



CHURCHILL  
HIGH SCHOOL

COURSE CATALOG  
2023-2024

[WWW.CHS.4J.LANE.EDU](http://WWW.CHS.4J.LANE.EDU)

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This guide is designed to help in high school planning. Some of the courses described in this guide may not be offered and this information is subject to change.

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## PLANNING

Planning is best accomplished with the help of the Counseling, Career, and College Guidance team and families. Students and families should study graduation requirements and course options carefully and use them as guides for forecasting and post-high school planning. Use the following checklist to help monitor progress.

### Ninth Grade

- ☐ Draft Plan & Profile related to educational and career interests.
- ☐ Review your 9th-grade transcript and the courses you are currently enrolled in.
- ☐ Ask a counselor or advisor for information and advice.
- ☐ Discuss educational and career plans with family.
- ☐ Review graduation requirements, job training, and apprenticeship options, or college/university entrance requirements.
- ☐ Ask for help if you need it. Freshmen's grades count.
- ☐ Get involved in activities such as clubs, groups, leadership, and community service.

### Tenth Grade

- ☐ Review My Academic Plan & Profile and revise it as appropriate.
- ☐ PSAT testing in mid-October
- ☐ Review your transcript and the courses you are currently enrolled in.
- ☐ Continue to do your best in classes.
- ☐ Get involved in activities such as clubs, groups, leadership, and community service.
- ☐ Attend college and career visits and fairs.
- ☐ Apply for scholarships.

### Eleventh grade

- ☐ Review Plan & Profile in relation to graduation requirements and post-high school plans and make revisions as appropriate.
- ☐ Optional: PSAT test in mid-October.
- ☐ SBAC or ESS testing.
- ☐ Check college entrance tests (ACT, SAT, etc.) dates and registration deadlines if applicable.
- ☐ Sign up to take tests in spring (ACT, SAT) if necessary.
- ☐ Check specific entrance requirements (such as courses and test scores) for schools of interest.
- ☐ Attend college and career information presentations.
- ☐ For the non-college-bound student, research other career options such as military, apprenticeships, travel, and work.
- ☐ Apply for scholarships.
- ☐ Begin LEAP Project.

### Twelfth Grade

- ☐ Re-take SAT or ACT test if necessary.
- ☐ Research scholarship and financial aid opportunities and due dates.
- ☐ Apply for scholarships.
- ☐ Apply to Common Application or Coalition Application colleges. The applications open in August. Make sure to check college requirements.
- ☐ Begin college applications in the Fall. Early deadlines are typically in November.
- ☐ Request transcripts and letters of recommendation before Winter break if you will need them.
- ☐ Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. The FAFSA is available on October 1st.
- ☐ For the non-college-bound student, research other career options such as military, apprenticeships, travel, and work.
- ☐ Complete LEAP Project by the end of Term 2.

## HIGH SCHOOL GRADUATION REQUIREMENTS

### CREDIT REQUIREMENTS

To receive a standard diploma, students must complete 24 academic credits.

These credits are distributed as follows:

- 4.0 Language Arts (LA)
- 3.0 Mathematics (MA) — Algebra 1 and higher
- 3.0 Science (SC)
- 3.0 Social Studies (SS)
- 3.0 Applied Arts or Fine Arts or Foreign Language (AF)
- 1.0 Physical Education (PE)
- 1.0 Health (HE)
- 6.0 Electives (OS): electives may be taken in any academic area

### ADDITIONAL REQUIREMENTS FOR GRADUATION

In addition to the credit requirements, the State of Oregon has instituted the following graduation requirements for all students.

### ESSENTIAL SKILLS

Students must demonstrate an acceptable level of competency in the areas of Critical Reading/Writing and Mathematics. These competencies are demonstrated through satisfactory scores on designated state or national tests or by completion of work samples.

### PERSONALIZED LEARNING

Personalized Learning is learning outside the classroom to help students plan for their school education and career goals after high school. There are four parts to Personalized Learning each student must complete:

#### PLAN AND PROFILE

With the assistance of the Counseling, Career, and College Guidance team students create a plan to help guide them in pursuing their personal and career interests and post-high school goals. The plan is updated each year as students continue to explore their interests and plan for the future. The Plan & Profile documents the student's progress and achievement toward graduation requirements, goals, and other personal accomplishments.

#### CAREER RELATED LEARNING EXPERIENCES (CRLES)

CRLES are activities students participate in that allow them to explore their interests as they relate to post-high school goals. Students are required to complete one CRLE activity from a list of approved activities each year of attendance, write a reflection about that experience and have a planning meeting with Counseling, Career, and College Guidance team to update their Plan & Profile.

