South Eugene High School
Curriculum Guide
2016 – 2017

400 East 19th Avenue
Eugene, Oregon 97401
541.790.8000
http://sehs.4j.lane.edu
SEHS Curriculum Guide 2016-2017

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SEHS Graduation Requirements

Please visit www.4j.lane.edu/graduation or contact the Counseling Department for more information 541-790-8013.

1) CREDIT REQUIREMENTS BY SUBJECT AREA

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 – Algebra and above</td>
</tr>
<tr>
<td>Science</td>
<td>3 – scientific inquiry (2 cr. with lab experiences)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>World Language, Arts, Career &amp; Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives (student’s choice)</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

2) PROFICIENCY REQUIREMENTS

ESSENTIAL SKILLS
In order to graduate students must demonstrate proficiency in the following essential skills.

- Read & Comprehend a Variety of Texts ✓
- Write Clearly & Accurately ✓
- Apply Mathematics in a Variety of Settings ✓

Students demonstrate proficiency by achieving a passing score on the state tests of math, reading, and writing, the Smarter Balanced assessments, or on another, approved standardized test. Students who do not meet the Smarter Balanced benchmarks will be offered targeted assistance with opportunities to retake the test, try another assessment or by demonstrating proficiency through work samples (this typically requires taking an additional class).

PERSONALIZED LEARNING

- Education Plan & Profile ✓
- Career-Related Learning Experiences ✓
- Extended Application ✓

Oregon law requires high school graduates in the state to have participated in planning for their careers and continuing education. At SEHS, students meet this requirement through a series of projects, standardized tests, and interviews. Personalized learning enables students to design their high school education plan according to their individual goals for their adult life.
SEHS PERSONALIZED LEARNING GRADUATION REQUIREMENTS

9th grade:
• Freshman Project (career planning via the CIS* computer application)
• Academic Strategy Workshops in October

10th grade:
• Sophomore Project (career and education planning via the CIS and Naviance* computer applications)
• Sophomore Interview
• ASPIRE test

11th grade:
• Junior Project (in-depth career and education planning via the CIS and Naviance computer applications)
• Junior Interview
• PSAT test
• Junior Seminar (IHS only)

12th grade:
• Senior Workshops in October
• Senior Interview
• And one of the following:
  • Senior Project (Classic South)
  • CAM Program (Classic South)
  • Senior Seminar/Extended Essay/CAS (IHS)

These three options all involve significant research projects specific to individual student interests. Both the Senior Project and the CAM Program involve hands-on work in the student’s area of career interest and the requirement of extending learning into an adult world setting, while the I.H.S. Senior Seminar/Extended Essay requires writing a research paper in the student’s area of interest in addition to completing creativity, action and service hours.

*Students and parents have access to both the CIS and Naviance computer programs and are invited to work together at home on the programs to further explore career and education options. Contact Lori Sauter in the Career Center for more information. 541-790-8011 or sauter_l@4j.lane.edu.
CAREER ALIGNED MASTERY PROGRAMS OF STUDY - CAM

For Classic South students, completing a CAM fulfills a South graduation requirement. Students who have taken one credit of a Program of Study are eligible to choose a CAM.

Career Aligned Mastery (CAM) Programs of Study are designed to ensure that students graduating from high school are competent in critical academic areas and career/life knowledge. These skills provide a platform for further schooling, employment, and productive living.

Students who successfully complete these programs of study meet state Career Related Learning Standards, which includes the ability to apply and transfer knowledge to new situations, solve problems, communicate, work in teams, and plan for the future. Students in these programs must meet all graduation requirements and participate in a variety of career cluster related activities in and outside of school. A comprehensive portfolio is required. Career aligned programs are offered and organized in the areas listed below.

**Arts and Communications – Visual Arts, Journalism, Music Performance and Theater Arts**

**Business and Management – Culinary Arts**

**Human Resources – Early Childhood Education, Integrated Outdoor Leadership**

CAM teachers and the School-to-Career coordinator work with students to guide them through this personalized learning experience. Many students in CAM Programs use their portfolio as documentation and demonstration of skills and achievements for college admission, scholarships and employment.

Other Diploma Options

Some students will be eligible for other diplomas or completion certificate options; eligibility criteria are set by state law. Students who are eligible, and their parents, will be informed by school staff as part of the student’s individual planning process. Requirements for credit, career-related learning experiences and essential skills may vary for these other diploma options. If you have questions about the modified or extended diploma, please contact your high school’s counseling office.

Early Graduation

In order to graduate from high school in fewer than four years students must apply to the 4J school district. To explore this option the student and parent/guardian will work with their school counselor who can guide them through the process. Together they will develop an appropriate graduation plan that addresses not only completion of graduation requirements but post high school goals and plans. Students must meet all the graduation requirements of their original graduating class. An early graduation request form must be completed by the student and parent and approved by the school counselor, principal, and District Director of Secondary Education.
FOUR-YEAR COLLEGE ENTRANCE REQUIREMENTS

The Oregon State System of Higher Education requires the completion of a set of college preparatory courses in addition to the minimum high school GPA for admission to all state colleges and universities. The course requirements are listed below. All students are strongly advised to plan a high school program that will meet these course requirements. All college preparatory work must be completed with a C- grade or better. Many universities have additional requirements such as a full year of fine arts. Be certain to check for specific requirements with individual colleges or universities. Students must satisfactorily complete at least fifteen credits in the following core academic areas to meet minimum requirements for most colleges:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>The study of the English language: literature, speaking and listening, and writing expository prose during all four years.</td>
</tr>
<tr>
<td>(4 credits)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra and two additional years of college prep math. An advanced math course is highly recommended during the senior year. (Algebra I and Geometry taken prior to the 9th grade will be accepted.)</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>A year each in two fields of college preparatory science such as Biology, Chemistry, Physics, or Physical Science; two years recommended as a laboratory science.</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>One year each of U.S. History, Global Studies and a Social Studies elective.</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td>Second year proficiency in a world language. (IHS requires three years of world language).</td>
</tr>
<tr>
<td>(2 credits)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>California State Universities require one year of fine arts credit in a single subject area. Some other colleges and universities have similar requirements.</td>
</tr>
<tr>
<td>(1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

Student athletes are cautioned that the NCAA does not accept pass/no pass grades for classes and there are credit requirements to compete. The NCAA requirements should be discussed with your counselor.

COLLEGE/OTHER CREDIT OPPORTUNITIES

Advanced Placement Program

Students may receive college credit during high school by taking and scoring well on the College Board Advanced Placement (AP) tests. AP classes provide rigorous instruction for test preparation in a variety of areas.

College Now

College Now allows students to earn free college credit from Lane Community College through course work completed at South while satisfying high school graduation requirements. To find out which courses are available at South, check with an academic counselor or visit the Lane Community College website at www.lanecc.edu/hsconnections.

Duck Link

Students who surpass the academic levels offered in the courses listed in this curriculum guide may earn college credit through an arrangement with the University of Oregon. Information available in the Counseling Center.

International Baccalaureate

The International Baccalaureate, a program for juniors and seniors enrolled in Eugene IHS, is recognized by most colleges and universities for credit or advanced standing. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 4,000 word extended essay, and complete projects in creativity, action, and service. Eugene IHS students may also elect to take examinations in selected subject areas to earn IB certificates. Students passing these subject area exams earn certificates and receive college credit at selected colleges and universities.
Most courses meet for the full year. Students may earn 1.0 credit in Language Arts except Newspaper and Yearbook, which carry Other Subject credit.

The Classic South English curriculum emphasizes choice. The chart below shows some possible pathways for meeting the graduation requirements in language arts and humanities. After a start in one of the Freshman English courses, teacher recommendations and student interests guide course selection. All of the courses offer challenging instruction in reading, thinking, writing, and oral communication.

The freshman and sophomore courses mix excellent global, ethnic, and traditional literature with writing instruction focused on developing the skills needed to succeed in all classes and pass the Common Core Standards in writing and literacy. At the freshman level, students who are recommended for skill-building work, take an English 9 booster class. Others take English 9 or English 9 Honors. The primary goals of all three courses are to help the student use the language more effectively and to prepare the student for high school literacy and writing. The student will write often and receive instruction in managing content and style. Speaking, discussion, group work, organizational and study skills will all be part of the courses. The core will be the study of a wide range of literature from all over the world featuring nonfiction, drama, short story, novel and poetry.

At the sophomore level, students will take English 10, which prepares them to take the Common Core State Standards in writing and literacy. Some freshmen who have demonstrated the ability to meet the state standards by the end of their freshman year may be recommended for English 10 Honors.

Juniors and seniors select among World Literature, American Literature, European Literature, Adventure Literature (as part of the Integrated Outdoor Program), and an assortment of new .5 credit classes. With a teacher recommendation, students desiring college-level work may select Advanced Placement English Language and Composition (grades 11 & 12 only) or Advanced Placement English Literature (grade 12 only). Some courses may be offered in alternate years based on student forecasting. Students may take only 1.0 English credits each year.

**Eugene IHS students:**

Students enrolled in the Eugene IHS program receive their English credit through that program and may not enroll in any of these English classes.

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**Grade 9 Courses**
- English 9
- English 9 Honors

**Grade 10 Courses**
- English 10
- English 10 Honors

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**Grade 11 and 12 Courses**

**1.0 or .5 Credit Courses**
- Senior Writing Seminar (one trimester)
- American Literature
- World Literature
- European Literature
- Creative Writing
- Science Fiction: Dystopias
- Literature: Evolution of Cinema

**1.0 Credit Courses**
- Literature of a Theme: Nature (Integrated Outdoor Program)
- Advanced Placement Composition (Writing 121/122 -CN)
- Advanced Placement Literature
English 9 ........................................... 1.0 Credit: English

This class is a solid preparation for later English courses a student will take at SEHS and beyond. Reading, writing and analysis of literature is the focus of this course. Many of the reading selections are the same as those in the Honors course. The pace and level of difficulty is less challenging than in the Honors section, although students selecting this pathway may still choose advanced courses in later years. This course provides instruction in the skills needed to meet Essential Skills requirement for the Oregon diploma.

English 9 Honors ............................ 1.0 Credit: English

Prerequisite: Department Consent

In this challenging course, the focus is on higher-level thinking, more frequent and more complex reading, sophisticated writing assignments, and intense analysis of literature in lectures and class discussions. Students taking this class should have a high degree of interest and be ready for a challenge. This course provides instruction in the skills needed to meet Essential Skills requirement for the Oregon diploma.

English 10 ....................................... 1.0 Credit: English

Students in this class study a variety of literary works including essays, plays, novels, poetry and short stories. While the majority of works will be drawn from American literature, the readings will include works by Shakespeare and other English and classical Greek authors. Students also work on expanding their vocabulary and developing writing and speaking skills.

English 10 Honors ............................ 1.0 Credit: English

This course offers a more rigorous version of the 10th grade English curriculum for highly motivated students. The students will read more books at a faster pace, engage in timed writing activities, and explore literary techniques. Students will also work on increasing their vocabulary and grammatical skill. Students who sign up for this class should be ready for a challenge.

Creative Writing (11-12) ..................... 0.5 Credit: English

Prerequisite: None

Creative Writing is a trimester-long writing course consisting of fiction, narrative, memoir, and poetry. Students will study structure, points of view, voice, tone, word choice, and imagery. They will also read selected texts and write their own original samples. The texts will include writing by Raymond Carver, Patricia Smith, Joyce Carol Oates, Carolyn Forche, Jorge Luis Borges, Nikki Giovanni, Joseph Millar, Dorianne Laux, and Mike McGriff. The class will be conducted using both the direct instruction model and the critical workshop model. Students will learn from the texts, guest speakers, the instructor, and each other. At the end of the trimester, students will revise samples to include in their own literary “zines.”

Senior Writing Seminar ..................... 0.5 Credit: English

Students will demonstrate control and understanding of the writing process: generate and organize ideas, write drafts, revise and edit paragraphs and multi-paragraph essays. Students will also use critical reading skills to analyze essays and improve their own writing. Students will produce writing that reflects knowledge of advanced grammar skills. Students will write for a variety of purposes including argument, technical, and narrative. The purpose of this class is to complete essential skills for writing work samples and reading work samples if Smarter Balanced Assessments were either not taken, or not passed.
European Literature (11-12) ...........5 or 1.0 Credit: English

Ancient World to Renaissance
The students will read a variety of fiction and nonfiction works from the European continent. Students read classics such as Homer’s epic *Iliad*, Sophocles’ tragedy *Philoctetes*, Greek & Roman philosophy (Socrates/Plato, Aristotle, Marcus Aurelius), *Beowulf*, Chaucer’s Canterbury Tales, Medieval & Renaissance poetry, Shakespeare’s *Henry V*.

Age of Reason to 20th Century Dystopias
Students will read a variety of fiction and nonfiction works from the European continent. Students read classics such as Voltaire’s satire *Candide*, poetry from the Enlightenment and Romantic periods, philosophic texts, Bronte’s *Jane Eyre*, Hesse’s *Demian*, Existential philosophy, Huxley’s *Brave New World*, and Orwell’s 1984.

World Literature (11-12) .................5 or 1.0 Credit: English

South American Literature
The students will explore literature by writers from cultures around the world. Students will examine values and practices different from their own to gain a deeper appreciation of cultural otherness. The course includes the study of art, philosophy, religion, and culture through reading fiction and nonfiction, writing essays in various modes, discussing, working collaboratively, listening to guest speakers, and watching films. This section explores South American literature, focusing on magical realism as a means of social commentary. Books include *Things Fall Apart* and *House of the Spirits*.

Asian and Middle Eastern Literature
The students will explore literature by writers from cultures around the world. Students will examine values and practices different from their own to gain a deeper appreciation of cultural otherness. The course includes the study of art, philosophy, religion, and culture through reading fiction and nonfiction, writing essays in various modes, discussing, working collaboratively, listening to guest speakers, and watching films. This section explores literature from Asia and the Middle East, focusing on self-discovery, the marginalization and oppression of women, and the impact of spiritual values on culture. Books include *Siddhartha* and *The Thief and the Dogs*.

American Literature (11-12) ...........5 or 1.0 Credit: English

Poe through Twain
In this course students read, discuss, and write about prose and poetry selections from early American authors. Students also study vocabulary and grammar. This class focuses on the Romantic and Realistic literary eras and includes a study of such writers as Walt Whitman, Emily Dickinson, Mark Twain and the Harlem Renaissance.

