they design investigations and interpret and evaluate data using a variety of representations.

Calculations and Estimations

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Statistics and Probability

Select and use appropriate statistical methods to analyze data.

Algebraic Relationships

Understand patterns, relations, and functions.

Measurement

Understand measurable attributes of objects and the units, systems and processes of measurement.

Geometry

Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Mathematical Problem Solving

Select, apply, and translate among mathematical representations to solve problems.

Science

Students learn to identify different states of matter and the causes of change in states, to describe and compare the motion of objects, to identify examples of forces on objects and forms of various types of energy and their effects on matter, and to describe examples of energy transfer. Life science study includes grouping or classifying organisms based on a variety of characteristics and studying the function of organ systems and basic plant and animal structures. They study the life cycle of an organism, the relationship between characteristics of specific habitats and the organisms that live there, and how adaptations help a species survive.

Students learn to identify properties and uses of Earth materials, patterns of seasonal weather and causes of Earth surface changes. They use pictorial models to describe the Earth's place in the solar system and the patterns of movement of objects within the solar system. Students extend their work with Scientific Inquiry, designing and conducting simple investigations to answer questions or test hypotheses, and collecting, organizing, summarizing, analyzing, and interpreting data from investigations.

Physical Science

Understand structure and properties of matter.

Life Science

Understand the characteristics, structure, and functions of organisms.

Earth and Space Science

Understand the properties and limited availability of the materials which make up the Earth.

Scientific Inquiry

Formulate and express scientific questions or hypotheses to be investigated.

Social Sciences

Students begin to apply skills to more specific Social Sciences content. Students examine the period of United States History from pre-history through the American Revolution, including focus on the Declaration of Independence. Attention is given to the study of Oregon's tribes. Students study the levels and branches of government at both the state and national levels. In Economics, students continue their study of economic choice to include supply and demand, price, trade, and money. They also study basic concepts of Personal Finance. In geography, students use maps and charts to understand and analyze patterns; compare locations, migration, and population; and to investigate causes of environmental and cultural change. Students extend their work with Social Science Analysis, conducting more sophisticated research, examining primary and secondary sources, establishing cause-and-effect relationships, and drawing conclusions from evidence.

Civics and Government

Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.

Economics

Understand that resources are limited (e.g., scarcity).

Geography

Understand the spatial concepts of location, distance, direction, scale, movement, and region.

History

Interpret and reconstruct chronological relationships.

Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from pre-history through the period of the American Revolution.

State & Local History

Understand and interpret events, issues, and developments in the history of one's family, local community,

and culture.

Arts

Students begin to refine their control over essential elements and organizational principles while identifying the creative process they use and how their choices affect their final expression.

Students identify how essential elements and organizational principles contribute to their preferences, identify aesthetic criteria that can be used to analyze works of art, and select which to use to critique their own work. Students begin to describe the influences on works of art and relate common characteristics that reflect social contexts. Students describe how works of art reflect their society, the purposes they serve, and the influences they have on that society.

Create, Present, and Perform

Create, present and perform works of art.

Aesthetics and Criticism

Apply critical analysis to works of art

Historical and Cultural Perspectives

Understand how events and conditions influence the arts.

Describe how the arts serve a variety of purposes and needs in other communities and cultures.

Health Education

Fifth grade health skills and concepts include learning about alcohol, tobacco and other drug prevention by creating an advocacy campaign at school to follow school rules regarding alcohol and tobacco use.

Students also promote healthy eating by describing how media, cultural and family influences encourage healthy eating practices. Students learn about the promotion of sexual health by identifying people in the school or community who could provide valid health information about the changes that occur during puberty. Students are able to access information on the nature of fires and fire prevention and their ability to demonstrate how to respond to peers who may encourage them to misuse fire or fireworks. Students also learn about violence and suicide prevention by demonstrating steps of problem solving, anger management and impulse control.

Health Skills

Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for healthy and safety issues.

Alcohol, Tobacco and Other Drug Use Prevention

Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.

Promotion of Healthy Eating

Demonstrate self-management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.

Promotion of Sexual Health

Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.

Unintentional Injury Prevention

Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.

SIXTH GRADE:

Arts

Benchmark 3 (Grades 6-8) students' select and combine essential elements and organizational principles when creating works of art, describe the creative process used, and begin to control the elements and principles to refine their expression. Students use aesthetic criteria to describe their preferences, critique their own work, describe other works of art, and identify how the elements and principles contribute to an aesthetic effect. Students distinguish the influences on works of art and compare and contrast works of art from different cultures. They explain how works of art reflect their contexts, how the arts serve a variety of purposes in a society, and the influences of the arts on individuals and society.

English Language Arts

Sixth grade students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English. Sixth grade students read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

Health Education

Benchmark 3 (Eighth grade) health skills and concepts include continuing to demonstrate refusal skills around the use of alcohol, tobacco, inhalants and other drugs. Students work on demonstrating personal health care practices that prevent the spread of communicable disease and advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C. They also learn how to track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating. Students identify school, home and community resources for mental and emotional health concerns and practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity. Students identify rules and laws intended to prevent injuries, demonstrate personal responsibility to follow safety-related laws, use the decision making process to use safety practices in and around motorized vehicles, and design an advocacy campaign for preventing violence, aggression, bullying and harassment.

Mathematics

Sixth grade mathematics students solve problems involving rates and ratios as well as exploring theoretical and experimental probability. They continue their exploration of variables by creating coordinate graphs and solving problems involving linear relationships. In geometry, students study polygons and explore symmetry.

Physical Education

Eighth grade students use the mature forms of the basic skills in more specialized sports, dance and activities. They identify principles of practice and conditioning and know when, why and how to use strategies within game play. Additionally, students know the components of fitness and how these relate to their overall fitness status. They assess their personal fitness status on each component and use this information in the development of individualized physical fitness goals. Moving from merely identifying and following rules, procedures, safe practices, ethical behavior, students start reflecting upon their role in physical activity setting and the benefits of physical activity. They make appropriate decisions to resolve conflict arising from the influence of peers and practiced appropriate problem solving techniques.

Social Sciences

Benchmark 3 students expand their study to U.S. and World History, including early world civilizations and the development of nations and the United States post-Revolution to approximately 1900. Students increase their understanding of the U.S. Constitution, rule of law, and the powers and limitations of government. They apply their geography skills to identify physical features, population distribution, and to make predictions. Students also examine markets and types of economies, with emphasis on the U.S. economy. They also study basic investment and savings concepts and practices. Students continue to use Social Science Analysis skills, examining evidence more completely, viewing issues from more than one perspective, and making judgments about alternative responses or solutions to problems.

Science

Benchmark 3 (Grades 6-8) students compare properties of substances and physical and chemical changes. They study interactions between force and matter and relationships among force, mass, and motion. Students compare forms and behaviors of types of energy. They also examine energy transfers and transformations. Life science study includes examination of the relationship and interaction of organ systems and the structure and functions of an organism in terms of cells, tissues, and organs. Students learn how the traits of an organism are passed from generation to generation, the factors that influence or change the balance of populations in their environment and the theory of natural selection as a mechanism for evolution. Students learn that Earth materials are limited, and explore strategies for addressing this problem. They study the water cycle and its relationship to weather and climatic patterns, the Earth's structure and how it changes over time, and the relationship of the Earth's motion to the day, season, year, phases of the moon, and eclipses. Students use their Scientific Inquiry skills to ask questions or form hypotheses that can be explored through scientific investigations, design a scientific investigation, collect, organize, and display sufficient data to support analysis, summarize and analyze data including possible sources of error, and explain results and offer reasonable and accurate interpretations and implications.