### NAVIANCE

Each year students will complete assignments and activities using Naviance, a web-based computer platform that provides opportunities for students to complete career assessments; research careers, colleges, and scholarships; and create a resume.

### EXTENDED APPLICATION (LEAP)

Introduced in the 11<sup>th</sup>-grade year, this project is due the week before Spring Break of the 12<sup>th</sup>-grade year. Students will apply and extend their knowledge in new and often complex real-world situations (via internship, capstone, extended learning, etc.) related to the student's personal career interests and/or post-high school goals. At CHS this requirement is generally referred to as LEAP for Lancer Extended Application Project.

### COMMUNITY SERVICE

Community service is no longer a graduation requirement. It is strongly recommended that students complete as many hours as is feasible. Community service is an important part of resumes, college and scholarship applications, and activities logs which are commonly required for college and scholarship applications.

*Some programs do require community service hours as follows:*

*EUGENE INTERNATIONAL HIGH SCHOOL: CREATIVITY, ACTIVITY, SERVICE (CAS) 150 HOURS*

See Eugene IHS Secretary (during junior/senior year)

*NATIONAL HONOR SOCIETY 15 HOURS PER YEAR*

Some hours are independent but some require group projects.

Invitations to apply are sent in September via email to Juniors who have earned at least a 3.5 GPA. Applications are due in October of the Junior year.

See the NHS Advisor for more information.

### 4J HONORS DIPLOMA

120 HOURS

Seniors who have earned at least a 3.5 GPA by the end of the second trimester will be invited via email to apply for the honors diploma. Applications are available in April and due in May of the senior year.

**4J HONORS DIPLOMA REQUIREMENTS**

At least 25 credits, cumulative GPA of 3.5 or above rounded to the nearest 10th and 120 hours of documented service, 60 of which must be in the community outside of Churchill, by the end of second trimester.

**COMMUNITY SERVICE GUIDELINES:**

- At least 60 out of the 120 hours must be served in the larger community outside of the school.
- Parents, friends and relatives may not verify community service hours.
- Community service hours may not be used for school credit. Teacher's Assistant hours cannot be counted as community service.
- There can be no financial payment for community service.
- Class time may not be used for community service; however, use of unscheduled school time is permitted.
- Participation in extracurricular school activities is not acceptable as community service.
- Babysitting without pay or volunteering to work for a family business is not acceptable as community service.
- From IHS CAS hours, only service hours will be counted.
- For overnight or full-day experiences such as volunteering at Camp Harlow or mission trips, students may count only the hours used in service to others (not eating, sleeping, traveling, or recreation) a maximum of 16 hours per day will be accepted.
- Service club meetings and conferences (e.g., Key Club, Interact, Lancer Pageant) will not count toward community service; only the service itself will be counted.
- Unverified community service hours will not be counted.

**COLLEGE CREDIT OPPORTUNITIES**

The Counseling Department has information about other academic options that accelerate or offer opportunities for students to earn college credits prior to graduation. The following are among these programs. For details, please contact your counselor.

**ADVANCED PLACEMENT**

Students may receive college credit based on College Board Advanced Placement exam scores. AP classes prepare students for exams in the spring and also provide them with a college-level experience. University policies vary on what scores and classes will be accepted for college credit. Check with the individual university to see requirements; most post their policies online.

**COLLEGE NOW**

College Now classes are college-level classes offered at Churchill. With completion of these classes, students will earn both high school and college credit. The college credits are earned at no cost to students and provide advanced, challenging college-level curriculum. More info available at: [www.lanecc.edu/hsconnections](http://www.lanecc.edu/hsconnections).

**DUCK LINKS**

Duck Link is a program through the University of Oregon for motivated high school students who have exhausted all high school course work available to them in a subject area. Students may earn college and high school credit at the same time. Contact your counselor to discuss tuition cost, registration process and important deadlines. Please check the university schedule for availability of classes.

**RTEC 101**

RTEC 101 is a course offered by Lane Community College to high school seniors who are interested in attending LCC.

Students may earn college credit and high school credit at the same time. Contact your counselor or the School-to-Career Coordinator to discuss the current college schedule and the registration process. This course is currently free and students can earn one to two college credits depending on the length of the course chosen. A small amount of high school credit (.125-.250) can be earned but must be first approved by the student's high school counselor.