American Literature - Modernism
In this course students read, discuss, and write about prose and poetry selections from modern American authors. Students will also study vocabulary and grammar. This class focuses on the Modernist and Post-Modernist literary eras and includes a study of such writers as Ernest Hemingway, Sylvia Plath, and Ken Kesey.

Science Fiction: Dystopias (11-12) ......5 Credit: English

Prerequisite: None
Lots of us think the world would be so much better if we could change one thing – just one thing! In this one term class we’ll look at how authors have imagined changing the world in one way, and then how the world has to deal with the unexpected consequences of that change! We’ll read stories by Ursula LeGuin, William Gibson, Emily St. John Mandel, and Ray Bradbury and many others. We’ll write essays about what those authors are really telling us about our current world. And we’ll discuss what we think the world really needs!
**Literature: Evolution of Cinema (11-12)**

This course looks at the literary value of film and its contribution to our culture and our artistic identity. We will explore the complex interplay between film and literature and investigate films to enhance our understanding of the nature of art and the role it plays in our lives. Through our semester together, we will become more knowledgeable and appreciative readers and more perceptive viewers of film. We will learn basic literary and cinematic techniques that define specific genres.

*Students are cautioned that this course requires extensive reading and writing in addition to viewing films and taking part in class discussions. Students not prepared to read (up to 150 pages/week) and to write on a regular basis and to take an active part in class discussions should not consider taking this course.*

**Literature of a Theme: Nature & Outdoor Pursuits (11-12)**

Nature Literature and Outdoor Pursuits is a single class integrating English and Physical Education through a common theme of outdoor activity and nature-based English studies. Reading and writing selections examine nature, adventure, and environmental issues. Physical activities might include rock climbing, mountaineering, bicycling, Frisbee, hiking, trail running, spelunking, and camping. This class is offered as a two period block to give students sufficient time to become fully engaged in each subject. For extended application, teachers and volunteers will lead 3 three-day camping trips into the Oregon desert, mountains and rivers.

Attention: This is a two period class in which students will receive both an English credit and a PE credit.

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**ADVANCED PLACEMENT ENGLISH COURSES**

Advanced Placement English courses offer college-level work in a high school setting and are available to students who are recommended by their current English teacher or can demonstrate mastery in writing through a sample writing assessment. While these courses prepare students for the Advanced Placement examinations offered by the College Board, taking the AP exam is not a course requirement. Many students who successfully complete the AP Composition or Literature exams earn college credit or exemption from introductory college courses. College Now credit is available.

**AP Language/Composition - Writing 115/121/122 (CN) (11-12)**

AP Composition was designed for two types of students: juniors who are ready to work at an advanced level on their writing skills preparatory to taking AP Literature, or seniors who are ready to work at an advanced level on their writing skills and want an advanced writing curriculum based on non-fiction readings rather than on drama, poetry and novels.

The course curriculum is the study of rhetoric: how writers use language to inform, teach, persuade, or move an audience. Course work will include an extensive study of essay structure, syntax, diction and style. Students will write numerous impromptu and revised essays. This course prepares students for the AP Composition exam. Students also earn 12 college credits through LCC's College Now program.

**AP Literature (12)**

AP English Literature is designed for seniors who already have a strong background in literary analysis and want to pursue such studies further. Students will read selected novels, plays, poems and short stories. The intent is to analyze these major works closely and practice writing about them in class. In fact, most essays will be impromptu writings in preparation for both the AP test and pressured themes required in many university courses. The writing instruction assumes that students are ready to work at an advanced level on their writing skills. This course prepares students for the AP Literature exam. Students also earn 12 college credits through LCC's College Now program.
All of the language programs offered at South encourage and offer opportunities to travel, host and be hosted by students from other countries. Eugene International High School students are required to take three years of a world language. College Now credit is given for Level 3 and above in Spanish, French, and beginning at level 2 for Japanese. Pre-requisites: Language acquisition is dependent on developing a solid foundation of skills at each level. To ensure student success, a grade of C or higher is expected to progress to the next level.

### French I, Spanish I
1.0 Credit: World Language
First year world language classes are open to all students. By the end of the first year, you can use the world language in situations such as in restaurants, in asking and understanding directions, and in meeting people. You will understand basic grammar and sentence organization. A basic vocabulary will enable you to read simple materials in the world language.

### French II, Spanish II
1.0 Credit: World Language
Prerequisite: Successful completion of level I class
Second year is a vital link to increased understanding and fluency. You will continue to read and write in the second language, gain a feeling for the culture, and develop a better understanding of customs. We emphasize oral proficiency by using communicative activities.

### French III, Spanish III
1.0 Credit: World Language; College Now credit is available.
Prerequisite: Successful completion of level II class
In third year you will continue to study the grammar and vocabulary of the second language. You will express yourself through extemporaneous speaking and written compositions. Individual commitment is necessary. At the third year level, world language is taught in native language.

### French IV & V
Spanish IV & V
1.0 Credit: World Language
Prerequisite: Third Year Teacher Recommendation
In fourth year world language study you will begin to feel at home in the language with less hesitation in your speech. You will read a variety of materials. Advanced grammar study and vocabulary development continue and will increase your ability to communicate fluently.

### AP French Language
AP/IB Spanish
1.0 - 1.5 Credit: World Language
Prerequisite: Fourth Year Teacher Recommendation; Spanish requires C grade or higher in Spanish IV
You will practice and polish your French or Spanish skills and prepare for the Advanced Placement and IB exams offered in May. These classes are taught and spoken exclusively in the target language. You should be highly motivated, have excellent study habits, and have good grades in the language. Full French IB students will take AP French language sections A, B, and C. AP Spanish test-takers will take AP Spanish A, B, and C (C section earns .25 credit).

### IB French
1.0 Credit: World Language
Prerequisite: AP French Language or Teacher consent
IB French is an advanced French class that focuses on refining oral and written language skills, as well as reading comprehension, critical thinking and a greater understanding of French language and culture through the use of literature, film, documentary and current events.

### Japanese I
1.0 Credit: World Language
This course emphasizes conversational skills and additional work in reading and learning of some Kanji characters. Students continue to study grammar and vocabulary.

### Japanese II
1.0 Credit: World Language
Prerequisite: Successful completion of level I class
By the third year, you will be familiar with the fundamental sentence patterns and conversational situations. During this year, you are expected to utilize the language and create dialogues in various situations. You will also continue learning Kanji and improve your reading skills.

### Japanese IV
1.0 Credit: World Language
Prerequisite: Teacher Recommendation
Conversational work will continue with some emphasis on extemporaneous speaking. You will practice and polish your skills to prepare for the Advanced Placement and IB exams offered in May. You should be highly motivated, have excellent study habits and good grades in the language.

AP Japanese may be offered, depending on sufficient number of students requesting it.

### Expressions
La Monde Francophone (9-10)
1.0 Credit: World Language
This class is required of all ninth and tenth grade French Immersion students
Expressions/Le Monde Francophone is a two year alternating curriculum for 9-10 French immersion students. The goal of these two years is to expand students proficiency in French language, history, and culture. Students will also be introduced to the geography, culture, music and cuisine of the Francophone world as well as extracts of French literature. Vocabulary building, gender of nouns and adjectives, consistent application of grammatical structures and rules, and correcting inaccuracies in habits of speaking are four areas that will be emphasized among others. Students may receive 10 college credits through LCC’s College Now program for French 101 and 102.
Health

The State of Oregon graduation requirement in Health Education is one credit, or two .5 credit courses. Students can meet their graduation requirements by taking Teen Health and one other health course. Students are required to earn at least .5 Health credit by passing Teen Health or Current Health. We encourage students to earn 1.0 Health credit by passing both of these Health courses. To meet the additional graduation requirement, .5 Health credit can be earned by passing Fitness for Life or Child Psychology.

Teen Health (9-10) ..........................5 Credit: Health

This course is required for all Classic South (non-IHS) 9th or 10th grade students. During the course, students will study the basics of prevention and disease control, nutrition, mental health, problems and effects of alcohol, tobacco and other drugs, and human sexuality.

Current Health (10-12).....................5 Credit: Health

Current Health focuses on meeting Oregon Department of Education’s health standards. These standards include communication, stress management, dating and relationships, sexuality, drugs, alcohol, tobacco, disease control and AIDS/HIV. Students will have the ability to achieve certification in emergency first aid and food handlers training. Other areas of exploration will be determined by contemporary health concerns and student interest.

Health Options (11-12) .....................5 Credit: Health

Health Options is a course designed to teach students mental health skills that strengthen everyday coping techniques. Under these guidelines, students will practice a variety of strategies that focus on the management of stress like time management, organization, goal-setting, yoga breathing, and progressive relaxation. The coursework will be project-based and will include a community outreach/service element in the final assessment.
Physical Education

The Physical Education program provides a wide variety of course offerings to sharpen skills and knowledge needed by students to establish active and healthy lifestyles. Students can take a class in Physical Education as many times as they wish if there is space available. Students will have the opportunity to utilize South’s new state of the art Fitness Center located in the balcony of the large gym. The fitness center is comprised of cardiovascular machines and core body stations. The SEHS Fitness Center houses equipment including treadmills, ellipticals, rowing machines, upright bikes, spin bikes and upper body ergometers. Other equipment used in the fitness center include dumbbell free weights, medicine balls, abdominal mats and TRX core trainers. The state requirement for Physical Education is one credit or two trimesters. It is recommended that all 9th grade students take at least one trimester of Physical Education during their freshman year.

Attention: Students sign up for classes one trimester at a time and must sign up again if they wish to repeat the class.

Net Games ....................... .5 Credit: Physical Education

This course is designed to acquaint students with a variety of games that involve the use of nets. Activities will vary with the weather, class size and students’ skill levels. Volleyball (indoors and outdoors), badminton, basketball, pickleball, floor hockey, inline hockey, tchoakball, soccer, softcross and ultimate frisbee will be included. In addition to participation and satisfactory skill development, students will be required to pass periodic fitness and game rules tests.

Team Sports-Basketball ...... .5 Credit: Physical Education

This course is designed to allow students to play basketball in a semi-formal game situation. Unlike other P.E. courses at South Eugene, basketball has limited direct instruction and maximum activity time. Students are assigned to four-on-four or three-on-three teams for tournament play. Each class begins with a warm-up period and is followed by games for the duration of the activity time. The course also includes regular fitness and skills testing.

Rock Climbing .................. .5 Credit: Physical Education

South’s incredible climbing gym provides the facility to teach basic and intermediate rock climbing skills in a safe, controlled environment. Students will learn safe techniques for spotting, belaying, bouldering and top-rope climbing. Students will learn basic climbing knots, varied belaying techniques, strength training for climbing, and will be introduced to lead belaying, sport climbing on lead, and traditional climbing. One or two days each week will be devoted to aerobic conditioning and skill development. There is a significant academic component including weekly quizzes in this class.
Cardio Combatives .................. 0.5 Credit: Physical Education
The purpose of the class is to train for fitness as well as increase awareness for personal safety. The class activities have many real life applications and will provide tools to accomplish goals set by students. Cardio Combatives is a conditioning class utilizing a varied cross-section of disciplines. Activities taught include pilates, yoga, resistance training, circuits, walking, aerobic kickboxing and self defense concepts. Students will set fitness goals and train to meet those goals. Students will be assessed frequently to gauge progress and check for understanding of concepts.

Team Sports ......................... 0.5 Credit: Physical Education
Team Sports is a trimester-long class designed to introduce students to a multitude of team-oriented sports including soccer, ultimate frisbee, flag football, volleyball, basketball, badminton, pickle ball, floor hockey, net soccer and tchoakball. Specific activities will depend upon the weather, the size of the class and student skill levels. Each class will begin with a warm-up period and will be followed by skill practice and games for the duration of the activity time. In addition to participation and satisfactory skill development, students will be required to pass a content test covering the rules of each game prior to participating in that activity. The course will also include regular fitness and conditioning. There will be lots of game play and tournaments will be the key element in team sports.

Fitness For Life ...................... 0.5 Credit: Health or PE credit (Designate credit with counselor)
The fundamental purpose of the Fitness for Life program is to help all learners become informed, independent decision makers capable of planning for enjoyable lifetime activity while working to achieve current personal fitness and activity goals. The Fitness for Life program is designed to help students accomplish three main objectives: acquire knowledge of fitness benefits and principles; acquire and use self-management skills; become physically active and build fitness. The class will accomplish these goals through classroom activities and gym activities. We will split time in the classroom and the gym every week.

Strength and Conditioning .............. 0.5 Credit: Physical Education
If you are looking for a class to get in shape using resistance training, this is the class for you. This is a beginning class for those students who have not been exposed to weight training in the past. Safety concerns, techniques of lifting, spotting techniques, planning your own program to fit your needs, and some nutritional aspects will be presented. The goal is for the student to be able to devise his or her own workout by the end of the trimester.

Jogging ............................... 0.5 Credit: Physical Education
This is a trimester-long course focused on the development of cardiovascular conditioning through daily running, technical development, circuit training and aerobic games. Students will be given weekly training plans by the instructor and will be tested periodically to assess their improvement. Students’ training is directed toward the final exam: a timed 5,000-meter run.

Team Sports-Volleyball ............. 0.5 Credit: Physical Education
Volleyball classes are for students of all skill levels. Students should be prepared for activities every day. Students will be tested for skill and fitness on a regular basis. Students will learn basic to intermediate volleyball skills. Skills to be taught will be forearm passing, setting, hitting, serving, offensive and defensive strategies. Students will learn basic officiating and stat keeping over the course of the trimester. Weather permitting, we will visit the sand courts and learn the different rules that pertain to outdoor play.

Outdoor Pursuits &
Literature of a Theme: Nature (11-12) ...... 2.0 Credits: 1.0 Physical Education & 1.0 English
The Integrated Outdoor Program is a two-period block class integrating English and Physical Education through a common theme of outdoor activity and nature-based English studies. Reading and writing selections examine nature, adventure, and environmental issues. Physical activities might include rock climbing, mountaineering, bicycling, kayaking, Frisbee, hiking, trail running and outdoor activities. This class is offered as a two-period block, allowing greater flexibility and giving students sufficient time to become fully engaged in each subject. For extended application, teachers and volunteers will lead three 3-day camping trips into the Oregon desert, mountains and rivers.

Attention: This requires a two-period block in which students will receive both an English credit and a PE credit. Students may not enroll in only one portion of this course.
The Mathematics program is designed to meet both the general education and the special needs of all students. There are courses geared to the ability level of all students to ensure a course of study that is easy enough to experience success yet difficult enough to be challenging. Students preparing for most four-year colleges must study mathematics at least one year beyond geometry.