Second Language

Upon completion of approximately 240 - 300 hours of cumulative instruction, Benchmark 3 students will demonstrate understanding of main ideas on familiar topics, identify some important ideas imbedded in familiar contexts and recognize differences between formal and informal language. They will demonstrate understanding of short predictable texts on benchmark topics. Writing and speaking skills now include the presentation of basic material, short written messages and the expression of simple ideas using memorized phrases and sentences.



Grades 7-12 Curriculum

Introduction

For grades 7-12 this guide contains information on:

1. Graduation requirements
 - a. Credit requirements
 - b. Long range educational plans (four year high school plans)
 - c. Career Related Learning Standards
 - d. Career Related Learning Experiences
 1. Job Shadowing and mentoring possibilities
 - e. Extended Applications
 1. Guidelines for Senior Projects
 - f. Passing the Statewide Assessment Tests
2. Listings of scholarship sources for seniors
3. Career and goal development information
4. State college entrance requirements
5. Course descriptions

Although this material is written primarily for students - parents are encouraged to take time to assist their students in making wise choices. The school staff is available to students and parents to assist in helping students plan their educational program, but the final responsibility for course selections rests with students and parents as long as requirements are being met.

If you are a new student or an incoming freshman, development of a long-range plan is important. Always keep in mind student interest and abilities. If you are a returning upper classman, review your transcripts and your long range educational and career plans before making decisions. Remember not all classes can be offered every year.

PLANNING AHEAD

1. Examine available courses carefully (some courses are offered on alternate years).
2. Become familiar with graduation requirements.
3. Think about the future and possible career preparation.
4. Set a direction for your high school experience.

Try to set a direction with your course selections. What options do you want to have opened for yourself following high school? Are you preparing to pursue a course of study in a four-year college, a two-year college, or a trade school? Are you preparing for military service, or perhaps entering the work force in a business or technical field?

For a well-rounded high school experience, students are encouraged to take full advantage of the electives, special interest, and Distant Learning courses available at Prairie City School.

Note: Graduation requirements are constantly changed by the State Department of Education. Students need to pay attention to the requirements for their graduation year.

<u>Current Grade</u>	<u>Graduation Year</u>
6 th Grade	2025
7 th Grade	2024

8 th Grade	2023
9 th Grade	2022
10 th Grade	2021
11 th Grade	2020
12 th Grade	2019

PRAIRIE CITY HIGH SCHOOL WORKSHEET and FOUR-YEAR STUDENT PLAN

FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
English 9 1 Credit	English 10 1 Credit	English 11 1 Credit	English 12 1 Credit
Mathematics 1 Credit	Mathematics 1 Credit	Mathematics 1 Credit	Elective 1 Credit
Science 1 Credit	Science 1 Credit	Science 1 Credit	Elective 1 Credit
Social Studies (SS) 1 Credit	Social Studies 1 Credit	Social Studies 1 Credit	Social Studies 1 Credit
Careers/Leadership 1 Credit	Health 1 Credit	Elective 1 Credit	Senior Project 1 Credit
P.E. 1 Credit	Careers/Leadership 1 Credit	Elective 1 Credit	Elective 1 Credit
Elective 1 Credit	Elective 1 Credit	Elective 1 Credit	Elective 1 Credit

Additionally:

- One credit of Applied or Fine Arts is required in 9th, 10th, 11th, or 12th grade.
- Foreign Language may be taken in 9th, 10th, 11th, or 12th grade.
- Two years of the same foreign language is not required for graduation from Prairie City High School but is highly recommended for most 4-year college admissions.

GRADUATION REQUIREMENTS

Class of 2014 and Beyond

CLASS	CREDITS	SCHEDULING REQUIREMENTS
English	4	One credit in each grade.
Mathematics	3	Three credits. State requires three math courses Algebra I and above
Science	3	Three credits of lab science and scientific Inquiry. Biology and above is recommended for college-bound students.
Social Science	3	9 th , 10 th and 12 th
Health	1	10 th grade
Physical Education	1	One credit in 9 th grade.
Applied Arts, Fine Arts, Foreign Language or Career and Tech. Ed.	3	Any combination of second language, arts or career and technical education. Two years of the same Foreign Language is required for most 4-year college admissions.
Other:		
Careers	½	11 th grade
Leadership	½	11 th grade
Personal Finance/Econ.	1	One credit in the 11 th grade
Electives	6	9 th -12 th
11th Grade Statewide Assessment Test	Meet Benchmark	Must meet the Benchmark in Reading, Math and Writing

Total Required Credits	20.00
Total Elective Credits	6.00
Total Graduation Credits	26.00

DIPLOMA REQUIREMENTS

Credit Requirements: Discussions include seat-time, standards, and proficiency.

Subject	Class of 2014	Class of 2014 and Beyond Content under Discussion
English/Lang. Arts	4	4
Mathematics	3	3 - Algebra
Science	3 Lab Experiences Scientific Inquiry	3 - Lab Experiences Scientific Inquiry
Social Sciences	3	3
Physical Education	1	1
Health	1	1
Second Language	3	3
Arts		
Professional and Tech. Ed.		
Pers. Finance/Econ.	1	1
Careers/Leadership	1	1
Electives	6	6
State Tests	Math, Reading and Writing	Math, Reading and Writing
Total Credits	26	26

Elements of the Current High School Diploma:

The State Board affirmed the following elements of current diploma requirements; these elements personalize the diploma for each student and help students plan for their education and career goals. Beyond the credit requirements, the elements are:

1. **Education Plan and Profile:** This documents a student’s progress toward the state and local graduation requirements and will be used to measure student progress toward their personal goals.
2. **Career-Related Learning Standards:** Students will demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.
3. **Career-Related Learning Experiences:** Students will participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
4. **Extended Application:** Students will apply and extend their knowledge in new and complex situations related to the student’s personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts. This could be a senior project.

Note: **Statewide Assessment Tests:** Beginning with the graduating class of **Class of 2012** students will be required to pass the statewide assessment tests in reading (writing in 2013) – in addition to other graduation requirements listed above to earn an Oregon High School Diploma. Math must be passed

starting with the class of 2014.

GENERAL INFORMATION

Alternative Credits

With administrative approval additional credits may be earned using a combination of the following options:

1. College credit
2. Independent study / Credit by Proficiency
3. School-To-Career
 - a. Off campus educational experiences:
4. Credit by correspondence
5. Online Courses

Students must receive approval prior to starting the specific alternative. Detailed information regarding any of these credit alternatives is available from the office. Students are responsible to turn in any supporting information (i.e. transcripts) to verify completion of the credit alternative.

Career Pathways

There are six career Pathway models that are typical throughout the United States and common in colleges. Students tend to “track” their high school course work based on the area or pathway they intend to follow in college, a trade school, and the military or in the work force.