**INTERNATIONAL BACCALAUREATE PROGRAM**

The International Baccalaureate is a program for juniors and seniors enrolled in Eugene IHS. The IB program is recognized for college credit or for advanced standing placement by most colleges and universities. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 4,000 word extended essay, and complete projects in creativity, activity and service. Eugene IHS students can also test as course candidates in individual subjects. Students passing these tests may 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 or on their website at [www.ihs.4j.lane.edu](http://www.ihs.4j.lane.edu).

*See pages 46–51 for more information*

**CHURCHILL ACADEMIES**

*See pages 40–45 for information on Churchill Academies.*

**NCAA ADVISING**

*National Collegiate Athletic Association*

For students wanting to continue competitive athletics and earn an athletic scholarship at the collegiate level, Churchill

offers individual counseling. There are definite requirements that students must meet on a specific timeline. **It is important to meet with a counselor before or during the 10th grade year if a student is considering this pathway.**

More detailed information is available on the website for the NCAA Eligibility Clearinghouse ([www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)).

## COLLEGE & CAREER READINESS

**ADVANCEMENT VIA INDIVIDUAL DETERMINATION**

AVID is a regularly scheduled elective class that prepares students with academic potential for success in advanced high school classes and in college. AVID is designed to accelerate learning, develop reading, writing and critical thinking skills for higher-level inquiry, and provides support so students can meet the expectations of rigorous courses. In addition, students get to know a group of like-minded and dedicated classmates who share the same vision: to graduate from high school prepared to go on to college. The AVID Family supports students' hopes and dreams for their future education.

Note: The AVID elective classes have a limited number of slots and candidates must go through an interview process. If you think you might be a good AVID candidate, and you are focused, dedicated, and motivated to go to college, talk to your counselor or principal.

**SCHOOL-TO-CAREER OFFICE**

The School-to-Career office is part of the Counseling, Career, and College Guidance team. Opportunities are designed to broaden a student's understanding of the work world, as well as provide them with a variety of experiences that are intended to help them explore and understand their career interests. Work-based learning experiences also provide hands-on learning and workplace skill building. Internships, apprenticeships, student enterprises, job shadows, and field trips are an integrated part of offerings by the School-to-Career office. See the webpage for more information [http://blogs.4j.lane.edu/elam\\_m/](http://blogs.4j.lane.edu/elam_m/).

**ADVANCED COURSE OFFERINGS****APPLIED ARTS — ENGINEERING**

AP Computer Science Principles

**ENGLISH**

AP English Language & Composition

AP English Literature & Composition

Courageous Conversations — College Now

**GRAPHIC DESIGN**

Graphic Design II-A, B — College Now

Graphic Design III — College Now

**HEALTH**

Medical Terminology A — College Now

Trends in Healthcare — College Now

Advanced Health Occupations — College Now

Health Services Seminar — College Now

**WORLD LANGUAGE**

Japanese II, III, IV & IB — College Now, AP

Spanish III, IV & IB — College Now, AP

**MATH**

Pre-calculus — College Now

AP Statistics — College Now

Calculus — College Now

AP Calculus AB, BC

**SCIENCE**

Anatomy & Physiology — College Now

AP Environmental Science — College Now

AP Biology

AP Physics I, II

**SOCIAL STUDIES**

AP World History Modern (alternating years)

AP U.S. History (alternating years)

AP U.S. Government and Politics

AP Psychology

**MUSIC**

AP Music Theory

## FORECASTING INFORMATION

Much time is taken to make certain the decisions made during the forecasting period are in the best academic interest of the student. Students are urged to choose their course requests carefully and thoughtfully, and to seek assistance as needed. Students select their high school courses for the next school year in the early spring with the help of their counselors, advisory teachers, and parents/guardians.

Once the course request form is processed with the student, advisory teacher, and parent, the requested courses are entered into the Synergy scheduling system by the student. Once a final tally of individual class requests has been calculated, a decision is made on how many sections of a specific course will be necessary to meet the needs of our student requests. Keep in mind that key decisions will likely be made in the spring based upon the course requests submitted. Once the student requests are finalized in April, few changes will be permitted. Students and parents should NOT complete course requests with the idea the request can be changed. Students should receive information in late August containing details about their schedule and registration for the new school year.