The Mathematics program is sequential and student placement in the proper course appropriate with background and ability is important. All students receive a math placement recommendation from the teacher of the previous course (including middle school teachers) for enrollment in the next course. Students are strongly urged to follow the recommended placement. The Mathematics Department Coordinator must approve any exceptions.

Students should take a math course based on their teacher’s thoughtful recommendation. Algebra I and geometry students will make extensive use of scientific calculators. Algebra II, pre-calculus, and calculus students will need graphing calculators.

<table>
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<tr>
<th>Possible Math Sequences</th>
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<td><strong>Grade 9</strong></td>
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<td><strong>Sample 4</strong></td>
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Basic Algebra A, B, C .................................................. 1.5 Credits: Math
Department Approval required

This is a full year (three trimester) course. Algebra is a necessary foundation for all students who plan to take more advanced math classes. This is a course offered for students who have struggled in math and need to strengthen foundational math skills. Students will take the three sequential courses in this series. Students completing this course may advance to geometry.

Algebra I A, B, C ........................................................... 1.5 Credits: Math
Department Approval required

This is a full year (three trimester) course. Algebra is a necessary foundation for all students who plan to take more advanced math classes. This is a rigorous course that integrates other math topics, problem solving and plenty of practice.

Geometry A/B .............................................................. 1.0 Credit: Math
Prerequisite: C or better in 1.0 credit of Algebra I

Geometry examines the logical structure of a mathematical system. You will develop critical reasoning skills, expand your understanding of spatial relationships, and extend algebra to describe two- and three-dimensional phenomena. Emphasis is on congruence and similarity, symmetry, deductive logic, and properties of geometric figures and solids.

Algebra II Foundations A/B
Math 95 (CN) C .................................................. 1.5 Credit: Math
Prerequisite: Passing grades in Algebra I and Geometry

This is a full year (three trimester) course where students will study the same topics as in Algebra II. The teacher will emphasize techniques for being successful in math while challenging students to succeed. College Now Math 95 credit available with completion of three terms with a C or higher.

Algebra II A/B .................................................. 1.0 Credit: Math
Prerequisites: C or better in Algebra I and Geometry

Students will develop competency in algebraic operations and continue developing skills in applying mathematics to science and related careers. They will also improve skills in problem solving including the use of calculators.

Pre-Calculus (CN) A/B
(Math 111/112) .................................................. 1.0 Credit: Math
Prerequisite: C or better in Algebra II or Algebra II Foundations

This course is for students who have completed algebra II. The first trimester is college algebra and students can earn five college credits. The second trimester is college trigonometry and students can earn four college credits. Students must earn a grade of C or higher to earn the college credit and may not take college trigonometry (second trimester) for college credit unless they have earned a C or higher in the first trimester course.

Pre-Calculus SL A/B (IB) .................................. 1.0 Credit: Math
Prerequisite: Above-average grades (B or better, including test average) in Algebra II

This is a rigorous class that prepares students for calculus and includes curriculum set by the International Baccalaureate Organization (IBO) for Mathematics Standard Level. Students interested in careers that require advanced mathematics should consider this class. This class is open to both Classic South and IHS students. It is required if you intend to take the IB Mathematics Standard Level exam. A graphing calculator, such as the TI-83 or TI-84 is required.

Pre-Calculus SL C (IB) .................................. 0.5 Credit: Math
Prerequisite: C or better in Pre Calculus SL A/B

This one-term course covers the remaining curriculum set by the IBO for Mathematics Standard Level and includes probability, statistics, and vectors. This class is open to both Classic South and IHS students. It is required if you intend to take the IB Mathematics Standard Level exam. Students will write a math paper on a topic of their choice.

AP Calculus A, B, C .................................................. 1.5 Credit: Math
Prerequisite: Pre-Calculus Math 111/112 or Pre-Calculus SL A/B

This is a full year (three trimester) course. The first two trimesters will cover two terms of college calculus and prepare you for the Advanced Placement (AP) AB Calculus exam. You will need to take the third trimester to be prepared for the AP BC Calculus exam. You can either take the first two trimesters of this course or all three. A graphing calculator approved for use on the AP test is required. Suitable calculators include TI-82, 83, 84 and 89.
Science and technology are major forces in contemporary life. An understanding of science makes it possible for everyone to share in the richness and excitement of comprehending the natural world. Scientific literacy enables people to use scientific principles and processes in making personal decisions and to participate in discussions of scientific issues that affect society. In addition, a sound grounding in science strengthens many of the skills that people use every day such as problem solving, thinking critically, working cooperatively in teams and using technology effectively. In our science courses we seek to understand the nature of science and engage students in its enterprise, so they can develop an understanding of what science is and is not, what science can and cannot do, and the importance of empirical criteria. Success in all science classes depends on regular attendance, wise use of class time and a strong assignment completion record.

Science Requirements
All students need at least 3.0 credits (three years) of science for high school graduation. Many colleges, including OSU and the U of O, require three full-year science courses for admission. Some colleges require more.

Advanced Placement and College Now Courses
Advanced Placement or IB college level courses are available in Biology, Chemistry and Physics (a two-year sequence). Anatomy & Physiology and Environmental Science courses offer college credit through LCC. Students must take Biology and Chemistry before taking AP Biology, AP Chemistry, Anatomy and Physiology, or Environmental Science. Preference will be given to students who have taken Physics.

In the event that more students wish to take these classes than we can accommodate, a preference list based on science and math grades and department recommendations will be developed.

Possible Science Sequences

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<th>Grade 9</th>
<th>Grade 10</th>
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<tbody>
<tr>
<td>Sample 1</td>
<td>Physical Science</td>
<td>Biology or Life Science</td>
<td>Chemistry or Chemistry Foundations or Life Science</td>
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<tr>
<td>Sample 2</td>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
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<td>Sample 3</td>
<td>Physical Science</td>
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<td>Sample 4</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics/IB Physics I</td>
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<td>Sample 5a</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics/IB Physics I</td>
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<tr>
<td>Sample 5b**</td>
<td>Physical Science</td>
<td>Biology</td>
<td>Physics/IB Physics I</td>
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Physical Science A/B ................. 1.0 Credit: Science
This course teaches the fundamentals of high school physics, chemistry, earth science, and meets some of the Next Generation Science Standards. Laboratory skills, experimental design and methods for analysis are developed through hands-on laboratory experiences. This course prepares students with the skills and knowledge for success in other science classes.

Biology A/B ......................... 1.0 Credit: Science
Prerequisite: Completion of physical science or with department consent. Successful completion of algebra is expected.
Living things exist from the microscopic level to the macroscopic level. You will investigate all levels of life in this class. Topics include: biochemistry, cells, the diversity of living things, genetics, populations, the environments of earth, and evolution. You will learn this material through a variety of experiences including labs, investigations, simulations and discussion.
This is a sophomore course. Freshmen must meet specific prerequisites to enroll in biology.

AP Biology A, B, C .................... 1.5 Credit: Science
Prerequisites: Successful completion one year biology and one year of chemistry (recommended B's or better).
DEPARTMENT CONSENT REQUIRED
This course is a college biology course usually taken by biology majors during their first year. After successfully completing this course, a student should be able to undertake second-year college biology courses or those courses for which biology is a prerequisite. The range and depth of content in this course will require a high degree of commitment and effort. Students should expect to spend at least 8 hours per week completing assignments and preparing for class. The laboratory component of this class comprises approximately 25% of class time.

Human Anatomy & Physiology A/B .................. 1.0 Credit: Science
College Now credit may be available.
Prerequisites: Two terms of biology and at least one of chemistry or chemistry foundations, with C's or better.
Department consent required. This course is aligned with LCC and anyone earning at least a C in both trimesters may earn 6 college credits.
This two trimester course acquaints you with the structure and function of the cells, tissues, organs and organ systems of the human body. The main emphasis is on how these structures work together to maintain the health of an organism. Topics covered include the following body systems: integumentary, skeletal, muscular, nervous, sensory, endocrine, circulatory, respiratory, digestive, and reproductive.

Life Science A/B .......................... 1.0 Credit: Science
DEPARTMENT CONSENT REQUIRED
Life science is an introduction to biology course. It is the study of living things—plants and animals. It helps to explain how living things relate to one another and to their surroundings. During the first trimester, we will investigate seeds, salmon, and plants. In the second trimester, we will study genetics, evolution and the interrelationships of living things and the environment as we continue our study of plants. We will use the garden behind the science wing as a living classroom throughout the year. You will learn much of this material through hands-on experiences such as labs, investigations, field activities and simulations.
Students who have received credit for biology may not enroll in Life science. This course will be offered in sequence, as a full year course, but each trimester may be taken individually. It provides a way to meet requirements for those students for whom the more academic style of the biology sequence is inappropriate. To use this sequence as part of the state college two-year science admission requirement, both trimesters must be successfully completed. Individual trimesters, however, may be used toward completion of the high school graduation requirements.

Principles of Environmental Science A/B (11-12) .................. 1 Credit: Science
DEPARTMENT CONSENT REQUIRED
This is a two-semester lab science course. Over the two terms, we will focus on gardening, agriculture and how it impacts our everyday lives. The class continue working and learning in the SOIL Outdoor Classroom / Garden. Started in the 2008-09 school year and continuing forward, this science class has teamed up with IOP to develop the SOIL Courtyard, between the 100 and 200 halls. There we will learn, hands-on, about organic gardening, the benefits of growing our own food, and harvesting and preparing the food we have raised. Other concepts covered are composting, fruit tree pruning and green house management. This course is not a lecture class. It involves student participation and involvement. It is a lab course with related discussions, readings, films, and other activities. Your daily participation and positive attitude towards learning is essential to being successful in this class.
Environmental Science A/B/C

The goal of environmental science is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will learn to identify and analyze environmental problems both natural and human-made; evaluate the relative risks associated with these problems; and examine alternative solutions for resolving and/or preventing them. Environmental science promotes the development of citizens who could make informed, knowledgeable decisions concerning environmental issues.

It is the expectation that students will explore the content of environmental science through inquiry. These science courses will utilize group lab and field experiences to meet these expectations. Particular emphasis will be placed on local environments. Any or all of the trimesters may be taken.

COLLEGE NOW

Environmental Science: Atmosphere is aligned with ENVS 182, Environmental Science: Terrestrial is aligned with ENVS 181 and Environmental Science: Aquatic is aligned with ENVS 183. Students who meet the requirements, will earn 4 college science credits through LCC each trimester or 12 if all trimesters are completed.

Environmental Science: Aquatic
.5 Credit: Science
College Now credit is available.
Prerequisite: Biology or life science and chemistry or elements of chemistry with C's or better or department consent.
Fall trimester will emphasize the water around us and the impact humans have on it. In ENVS Aquatic, students learn about freshwater and marine systems including their biology, geology, chemistry, circulation, climate and interactions with humans. Topics include aquatic biodiversity, streams, water pollution, ocean currents, fisheries, sustaining aquatic systems and water resources, ice and glacier loss, air pollution and ozone depletion. Presents sustainable choices.

Environmental Science: Atmosphere
.5 Credit: Science
College Now credit is available.
Prerequisite: Biology or life science and chemistry or elements of chemistry with C's or better or department consent.
Winter trimester will focus on the air above us. In ENVS Atmosphere, students learn about interactions among humans and atmospheric and ecological systems. Topics include weather, weather hazards, climate, biomes, population, urbanization, global warming.

Environmental Science: Terrestrial
.5 Credit: Science
College Now credit is available.
Prerequisite: Biology or life science and chemistry or elements of chemistry with C's or better or department consent.
Spring trimester will emphasize how living things interact with chemical systems on land and how humans are influencing those systems. In ENVS Terrestrial, students learn about interactions among humans and natural land-based systems. Topics include terrestrial ecology, biodiversity, agriculture, rangelands, soils, groundwater, mineral and energy resources, waste disposal, recycling, ecological economics, conservation, and sustainable production.
Chemistry A/B .......................... 1.0 Credit: Science

Prerequisites: Successful completion of Biology and Geometry with a C or better, or teacher recommendation. Students should also be enrolled in Foundations of Algebra II or above.

DEPARTMENT CONSENT REQUIRED.

Chemistry is a laboratory-oriented course in which you will become acquainted with measurement in addition to expressing data both qualitatively and quantitatively. You will thoroughly study the structure, composition, and reactions of matter. Topics include atomic theory, the mole concept, formulas, equations, the periodic table, chemical bonding, nuclear reactions, organic chemistry, ionization, equilibrium and concentration. Classroom lectures, lab work, demonstrations, discussions and problem solving are the basis of the course. Chemistry is recommended as the science class for the majority of juniors.

Chemistry Foundations A/B ............ 1.0 Credit: Science

Prerequisites: Junior standing or above, department consent, and concurrent enrollment in Geometry.

Elements of Chemistry is a two trimester class designed for those who need a less formal, more applied chemistry. You will study how chemical principles and concepts are developed from observation and data. Topics include the mole concept, chemical bonding, acids and bases and chemical reactions. Special attention is paid to problem solving techniques and laboratory skills. Experiments are an essential part of this course. These experiments include activities such as analyzing unknown solutions, studying types of reactions, determining energy transformations and reacting acids and bases. Elements of Chemistry is useful not only for students entering health fields such as nursing, dental hygiene, nutrition and medical technology but also for future consumers and voters. Students who have met the prerequisites for regular Chemistry will not be allowed to take Elements of Chemistry without department consent.

AP Chemistry A, B, C .................. 1.5 Credits: Science

Prerequisites: Chemistry I (B or better) and Algebra II. Physics strongly recommended. If space is limited then preference will be given to students who have completed Physics.

DEPARTMENT CONSENT REQUIRED.

This is a college level course with a heavy workload, and you should expect to spend at least one hour per day on homework. After successful completion of this course and the AP chemistry exam, you should be able to place into an honors level first-year university chemistry course or a second-year university chemistry course. The course will begin with a summer assignment and a brief review of Chemistry I, followed by states of matter, atomic theory, chemical reactions, thermodynamics, equilibrium, acids and bases, rates of reaction, oxidation and reduction, nuclear reactions, and organic chemistry. In the lab you will become proficient with many types of equipment including the analytical balance, spectrophotometer, filtering crucible and calorimeter. You will also use Vernier software with pH, temperature and conductivity probes.
The one year physics is equivalent to the first year of the IB physics sequence as described below.