Pathways:

- 1. Arts, Information and Communications;**
For students with interests in Art, Computer Science, English, Foreign Language, Speech and Theater. If you have an interest in any of these areas you may speak to Mrs. Colson, Mrs. Maurer or Mrs. Lopez for insight and direction.
- 2. Business and Management**
Accounting, Administrative Assistant, Admin Assistant, Legal, Admin Asst., Medical, Agriculture Business, Art, Business Administration, Computer Science, Economics, English, Hospitality Management, Mathematics, Office Assistant, Retail Management and Tourism. If you have an interest in any of these areas you may speak to Mrs. Winegar, Mrs. Combs or Mr. Hallgarth for insight and direction.
- 3. Human Resources**
Anthropology, Criminal Justice, Early Childhood Education, Economics, Education-Elementary, Education-Secondary, English, Foreign Language, Geography, Health, History, Hospitality Management, Human Services, Mathematics, Para-educator, Physical Education, Psychology, Retail Management, Sociology or Tourism.
If you have an interest in any of these areas you may speak to any teacher, classified employee or Mr. Hallgarth for insight and direction.
- 4. Natural Resource Systems**
Agriculture Business, Agriculture Production, Anthropology, Biology, Geography and Geology.
If you have an interest in any of these areas you may speak to Mrs. Zweygardt for insight and direction

5. Industrial and Engineering Systems

Chemistry, Civil Engineering, Computer Science, Diesel Technology, Drafting Technology, Geography, Industrial Technology and Mathematics. If you have an interest in any of these areas you may speak to Mr. Colson or Mr. Dean for insight and direction.

6. Health Services

Admin Asst - Medical, Biology, Chemistry, Dental Assistant, Health, Nursing, Office Asst - Medical, Physical Education, Pre-Dental, Med, Pharmacy, and Veterinary Psychology. If you have an interest in any of these areas you may speak to Mr. Hallgarth, Mr. Weymouth or Mr. Zweygardt for insight and direction.

Class Load

All students are required to enroll in a full load of classes (7 per day/term). Classes may include time for job shadow, mentoring, or other career related leaning activities.

Diploma Guidelines

A Prairie City Diploma will be awarded to each student who has satisfactorily completed all state and local requirements including 26 units of prescribed credits, and documented proof of completing all CRLS, CRLE, EA’s, a Plan and Profile and (beginning with the class of 2012) passing the Statewide assessment Tests in Reading and Writing (math in 2014).

Home Rooms

Students are assigned a Home Room teacher by grade level and these teachers become Advisors to assist student’s through-out their four years at Prairie City High School with scheduling problems, personal and social growth, academic concerns, college and career plans, monitoring graduation and credit requirements, and financial aid information for college. Students are encouraged to consult their advisors periodically.

Grading System

A+	=	4.00 grade Points
A	=	4.00 grade points
A-	=	4.00 grade points
B+	=	3.00 grade points
B	=	3.00 grade points
B-	=	3.00 grade points
C+	=	2.00 grade points
C	=	2.00 grade points
C-	=	2.00 grade points
D+	=	1.00 grade points
D	=	1.00 grade point
D-	=	1.00 grade point
F / NG	=	0 grade points - No Credit/fail
P	=	0 grade points - Credit/ pass

(As a rule 60% of successful completion of all class work is required for a passing grade.)

Pass Certification

What is PASS? Since the fall of 2005, the Oregon University System has been using the Proficiency-based Admissions Standards System (PASS) for their admission criteria. A proficiency-based system

moves the focus of the admission process from courses taken, to knowledge and skills mastered. PASS has identified the skills that a high school student must be able to demonstrate to be admitted to any of the seven public Oregon University System schools. These skills, called proficiencies, define what students need to know to succeed in doing beginning college-level work.

- PASS is designed to increase the chances that students who are admitted to college will be able to be successful.
- PASS links college admission with Oregon’s graduation requirements to use for university admission.
- The PASS transcript serves as a record of what students know and are able to do. This provides admission offices with better information than a traditional transcript’s list of courses taken and grades received. As a result, students may be placed in appropriate classes.

Schedule Changes

It is important that each student select their classes very carefully when registering. Once registration is over, schedule changes will be discouraged. Each student will be held responsible for their course selection and decisions. The first week of a semester will be a chance for any student to request a schedule change. Three reasons a schedule change will be considered:

1. The student has not met the prerequisite for a course in which he/she is registered.
2. The student signed up for the wrong ability level of a course.
3. The student has made a significant change in his/her career plans.

Any student request for a schedule change will require administrative approval. Students who drop a class after 5 days will receive an “F” grade for the term unless the teacher indicates the student should have no penalty or the student has administrator approval. No incompletes will be given as final grades. All letter grades will be calculated in the Grade Point Average.

Transfer Students

Transcripts will be reviewed and graduation requirements clarified by Mrs. Combs.

Withdrawal from School

A student planning to transfer to another school or to leave school must present a written request from the parent or guardian to Student Services and check-out with his/her teachers to receive grades and return materials before leaving school. Transcripts will be sent to the new school at their request.

Scholarships available to Prairie City Students:

Mr. Colson is our contact staff member for all scholarship information.

Elks (Elk's National Foundation)

Local:

Art Appreciation Scholarship
(Jan and Charlie O’Rourke)
Grant County Futures Scholarship
Elk’s Most Valuable Student Scholarship
Oregon Trail Electric CO-OP Scholarship
Oregon Trail Electric Lineman Scholarship
Elks Legacy Scholarship for Children of

Elk's Vocational Grant
William R. Young Memorial Scholarship
Paul and Clara Beth Doe Scholarship
M. Gregg Smith Scholarship
Old West Federal Credit Union –
Oregon Hunter’s Assoc. Grant Co. Chapter

Sch.
 Blue Mountain Hospital District Scholarship
 Mt. Vernon High School Memorial
 Scholarship
 Grant County Art Association Scholarship
 Prairie City FFA Alumni Scholarship
 Switzer Memorial Scholarship
 Rosa Ricco Buttedahl Scholarship
 John Day Elks Lodge Annual Scholarship
 Juniper Arts Council
 Bank of Eastern Oregon Scholarship
 Grant County Farm Bureau Scholarship
 Cecil and Kathleen Jackson Memorial
 Scholarship
 Kathleen Holpuch Memorial - Grant County
 Chamber of Commerce Scholarships
 \$500 scholarship for student pursuing career
 in music, visual or performing arts or
 business at four-year college

 \$250 scholarship for student pursuing career
 in the technical or trade field
 Helen and Robert Damon Scholarship
 Stewart Foundation Scholarship
 Gertrude L. McRae Scholarship
 Malheur Scholarship - Ochoco Lumber
 Company
 Phil Ryan Memorial

OSEA Chapter 173 PCSD
 Classified Employees Scholarship
 Michael P. Iken Scholarship
 Perspective Award Scholarship
 Silvies Valley Ranch Scholarship

 William Randolph Hearst Foundation
 U.S. Senate Youth Scholarship Program
 Oregon Lions Sight and Hearing Foundation
 Toyota Community Scholars
 Coca Cola Scholars Program
 American Legion Scholarships
 Sam Walton Community Scholarship
 Oregon FFA Scholarship
 National FFA College and
 Vocational/Technical School Scholarship
 Program
 COSA (Confederation of Oregon School
 Administrators) Youth Scholarship
 Oregon Student Assistance Commission
 (OSAC)
 Oregon Farm Bureau
 Oregon Association of Public Accountants
 Scholarship Foundation
 Associated Oregon Loggers Scholarship
 Oregon Health Forum
 Ford Family Foundation Scholarships
 Discover Card Tribute Award

COLLEGE INFORMATION

Introduction

Students who are interested in attending college should begin planning early in high school. Counselors are available to help students research their various options and choose the schools (community colleges or four-year institutions) that best fit their goals. Students planning to apply for college admission need to check with the counselor and register for college entrance examinations.

Student Services has a college information area in the library where students and parents can obtain college catalogues and financial aid information. Representatives from colleges, universities and trade schools become available to PCHS students throughout the school year. Financial aid and college scholarship workshops will be offered for parents and students.