The following are key points in the course request process:

### INCOMING 9<sup>TH</sup>-GRADE STUDENTS:

- Counselors will provide students with course request materials at the time the counselors visit the feeder middle schools in April.
- Incoming 9th graders will be placed in core courses such as Math, Language Arts, Social Studies, and Science based on the recommendations from middle school teachers.
- All 9<sup>th</sup>-grade students will receive a full schedule with no free period for each term unless extenuating circumstances arise that are pre-approved (athletics are not an extenuating circumstance).
- All classes taken at a 4J high school shall receive high school credit and shall be recorded on the high school transcript.

### RETURNING 10<sup>TH</sup>–12<sup>TH</sup>-GRADE STUDENTS:

- Counselors and advisory teachers will provide students with registration materials in their advisory class.
- Students will be placed in core classes with the recommendations from their previous teachers.
- All 10<sup>th</sup>-grade students shall receive a full schedule with no free period for each term unless extenuating circumstances arise that are pre-approved.

All classes taken at a 4J high school shall receive high school credit and shall be recorded on the high school transcript.

### ALL STUDENTS, ALL GRADES:

- School Choice Transfers: Students enrolling from outside the attendance area will need to contact the registrar upon approval from 4J District Office. New families may then attend a new student orientation prior to school starting or schedule an appointment with their student's counselor once school starts.
- Athletic eligibility: Students MUST also enroll and pass at least 2.0 credits per trimester during the season of the sport, and must have earned 2.0 credits from the trimester prior to the beginning of each sports season.
- Pass/No Pass Grade: For courses graded with a traditional letter grade (A, B, C, D, F) if the class syllabus notes an option for a course to be graded as Pass/No Pass instead of a letter grade, the student and teacher must work together to make that determination before mid-term (progress report) grades are issued. Be mindful that colleges may consider a "Pass" as the lowest passing grade (D-).
- Double Classes: Students may not "double up" in core classes (such as taking Geometry and Algebra II at the same time) unless an extenuating circumstance is approved by the department, the counselor, and the administrator.

## SCHEDULE CORRECTION REQUESTS

Once course requests are submitted by the student, a course may be changed without academic consequences only under the following circumstances:

1. Academic misplacement as determined and initiated by the teacher
2. A graduation requirement is needed
3. Failure in a prerequisite class
4. A technical error or an obvious mistake
5. A health issue, requiring documentation by a physician

If a student drops a class for any reason not indicated above, and it is not classified as an intervention by a counselor and/or administrator, the student will receive a mark of “WF” (withdrawal with an F grade). The grade of “WF” will be indicated on all school transcripts and will be calculated into the grade point average of the student.

A student who wishes to drop an academic core course (including Honors and Advanced Placement) after the grace period must work with a counselor to complete and submit a “Schedule Change Request” or “Petition to Drop” form, on which the student must obtain teacher, parent and counselor signatures.

### COURSE ADD/DROP REQUESTS

Students may be allowed to drop and/or add a class during the first 3 days of each trimester without grade and/or credit penalties.

For consistency purposes, the district has created key guidelines for handling requests for dropping a class:

- Day 0–15 the course does not appear on the transcript nor affect the GPA.
- Day 16+ the teacher determines a grade of WD (withdraw only) or WF (withdraw with an F grade); the course and the grade will appear on the transcript and will affect the GPA.
- Students cannot drop a class during the last two weeks of the trimester.

- Teacher, counselor, and administrator permission must be obtained to add a class after the first 3 days of the trimester. Depending on the time of entry to the class, the student may receive reduced credit for the course.
- During the 3-day grace period, students are not permitted to miss class time to make schedule changes. Attendance is recorded on the first day of the term. Students are expected to attend the classes on their schedule until a change appears in Synergy.

### POLICY ON RETAKING A CLASS

A student who receives a grade of F, WF, WD, P, NP or D in a 4J course may be permitted to repeat the course and improve that grade. Once the repeated course is completed and the final grade is posted, the course with the lowest grade will be flagged so that it will not count toward credits earned, nor will it be calculated in the student’s GPA. Both courses will remain listed on the transcript. Students cannot earn credit more than once for the same course. A student who receives a grade of C- or higher, may repeat a course to better prepare for subsequent coursework provided there is space in the class. The course will be recorded on the student’s transcript with an NG (No Grade) with no credit for the second course.

Exceptions to the above include:

1. Courses that grant OS or PE credit may be taken multiple times for credit if listed as such in the course catalog.
2. There may be exceptions for students on Modified or Extended diplomas, determined by the case manager and counselor.
3. The availability to retake a class may be impacted on a space-available basis.
4. We will always defer to the most current GRACC guidelines when determining protocols for the issuance of credit.
5. I.H.S. students cannot retake I.H.S. classes due to scheduling difficulties. These students are to discuss any failed courses or concerns with the teacher within the same year of the failed courses.