Physics/IB Physics I A/B .......................... 1.0 Credit: Science
Prerequisites: Algebra II. Preference will be given to students who have successfully completed biology and chemistry with an A average. **Students pursuing the IB diploma who have completed Physical Science and Biology, may be able to go directly into IB Physics I.
DEPARTMENT CONSENT REQUIRED

Physics is designed for students who wish to gain an understanding of the whole physical world. This is important as background for further study in fields like medicine, architecture, mathematics, and all the sciences. It is also valuable for any college bound student who wants some exposure to the major scientific ideas in our culture. We will begin by studying the various forms of energy and how energy travels by waves. Topics in modern physics will be introduced. We will continually refer back to modern theories while we learn about classical (pre-twentieth century) physics. We will study Newton’s laws of motion and gravity and see how they apply to earthly and celestial bodies. Energy, momentum, electromagnetism, and optics will be explored. We will learn how physics rules our world from labs, demonstrations/lectures, independent research projects, and text. Problem solving skills and experimental methods will be emphasized all year.

This is also the first year of a two-year physics sequence with a heavy workload that will prepare you to take either the HL or SL exam at the end of the next year. Expect to spend at least half an hour per day on homework. The primary focus is both on learning physics—learning how interesting the physical world around us is—and doing physics—actually investigating that physical world yourself to see what secrets it holds. We will build on the foundation laid last year in the basic physics of IB Physics I by revisiting many topics in greater detail and with greater mathematical sophistication as well as explore new areas of physics. These include electromagnetism, thermodynamics, digital technology, nuclear, quantum, and relativity. I hope you will experience along the way some of the majesty and awe that comes with scientific investigation.

IB Physics II A, B, C .............................. 1.5 Credit: Science
Prerequisites: IB Physics I. Completing pre-calculus is recommended.
DEPARTMENT CONSENT REQUIRED

This is the continuation of a two-year physics sequence with a heavy workload that will prepare you to take either the HL or SL exam at the end of this year. Expect to spend at least half an hour per day on homework. The primary focus is both on learning physics—learning how interesting the physical world around us is—and doing physics—actually investigating that physical world yourself to see what secrets it holds. We will build on the foundation laid last year in the basic physics of IB Physics I by revisiting many topics in greater detail and with greater mathematical sophistication as well as explore new areas of physics. These include electromagnetism, thermodynamics, digital technology, nuclear, quantum, and relativity. I hope you will experience along the way some of the majesty and awe that comes with scientific investigation.
Social Studies courses help students better understand our society, government, and world. Students will study and use concepts from geography, history, government, economics, anthropology, sociology, and psychology while advancing their literacy skills. These classes address applicable state Social Studies Standards and Common Core State Standards. Ninth-grade students will be enrolled in Global Studies. Tenth-grade students may take US History or AP US History. For the third year requirement, students have a choice of courses that include: Psychology, Contemporary World Issues, Economics, Law Studies – Street Law, or an Advanced Placement course. AP courses offer a college-level curriculum and an opportunity to earn college credit with the successful completion of a national AP exam. In selecting courses to take for the third year, students should consider personal interests, college requirements, and career plans. Eugene IHS students: Students enrolled in the IHS program receive Social Studies credit through IHS and may not enroll in the following Social Studies courses.

Global Studies A/B (9) .......................... 1.0 Credit: Social Studies (Geography, History, Economics, and Government)

This 1.0 credit Social Studies class has been designed to help 9th graders understand social, political, geographic, and economic concepts which influence events in our world today. Readings and activities will include discussions of global cultures and geography, world values and beliefs (world religions, political & economic theories), global exploration and revolutions (scientific, industrial, and national revolutions), nationalism, imperialism (industrialization), World Wars, and the Cold War and how these beliefs and events impact us today. It will also include the study of specific current issues including struggles for democracy (human rights and freedoms), global interdependence (political and economic), and environmental and population issues. This class will cover important study, research, and writing skills that are the foundation for future course work.

US History A/B (10-12) .................. 1.0 Credit: Social Studies

US history is a 1.0 credit college preparatory course that includes the study of a multicultural society within a participatory democracy, a changing economy, an adaptable government, territorial expansion, social change and other significant themes. This includes the study of the major events, ideas and people who have influenced U.S. history from the post Civil War Reconstruction to the 21st Century. Course work will lead to the discovery of how two world wars and economic, social and technological change led to the U.S. being a major world power in the 20th century. In drawing conclusions the class will look at the implications for the future of the U.S. and abroad.

ONE TRIMESTER COURSES

Contemporary World Issues
A and/or B (11-12) .......................... .5 Credit or 1.0 Credit: Social Studies

This class will help students understand current national and international issues and debates. It will be based on the important events, ideas and people who have shaped our modern history. Course topics will include environmental issues, ethnic and minority conflicts, Cold War struggles, religious and philosophical beliefs, Women’s Rights, Mid-East studies and post 9/11 issues. We will study the social, political, and economic backgrounds of these events and use a variety of media and text to study how our modern world works and what is implied for our future.

Law Studies-Street Law (11-12) .......................... .5 Credit: Social Studies

This is a civics course based on Street Law: A Course in Practical Law, a text geared to bring government and the law alive in the classroom. Students will develop basic knowledge and understanding of governance and of our legal system through reading, inquiry, simulations, and projects. They will play roles in a mock trial and advocate about political and social issues through letters-to-the-editor or to politicians as they develop basic citizenship skills. Units of study include: criminal law & juvenile justice, consumer & housing law, family law, Individual rights & liberties.

Psychology (11-12) .......................... 5 Credit: Social Studies

In this one trimester course, we will explore the science of human behavior and mental processes in our discussion of how and why we act as we do. Students will explore major movements in psychology, and apply critical thinking strategies to apply their knowledge of psychology to real life situations.

"Prejudice is a loser's way to gain an unfair advantage."

Abdulla Tarzaban
ONE Trimester COURSES (continued)

Economics (11-12) ........................................5 Credit: Social Studies (Economics)

This course will introduce students to micro and macro economic systems. Students will learn how the local economy is integrated with the state, national and world economies. Students will participate in simulations covering personal finance, the stock market, and national economies in an integrated global marketplace. Students develop an understanding of how economics systems work, their advantages and disadvantages and how they impact individuals and the world at large.

SOCIAL STUDIES ADVANCED PLACEMENT COURSES

Advanced placement courses deliver rigorous, college-level instruction. Students enrolling in AP courses must commit to extensive reading, critical thinking, class participation and consistent attendance. Students who successfully pass the College Board’s Advanced Placement Examination (offered in May) may be granted undergraduate credit at many colleges and universities.

Enrollment in AP courses is limited to students meeting three criteria:
- Maintaining a 3.0 cumulative GPA
- Passing the Social Studies AP Qualifying Essay
- Writing Test of AP Composition
- Receiving the recommendation of their current social studies teacher.

Exceptions may be granted by department consent.

AP US History A/B (10-12) .................. 1.0 Credit: Social Studies

Students will learn about the history of North America from early native settlements to the development of the United States to the present day. The focus is on political, economic, social, and cultural themes. Readings will include selections from a college-level text, supplementary materials from primary sources, and the writings of noted historians. Students will be required to complete research projects and several essays.

AP World History A/B (11-12) .................. 1.0 Credit: Social Studies

Advanced Placement World History is a college-level course that is offered through the College Board’s Advanced Placement Program designed to help students develop a greater understanding of the evolution of global processes and contacts as well as interactions between different types of human society. The course advances this understanding through a combination of selective factual knowledge and appropriate analytical skills. Students study prehistory and history, from 8000 BCE to present-day.

May be offered 2017-18:

AP European History A/B (11-12) .............. 1.0 Credit: Social Studies

Students will be prepared for the Advanced Placement European History exam by acquiring knowledge of the chronology, major events, and trends of European history from approximately 1450 to the present. Intellectual-cultural, social-economic and political-diplomatic themes form the basis of the course within the historical narrative. Emphasis is placed on students developing intellectual and academic skills including:
- Analysis of primary sources (maps, documents, statistics, pictorial and graphic evidence)
- Clear and precise written expression
- The ability to weigh evidence and reach conclusions on the basis of facts.

This class is structured around the following practices: lecture, discussion, debate, simulation and writing. The text and materials are college level. A high degree of student participation is expected.

AP US Government & Politics (11-12) .................. One trimester - .5 Credit: Social Studies (Government & History)

This course prepares students for the Advanced Placement U.S. Government and Politics exam. We will engage in an in-depth study of the six themes that will appear on the AP exam: Constitutional underpinnings of the U.S; Government; Political beliefs and behaviors; Political parties, interest groups, and mass media; Institutions of national government; Public policy; and Civil rights and civil liberties.

AP Comparative Government & Politics (11-12) .............. One trimester - .5 Credit: Social Studies (Government & History)

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. Students examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.
CHILD AND HUMAN DEVELOPMENT

If you are interested in the human mind, your physical and emotional health or are considering a career as a psychologist, teacher, social worker or early childhood education specialist; these classes may be of interest and benefit. It is possible to earn college credit through the College Now program while you are still in high school.

Child Development A (9-12) ....1.0 Credits: Applied Arts or .5 Applied Arts & .5 Health
College Now credit may be available.

You will discover what’s really going on in a child’s world by studying their physical, social/emotional, and literacy growth. You will participate in hands-on work in South’s preschool, “Kids Down South,” the YMCA, Spencer View Co-op, or New Dream Childcare Center. Students who complete both Child Development A and B with a 3.0 or better may receive three College Now credits and fulfill one of the requirements for the Human Resources Career Aligned Mastery program of study.

Child Development B (9-12) ....................1.0 Credits: Applied Arts, Health; College Now credit may be available.

In Child Development B, students will build their knowledge of the first three developmental domains and study cognitive and language development in children. In this class we will study the grand theories of child development and some of the emerging theories in the field. Students will continue to participate in hands-on work in South’s preschool, “Kids Down South,” the YMCA, Spencer View Co-op, or New Dream Childcare Center. Students who complete both Child Development A and B with a 3.0 or better may receive three College Now credits and fulfill one of the requirements for the Human Resources Career Aligned Mastery program of study.

Advanced Child Psychology (10-12) ............ .5 Credit: Applied Arts, College Now credit available. 
Prerequisite: Child Development

Do you have a strong interest in childcare or a desire to continue your education in child development? You will be enrolled in a practicum from a trimester to two years provided by one of the child development centers in the South Region. Emphasis in this course is placed on preschool teacher roles, children’s health and safety, planning curriculum, job skills, and exploring vocational preparatory programs in the child care field (nanny programs, preschool or elementary teacher, child psychologist, ad social work). Placement sites are selected dependent on the student’s long-term vocational interest. This course is required for the Human Resources Career Aligned Mastery program of study.
A variety of interesting and engaging computer courses are offered at South, all of which are hands-on, self-paced, and mastery-oriented; courses are delivered online via Edmodo providing the structure, deadlines, and feedback necessary to ensure success.

Seven of the ten computer courses at South are offered for college credit through the College Now program at Lane Community College. This credit is approved nationwide and is a great way to get ahead!

Sign up for "Computer Fundamentals" to get a computer class into your schedule. By Day #2, you’ll be up and running, learning what you have chosen to learn.

**Keyboarding** .................................................. 5 Credit: Applied Arts

Do you use the “hunt and peck” method of typing, with a result of less than 25 words per minute? Would you like instruction and credit for gaining an important and useful skill? Keyboarding class is easy and fun. You’ll use MicroType 5.0 in structured daily practice and you will learn to type well. Students who reach their goals in half the term are invited to choose another computer class/topic, and to receive .25 credits for each.

**Computer Fundamentals** ......................... 5 Credit: Applied Arts

This is a basic computer literacy course for students who want to learn “how to get around the computer,” or who would like to expand their knowledge, and get college credit in the meantime. In this course, you’ll learn about: 1) basic computer parts, types, and functions, 2) basic network/Internet use, 3) the Windows operating system, 4) word processing software, 5) spreadsheet software, and 6) presentation software. This course articulates with CIS 101: Computer Fundamentals at Lane Community College; students earn three (3) Computer Science credits.

**Computer Applications:** .............................. 5 Credit: Applied Arts

**PowerPoint**

Receive college credit for learning how to use Microsoft PowerPoint! PowerPoint is the industry standard, used in thousands of meetings, conferences and classrooms across the world everyday, to help people communicate their ideas via animated slideshows. Learn all the finer points of presentation software and gain a lot of basic computer skills in the process. This course articulates with BT 122: MS PowerPoint for Business at Lane Community College; students earn three (3) Business credits.

**Advanced Computer Topics (ACT)** ...............5 Credit: Applied Arts

Instructor consent required

Advanced Computer Topics (ACT) is a “choose your own adventure” experience for students who are able to drive their own learning in technology. It is ideal for mature students who have a passionate interest in developing skill in a technology area, and need only time, tech resources, and independent learning materials (online tutorials, books, experimentation) to be productive.

Students in ACT create their own learning (Project Management) plan and revise it as needed, setting their own timeline and goals. Topics can include anything of great interest to the student, including but not limited to: Web design, multimedia, graphic design (Adobe Creative Suite), animation, 3D modeling/graphics/animation, engineering (AutoCAD, etc.), video production/editing, music/audio production/editing, digital photography, and programming in various computer languages.

A new segment is being added to ACT this year in which students can gain skills in 3D printing!
TECHNOLOGY (continued)

Intro to Web Design ........................................ 5 Credit: Applied Arts

Students taking the course will learn to write HTML and CSS, the basic languages informing all web pages. Then, they build a beautiful fully-featured website with Dreamweaver. After exploring principles of design and composition, typography, color, and graphics for the Web, students create their own portfolio website, hosted on a district server. Finally, students create and re-create a number of websites using a variety of web creation tools, including WordPress. Motivated students are welcome to go much further into web development, and to prepare themselves for work with clients. This course articulates with Art 288: Introduction to Web Design at Lane Community College; students earn four (3) Art credits.

Intro to Game Development .................................... 5 Credit: Applied Arts

Do you love to play games on the computer, and long to try your hand at making them? If so, then this course is for you! With the Game Maker engine and the guidance of Game Maker’s Apprentice book, students create and then enhance over 9 different games/genres. Principles of game development are woven throughout, and before it’s over, students are writing script and working with Artificial Intelligence. This course articulates with CIS 125G: Software Tools 1: Game Development at Lane Community College; students earn four (4) Computer Science credits.

Beauty and Joy of Computing (BJC) ...................... 5 Credit: Applied Arts

Courtesy of a program at UC Berkeley, you may now take a wonderful introductory course in Computer Science at SEHS! In this course, you will create apps and other programs using the Snap programming language, you will learn some of the most powerful ideas of computer science, you will be creative, and you will discuss the social implications of computing, thinking deeply about how you can be personally active in promoting the benefits and reducing the possible harms. This course relates to that of AP Computer Science Principles.