General College Entrance Requirements

If your plans after graduation from high school include college, you should keep in mind the five major factors upon which college admission is based:

1. Academic Rigor:

The quality of a student's academic program is the most important factor to colleges in

determining the admissibility of the applicants. Take the most challenging curriculum you can successfully handle, and then achieve the best grades of which you are capable. Most colleges and universities require the completion of 14 or more academic units in high school. For that reason, it is recommended that a student enroll in four academic classes each year, including their senior year. Academic courses consist of those in English, Math, Science, Social Studies, and Foreign Language. Remember also that most colleges have a higher standard for admission than Prairie City High School requires for graduation.

2. Grade Point Average:

Your grade point average and rank in class are the second most important aspects of interest to college admissions officers. Grades earned in 9th, 10th, 11th, and 12th grades will be used in determining your grade point average. Your rank in class is computed at the end of each semester and only semester grades are used in the computation.

3. Nationally Normed Tests:

Scores received on the SAT, ACT, and placement tests will be of importance in a college's decision on your application.

4. Your Personal Recommendations:

As submitted by your advisors and teachers will include such aspects as insight, creativity, depth and intensity of study, dependability, and reliability.

5. Activities:

Participation in activities such as student government, clubs, community service and athletics is the fifth factor of importance to college admissions officers. The critical point is not how many activities you have joined, but rather how meaningfully you have participated and carried your responsibilities with those selected activities.

COLLEGE ENTRANCE EXAMS

The Scholastic Assessment Test (SAT I & II) and the American College Test (ACT) are offered each year to students planning to attend colleges that require them. Community colleges do not require them, but in most cases require their own placement test. Students should check college handbooks. Students planning to participate in college athletics using the National Clearinghouse must take the ACT or SAT.

Locally, the most popular exam is the SAT administered two times each year at Prairie City High School and elsewhere throughout the state. Registration information is available in the Careers and Scholarship office. Students need to check college handbooks to determine if they need SAT I or SAT I and II. SAT I is a test of English and mathematical aptitudes. SAT II is a subject area test. Students select up to three of a wide range of subject achievement tests.

PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test is administered each fall at Prairie City School. This test, which is only given once a year, is recommended for all four-year college-bound juniors. This is the only way to qualify for National Merit Scholarships.

Oregon State System of Higher Education Requirements:

The admission requirements are:

1. Graduation from a standard or accredited high school. Non graduates may be admitted if they can meet alternate criteria.
2. Submission of SAT or ACT scores. If your high school grade point average (GPA) is below the minimum required, high-test scores could qualify you for admission.
3. Completion of 14 units of college preparatory work in the following areas:
 - a. English (4 years)
Shall include the study of the English language, literature, speaking, listening, and writing.
 - b. Math (3 years)
Shall include Algebra 1, Geometry, and Algebra 2 and/or above. One year is highly recommended in the senior year. Must have a grade of “C” or better to count for admission.
 - c. Science (3 years)
From among: Physical Science, Biology 1, Biology 2, Chemistry, or Physics.
 - d. Social Studies (3 years)
One year of Global Studies. One year of U.S. History. One of Government. One semester of Law, Sociology, Psychology or Economics.
 - e. College Preparatory Electives (2 years)
Foreign language, computer science, fine and performing arts, or other college preparatory electives including advanced level vocational/technical courses. (Units need not be in the same subject areas.).
4. Satisfy a minimum high school grade point average requirement.

<u>State College or University</u>	<u>Minimum HS GPA</u>
Eastern Oregon University	3.00
Oregon State University	3.00
University of Oregon	3.25
Southern Oregon University	2.75
Western Oregon University	2.75
Portland State University	2.50
Oregon Institute of Technology	2.50

Private colleges establish their own individual admission requirements. College catalogs are available for review in the Careers and Scholarship. Students planning to attend private and/or out-of-state colleges need to work closely with their advisor.

Community Colleges in Oregon Will Admit any High School Student.

You will be required to take their placement test for counseling purposes. Blue Mountain Community College placement exam is offered to Prairie City High School students.

College Athletics

Students planning to participate in NCAA athletics must demonstrate eligibility through the NCAA Clearinghouse.

New Rule: The new requirements increase the number of required core courses from 14 to 16. The additional courses may come from any of the following areas: English,

mathematics, natural/physical science, social science, foreign language, non-doctrinal religion or philosophy.

Division I only – 16 core courses: If you plan to enter college in 2010 or after, you will need to present 16 core courses in the following breakdown:

- 4 years of English
- 3 years of mathematics (Algebra I or higher
- 2 years of natural/physical science (one must be a lab science)
- 1 year of additional English, math or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language, non-doctrinal religion or religion or philosophy)

For more information on these new updates go to: www.ncaaclearinghouse.com.

Eastern Oregon University Blue Mountain Community College Treasure Valley Community College

Dual Credit, Expanded Options and other college opportunities:

Dual Credit

In cooperation with many high schools and the local education service district (ESD), EOU/BMCC/TVCC offers a state approved dual-credit program. Students at a public high school that has an articulation agreement with EOU/BMCC/TVCC may meet the educational requirements of both the high school and a college-level EOU/BMCC/TVCC course if they are enrolled for dual credit. This challenging course work offers students the opportunity to begin a college transcript while still enrolled in high school. Dual-credit courses and credits appear on an EOU/BMCC/TVCC transcript as though they were taken at an EOU/BMCC/TVCC site. Dual-credit courses normally transfer to four-year institutions in the same way as any other EOU/BMCC/TVCC course work. Not all courses are available at every high school. High school students may check with their high school advisors and teachers for course availability, costs, and other requirements, or they may check with the ESD for further information. Students should also check with the college to which they wish to transfer, if they want to ensure that dual-credit course work will transfer.

Expanded Options:

In conformance with the Oregon “Expanded Options” legislation, EOU/BMCC/TVCC’s dual-enrollment program offers students at participating high schools the ability to take EOU/BMCC/TVCC classes and earn credit toward high school graduation and a college degree at the same time. Much of the cost of the college classes is covered by the high school until the student graduates from high school. Each high school will set its own criteria for entry into the program and will monitor student progress. College-level credits earned will be transcribed through EOU/BMCC/TVCC and are transferable to other colleges.



To clarify:

1. Students taking dual credit coursework take classes at their high school from high school instructors approved by the college to teach college coursework.
2. Students participating in the expanded options program take courses at the college from college instructors with other college students, and the high school pays all of the related costs in accordance with the agreement on file between the two organizations.

Details may be obtained from the students' local high school; their local ESD; or the Office of Instruction at EOU/BMCC/TVCC.

BUSINESS

Business Computers/Accounting (Grades 10-12)

Credit:	.5 per semester ¹
Prerequisites:	None
Fee:	None
PASS (OUS) Approved:	No

Course Description:

First semester students are introduced to the basics of accounting and use accounting practices through the entire accounting cycle for a proprietorship and a partnership. Units include the accounting equation, T accounts, bank accounts, journals, ledgers, worksheets, financial statements, payroll, IRS forms, business careers, and business ethics. During the second semester students explore the computerized accounting system, QuickBooks Pro used by many small businesses and complete a business simulation, "Fitness Junction".

Business Lab (Grades 10-12)

Credit:	.5 per semester
Prerequisites:	None
Fee:	None
PASS (OUS) Approved:	No

Course Description:

Provides a student with a choice of selective's within the Business area. Students select the subject area they wish to pursue and work independently but under the supervision of a teacher. Students take tests when proficiency is demonstrated through daily work. Each course will have guidelines

designating when assignments should be completed. Each course may only be taken one time.