## COMMON SCHEDULE CORRECTION QUESTIONS

Students and parents on occasion ask for special considerations from counselors and administrators when courses are being requested. In some situations we are able to accommodate, but it depends on the type of request. We take student course request selections seriously. Therefore, schedule corrections may only be made in the event of an error. To help understand common questions that are asked, we have developed the following protocols:

### **Can my student request a particular teacher?**

Students will not be allowed to choose their teachers. Such a practice is simply impractical when scheduling for all students. All teachers are highly qualified in their subject area.

If a student or parent has a concern regarding a teacher, the student and parent are encouraged to check with an administrator.

### **Can my student-athlete have a free fifth period? They need time to get ready for practice. Plus, traveling can cause lost classroom time.**

Due to the large number of student-athletes at our school, it is impossible to build a master teaching schedule in that manner because class sizes must remain balanced (and as small as possible) for all five periods of the day. Imbalances would definitely occur if hundreds of athletes asked for the same open period. In addition, core classes will be balanced for a five-period day, so student-athletes can also expect to have core classes in the afternoon.

### **Can my student have a certain course at a certain period of the day?**

Students often like to have classes with certain friends, but that is a difficult way to run an efficient master teaching schedule for a large student body. Friends are encouraged to connect during lunch and break times. In addition, not all classes will be taught during all periods of the day or all trimesters.

### **Can you make sure my student does not have a trimester gap between their first half and second half of a course?**

All students will experience a gap between a few of the two-trimester courses, which is normal with a trimester schedule. For example, a student may have Spanish 1 A in the first trimester and have Spanish 1B in the third trimester. Approximately 1/3 of students will have courses scheduled with a gap, since courses need to be balanced over all three trimesters. In an effort to maintain balanced courses, students cannot move the second part of a course to eliminate the gap.

### **Who should be the first contact for a student who has a special circumstance and wishes to request a schedule change?**

Most change requests must be approved by a counselor since most academic courses have the potential to impact graduation, college requirements, and OSAA or NCAA athletic eligibility. If a change is approved, the change will be considered on a space available basis and is subject to other schedule constraints. Administration reserves the right to make changes to classes as a result of enrollment concerns.

**APPLIED ARTS****ENGINEERING****ENGINEERING I-A, B**

Area: AF 1.0 Credit Grade Level: 9–12

*Prerequisite: Taken Algebra in Middle School or High School*

Engineering I is a two-trimester course that teaches students how to use their knowledge of math to DESIGN working drawings and plans that can be used in manufacturing. Part A - Students learn to manually create a part drawing to include an orthographic and isometric sketch complete with dimensions. Part B - Students will use their new knowledge of geometry to convert manual sketches into parametric objects with computer-aided drafting software. Students will use a set of calipers to build a fidget spinner around a predetermined set of bearings.

**ENGINEERING II- A, B**

Area: AF 1.0 Credit Grade Level: 10–12

*Prerequisite: Engineering I-A and B*

Engineering II is also a two-trimester course that teaches students how to BUILD manufactured parts and projects that they will be able to take home and share. Part A – This trimester is an introduction to all the tools that are found in the lab and how to use them properly and safely. Projects include the pen/pad holder, mirror shelf, jewelry box, and step stool. Part B is a continuation but the focus shifts to cabinet building where students make a medicine cabinet complete with a raised panel door and dovetail drawer.

**Engineering III**

Area: AF .5 Credit Grade Level: 11, 12

*Prerequisite: Engineering II-A and B*

Engineering III is a one-term course where students take what they have learned in the prior two classes to DESIGN and BUILD a project requested by a locally resourced client to complete the state Work Based Learning requirement (WBL).

**Engineering IV**

Area: AF .5 Credit Grade Level: 11, 12

*Prerequisite: Engineering III*

Engineering IV is the Engineering Capstone course. Students use this opportunity to demonstrate their mastery of engineering through a project agreed upon with the instructor. Some students use this opportunity to complete an internship in the field of engineering, join the district home building/construction program, use the CNC software program to build a project, or complete a design/build project of their own. If the student is looking to advance into a 4-year school in the area of Civil and Architectural Engineering or work in the building trades, we have available all the resources to complete the design process for a basic residential home as a capstone project.