Intro to Mobile App Development .......................... 5 Credit: Applied Arts

Would you like to learn how apps are developed and to be able to create them yourself? If so, then this course is for you! Students taking this course learn the fundamentals of programming and use MIT App Inventor 2 to create over 17 small apps for/in the Android OS. This course articulates with CIS 125M: Software Tools: Mobile Development at Lane Community College; students earn four (4) Computer Science credits.

Digital Music Production ..................................... 5 Credit: Applied Arts

Whether you and your DAW are besties or you have no idea what a DAW is, this course will enable you to dwell, grow and create in the world of music - on the computer - for 70 minutes of your school day. You will learn how music is constructed (music theory) and get some ear training. You will explore many of the properties of sound and learn how to manipulate these in a digital environment to create songs of your own!
Intro to Media & Communication (9-12)

Media & Communication A:
Intro to Media Literacy & Mass Communication

High school journalists wield power, which must be balanced with responsibility and ethics. High school journalism reflects the real experiences of professional journalists and comes with the same responsibilities to be fair, accurate, unbiased, and ethical. This class will cover the fundamentals of writing for the media, i.e., interviewing, researching, and reporting; the ethical and professional standards of journalism; mass and social media and their implications on our popular culture; the vocabulary and terminology of journalism professionals; and how the media construct their persuasive written/verbal message.

This class is a prerequisite for Media & Communication Projects: The Axe (Newspaper class) and Media & Communication Projects: Multimedia Storytelling.

Media & Communication B:
Intro to Media Literacy & Visual Communication

In this class, students will learn how words and visuals work together to create stories and explore new ways of presenting content digitally. The course will be built on a foundation of reading and writing to cover the basics of visual journalism— including typography, layout and design – photography, interactive graphics and multimedia. Students will learn about design and visual storytelling, which are essential as journalism and all industry become more reliant on digital media. Students will use Microsoft Word for scripts and story pitches, and they will learn Adobe InDesign and Photoshop, and iMovie to produce projects that communicate content and ideas visually.

This class, along with Journalism Media & Communications A, is a prerequisite for Multimedia Storytelling offered in Applied Arts.

Media & Communication Projects

The following classes have course prerequisites or adviser consent. Please read descriptions carefully.

The Eugenean Yearbook
Print & Digital Publications (9-12) ............ 1.0 Credit: Applied Arts/CTE
Prerequisite: Adviser consent

Join the team that produces Eugenean yearbook at South. This hands-on experience combines journalism, desktop publishing, graphic design, photography and team collaboration to produce a unique publication. The last four weeks of class will focus on planning for the following year, and are geared toward non-senior and new staffers. Photographers should be experienced in taking high-quality photographs, and should bring work samples to the adviser before adding the class.

The Axe Newspaper
Print & Digital Publications (10-12) ............ 1.0 Credit: Applied Arts/CTE
Prerequisites: Media & Communication A, Adviser consent

Use the journalistic skills you learned in Journalism to create, manage and publish The Axe, South’s official, award-winning student newspaper. The Axe staff writes, edits and designs each issue using desktop publishing. Photographers must be experienced in taking quality photographs. Photographers and graphic designers do not need to take Journalism before joining the staff, but they do need adviser approval before adding.

Multimedia Storytelling........................................ 0.5 Credit: Applied Arts/CTE
Prerequisites: Media & Communication A & B

Multimedia storytelling combines traditional nonfiction narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. Sophisticated digital stories can be interactive movies that include highly produced audio and visual effects, but a set of slides with corresponding narration or music constitutes a basic digital story. Digital stories can be instructional, persuasive, historical, or reflective. The resources available to incorporate into a digital story are virtually limitless, giving the storyteller enormous creative latitude. Constructing a narrative and communicating it effectively require the storyteller to think carefully about the topic and consider the audience’s perspective.
**CULINARY ARTS**

Career and life readiness skills are awaiting you. Come and be a part of a diverse learning community. International Foods and Culture can be taken for 1 or all 3 semesters. Each trimester will be a different region of the world. Upon completion of an International Foods and Culture course and teacher approval, a student can enter the South Fork Catering class and be a part of a business. South Fork Catering students can earn college credit through LCC’s College Now program.

**International Foods and Culture (9-12)** .5 to 1.5 Credit: Applied Arts

International Foods and Culture is an explorative basic culinary arts class that focuses on global cuisine with a social justice lensed culture-learning component. Class discussion topics can include the current state of our food supply, the meat industrial complex, history of under-represented groups, ethnic origins, embracing diversity, equity, supporting the local economy, human rights, personal hygiene, teen development, diet, and exercise. Class activities will include culinary demonstrations, films, guest speakers, class discussions, assigned readings, worksheets, and kitchen labs. Students may take multiple International Foods and Culture classes in their high school experiences.

IFC (T1) Latin America and Southeast Asia
IFC (T2) East Asia and "Soul Food"
IFC (T3) Western Europe and The Mediterranean

**South Fork Catering I (10-12)** 1.0 Credit: Applied Arts

Join the #1 retail employer: the Food Service Industry. If you enjoy cooking, join South Fork Catering students to manage and operate South Eugene’s prestigious student-run catering business. You will gain valuable on-the-job training as you prepare a large variety of food items for sale. The course emphasizes food preparation techniques, the managerial skills of running a business, and gives lots of hands-on cooking practice.

**South Fork Catering II & III (10-12)** 1.0 Credit: Applied Arts or Career, College Now credit available. Prerequisite: South Fork Catering I

Do you have a strong interest in food service, restaurant management or the field of catering? You will do advanced food preparation, menu planning, organization of lunches and dinners, catering jobs, budgeting and quantity cooking in this hands-on lab class. Students can earn college credit through LCC’s College Now program. Also, students may earn a CAM—Culinary Arts Career Aligned Master Program of Study through completion of these courses.

**Foods Lab Aide (10-12)** .5 Credit per trimester: Teacher Consent

Keep cooking! Experiment! Manage! Organize! Work with food, food, food, as a lab assistant.
Drama 1 (9-12) ...........................5 or 1.0 Credit: Fine Arts
This course provides a survey of the art of theater including theater history, acting fundamentals and stagecraft. All aspects of theater are covered to give the student an appreciation for everything that goes into a theatrical performance. Emphasis is placed on acting; including movement, voice and the basic system of acting as taught at South Eugene High School. Instruction is a balance of theory, regular exercises and project-centered learning. Modern acting theory is covered including the ideas of Stanislavsky, Stella Adler and Sanford Meisner. Units include the audition, the two-person scene and pantomime with music. Students are required to attend at least on performance of each of the South Eugene Theater plays.

Drama 2 (10-12) .............................1.0 Credit: Fine Arts
Prerequisite: Introduction course and permission of instructor
In this course students will do extensive work with the acting techniques of Sanford Meisner and look deeper into ideas explored in the introduction course. Depending on the year, the course with also provide an introduction to the study of styles of acting including, but not limited to playing Shakespeare and working with stage dialects. All instruction requires a working knowledge of the acting theories covered in Introduction to Theater which is a prerequisite for acceptance into this class. Instruction is a balance of theory, regular exercises and project-centered learning. Participation in the State Regional Acting Competition is a required part of the course. Students are required to attend at least on performance of each of the South Eugene Theater plays.

Drama 3 (11-12) .............................1.5 Credit: Fine Arts
Prerequisite: Drama 2 and permission of instructor
Students in this class focus on a range of specialized topics within the craft. Topics may include, but are not limited to Playing Shakespeare, Acting for the Camera and Children’s Theater. Instruction is a balance of theory, regular exercises and project-centered learning. Another major emphasis of the class is preparation for and participation in the Regional and State Acting Competitions. Drama 1 and Drama 2 are prerequisites. Students are required to attend at least on performance of each of the South Eugene Theater plays.

Drama 4 (12) .................................1.5 Credit: Fine Arts
Prerequisite: Drama 3 and permission of instructor
The Drama 4 class handles most of the business and management of South Eugene Theater Productions. Marketing, advertising and maintaining the company website as well as creating all of the printed work for productions takes place. Officers in the company, as well as season student directors are expected to sign up for this class. Student directors develop production concepts, interface with their technical and artistic director, and develop budgets. In addition, the class is an avenue for students to explore other opportunities in theater performance. South Eugene Theater students write plays, develop video projects, particularly short films, and develop other projects that showcase themselves and the program to the community at large and at the State Thespian Conference. Students planning on earning a CAM in theater should sign up for this class. Participation in the Regional Acting Competition is required. Students are required to attend at least on performance of each of the South Eugene Theater plays.

Stagecraft (9-12) ...........................1.0 Credit: Fine Arts
This class is designed to develop artistry in all areas of technical theater including the craft of scenic construction, lighting, sound and costuming. Because students are responsible for the creation of the sets, lighting plots, sound designs and costumes for all of the after school theater productions; this is an entirely “hands-on” experience. Students learn to safely use the many power tools, implements and equipment of the theater backstage. Students are also responsible for providing running crews for South productions and outside rental customers. Time commitment outside of the normal school day may be required. Students are required to attend at least on performance of each of the South Eugene Theater plays.
SEHS music classes offer a wide variety of performances and learning opportunities. The bands, orchestras and choirs have won acclaim throughout the Northwest for their high level of musical performance.

MUSIC CLASS FEES: A $15 music class fee is required from students participating in music courses. This fee is necessary to provide sheet music, instrument repair, and other needs for the course. The music class fee is reasonable and takes into consideration the student’s ability to pay. For those students facing financial difficulty, a financial hardship waiver form is available from the instructor.

**Choir-Tyro Choir Experience (9-12) . . 1.0 Credit: Fine Arts**

Course Fee: $15/trimester + uniform cost

Tyro Choir Experience (TCE) is open to all students, regardless of experience or ability in choir. In addition to traditional choir rehearsals and performances, TCE is also a music lab and experience-driven workshop. Students will experience Q&A sessions with local industry experts, frequent field trips, masterclasses, fun bonding activities and more. In TCE, students will rehearse and perform all kinds of interesting and challenging music, from old madrigals to jazz and even new music arranged just for TCE. No audition or previous singing experience is necessary. Students who take TCE for a full year will be admitted into Concert Choir the following year without an audition.

**Choir-Concert (10-12) ...................... 1.0 Credit: Fine Arts**

Course Fee: $15/trimester + uniform cost

Audition Required

Corequisite if in 9th grade: Tyro Choir Experience

The Concert Choir is the large varsity-level choral ensemble at South Eugene High School. This choir is designed for experienced singers with some knowledge of music theory and aural skills. The ensemble performs a varied repertoire including early music, choral pieces from various world cultures, large choral works such as baroque cantatas and contemporary choral literature. This choir represents our school each year at the district choir festival. Auditions are open first to current SEHS Choir members, then to any SEHS student and take place in May of the preceding school year. A second round of auditions will be held in September to balance voice parts, if necessary. Freshmen are only permitted to enroll in Concert Choir if admitted by audition and concurrently enrolled in Tyro Choir Experience.

**String Orchestra (9-12) ..................... 1.0 Credit: Fine Arts**

Course Fee: $15/trimester

The String Orchestra is open to all students who play violin, viola, cello or string bass. Emphasis will be on improved musicianship and technical skills.

**String Ensemble (10-12) .................... 1.0 Credit: Fine Arts**

Course Fee: $15/trimester

Audition Required

The Strings Ensemble class is designed for the most advanced students who play violin, viola, cello or string bass. Students can audition for the String Ensemble only after participating in the Orchestra class for at least one year.

**Choir-Dorians Jazz Choir (10-12) ........ 1.0 Credit: Fine Arts**

Course Fee: $15/trimester + uniform cost

Audition Required. Corequisite: Concert Choir

The Dorians Jazz Choir is an advanced ensemble that performs primarily jazz music. This choir is designed for students with advanced understanding of music theory and aural skills. The group performs jazz genres including swing, bebop, Latin, ballads, funk and blues. Since this ensemble performs highly-challenging repertoire, members are expected to practice their music outside of class, alone and in small groups. All singers in the Dorians Jazz Choir are also expected to be concurrently enrolled in Concert Choir. Auditions are open to any student at South and take place in May of the preceding school year. A second round of auditions may be held in September to balance voice parts at the director’s discretion.

**Concert Band (9-12) ....................... 1.0 Credit: Fine Arts**

Course Fee: $15

The Concert Band is open to all students who play a woodwind, brass or percussion instrument. Emphasis will be placed on improving musicianship and technical skills.

**Jazz Ensemble II (9-12/Intro) .......... 1.0 Credit: Fine Arts**

Course Fee: $15

The Jazz Ensemble II is a non-audition performing ensemble that rehearses in preparation for various performances and events. It is open to all students who play a woodwind, brass, string or percussion instrument. Emphasis is placed on playing and performing a wide variety of jazz literature.

**Jazz Ensemble I (10-12/Advanced) .... 1.0 Credit: Fine Arts**

Course Fee: $15; Audition Required

The Jazz Ensemble I is an instrumental group that specializes in playing jazz and popular music. This class is designed for advanced musicians and is by audition only.

**Wind Ensemble (10-12) ................... 1.0 Credit: Fine Arts**

Course Fee: $15; Audition Required

The Wind Ensemble class is designed for the most advanced students who play a woodwind, brass or percussion instrument. Admission is by audition only.
## Visual Arts

### Graphic Design I

**... 5 Credit: Fine Arts and College Now**  
**Course Fee: $20.00**

Learn the basic elements of basic and graphic design and 2-D layout, and its history and function in contemporary society. You will examine various career options and the growing importance of visual communication and visual literacy in this culture. Exploration of design elements and principles and analysis is emphasized. All students who receive an “A” or “B” may earn College Now credit, if the college work is quality production.

### Graphic Design II

**... 5 Credit: Fine Arts and College Now**  
**Course Fee: $20.00**

Students will explore the areas of graphic design and advertising using hand layout and computer. Study computer graphics, technical aspects and use in society today. Learn basic design and composition skills on the computer. Creative problem solving, design syntactic and community service will be part of the course. Students will produce publications using hand layout and graphic software. Variety of techniques used: digital photography, paper engineering, calligraphy, bookbinding, model making, and a variety of computer programs. Adobe textbooks and software include Illustrator CS 5, Photoshop CS5, Computer Graphic Design and Digital Design Basics. A student who receives and “A” or “B” may earn College Now credit for college level focus and product design or exhibit entry to local galleries.