Courses that could be included in the Business Lab format:

Introduction to Business	Keyboarding
International Business	Computer Applications
Marketing	
Accounting	
Economics	



Career and Technical Education Programs (CTE)

Course:	Careers 1
Grade:	9 th - 10 th Grade
Credit:	.5 per semester
Prerequisites:	None
Fee:	None
<u>PASS (OUS) Approved:</u>	<u>No</u>

Course Description:

This course examines the multiple areas of career related learning and offers students the opportunity to evaluate their previous experiences, explore areas of interest and aptitude, and make tentative career decisions in keeping with lifestyle goals.

This course includes personal inventories of experiences, skills, interests, aptitudes, learning styles, leadership styles, resume writing and leads to the development of a personal profile. It also includes explorations of present and future job markets, the job search process, and careers planning.

Additionally, it includes the examination of the areas of consumerism, budgeting, banking, investments, housing, credit, insurance, and taxes as well. The class uses both individual and/or group work during the term.

This course covers a variety of topics including helping the student meet the CRLS graduation requirements.

Course:	Junior High Woods
Grade:	7 - 8
Credit(s):	None
Prerequisites:	None
Fee:	None

Course Description: This course is designed to acquaint students with the various aspects of woodworking. Beginning students will have an opportunity to learn safe use of all power tools in the shop, as well as planning, estimating, constructing and finishing techniques.

Though some individual projects may be allowed there are also required projects, assignments and problem-solving activities to do.

Course:	Woods / Construction
Grade:	9-12
Credit(s):	None
Prerequisites:	None
Fee:	None

Course Description: Provides for varied opportunities in design and construction in cabinetry. The class will include the proper use of common hand tools, power tools, careful planning, basic drafting with multi-view drawings and computing a bill of materials. This course is designed to give the high school student a place to construct projects while practicing proper safety habits working with woodworking machinery.



ENGLISH

English Scope and Sequence 9-12

	9 th – The Journey Begins	10 th – Human Universals	11 th – The American Experience	12 th – Ethics and Duty
LITERATURE	Essential Questions	Essential Questions	Essential Questions	Essential Questions
	What are the foundations of Western literature? What are the elements of fiction and drama?	How do fiction and non-fiction address what it means to be human? What are the elements of poetry?	What does it mean to be American?	What is the purpose of literature and language in our world?
LANGUAGE				
	What are the Greet roots of the English language?	What are the Latin roots of the English language?	What are the major etymological and social influences on the English language?	How does a wide vocabulary contribute to effective communication?
WRITING				
	What are the qualities of a well-crafted expository essay (literary analysis)? What are the qualities of a well-crafted imaginative narrative?	What are the qualities of a well-crafted persuasive essay? What are basic research skills?	What are the qualities of a well-crafted literature based research paper?	What are the qualities of a well-crafted personal narrative or college level expository essay?
CORE READINGS				
	The Odyssey Romeo and Juliet Short stories Nonfiction selections	Night To Kill a Mockingbird Poetry Nonfiction selections	Catcher in the Rye or Huck Finn Great Gatsby A play by Tennessee Williams or Arthur Miller	(any 1 credit of English) Teacher selected readings appropriate to class.

READING COURSES

7th Grade Reading

<u>Grade Level:</u>	7
<u>Credit:</u>	N/A
<u>Prerequisites:</u>	none
<u>Fee:</u>	none
<u>PASS (OUS) approved:</u>	not applicable

Course Description: This course is designed to improve the reading and comprehension skills of each student. Students will analyze and recognize words and read grade-level text in a variety of genres both at school and on their own. Students will also increase word knowledge through vocabulary development using a variety of techniques, make connections and respond to historically or culturally significant works of literature, analyze the basic story elements of plot, setting, and character, identify and analyze basic literary terms, and identify and interpret a variety of genres. Students will also practice a variety of comprehension strategies such as summarizing, responding to essential questions, making predictions, and comparing information from several sources.

8th Grade Reading

<u>Grade Level:</u>	8
<u>Credit:</u>	N/A
<u>Prerequisites:</u>	none
<u>Fee:</u>	None
<u>PASS (OUS) Approved:</u>	<u>not applicable</u>

Course Description: This course is designed to improve the reading and comprehension skills of each student. Students will analyze and recognize words and read grade-level text in a variety of genres both at school and on their own. Students will also increase word knowledge through vocabulary development using a variety of techniques, make connections and respond to historically or culturally significant works of literature, analyze the basic story elements of plot, setting, and character, identify and analyze basic literary terms, and identify and interpret a variety of genres. Students will also practice a variety of comprehension strategies such as summarizing, responding to essential questions, making predictions, and comparing information from several sources.

LANGUAGE ARTS

Language Arts	Grade 7
<u>Credit:</u>	N/A
<u>Prerequisite:</u>	None
<u>Fee:</u>	None
<u>PASS (OUS) Approved:</u>	<u>N/A</u>

Course Summary: Students will review the fundamentals of grammar and punctuation while completing written assignments on life and literature. Skills taught include exposition, analysis, and summarizing. We will study the differences between nonfiction and fiction. In reading fiction, students will be expected to discern characters' traits and motivation. In reading nonfiction, they will be expected to understand the author's purpose and audience. In writing, students will work in the expository, narrative, and imaginative modes. They will take the state writing assessment.

Language Arts	Grade 8
<u>Credit:</u>	N/A
<u>Prerequisite:</u>	None
<u>Fee:</u>	None
<u>PASS (OUS) Approved:</u>	<u>N/A</u>

Course Summary: Students will review the fundamentals of grammar and punctuation while completing written assignments on life and literature. Skills taught include exposition, analysis, summarizing, and documenting sources. We will study the differences between nonfiction and fiction. In reading fiction, students will be expected to discern characters' traits and motivation, and reach conclusions about the social context of the work. In reading nonfiction, they will be expected to understand the author's purpose, audience, and social context.

In writing, students will work in the expository, persuasive, narrative, and imaginative modes. They will take the state writing assessment.

English I	Grade 9
Credit:	.5 per semester
Prerequisite:	None
Fee:	None
PASS (OUS) Approved:	

Course Summary: The literature in this course covers a wide range of genres, including classical epic (the *Odyssey*), drama (*Romeo and Juliet*), fiction, poetry, and nonfiction addressing science and the natural world. Students will learn to make and express inferences about meaning and evaluate the use and purpose of texts.

Students will write papers on texts studied in class, supporting their ideas with citation and documentation. They will complete a work sample in the expository mode.

English II	Grade 10
Credit:	.5 per semester
Prerequisite:	None
Fee:	None
PASS (OUS) Approved:	

Course Summary: The literature in this course covers a wide range of genres, including the novel (*To Kill a Mockingbird*), drama (*Julius Caesar*), fiction, poetry, and nonfiction. The subject matter embraces a wide variety of cultures and historical periods. Students will learn to make and express inferences about meaning and evaluate the use and purpose of texts.

Students will write papers on texts studied in class, supporting their ideas with citation and documentation. They will complete work sample in the expository, persuasive, and narrative/imaginative modes and take the CIM-level state writing assessment.

English III	American Literature -Grade 11
Credit:	.5 per semester
Prerequisite:	None
Fee:	None
PASS (OUS) Approved:	

Course Summary: The course is a survey of American literature from the colonial era to the present day. Students will consider how the American character and culture have been shaped over time, as represented in fiction, poetry, and the essay. Students will write literary papers, supporting their ideas with documented passages from the text. Students will also review the elements of essay writing: paragraphing, topic and supporting sentences, punctuation, and grammar.