**EXPLORING COMPUTER SCIENCE — A, B - CTE/College Now**

Area: AF 1.0 Credit Grade Level: 9–12

Exploring Computer Science is based upon the strands of Equity, Inquiry, and Computer Science Principles, presenting students with the conceptual underpinnings of computer science through an exploration of human-computer interaction, web design, computer programming, data modeling, and robotics. While the course includes programming, the focus is on the computational practices associated with computer science, rather than a focus on coding, syntax, or tools. Exploring Computer Science includes the computational practices of algorithm design, problem-solving, and programming within a context relevant to their lives.

**AP COMPUTER SCIENCE PRINCIPLES A, B — College Now**

Area: AF 1.0 Credit Grade level: 10–12

*Prerequisite: Algebra II, Engineering I-A and B*

*This course aligns with the AP Computer Science Principles course. No previous coding experience is required.*

This course is about the philosophy, culture, and trends in Computer Science. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the internet. Projects and problems include app development, visualization of data, cyber security, and simulation.

**ROBOTICS**

Area: AF .5 Credit Grade Level: 9–12

*Preferred: Geometry, Engineering I*

Students will learn the basic concepts of robot design and build a variety of computer-controlled robotic devices, including a fully autonomous mobile robot. Topics will include: principles of computer science, mechanical design, sensor fundamentals, feedback control, and electromechanical device control. Students may have the opportunity for club and extracurricular robotics activities concurrent with the class.

**FINE ARTS****PERFORMING ARTS — MUSIC**

All music courses are for the full year to ensure the broadest musical experiences, the most rewarding student progress, and the finest musical ensemble performances. Some string, woodwind, and brass instruments are available for students with previous instrumental experience to use. Members of the performing music classes are expected to participate in all performances.

**CHOIR - TREBLE A, B**

Area: AF      1.0 Credit      Grade Level: 9–12

The Churchill High School Treble Choir is a beginning to intermediate-level class that focuses on a wide range of vocal and choral concepts taught through a comprehensive musicianship model. Students will learn healthy vocal production and sing a wide variety of literature from many different genres and time periods. Throughout the year, students in the Treble Choir will perform at school concerts and some out-of-school performances. To do well in the class, students must come to class on time, with a positive attitude, and be ready to sing. Students are expected to follow directions immediately. Treble Choir is a class that relies on each student's willingness and ability to collaborate well with other students. Students are expected to actively participate in rehearsals and in every scheduled performance with a positive and respectful attitude.

**CHOIR - CONCERT A, B**

Area: AF      1.0 Credit      Grade Level: 9–12

*Prerequisite: Audition and/or instructor consent*

The Churchill High School Concert Choir is an advanced-level performance class that focuses on excellence in singing a wide variety of literature from many different genres and time periods. This class is by audition only, and open to Tenor/Bass singers in grades 9–12 and soprano/alto singers in grades 10–12. A year-long commitment is expected by all accepted members. Throughout the year, the Concert Choir will represent Churchill at various concerts, festivals, exchanges, and competitions that may sometimes involve overnight trips. To do well in the class, students must come to class on time, with a positive attitude, and be ready to sing. Students are expected to follow directions immediately. Concert Choir is a class that relies on each student's willingness and ability to collaborate well with other students. Students are expected to actively participate in rehearsals and in every scheduled performance with a positive and respectful attitude. Auditions will be held in the spring. For new students, auditions will be held in the fall (if there are openings).

**DOWNING STREET SINGERS A, B**

Area: AF      1.0 Credit      Grade Level: 10–12

*Prerequisite: Audition and/or instructor consent*

The Churchill High School Downing Street Singers is an advanced-level small ensemble performance class that focuses on excellence in singing several contemporary styles of music including contemporary a cappella and vocal jazz. This class is by audition only, and a year-long commitment is expected by all accepted members. Throughout the year, Downing Street Singers will represent Churchill at many different concerts, festivals, exchanges, community performances, and competitions that may sometimes involve overnight trips. To do well in the class, students must come to class on time, with a positive attitude, and be ready to sing. Students are expected to follow directions immediately. Students are expected to actively participate in rehearsals and in every scheduled performance with a positive and respectful attitude. Auditions will be held in the spring. For new students, auditions will be held in the fall (if there are openings).

**VOICE CLASS**

Area: AF      .5 Credit      Grade Level: 9–12

A class for singers, the scope of practice for this class will include learning the International Phonetic Alphabet (IPA) and its use in English, Italian, German, and French diction. Students will learn solo repertoire according to their voice type in the classical vocal arts spectrum, including—but not limited to—the English and Italian Art Song, German Lieder, and French Mélodie. Students will perform one recital per semester and will be strongly encouraged to participate in auditions for scholarship opportunities, including for the National Association of Teachers of Singing (NATS) Regional and State Student Auditions.