### Drawing

**... 5 Credit: Fine Arts and College Now**  
**Course Fee: $20.00**

Learn to manipulate the graphic elements of point, line, and tone to express in drawing that which is imaged or observed. Emphasis will be on drawing as a way of thinking. Activities will include drawing in a variety of styles and techniques. You will explore texture, value, perspective, and use a variety of media, skills and approaches to drawing from observation. Students will complete an imaginative mid-term and a final project extending learning with high interest opportunities for expression. Students will enter student competitions. Second trimester students can explore more self-guided projects and develop a portfolio.

### Ceramics

**... 5 Credit: Fine Arts and College Now**  
**Course Fee: $20.00**

You will design and process clay to create finished pieces. Activities include hand-building techniques of pinch, coil, slab and combinations. Explore the nature of clay and firing methods and critique ceramic works of art: hand building and wheel throwing techniques first trimester; applications and advanced projects in the second trimester. Twelve projects are required for first trimester and twenty projects are required for second trimester.
Library Assistant (10-12)
.5 Credit: Other Subjects
Prerequisite: Librarian Consent
Get acquainted with the services provided by the school media center. Expectations include confidentiality, keen attention to detail, willingness to perform a variety of duties and a professional attitude when with the student community. Students will gain familiarity with library procedures and develop a strong work ethic.

Office or Teacher Assistant
.5 Credit: Other Subjects
Prerequisite: Teacher/Staff Consent
Work in a school office or for a teacher. Office duties include general clerical work, answering telephones and some typing and filing. Teachers request a variety of projects and assistance from aides. Dependability and punctuality are required.

Special Needs Assistant
.5 Credit: Other Subjects
Prerequisite: Teacher Consent
Work in the special education classroom with students who have mental and physical disabilities. The role of peer tutors is critical to the success of students with disabilities. Peers assist in teaching students new skills, providing role models for appropriate behaviors, and advocating for people with disabilities.

WORK STUDY
SouthWORK's structured career-related learning programs give you a chance to earn class credit and document extended work-based experiences. SouthWORK courses include career exploration (i.e. service learning internships), on-the-job application of specific class instruction and credit towards graduation for part-time employment. Participation in personal and professional development activities and employer evaluation is required each trimester.

Cooperative Work Experience (11-12)
.5 Credit: Other Subjects or Applied Arts depending on placement
Prerequisites: Advance course student and School to Career Coordinator approval
A career related learning experience that is an extension of classroom instruction into a workplace setting, school-based project or enterprise that integrates on-the-job and practical field experiences. Cooperative Work Experiences may be paid or unpaid, and result in graded credit for students. Teacher or supervisor evaluation is required. College Now credit may be available.

SOUTHWORK - Career Exploration/ Internship (11-12)
.5 Credit: Other Subjects
Prerequisites: Enrollment in three regular classes, and School to Career Coordinator approval
This course reflects a student's placement to explore and learn specifics about work culture, skill sets and educational requirements. Participation in personal and professional development activities and mentor evaluation is required.

Work opportunities are with various schools and departments within the 4j School District. Applicants are screened for grades, attendance and progress towards graduation. The hiring process requires a resume and interview prior to placement. This is a Pass/ No Pass course for elective credit.

Community & Related Work Experience (10-12)
.5 Credit: Other Subjects
Prerequisites: Enrollment in three regular classes, and School to Career Coordinator approval
Students who are employed in the community may earn elective credit through this program. Specific requirements include: work hours documentation, job skill curriculum assignments, a minimum ten hour work week, resume and interview.

Work site supervisors verify that students apply skills to resolve real problems and use appropriate workplace skills and attitudes. This experience must be paid and may occur in a public, private or non-profit organization. Participation in personal and professional development activities and supervisor evaluation is required. This is a Pass/No Pass course for elective credit.
SPECIAL NEEDS PROGRAMS

The SEHS Life Skills Program is a classroom staffed by a Lane ESD teacher and instructional assistants to serve students who are diagnosed as having moderate to severe learning disabilities. Instruction focuses on helping each student achieve the highest level of independence they are capable of in the areas of reading, math, personal management, leisure activities, and vocational training. Students are given the opportunity to attend regular education classes and interact with peer tutors and the student body.

ENGLISH LANGUAGE LEARNERS

This course is for students whose first language is not English. The goal is to help students improve English skills in reading, writing, speaking and listening, so they can perform successfully in classes and earn a high school diploma.

LEARNING CENTER

The South Eugene High School Learning Center provides Special Education Services to students on Individual Education Plans (IEP). Students have a Case Manager who will work with your child for his or her four years. We believe that students on IEP’s should be involved in the decision-making process of their education and that they are capable of achieving excellence. We aim to fully-include all students in general education by employing accommodations and modifications in order to make all classes accessible. We teach personal responsibility, self-advocacy and self-determination as tools to use when navigating high school. We offer Advisory and Transition classes outlined in the Curriculum Guide to develop skills for high school and post high school plans. Lastly, we create with students a strong learning community where all students feel connected to other students and both their Learning Center and General Education teachers.

Advisory (9-12) ......................... .5 Credit: Other subjects
Prerequisite: IEP and case manager approval

Students will get 1:1 or small group support/ tutoring to complete course work for their classes. Students will be asked to complete grade reports, check grades weekly and maintain an organized binder/ tracking system for their classes.

Habits of Mind ............................... .5 Credit: English
Prerequisite: Freshmen/Fall term only
Department Approval Needed

Students will learn how to use critical reading and writing strategies. Students will further learn how to navigate high school and how to apply the reading and writing strategies to their other classes. Topics covered will be critical reading strategies, writing five-paragraph essays, how to get or replace your school ID, how to complete homework, asking for help, learning where to get academic help, and how to communicate with teachers about assignments and tests.

LC Work Experience (9-12) ............... 1 Credit: Applied Arts
Prerequisite: IEP and case manager approval

Students will get connected with an on campus job. Through meeting with your case manager and developing a plan, the student will learn basic skills needed on the work site. Students may work in a variety of on campus sites.

Transitions 11 (11) ...................... Terms 1 & 3 - 1 Credit: Applied Arts
Prerequisite: Freshmen/Fall term only

In this class, students will learn about making the transition from high school to whatever post-secondary option the student may choose. Topics that will be covered are “the world of work”, i.e. resume development, careers and jobs; “the world of post-secondary schooling”, i.e. community colleges, college/ 4 year universities and trade schools; “the systems of South,” i.e. what is my IEP , credits/ classes and what I need to graduate high school and being a self advocate. Students will also complete their junior project in the class.

Transitions 12 (12) ....................... 1 Credit: Applied Arts
Prerequisite: IEP and case manager approval

Fall term – senior year – Students will take Transitions 12 to receive support in completing and presenting their senior project. In addition, we will begin work readiness and college readiness preparation. Students will apply to LCC, take placement tests, and explore career options. The job and work readiness are more individualized related to the transitions goals developed at IEP meetings.

Spring Term – Students will continue with work readiness. They will build resumes, complete applications, practice interview skills, receive feedback and complete mock interviews. In addition, students will continue explore college readiness by retaking LCC placement tests, applying for other colleges, career exploration, LCC campus visit, and debunking myths and fears about college. Lastly, we will consider what it takes to live independent of parents, understanding the needs of renting, bills and how much students need to earn to live on their own.
Reading and Writing Strategies 101/102 (11) .......... 1.0 Credit: English
Prerequisite: Department Approval Needed
Students will learn how to analyze and evaluate non-fiction and fiction texts. They will also learn how to write a five-paragraph essay. Topics covered will include learning about the purposes for each paragraph in the five-paragraph essay, reading critically for information, editing essays for convention, sentence fluency, organization, and ideas, and practice writing numerous essays.

Math Concepts (9-11) .......................... 1 Credit: OS/Math
Prerequisite: IEP and case manager approval
MA credit in this class only applies to students working towards a Modified Diploma, Alternative Certificate or Extended Diploma
Students will work on basic math skills without the use of a calculator. They will improve their mental math, understanding every day math they will experience in their lives. In this class, they will demonstrate competency in money skills, fraction, decimals, using formulas, measurement, and understanding charts and graphs. After students move through the basic skills, we will study pre algebra mathematics, employing basic problem solving skills to mathematical equations. Although the students will cover the same material, all students work independently and learn math at their own rate without the pace of the typical math class.

Financial Math (10-12) ...................... 1 Credit: OS/Math
Prerequisite: IEP and case manager approval
MA credit in this class only applies to students working towards a Modified Diploma, Alternative Certificate or Extended Diploma
Students will learn basic principles of personal finance. Students will learn how to reconcile bank statements, understand the basic details of savings accounts, and understand the pitfalls of high interest loans and other options. In addition, students will explore the costs of independent living and the income needed to manage. They will create a realistic scenario of what they need, as an adult, to live within their means and be independent.

Principles of Environmental Science A/B (11-12) ..................... 1 Credit: Science
Prerequisite: Department Approval Needed
This is a two-semester lab science course. Over the two terms, we will focus on gardening, agriculture and how it impacts our everyday lives. The class continue working and learning in the SOIL Outdoor Classroom / Garden. Started in the 2008-09 school year and continuing forward ,this science class has teamed up with IOP to develop the SOIL Courtyard, between the 100 and 200 halls. There we will learn, hands-on, about organic gardening, the benefits of growing our own food, and harvesting and preparing the food we have raised. Other concepts covered are composting, fruit tree pruning and green house management. This course is not a lecture class. It involves student participation and involvement. It is a lab course with related discussions, readings, films, and other activities. Your daily participation and positive attitude towards learning is essential to being successful in this class.

Life Science A/B ............................... 1.0 Credit: Science
DEPARTMENT CONSENT REQUIRED
Life science is an introduction to biology course. It is the study of living things—plants and animals. It helps to explain how living things relate to one another and to their surroundings. During the first trimester, we will investigate seeds, salmon, and plants. In the second trimester, we will study genetics, evolution and the interrelationships of living things and the environment as we continue our study of plants. We will use the garden behind the science wing as a living classroom throughout the year. You will learn much of this material through hands-on experiences such as labs, investigations, field activities and simulations.

Students who have received credit for biology may not enroll in Life science. This course will be offered in sequence, as a full year course, but each trimester may be taken individually. It provides a way to meet requirements for those students for whom the more academic style of the biology sequence is inappropriate. To use this sequence as part of the state college two-year science admission requirement, both trimesters must be successfully completed. Individual trimesters, however, may be used toward completion of the high school graduation requirements.
OVERVIEW

Established in 1984, Eugene International High School is an alternative school in international studies for grades nine through twelve. The school is designed for students who value global understanding, communication, cultural differences, and improving the human condition. Eugene IHS offers a four-year interdisciplinary curriculum focused on the study of nations: their cultures, history, artistic expression, and political, economic, and belief systems. Students who graduate from Eugene IHS will have developed a cultural awareness necessary for international communication and understanding.

Located at three sites in District 4j on the campuses of South Eugene High School, Sheldon High School, and Churchill High School, Eugene IHS offers students a core curriculum in international studies during half of their school day. During the other half, Eugene IHS students can select from an array of courses offered in the host schools in the sciences, mathematics, languages, publications, applied technology, physical education, and fine and performing arts. Students with advanced language skills in Spanish or French have the opportunity to participate in language immersion courses in Eugene IHS.

The organizational structure of Eugene International High School is a school-within-a-school model. Eugene IHS shares the facilities and resources of South Eugene High School. This model not only provides an opportunity for students to specialize in international studies and to benefit from the excellent offerings in the host schools, but also serves as a catalyst to increase the international dimension of the regular school program.

Eugene IHS is a member of the International Baccalaureate Program, a worldwide affiliation of schools that promotes international standards of achievement. All the course work for Eugene IHS juniors and seniors meets the requirements for the IB. Eugene IHS students may choose to pursue the full IB diploma with examinations in six subjects or test as course candidates in individual subjects. IB tests can earn students college credit in universities and colleges all over the world.

SCHOOL BOARD STATEMENT ON ALTERNATIVE SCHOOLS

The Board of Directors recognizes that the educational goals of School District 4j can best be attained through educational programs as diverse as students’ needs within a pluralistic society. Therefore, the board endorses the development of a variety of alternative schools through the cooperative efforts of educators, parents, students, and community resources.

An alternative school is defined as any complete educational program that represents a distinctive strategy within the district for achieving the educational goals defined in the school board’s philosophy statement and in the program goals and objectives of the district’s required curriculum. The term “complete educational program” is used herein to mean a school that has an organizational structure, a teaching staff, a budget, and a specific curriculum, each of which is separate from other schools. An alternative school may share the facilities, administrative personnel, and the support services of another school, or may be an autonomous unit. An alternative school may differ from other schools in ways that include, but are not limited to, the following:

1. The school may emphasize a specific element of the district’s approved curriculum.
2. The school may present the district’s approved curriculum in a sequence different from the order of presentation in other schools.
3. The decision-making process for governance of the school may differ from the processes used in other schools.
4. Students may be grouped for instruction in some unique manner.
5. The teachers in the school may emphasize a specific instructional strategy.

The Eugene School District Board of Directors approved Eugene International High School as an alternative high school in June 1984.

INTERNATIONAL HIGH SCHOOL PHILOSOPHY AND MISSION

Eugene International High School, through the study of the history and cultures of nations, coupled with the study of a world language, prepares students for successful living in an international, multi-lingual community.

Mission Statement

“As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery and to act with responsibility, integrity, and compassion.”
EUGENE INTERNATIONAL HIGH SCHOOL GOALS

The Eugene International High School program will enable students to:

- Be active and informed citizens of the United States and the world, skilled at responding creatively to an increasingly interdependent world.
- Recognize and understand the cultural differences and similarities of people in the world and within their own country.
- Appreciate the impact that world affairs have on the individual.
- Be aware of the interdependence of countries and cultures in a world society.
- Understand the nature of ecological, technological, and economic interdependence.
- Communicate in an international, multi-lingual community across linguistic and cultural boundaries.
- Appreciate world languages including non-western languages.
- Understand Oregon’s important link with Pacific Region countries.
- Gain an awareness of careers related to international affairs.

PROGRAM REQUIREMENTS AND OPTIONS

Admission into Eugene IHS

Admission into Eugene IHS is based on self-nomination and predicated on an interest in international studies and world languages. A student’s experience will be enhanced by a desire to gain international knowledge and perspective and by good study skills, self-discipline, awareness of current world developments, strong communication skills, and a collaborative relationship between teachers and families. There are homework expectations and an opportunity for independent study.