English IV	British Literature - Grade 12
Credit:	.5 per semester
Prerequisite:	None
Fee:	None
PASS (OUS) Approved:	

Course Summary: Students will study the literature of Britain, from the Anglo-Saxon period to the present. Emphasis will be given to the changes in life and manners as British society gradually evolved from a tribal culture into a constitutional monarchy. Genres include poetry, drama, fiction, and the essay. In their writing, students will continue work on developing, supporting, and documenting a thesis.

JOURNALISM	Grades 9-12
Credit:	.5
Prerequisite:	None
Fee:	None
PASS (OUS) Approved:	N/A

Course Summary: Learn basic journalistic techniques needed to create the Community Connections and/or yearbook. Reporting, copy editing, production, headline writing, advertising, ethics law, photojournalism, broadcast journalism and first amendment issues will be covered. **This class applies toward ½ English 12 credit (one time only).**

WRITING 121	
Grade:	12
Credit:	.5 for High School diploma
Prerequisite:	Passing the entry exam
Fee:	Depends on completion of course
PASS (OUS) Approved:	3 college credits

Course Description: Writing 121 is a college level course that focuses on descriptive and narrative writing. Students will receive college credit (for a fee of \$75.00), as well as ½ high school credit, for successfully completing this course. Students must pass an entry exam in order to be eligible for the course. The emphasis is on writing, but students will be expected to read assigned articles and edit peer papers. Furthermore, drafting multiple revisions of their papers and compiling a portfolio of evidence is a requirement for the course.

WRITING 122	
Grade:	12
Credit:	.5 for High School diploma
Prerequisite:	Writing 121
PASS (OUS) Approved:	3 college credits

Course Description: Writing 122 is a college level course that focuses on expository and persuasive writing. Students will receive college credit (for a fee of \$75.00), as well as ½ high school credit, for successfully completing this course. The purpose of Writing 122 is for the writer to identify logical and accurate points to make and demonstrate purpose, reader interest, technical correctness, writer competency, and concrete support. Students will be expected to read articles, edit peer papers, and do multiple revisions of their papers. A portfolio of evidence is a requirement for the course.



Visual & Fine Arts

High School Art	Grades 9-12
Credit:	.5 per semester 1
Prerequisite:	None
Fee:	None

Course Description: This course focuses on historical and contemporary methodologies in visual and fine arts. Various media will be visited from thematic installation exhibits from painting and drawing, to ceramics and mixed – media.

Research assignment will be incorporated in this course to assist in the conceptual development.

New Media Art/Yearbook	Grades 9-12
Credit:	.5 per semester
Prerequisite:	None
Fee:	No

Course Description: This course focuses on investigating the use of journalistic writing, photography, editing software, layout and design.

This new media art course encompasses a combination of learning the latest publishing and photo-editing software with creative, journalistic writing.

You will learn contemporary graphic design principles and elements that are used in the top magazine and newspaper publishing companies across the nation.

You will learn how to "see photographically" That includes developing a fine appreciation for seeing light and photo composition to produce expressive, elegant photographs.

You will learn how space works in the frame to create intentional, elegant design, and you will come to understand the metaphoric possibilities in the images we create that transcend the literalness of the object(s) photographed.

Over the course of this year, you will learn the technical necessities of photography and editing software – They are the tools with which you will express your thoughts, ideas, feelings, concepts, agendas, opinions, emotions and beliefs. Technique supports aesthetics, aesthetics supports content.

Occupations/Computers	Grades 7-8
Credit:	None
Prerequisite:	None
Fee:	No

Course Description: This course will combine Socratic seminar methodologies with the most recent new-media software and online resources to allow students to integrate academic and experiential skills into the process of career planning.

Elements include: exploring, presenting, and discussing opportunities in a broad range of fields, individual self-assessment; group interaction/discussion; and experiential learning.

Emphasis is placed on student-lead presentations, along with Socratic seminar-based discussions. Acquiring specific details in career opportunities over a broad range of fields, along with efficient use of online resources and new-media technologies will help students make informed choices in career opportunities.

Involvement in class activities and assignments will provide students with a greater understanding of the application of the principles discussed in class and will enhance career planning efforts. This class is designed to be an invaluable investment for students as they will have the opportunity to gain knowledge and interest for major career decisions that they will face in their future.

Junior High Art	Grades 7-8
Credits:	None
Prerequisites:	None
Fee:	No

Course Description: This course focuses on historical and contemporary methodologies in visual and fine arts. Various media will be visited from thematic installation exhibits from painting and drawing, to ceramics and mixed – media.

Research assignment will be incorporated in this course to assist in the conceptual development.

Art history, art production, aesthetics and art criticism are interwoven into all of the studio courses, in addition to classes dedicated to specific media including the new media/photography course, and the visual and fine arts courses.

FOREIGN LANGUAGE

SPANISH - 1 (Grades 9-12)

Prerequisite:	None
Credit:	.5 per semester
PASS (OUS) Approved:	No

Course Description: This course consists of listening, reading, writing, and speaking the Spanish language through the use of dialogues gestures, and stories based on different subjects such as the family, home, school, sports, and shopping. The exposure to Hispanic art, literature, music, foods, games and other cultural activities are studied to acquire more language as well as to understand the diversity of cultures. The Hispanic world as well as areas in the United States that have a large population of Spanish-speaking people will be studied. The emphasis of the course will be on the spoken language.

SPANISH - 2 (Grades 9-12)

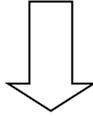
Prerequisite:	“C” or above in Spanish 1 or teacher approval
Credit:	.5 per semester
PASS (OUS) Approved:	No

Course Description: This course continues the listening, reading, writing and speaking, with more complex structures and vocabulary. Again, gestures and stories are used to increase the language proficiency. The emphasis again is on the spoken communication. The cultural background is expanded as well.

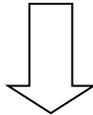


MATH

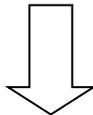
Basic Math
1 Math Credit (potentially)



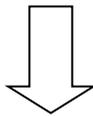
Pre Algebra
1 Math Credit



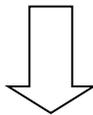
Geometry
1 Math Credit



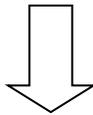
Algebra I
1 Math Credit



Algebra II
1 Math Credit



Pre Calculus
1 Math Credit



Calculus
1 Math Credit

Basic Math

Grade: 7-12
Prerequisite: Administrative Placement
Credit: $\frac{1}{2}$ Potential Math Credit

Course Description: Basic math is designed to prepare students for the pre-algebra class. The following areas will be included: whole numbers, decimals, number theory, fraction concepts, operations with fractions, and intro to pre-algebra (as time allows).

Pre-Algebra

Prerequisite: By test
Grades: 7, 8, 9

Course Description: Pre-algebra is designed as a bridge between arithmetic skill, algebra and geometric concepts, with emphasis on problem solving, application and decision making skills. A general review of basic operation and application of math is included.

Algebra I

Prerequisite: "C" or better in Pre-Algebra, or by test
Grades: 8, 9, 10

Course Description: The emphasis in this course is to learn algebra as an aid to solving everyday problems. This course begins by dealing with the four fundamental operations on real numbers and their use in the solution of simple equations and related problems. The student's will then work with polynomials, factoring, and fractions, leading to the solution of more complicated problems. As the year goes on, work is done with inequalities, functions, relations and systems of open sentences, extending the range of problems that can be solved.

Geometry

Prerequisite: "C" or better in Algebra I
Grades: 9, 10, 11

Course Description: This course teaches Euclidean geometry with special focus on logical reasoning and deductive proofs. Students will learn geometric figures, their properties and stated formulas. Also included are geometric constructions, coordinate geometry, and right angle trigonometry.