**JAZZ ENSEMBLE A, B**

Area: AF      .25 Credit      Grade Level: 9–12

*Prerequisite: Audition and instructor consent*

The Jazz Ensemble is for any musician who has an interest in jazz, jazz theory, and improvisation. The band will play a variety of different styles from Swing to fusion and blues. The band will give at least three concerts with the potential of many more. To participate in this band you should be in another large ensemble or obtain Instructor approval. Students in this course will also perform in the Pep Band for football and basketball games.

**WIND ENSEMBLE A, B**

Area: AF 1.0 Credit Grade Level: 10–12

*Prerequisite: Symphonic Band, audition, teacher recommendation*

This is an advanced course for woodwinds, brass, and percussion. In this course, students will continue to develop their skills as soloists and ensemble players. A year-long commitment is expected by all accepted members. Students in this course will also perform in the Pep Band for football and basketball games. In addition, this group is the winter ensemble dedicated to supporting Lancer Athletics with music. This group will perform for a selection of boys' and girls' home basketball games and may travel to various state-sponsored basketball events.

**SYMPHONIC BAND A, B**

Area: AF 1.0 Credit Grade Level: 9–12

*Prerequisite: Experience in middle school band is preferred.**Note: Students can earn an additional .25 credit for performing in the Pep Band.*

This course is available to all woodwind, brass, and percussionists. Students will work on developing musical skills such as rhythm, tone, balance, and instrumental technique. Students in this course will also perform in the Pep Band for football and basketball games. In addition, this group is the winter ensemble dedicated to supporting Lancer Athletics with music. This group will perform for a selection of boys' and girls' home basketball games and may travel to various state-sponsored basketball events.

**INTRODUCTION TO PIANO**

Area: AF .5 Credit Grade Level: 9–12

This course is a low-pressure environment for students that want to learn the fundamentals of playing the piano. Students will learn the basics of how to read music, play chords/scales, and learn a wide variety of songs on the piano.

**INTERMEDIATE PIANO**

Area: AF .5 Credit Grade Level: 9–12

*Prerequisite: Introduction to Piano or audition.*

Students will continue the piano proficiencies introduced in Piano Laboratory I and in addition to solo performance, will also learn the basics of collaboration, including how to read jazz charts to use with other singers and instrumentalists. Allowance in Piano Laboratory II without Piano Laboratory I (for those who have previous study in piano) will require an audition with the teacher on record.

**MUSIC TECHNOLOGY A**

Area: AF .5 Credit Grade Level: 9–12

This is a course for students who are interested in creating music using a computer. Using MIDI software, a computer, and a keyboard, students will learn the fundamentals of music required to compose music digitally. They will apply these fundamentals by writing and manipulating sounds inside the computer. Students will choose their sounds, create rhythms and enter notes to build their own pieces. After creating a composition, students will edit their music using "plug-ins" and clean up their pieces to make them sound as professional as possible. Each student's compositions will end in some form that can be made available on the internet.

**MUSIC TECHNOLOGY B**

Area: AF .5 Credit Grade Level: 9–12

This course is a continuation of Music Technology A. Students will continue to work on their skills working with digital sound, add concepts of capturing "live" sound to their sound palette, and use microphones to manipulate sound using the computer. Students will incorporate acoustic sounds with digitally created sounds and create a project of their design using this technology in a final project. Students who have completed this class may have opportunities to work in Theater Tech to learn sound reinforcement for West End Productions. Each student's project will end in some form that can be made available on the Internet. Students are encouraged to make connections with local recording studios as interns making community connections in conjunction with this class.

**INTRODUCTION TO MUSIC THEORY**

Area: AF .5 Credit Grade Level: 9–12

This course is an introduction to the basics of music theory. Music theory is how musicians communicate and understand elements of the music they are hearing and performing. This course is designed to provide the basics of music theory and broaden students' understanding of how music works.

**AP MUSIC THEORY A, B**

Area: AF 1.0 Credit Grade Level: 11, 12

The AP Music Theory course will introduce and develop the students' skills in musicianship, theory, musical materials, and procedures. This course will integrate various aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, music history and style. In this course, we will cover topics on harmony, form, harmonic analysis, figured bass, etc. In addition to supplemental resources, musicianship skills such as aural dictation and other listening skills and sight-singing will be taught. This course is a self-motivated class and will require daily note-taking and neat handwriting skills. Students are expected to take the AP Music Theory Exam in May with the goal of earning a score of 3-5, which may lead to credit in collegiate music theory courses.