All interested students must fill out an online 4J School Choice application by the deadline. Students will be accepted to Eugene IHS based on a lottery conducted at the 4J District office. Results of the lottery will be available in March for the 2016-2017 school year. The 4J School Choice system will notify families by e-mail of acceptance, or placement on a waiting list. Please check the 4J website for further details: www.4j.lane.edu/choice.

Priority in the district lottery for Eugene IHS is as follows:

1. First priority will be given to students who were previously enrolled in the school but whose parents have moved to the attendance area of another District 4J school. Families who claim priority based on “returning student status” may be asked to show documentation of past residency in the region. The intent of this priority is not to accommodate families who may be using residence in multiple homes in the district to bypass residency requirements. Second priority will be given to students who request transfer to a school that will be attended during the coming school year by another member of the requesting student’s immediate household.

2. In addition to the above priorities, in 2006 the Eugene School Board approved a new policy that established priority for students who live within the attendance boundaries of the neighborhood school. Therefore, priority will be given to a student who lives in South region to attend Eugene IHS at South over a student who resides in the Sheldon or Churchill regions.

3. Immersion students will have automatic entrance into Eugene IHS since the school lottery has already been applied. However, immersion students must fill out the Eugene IHS enrollment form which is mailed home in January. This form should be returned by the district’s school choice deadline in March to the appropriate Eugene IHS office: French Immersion at Eugene IHS at South.

If a student exits Eugene IHS and does not live in the attendance region, he/she must attend his/her neighborhood high school or obtain an official transfer from the district in order to stay at the host school. If the host school is full, the student will be placed on a waiting list. If a student exits Eugene IHS and does reside in the attendance area, the student may attend the host school. A student can only withdraw from Eugene IHS at the end of a trimester.

Eugene IHS asks for a commitment of one trimester from new students before the decision is made to exit. All students must process the Eugene IHS withdrawal form when exiting the school.

Students may enter the school any time through the beginning of the eleventh grade year on a space-available basis. Admissions after that are at the discretion of the head teacher and the eleventh grade teachers and require a parent, student, and head teacher conference.

World Language Requirement

As part of their commitment to international studies, Eugene IHS students study world language. Students must be concurrently enrolled in world language classes for three of the four years they are enrolled in high school. Students preparing for college admission should complete two years of the same world language. Students who intend to pursue the International Baccalaureate Diploma must complete a minimum of four years of the same world language.
Immersion Program within Eugene International High School

Eugene IHS, in partnership with Sheldon and South Eugene High Schools, offers students the opportunity for language immersion study in Spanish or French. Immersion study requires course work both in the grammar and literature of the language and in the use of the language in the study of another discipline. The study of a variety of subjects in the immersion language is the distinguishing principle of immersion education.

Students entering Eugene IHS from a District 4J immersion school in Spanish or French or students who demonstrate highly advanced skills in these languages may participate in the Spanish or French Immersion Program. If they successfully complete the requirements outlined below, students may earn the Immersion Medallion from Eugene IHS in recognition of full participation and enrollment in the immersion program for four years:

1. Completion of all Eugene IHS course work in eleventh and twelfth grades*
2. Successful completion four years of immersion language classes in the host school
3. Completion of CAS (Creativity, Action, Service) hours
4. Requirements for high school graduation
5. Successful completion of the Eugene IHS ninth through twelfth grade immersion offerings as follows; when offered:
   • 9th grade - Global Geography
   • 10th grade - Global History
   • 11th grade - History of the Americas (IB)
   • 12th grade - Extended Essay (IB) and CAS (IB) (and/or a content course if offered)

Students who transfer from other language programs or students who have studied abroad may qualify for one of the immersion programs. Any student interested must interview with one of the Eugene IHS immersion staff before entering a Eugene IHS immersion course. Students leaving the immersion program should have a documented interview with a member of the immersion staff.

International Baccalaureate Diploma

Eugene IHS is a member of the International Baccalaureate Program, a worldwide affiliation of schools that promotes international standards of achievement. All the course work for Eugene IHS juniors and seniors meets the requirements for the IB. Eugene IHS students may choose to pursue the full IB Diploma with examinations in six subjects or to earn certificates in specific areas of study. The IB Diploma and the Certificates can earn students college credit in universities and colleges all over the world. Students register and pay fees for IB testing in the fall of junior year and senior year. Examinations are conducted in May.

The New Oregon High School Diploma

New Oregon High School diploma requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete personalized learning requirements which include: Educational Plan and Profile, Career-Related Learning Standards, Career-Related Learning Experiences, and Extended Application. In Eugene IHS students will have opportunities to demonstrate proficiency in essential skills during their high school career and meet the personalized learning requirements by taking, and passing, first trimester junior seminar.

Eugene IHS at South Eugene High School is distinguished as one of only three public immersion high schools in the western United States and is nationally recognized for academic excellence.
CREATIVITY, ACTION, SERVICE (CAS) IN EUGENE IHS

Rationale

Many high school organizations and the District 4J Honors Diploma Seal require community service work. From its beginning, Eugene International High School has made experiential learning a part of our identity. We are committed to Creativity, Action, and Service (CAS) as an aspect of an international studies curriculum, for it is one more way students gain confidence and knowledge in a broader world than home and school.

In undertaking CAS during the junior and senior year, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential via creativity and action.

What is CAS?

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, design, or creating a lesson plan or project. In a student’s CAS program, creativity fosters an appreciation for the arts.

Action is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. In a student’s CAS program, action focuses on the physical, and thus, mental, well-being of the student.

Service consists of an unpaid and voluntary community contribution that has a learning benefit for the student and fosters a greater sense of commitment to the community—local, national and international. In a student’s CAS program, service focuses on an endeavor beyond a student’s current experience.

Students in Eugene International High School will complete 150 hours of CAS activities over the course of junior and senior year: 100 hours of service, and a reasonable balance between creativity and action for the additional 50 hours. Requirements are outlined in detail in the CAS Student Handbook. In addition, students receive information in classes. Immersion students must complete a minimum of 50 of the required CAS hours in a setting where the immersion language is the primary language being used.
EUGENE INTERNATIONAL HIGH SCHOOL CURRICULUM

The Eugene International High School Curriculum 9-12 is an integrated course of study in the history, culture, literature, artistic expression and political, economic and belief systems of nations across time and across the globe.

Grade 9

GLOBAL GEOGRAPHY
Credit: 1.0 Credit Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS
Global Geography enriches students’ understanding of the voices, history, culture, setting, and current political/environmental issues of people in different areas of the world.

GÉOGRAPHIE MONDIALE - IMMERSION FRANÇAISE
Credit: 1.0 crédit Études Sociales
Trimestre: Toute l’année
Condition Préalable: Immatriculation en Eugene IHS et en Immersion Française

GLOBAL LITERATURE
Credit: 1.0 Credit Language Arts
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS
This Language Arts course introduces literature from various regions around the world and focuses on universal issues and themes, cultural foundations, and colonization. We begin the year reading travel narratives and poetry to examine our own philosophies on travel. The units that follow include works from Australia, Asia, Africa, and Europe. Woven into these units will be the study of writing, critical thinking, vocabulary, grammar, and speaking skills. Because good communication skills -- reading, writing, speaking, and listening -- are essential for addressing universal issues in a global world, students will also learn how to write a formal essay, develop critical thinking skills through focused discussion, and participate in individual and group presentations. Novels, plays, short story, articles, and poetry will be used as foundations of our units of study.

GLOBAL HEALTH
Credit: 1.0 Credit Health
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS
Global Health is the study of important personal and global health issues. Students will examine the political, social, and economic determinants of health in developing countries, and will take a multidisciplinary approach to understand the solution to health, environmental, and disease-related problems. In addition, students will seek to understand their own health issues, personal effectiveness and well-being in the broader context of a global education.

Grade 10

GLOBAL HISTORY
Credit: 1.0 Credit Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS
Global History is a comparative analysis of civilizations. Students examine causes and effects of cultural diffusion, analyze the rise of state systems, and investigate a number of international systems of the modern era.

L’HISTOIRE GLOBALE (Mondiale)
(GLOBAL HISTORY)
Crédit: 1.0 crédit Ètudes Sociales
Trimestre: Toute l’année
Conditions Préalable: Immatriculation en Eugene IHS et en Immersion Française
L’histoire globale est une analyse comparée des civilisations. Les étudiants examinent les causes et effets de la diffusion culturelle, analysent la montée de États, et étudient divers systèmes internationaux de l’époque moderne.

GLOBAL LITERATURE AND THE ARTS
Credit: 1.0 Credit Language Arts
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS
Global Literature and the Arts is a study of literature, composition, and the humanities. The literature and the arts studied in this course are representative of the heritage of the cultures covered in Global History and Comparative Values and Beliefs. Students complete a variety of assignments building on skills acquired in ninth grade Global Literature in writing, reading, and speaking.

COMPARATIVE VALUES & BELIEF SYSTEMS
Credit: 1.0 Credit Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS
Comparative Values and Belief Systems is a class on comparative world religion and philosophy. Students examine similarities as well as the obvious differences existing from one culture to another. Anthropological and sociological perspectives are emphasized.

EXPRESSIONS/LE MONDE FRANCOPHONE (9-10)
See description in World Language section.
Grade 11

HISTORY OF THE AMERICAS (IB)

Credit: 1.0 Credits Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

North America and Latin America are studied for the purpose of comparing/contrasting the similarities and differences in cultural roots, political-economic-social development, and modern international relations. The US Constitution and its impact on critical issues in modern US History will serve as an on-going focus throughout the year. This course works toward preparation for the International Baccalaureate exam in History.

L’HISTOIRE DES AMÉRIQUES: (IB)
(History of the Americas)

Crédit: 1.0 crédit Études Sociales
Trimestre: Toute l’année.
Condition Préalables: Immatriculaton en Eugene IHS et en Immersion Française


LITERATURE OF THE AMERICAS (IB)

Credit: 1.0 Credit Language Arts
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

This course includes works of fiction and non-fiction from the early 19th century through the twentieth century from North America and Latin America. This course is integrated with the History of the Americas class and, together with the economics course, provides students with a greater understanding and knowledge of the culture of the Americas and the role of the Americas in the global political and economic community. Students learn the major social, political, ideological, economic, and cultural forces that have shaped the literature of the Americas; compare the literature of different American cultures; define and identify major literary trends in the Americas; demonstrate in written and oral analysis a sound understanding of literary devices and terms for literary analysis; analyze, interpret, and evaluate literary works, orally and in writing. This course works toward preparation for the International Baccalaureate exam in English.

COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS (IB)

Credit: 1.0 Credit Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

In Comparative Systems many political, economic, and social systems are analyzed. Using a systems’ perspective, students analyze a variety of current issues in the global economy, ranging from the debate over free trade and global interdependence, to competing development models for the world’s poorer nations, to the impact of population and economic growth on social, political, and ecological systems. This course will work toward preparation for the International Baccalaureate exam in Economics.

IHS JUNIOR SEMINAR

Credit: 1.0 Credit Other Subjects
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

The Eugene IHS Seminar begins in the junior year and extends through the senior year. This course will enable students to direct their learning in the path they will take beyond graduation. The first part focuses on service learning and post-secondary research. During the second part, students will embark on research for the Extended Essay (senior paper) on a topic of their choice. This course is required for graduation from Eugene IHS, and completion of the first part also meets the career-related learning requirements for graduation in the State of Oregon.
Grade 12

20th CENTURY GLOBAL HISTORY (IB)
Credit: 1.0 Credit Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

This course is designed to encourage the critical study of human experience in the 20th century in a myriad of political, social, economic, and ideological environments. Further, from the study of 20th century history, students will develop an appreciation and understanding of history as a discipline, including empathy and understanding for people living in a variety of places and times. Themes examined include: democratic states--challenges and responses, origins and development of authoritarian and single-party states, nationalist and independence movements in Asia and Europe, and the Cold War. This course forms the second year of the two-year curriculum in preparation for the International Baccalaureate History exam.

20th CENTURY GLOBAL LITERATURE (IB)
Credit: 1.0 Credit Language Arts
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

This course is a study of 20th century literature from several cultures and of earlier works that have shaped modern consciousness and literary styles. This course is thematically integrated with the 20th Century Global History (IB) course. 20th Century Global Literature (IB) forms the second year of the two-year curriculum in preparation for the International Baccalaureate English exam.

THEORY OF KNOWLEDGE (IB)
Credits: 1.0 Credits Social Studies
Term: Full Year
Prerequisite: Must be enrolled in Eugene IHS

Theory of Knowledge attempts to intensify the curiosity and competence of students, build critical analysis skill, and encourage creative synthesis among all areas of study. The class puts emphasis on the role of knowledge, faith, opinion, belief, and truth as they relate to the human condition throughout history. The International Baccalaureate Organization views the Theory of Knowledge course as the culminating experience in a student’s secondary education.

EXTENDED ESSAY (IB)
Credit: .66 credit Other subjects
Term: 2 trimesters
Prerequisite: Must be enrolled in Eugene IHS

Each student writes a 4,000-word essay, begun in the junior year, on a research topic of the student’s choice. This project is required of all Eugene IHS students and is a requirement for the International Baccalaureate Diploma.

(CAS) Creativity, Activity, Service (IB)
Credit:.33 Credit Other Subjects
Term: 1 Trimester
Prerequisite: Must be enrolled in Eugene IHS

Students in Eugene IHS will complete 150 hours of CAS (Creativity, Activity, Service) and written reflections by the end of their senior year. The emphasis of CAS is on new and experiential learning. This course helps satisfy the requirements for the International Baccalaureate Diploma.
INTERNATIONAL HIGH SCHOOL SCHEDULE
Eugene IHS has a unique schedule, one of its features as an alternative school.
The Eugene IHS schedule provides:

1. A block of time that allows for integrated study and a variety of instructional strategies.
2. A structure that allows a cohort group of students to share the same classes and teachers for the year, thus establishing a learning community in which students are encouraged to think critically, to challenge ideas, and to be respectful of the ideas of others.
3. Instructional time that facilitates student presentations, group work, guest speakers, panel discussions and simulations.
4. Common planning time for the staff to meet in teams to collaborate on curriculum, learning activities, and the needs of students.

Eugene IHS students are enrolled in either the Eugene IHS morning block or afternoon block. The rest of their day is spent in the host school attending classes in mathematics, science, language, physical education, and other courses of their selection.

EUGENE INTERNATIONAL HIGH SCHOOL GRADUATION
Students in Eugene IHS have several graduation opportunities available to them. Each includes an interdisciplinary curriculum with an emphasis on world language and all plans are college preparatory in nature.