Algebra II

Prerequisite: "C" or better in Geometry
Grades: 10, 11, 12

Course Description: This course provides a review of the irrational numbers concepts encountered in Algebra I, and includes more applications. It contains units in irrational numbers, complex numbers logarithms, and quadratic equations. Extensive work is done on algebraic and geometric concepts in the areas of exponents, simplifying expressions, and working with complex numbers and terms. Introductory work is provided in analytical geometry, trigonometry, and probability.

Pre-Calculus**Elective****Prerequisite: "C" or better in Algebra II****Grades: 10, 11, 12**

Course Description: This course is intended for college bound students interested in math or science related fields. The course begins with a review of Algebra II techniques in problem solving. The students will master trigonometric functions and skills needed to solve problems related to the study of triangles.

Calculus**Elective****Prerequisite: "C" or better in Pre-Calculus and consent of instructor****Grades: 11, 12**

Course Description: This course is intended for college bound students interested in math or science related fields. It will include the study of finite and infinite sequence and series, basic elementary functions, limits and derivatives and the application of derivatives and integration.



HEALTH and PHYSICAL EDUCATION

Course Title:	Health
Grades:	10
Credit:	1
Prerequisite:	None
Fee:	None
PASS (OUS) Approved:	No

Course Description: Students will study physical, mental and emotional and social health. Sub topics will include: fitness, nutrition, mental and emotional health, family and social health, body systems, growth and development, medicines and drugs, diseases and disorders, consumer and environmental health, injury prevention and safety. Activities will include discussions, written work, essays, quizzes, group work, computer projects and semester reports. There will be guest speakers and hands on activities in the areas of fitness, first aid and CPR.

Course Title:	Health Occupations
Grade:	11-12
Credit:	½ credit
Prerequisite:	Health 10 with a grade of “C” or better Provide own transportation
PASS (OUS) Approved:	No

Course Description: Health Services is aimed at high school students who are interested in the field of the medical profession. This course provides an excellent opportunity to learn about the human body as well as information related to a variety of health care careers. For students interested in the field of health care or for students who want exposure to a variety of health related topics, this is the class to take. The curriculum will be designed as an independent study course.

Course Title:	Elementary Physical Education
Grade:	1, 2, 3, 4, 5
Fee:	None
Pass:	NA

Course Summary: Students will always begin the class period with proper warm-ups and stretching. They will be participating in a variety of fun games and activities including relays, Frisbee, hula hoops, soccer, floor hockey, kick ball, tumbling, juggling and parachute games. They will practice fitness skills such as curl ups, push-ups, pull ups, running, jump rope and many more. Students will need to dress appropriately on PE days and include a pair of clean but not necessarily new gym shoes.

Course title:	Physical Education
Grade:	6, 7, 8, 9
Credit:	½ credit (.5) per semester (high school)
Fee:	None
Pass:	NA

Course Summary: Students will identify and experience basic fitness components such as Muscular strength, Muscular endurance, cardio respiratory endurance and flexibility. They will explain and demonstrate safety, rules and procedures and etiquette to be followed during participation in a variety of fun games and activities. The games and activities will include volleyball, soccer, flag football, Frisbee, softball, tennis, basketball, dodge ball, weight lifting, aerobics, and much more. Students will do conditioning, warm ups and stretches daily. Students will be required to dress down and participate daily.

Course Title:	Weights and Conditioning
Grade:	10, 11, 12
Credit:	½ credit (.5) per semester (high school)
Prerequisite:	Physical Education
Fee:	None
Pass:	NA

Course Summary: In this class students will learn basic weight lifting and conditioning procedures. Activities in this class will include jogging, stretching, weight lifting, agility and speed training. Students will learn safe and effective weight lifting techniques as well as safety procedures in the weight room. Students will learn the names and locations of basic muscle groups. Students will be required to dress down and participate daily.

Course Title:	Advanced PE
Grade:	10, 11, 12
Credits:	½ credit (.5) per semester (high school)
Prerequisite:	Physical Education
Fee:	None

Course Summary: This course will offer the same activities as the regular physical education class plus other lifetime sports activities such as archery, golf, tennis and weight lifting. The students will be required to dress down and participate daily.



SCIENCE

Course Title:	Integrated Science
Grade:	7
Credit:	1 (per year)
Fee:	None
PASS (OUS) Approved:	No

Course Summary: Integrated study of physical science, life science, earth science, and space science. Topics include characteristics of chemical reactions, conservation of matter, energy flow in organisms, photosynthesis, organism interactions, geoscience processes, weathering and erosion, and earth materials.

Course Title:	Integrated Science
Grade:	8
Credit:	1 (per year)
Fee:	None
PASS (OUS) Approved:	No

Course Summary: Integrated study of physical science, life science, and earth and space science. Topics include types of energy, Newton's Laws of Motions, forces, waves, genetics, evolution, natural selection, the universe, solar system, and earth, sun and moon system.

Course Title:	Physical Science
Grade:	9
Credit:	.5 (per semester)
Fee:	None
PASS (OUS) Approved:	Yes

Course Summary: Physical Science is a course that deals with the study of matter and energy. The first semester is spent studying energy and motion, electricity and energy resources. The second semester involves studying energy and related concepts such as waves, light, mirrors and the nature of matter.

Course Title:	Biology
Grade:	10
Credit:	.5 (per semester)
Fee:	None
PASS (OUS) Approved:	Yes

Course Summary: A survey course that provides foundational knowledge in the biological sciences, including an introduction to laboratory and field techniques used to study biology. This course emphasizes scientific inquiry and analysis in the study of ecology, cellular biology, genetics, natural selection, classification, botany, invertebrate study, and zoology.

Course Title:	Advanced Biology
Grade:	11 - 12
Credit:	.5 per semester
Fee:	None
PASS (OUS) Approved:	Yes
Prerequisite:	Passed Biology with a B or higher

Course Summary: Integrated study of biology including a discussion of the nature of science, evolution, cell biology, genetics, physiology, and ecology of plants and animals including man.

College Credit offered through EOU for BIOL 101, 102, 103, 104.

Course Title:	Chemistry
Grades:	11 th or 12 th
Prerequisite:	“C” or better in Algebra II, or concurrently taking Algebra II with instructors consent
Fee:	None

Course Description: This course deals with the study of composition, properties, and behavior of matter. It includes in-depth study of atomic theory, bonding and chemical reactions, stoichiometry, kinetic theory, solutions, energy, and acid/base theory. Students will use knowledge and skills in experimental design, library research, data presentations, and analysis to complete various lab projects.

Course Title:	Physics
Grades:	11 th or 12 th
Prerequisite:	“C” or better in Algebra II, or concurrently taking Algebra II with instructors consent
Fee:	None

Course Description: This course is concerned with the various relationships between matter and energy. Topics of study include: Measurement and Calculations, Force and Motion, Universal gravitation, Momentum, Work/Energy/Simple Machines, heat and States of matter. Students will use knowledge and skills in experimental design, library research, data presentations, and analysis to complete various lab projects.



SOCIAL STUDIES

Course Title: Social Studies
Grade: 7th

Credit(s): .5 per semester
Prerequisites: None
Fees: None
Pass (OUS) Approved: No

Course Summary: The class covers the 5 Themes of Geography; Building Map Skills; the United States and Canada; Latin America; Europe; Russia and the Independent Republics; and Asia.

Course Title: United States History
Grade: 8th
Credit(s): .5 per semester
Prerequisites: None
Fees: None
Pass (OUS) Approved: No

Course Summary: This course covers the period from pre-Columbian era through U.S. post-war Reconstruction, with a specific concentration on the establishment of America's republican form of government. The course is designed for students to understand and analyze the development of the United States as a modern world power and the paradigm of issues in a changing world. The course is interdisciplinary; integrating social sciences and the humanities to demonstrate that history is more than just facts, but the record of human achievement.

Course Title: Global Studies
Grade: 9th
Credit(s): .5 per semester
Prerequisites: None
Fees: None
Pass (OUS) Approved: No

Course Summary: The course is a study of the history of world cultures and societies. An emphasis is placed on several broad themes: Geography, Economics, Political, Social Culture, Science and Technology, and Global Relations. This course is interdisciplinary; integrating social sciences and the humanities to demonstrate that history is more than just facts, but a record of human achievement.

Course Title: United States History
Grade: 10th
Credit(s): .5 per semester
Prerequisites: None
Fees: None
Pass (OUS) Approved: No

Course Summary: This class covers the period from post-Civil War to the present day, with a preliminary review of the period from the founding of America through the Civil War. Historical topics from 1877 up to the present day include the westward expansion, the ‘Gilded Age’, the Spanish American War, World War I, The Great Depression, and World War II. The Cold War, The Civil Rights Movement, The 1960’s Social Revolution, Vietnam, Richard Nixon and Watergate; The Conservative Movement; and up to the present day. The course is interdisciplinary; integrating social sciences and the humanities to demonstrate that history is more than just facts, but the record of human achievement.

Course Title:	Economics
Grade:	11th
Credit(s):	.5 per semester
Prerequisites:	None
Fees:	None
Pass (OUS) Approved:	No

Course Summary: This course content includes the fundamental economic concepts of scarcity and decision making, and the study of the elements of microeconomics (including demand, supply, price systems, and market structures), and macroeconomics (including employment, government revenue and spending, money and banking, financial markets, economic performance, and monetary policy). The purpose of the course is to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary to live and work in today’s society.

Course Title:	Modern Problems (Government)
Grade:	12th
Credit(s):	.5 per semester
Prerequisites:	None
Fee:	None
Pass (OUS) Approved:	No

Course Summary: This course is designed for the comprehensive study of the U.S. Constitutional system of government. The course content includes the U.S. Constitution, the Bill of Rights, the federal and local government structure, law-making process, key Supreme Court decisions, and the civil and criminal justice system. The curriculum includes case studies and comprehensive legal analysis activities. The purpose of the course is to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary to actively participate as a citizen of the United States.

Course Title:	Criminal Law
Grade:	12th
Credit(s):	.5 per semester
Prerequisites:	None
Fees:	None
Pass (OUS) Approved:	No

Course Summary: This course is a comprehensive study of the American Criminal Justice system. The course content includes the study of crime and its victims, the role of police in a society, definitions of the variety of criminal laws, and the criminal court and case process. The instruction methodology includes case studies, mock trials, role-plays, and group activities. The purpose of the course is to provide a strong foundation of knowledge of the criminal justice system in preparing students interacting in modern society.

Course Title:	Psychology
Grade:	12th
Credit(s):	.5 per semester
Prerequisites:	None
Fees:	None
Pass (OUS) Approved:	No

Course Summary: This course is a study of the science of Psychology. The course content includes the study of human development and behavior, theories of personality development, cognitive development, the process of thinking and remembering, the understanding of the impact of frustration and stress on the human mind and body, as well as the understanding of the scientific method of experimental investigation. The purpose of the course is to provide a basic knowledge of the cause and effect of human interaction in today's modern society.

SPECIAL PROGRAMS

On Line Courses

Grade:	9-12
Prerequisite:	Administrative Placement
Credit:	$\frac{1}{2}$ (.5) per semester of work

Course Description: On Line Courses for high school level courses are offered through our Resource Room. On line courses allows students to take subjects that may not be offered in our school and/or the student can not fit the course into their regular schedule. Some of the available on line courses:

Math:

Integrated Math I
Algebra I
Geometry
Algebra II
Pre-calculus
Calculus
Consumer Math
Trigonometry

Social Studies:

World History
U.S. History
Government
Economics
20th Century (Semester)*
Anthropology (Semester)*
Civil War (Semester)
General History 9 9-12
Psychology (Semester)*
World Geography

Science:

Biology
Chemistry
Physics
Integrated Physics and Chemistry
Earth Science

English:

English 9
English 10
English 11
English 12
Advanced Composition
Essentials of Communication

Other:

Health
French 1
French 2
Spanish 1
Spanish 2

Electives:

Art History
Basic Computer Information Systems – IA
Basic Computer Information Systems – IB
Digital Arts
Essentials of Business
Music Appreciation
Music Theory
Personal and Family Living
Speech

MAIN OFFICE ASSISTANT

Grade:	11-12
Prerequisite:	Consent of Office
Credit:	<u>½ elective credit</u>

Course Description: Students must be dependable and confidential. Students will be taught proper office procedures and organization skills. Upon completion of class you will receive a letter of recommendation for future job use. Good attendance and people friendly is a must. Duties may include: Typing, data entry, preparing mailings, stocking supplies, student and teacher deliveries, proper use of copy machines, assisting at the front counter with the public and students, answering the telephone, filing, greeting the public and other daily office duties.

TEACHER ASSISTANT

Grade:	11-12
Prerequisite:	Consent of Teacher
Credit:	<u>.5 Pass/Fail Grading</u>

Course Description: The Teacher Assistant experience takes place in the classrooms of Prairie City School. Students will be assigned **only** to those teachers requesting a teacher aide. The experience will be relative to the class. Teachers look for students to fill various roles as a classroom assistant:

1. **Teacher Assistant:** Filing, running messages, typing, and tutoring other students, are just a few of the tasks one might expect to experience. Only responsible students who are on-line to graduate need apply.
2. **Peer Tutor:** The emphasis is on working and tutoring other younger students. Great on-the-job experience if you are planning a career in working with youth. A contract may be designed and signed by the student desiring to serve as a Peer Tutor.
3. **Cadet Teaching:** The Cadet Teaching Program is designed to provide students with the opportunity for a realistic experience in the field of education. Students will be assigned to work with an elementary or middle school teacher in grades K-8. Primary focus will be on actual contact with students (working with small groups and one-on-one situations). Other duties include such activities as grading papers, record keeping, preparing bulletin boards and writing and presenting lesson plans.

Note: Students interested in pursuing careers in the Human Services areas may be able to use this class to meet their Extended Applications graduation requirement.

SCHOOL-TO-CAREER

Prerequisite:	Advisor / Administrative Approval
Credit:	<u>Project Dependent Pass/Fail Grading</u>

Course Description: The purpose of School-To-Career is to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or workforce bound. If you are interested in one of the programs, see your School-to-Career program manager to sign up. 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 and others are started when a business posts an opening and notifies the school.

EXPANDED OPTIONS

Grade:	11-12
Prerequisite:	Administrative Approval
Credit:	<u>½ credit for 3 credit hours</u>

Course Description: Students may take 100-level or higher courses through Blue Mountain Community College (BMCC). This allows students to earn college credits while still in high school, and apply college coursework to high school graduation requirements at no out-of-pocket cost. Students must earn at least a “C” grade in each college-level class they take.



SPECIAL EDUCATION

Resource Room	Study Skills
Grade:	K-12
Prerequisite:	Placement
Credit:	<u>Determined by Special Ed. Staff and IEP</u>

Course Description: This course is designed for students who need extra support in organization, working on basic skills in core academic courses, long term project planning, study skills, academic work completion, and preparation readiness for taking tests.

This is a Placement by Administration class and not a selective course for students.