EUGENE INTERNATIONAL HIGH SCHOOL DIPLOMA
Eugene IHS offers a four-year curriculum. Students who successfully complete the curriculum receive an honorary Eugene International High School Diploma in addition to an official high school diploma. To earn the Eugene International High School diploma, students must complete grades eleven and twelve in Eugene IHS with passing grades, complete three years of world language study, complete 150 hours of CAS, and satisfy requirements for high school graduation. A year of study abroad may substitute for either the junior or senior Eugene IHS course work toward earning the Eugene International High School diploma. All interested students should meet with the Head Teacher if they are considering travel during junior or senior year. Eugene IHS students who have not met the requirements for the Eugene International High School diploma may still participate in the Eugene IHS graduation ceremony if they meet their host school’s requirements for participation in the host school’s graduation ceremony.

EARLY GRADUATION
Eugene IHS juniors who plan to graduate early from their host schools at the end of junior year must complete the year of Eugene IHS courses in Comparative Political and Economic Systems, History of the Americas, Literature of the Americas, and Junior Seminar, must meet all host school graduation requirements and must work with their counselors on a district-approved early graduation plan. Early graduation does not qualify the student for the Eugene International High School diploma.

IMMERSION MEDALLION
Students who successfully complete the course work and requirements of one of the immersion programs while they are enrolled in Eugene IHS qualify for earning the Immersion Medallion.
INTERNATIONAL BACCALAUREATE DIPLOMA

The International Baccalaureate, a program for juniors and seniors, is recognized by many colleges and universities for credit or advanced standing. These students often also receive priority for admission. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 4,000-word extended essay, and complete projects in creativity, action, and service during their junior and senior years. Eugene IHS students may also elect to take examinations in selected subject areas to earn IB Certificates. Students passing these subject area examinations earn certificates and receive college credit at selected colleges and universities, similar to Advanced Placement Credit. International Baccalaureate Diploma guidelines are outlined in detail in the IB Parent/Student Handbook available in the Eugene IHS offices.

INTERNATIONAL BACCALAUREATE COURSE EXAMINATIONS

Eugene IHS students may also elect to take examinations in individual subjects. Students passing these tests can receive college credit at selected colleges and universities, similar to Advanced Placement credit. International Baccalaureate Diploma guidelines are outlined in detail in the IB Parent/Student Handbook available in the Eugene IHS offices and on our website: www.ihs.4j.lane.edu.

DISTRICT 4J HONORS DIPLOMA SEAL

All District 4j high school students can earn this recognition for a high GPA and service. Students should consult the counselors for regulations and guidelines about earning this recognition.

COURSEWORK FOR GRADUATION PLANS

The following shows the courses students take in Eugene International High School at each grade level. Below that is the description of course work needed for Eugene IHS students desiring the Eugene IHS Diploma, the Immersion Medallion, or the International Baccalaureate Diploma.

Grade Nine
- Global Literature
- Global Geography
- Global Health

Grade Ten
- Global Literature and the Arts
- Global History
- Comparative Values and Beliefs

Grade Eleven
- History of the Americas (IB)
- Literature of the Americas (IB)
- Comparative Political and Economic Systems (IB)
- Junior Seminar

Grade Twelve
- Twentieth Century Global Literature (IB)
- Twentieth Century Global History (IB)
- Theory of Knowledge (IB)
- Extended Essay (IB)
- CAS (IB)

Eugene IHS Honorary Diploma
- Completion of all Eugene IHS course work in eleventh and twelfth grades*
- 3 years (3 credits) of world language study while enrolled in Eugene IHS
- Requirements for high school graduation
- Completion of 150 hours of CAS (Creativity, Activity, and Service)

International Baccalaureate Diploma Plan
- Completion of all Eugene IHS course work in eleventh and twelfth grades*
- World language study through the fourth level
- Requirements for high school graduation
- Completion of 150 hours of CAS (Creativity, Activity, and Service)
- IB Science
- IB Math

*Travel and/or study abroad may substitute for part or all of one year. All interested students should meet with the Head Teacher if they are considering travel during junior or senior year.
FRENCH IMMERSION

French Immersion is a unique program with focus on verbal fluency, and studies of the Francophone culture and literature. Full participation and enrollment in the French Immersion program requires the following:

1. Enrollment in Eugene IHS

2. Completion of the following Eugene IHS content classes when offered in the immersion language:
   - 9th grade: Global Geography
   - 10th grade: Global History
   - 11th grade: half year History of the Americas or the equivalent
   - 12th grade: 50 hours of community service in the immersion language, and a content class if offered

3. Four years of immersion language study in the host school. These world language classes will be designed and recommended by the staff based on individual needs and skills. Transfer students, foreign study, and other variations in the above policy will be reviewed by the Immersion Staff Committee at the host school. All enrolled students leaving the Immersion Program will have a documented exit interview with a member of the Immersion Staff Committee. Teacher guidance and recommendation is essential to placement in any of the classes open to French Immersion students. If you are an advanced French student and non-immersion, and if you are interested in participating in one of these classes, talk to the teachers. You may be able to join in.

GÉOGRAPHIE MONDIALE (9)
(GLOBAL GEOGRAPHY)

1.0 crédits: Études Sociales
Trimestre: Toute l’année

Condition préalables: Immatriculation en Eugene IHS et en Immersion Française

La Géographie Mondiale est à la fois l’étude du globe terrestre et son écologie, et l’étude des questions de portée globale, en passant par la connaissance des cultures distinctes et les divisions politiques du monde, les conflits entre les peuples. En français.

The following courses, Le Monde Francophone and Expression Française are offered in alternating school years.

EXPRESSIONS/LE MONDE FRANCOPHONE (9-10)

See description in World Language section, page 12.

L’HISTOIRE GLOBALE (Mondiale) (10)
(GLOBAL HISTORY)

1.0 Credits: Études Sociales
Trimestre: Une année scolaire (deux trimestres consécutifs)

Condition préalables: Immatriculation en Eugene IHS et en Immersion Française

L’histoire globale est une analyse comparée des civilisations. Les étudiants examinant les causes et effets de la diffusion culturelle, analyseront la montée de États, et étudieront divers systèmes internationaux de l’époque moderne.

FRENCH Language AP (11)

See description in World Language section, page 12.

IB French (12)

See description in World Language section, page 12.

L’HISTOIRE DES AMÉRIQUES: (11), (IB)
(HISTORY OF THE AMERICAS)

Crédit: 1.0 crédit Études Sociales
Trimestre: Toute l’année.

Condition préalables: L’Immatriculation en Eugene IHS et en Immersion Française est

Dans ce cours nous étudierons les Amériques. L’année commence avec le contact entre Américains et Européens, la Constitution américaine et les mouvements de libération dans les Amériques. D’autres unités d’étude se consistent de la Guerre de Sécession, la politique étrangère, la Révolution Mexicaine, La Grande Dépressions et les mouvements des droits civils. Ce cours fait partie de la préparation de l’examen de baccalauréat international (IB) en histoire. En français
### English
- English 9
- English 9 Honors
- English 10
- English 10 Honors
- Senior Writing Seminar (11-12)
- European Literature (11-12):
  - Ancient World to Renaissance
  - Age of Reason to 20th Century Dystopias
- World Literature (11-12):
  - South American Literature
  - Asian and Middle Eastern Literature
- American Literature: (11-12):
  - Poe through Twain
  - American Literature - Modernism
- Creative Writing (11-12)
- Science Fiction: Dystopias (11-12)
- Literature: Evolution of Cinema (11-12)
- Literature of a Theme: Nature & Outdoor Pursuits (11-12)
- AP English Language/Composition - Writing 121/122 (CN) (11-12)
- AP Literature (12)

### World Languages
- French I, Spanish I, Japanese I
- French II, Spanish II, Japanese II
- French III, Spanish III, Japanese III
- French IV & V, Spanish IV & V
- AP French Language
- IB French
- AP/IB Spanish
- IB Japanese IV

### Math
- Algebra I
- Geometry
- Algebra II Foundations: Math 95 (CN)
- Algebra II
- Pre-Calculus: Math 111/112 (CN)
- Pre-Calculus SL (IB)
- AP Calculus

### Science
- Physical Science
- Biology
- AP Biology
- Life Science
- Principles of Environmental Science (11-12)
- Human Anatomy & Physiology
- Environmental Science:
  - Aquatic
  - Atmosphere
  - Terrestrial
- Chemistry
- Chemistry Foundations
- AP Chemistry
- Physics/IB Physics I
- IB Physics II

### Social Studies
- Global Studies (9)
- US History (10-12)
- AP US History (10-12)

### One Trimester Courses:
- Contemporary World Issues (11-12)
- Law Studies: Street Law (11-12)
- Psychology (11-12)
- Economics (11-12)

### Social Studies Advanced Placement Courses (some courses offered on rotational basis):
- AP US History (10-12)
- AP World History (11-12)
- AP European History (11-12)
- AP Comparative Government & Politics (11-12)
- AP US Government and Politics (11-12)

### International High School
- Freshman Block
- FI Freshman Block
- Sophomore Block
- FI Sophomore Block
- Junior Block
- FI Junior Block
- Senior Block

### French Immersion
- Expressions/Le Monde Francophone
# South Eugene Course Offerings

**Applied Arts/CTE, Performing Arts, Visual Arts, Health, Physical Education, and Support Services**

## Applied Arts/CTE

### Child Development

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development A</td>
</tr>
<tr>
<td>Child Development B</td>
</tr>
<tr>
<td>Advanced Child Psychology</td>
</tr>
</tbody>
</table>

### Technology/Computers

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>Keyboarding</td>
</tr>
<tr>
<td>Digital Music Production</td>
</tr>
<tr>
<td>Advanced Computer Topics (ACT)</td>
</tr>
<tr>
<td>Beauty and Joy of Computing (BJC)</td>
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</tbody>
</table>

### College Now Courses

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Fundamentals</td>
</tr>
<tr>
<td>Computer Applications-Word</td>
</tr>
<tr>
<td>Computer Applications-PowerPoint</td>
</tr>
<tr>
<td>Computer Applications-Excel</td>
</tr>
<tr>
<td>Intro to Web Design</td>
</tr>
<tr>
<td>Intro to Game Development</td>
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<tr>
<td>Intro to Mobile App Development</td>
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### Media & Communication

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>Intro to Media &amp; Communication</td>
</tr>
<tr>
<td>Media &amp; Communication A: Media Literacy &amp; Mass Communication</td>
</tr>
<tr>
<td>Media &amp; Communication B: Media Literacy &amp; Visual Communication</td>
</tr>
</tbody>
</table>

### Media & Communication Projects

<table>
<thead>
<tr>
<th>Projects</th>
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</thead>
<tbody>
<tr>
<td>The Eugenean Yearbook</td>
</tr>
<tr>
<td>The Axe Newspaper</td>
</tr>
<tr>
<td>Print &amp; Digital Publications</td>
</tr>
<tr>
<td>Multimedia Storytelling</td>
</tr>
</tbody>
</table>

### Culinary Arts

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>International Foods &amp; Culture</td>
</tr>
<tr>
<td>Foods Lab Aide</td>
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</table>

### 1.0 Credit Courses

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering I, II, III</td>
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</tbody>
</table>

## Performing Arts

### Drama

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Drama 1 (9-12)</td>
</tr>
<tr>
<td>Drama 2 (10-12)</td>
</tr>
<tr>
<td>Drama 3 (11-12)</td>
</tr>
<tr>
<td>Drama 4 (12)</td>
</tr>
<tr>
<td>Stagecraft (9-12)</td>
</tr>
</tbody>
</table>

### Music

#### 1.0 Credit Courses

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Choir-Tyro Choir Experience</td>
</tr>
<tr>
<td>Choir-Concert (10-12)</td>
</tr>
<tr>
<td>Choir-Dorians Jazz Choir (10-12)</td>
</tr>
<tr>
<td>Concert Band</td>
</tr>
<tr>
<td>Jazz Ensemble II (9-12)</td>
</tr>
<tr>
<td>Jazz Ensemble I (10-12)</td>
</tr>
<tr>
<td>Wind Ensemble (10-12)</td>
</tr>
<tr>
<td>String Orchestra</td>
</tr>
<tr>
<td>String Ensemble (10-12)</td>
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</tbody>
</table>

### Visual Arts

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>Graphic Design I</td>
</tr>
<tr>
<td>Graphic Design II</td>
</tr>
<tr>
<td>Drawing I &amp; II</td>
</tr>
<tr>
<td>Ceramics I &amp; II</td>
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</tbody>
</table>

### Learning Center

<table>
<thead>
<tr>
<th>Advisory/Reading</th>
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</thead>
<tbody>
<tr>
<td>Habits of Mind (9)</td>
</tr>
<tr>
<td>Reading and Writing Strategies 101/102 (11)</td>
</tr>
<tr>
<td>Transitions 11</td>
</tr>
<tr>
<td>Transitions 12</td>
</tr>
<tr>
<td>LC Work Experience (9-12)</td>
</tr>
<tr>
<td>Math Concepts (9-11)</td>
</tr>
<tr>
<td>Financial Math (10-12)</td>
</tr>
<tr>
<td>Principles of Environmental Science (11-12)</td>
</tr>
</tbody>
</table>

## Health & PE

### Health

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>Teen Health (9-10)</td>
</tr>
<tr>
<td>Current Health (10-12)</td>
</tr>
<tr>
<td>Health Options (11-12)</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>.5 Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>Net Games</td>
</tr>
<tr>
<td>Team Sports-Basketball</td>
</tr>
<tr>
<td>Rock Climbing</td>
</tr>
<tr>
<td>Cardio Combatives</td>
</tr>
<tr>
<td>Team Sports</td>
</tr>
<tr>
<td>Fitness for Life</td>
</tr>
<tr>
<td>Strength and Conditioning</td>
</tr>
<tr>
<td>Jogging</td>
</tr>
<tr>
<td>Team Sports-Volleyball</td>
</tr>
</tbody>
</table>

### 2.0 Credit Courses

| Outdoor Pursuits & Literature of a Theme: Nature |

## Work Study

### Cooperative Work Experience

### SOUTHWORK - Career Exploration/Internship

### Community & Related Work Experience

## Support Services

### .5 Credit Courses

<table>
<thead>
<tr>
<th>Student Assistants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Assistant</td>
</tr>
<tr>
<td>Office or Teacher Assistant</td>
</tr>
<tr>
<td>Special Needs Assistant</td>
</tr>
<tr>
<td>Academics Unlimited:</td>
</tr>
<tr>
<td>Study Hall Support</td>
</tr>
</tbody>
</table>