**FINE ARTS*****PERFORMING ARTS — DRAMA*****DRAMA - ACTING I**

Area: AF 0.5 Credit Grade Level: 9–12

This course is a foundation for an organic approach to the craft of acting. We will challenge our assumptions about acting and about ourselves in our search for a working, living, and breathing definition of the truth in our process. How may we best represent the truth in our exercises, games, rehearsals, and performances? Through class discussions, theatre exercises, improvisation, scene study, film clips, attending productions, and the creation of a culminating performance project, we will embrace the world of great performances and how to begin to achieve them. The basics of technical theatre will be covered. This course will prepare you to act in Churchill High School's plays, one-acts, and musicals, to work on a team with respect and integrity, and to strengthen your instinctive imagination.

**DRAMA - ACTING II A**

Area: AF 0.5 Credit Grade Level: 9–12

*Prerequisites: Drama I or Teacher Approval*

Following the work in Acting I, this course deepens an organic approach to acting using each student's unique background, characteristics, and personality to create honest behavior in response to imaginary circumstances on stage. Preparation for and presentation of more sophisticated scenes from modern plays are a focus of the class. Students will learn memorization techniques, monologue preparation skills, and projection methods in preparation for text analysis as well as performance.

## FINE ARTS

### *VISUAL ART AND GRAPHIC DESIGN*

The Art Department offers courses for students who are interested in the fields of fine art and graphic design. Introductory-level courses, as well as advanced courses, are offered. The department offers Academy Honors in Graphic Design. The Visual Art Department also offers the LCC College Now program in Graphic Design so that students may earn free college credit for graphic design classes taken at Churchill. Together, the arts and graphic design areas are a pathway to many creative and design-related careers.

#### **DRAWING AND PAINTING - ELEMENTS**

Area: AF .5 Credit Grade Level: 9–12

*Note: Drawing and Painting Elements and Principles may be taken in either order.*

Students will explore a variety of drawing and painting materials and techniques throughout the course. They will learn about the elements of art and principles of design and how to create interesting compositions in their work. Art history, planning, and critique will be incorporated into lessons and independent work. Each project involves student choice and is designed to encourage artistic freedom and expression while learning techniques and concepts.

#### **DRAWING AND PAINTING - PRINCIPLES**

Area: AF .5 Credit Grade Level: 9–12

*Note: Drawing and Painting Elements and Principles may be taken in either order.*

Students will explore a variety of drawing and painting materials and techniques throughout the course. They will learn about the elements of art and principles of design and how to create interesting compositions in their work. Art history, planning, and critique will be incorporated into lessons and independent work. Each project involves student choice and is designed to encourage artistic freedom and expression while learning techniques and concepts.

#### **DRAWING AND PAINTING - 3**

Area: AF .5 Credit Grade Level: 10-12

*Prerequisite: Drawing and Painting Elements and Drawing and Painting- Principles (earned an A)*

This class is designed for students that have successfully completed both Drawing and Painting - Elements and Drawing and Painting - Principles and are motivated artists that wish to further their skills. Students will learn about advanced materials and techniques and build on the skills they gained in their previous drawing and painting classes.

#### **VISUAL DESIGN - ELEMENTS — College Now**

***Offered 2024–2025***

Area: AF .5 Credit Grade Level: 9–12

*Note: Visual Design Elements and Principles may be taken in either order. Courses will alternate/rotate each year.*

*Completion of Visual Design Elements and Principles is articulated with Art115 Basic Design Fundamentals.*

This introductory course focuses on the basic elements and principles of Art with a focus on unity, shape, value, balance, texture, color, space, and proportion. Students will expand their visual skills, creative capabilities, vocabulary, critical thinking, and creativity. This class will cover basic art techniques, color theory, and design foundations through a variety of mediums.

#### **VISUAL DESIGN - PRINCIPLES — College Now**

***Offered 2024–2025***

Area: AF .5 Credit Grade Level: 9–12

*Note: Visual Design Elements and Principles may be taken in either order. Courses will alternate/rotate each year.*

*Completion of Visual Design Elements and Principles is articulated with Art115 Basic Design Fundamentals.*

This introductory course focuses on the basic elements and principles of Art with a focus on line, value, form, harmony, color, emphasis, and pattern. Students will expand their visual skills, creative capabilities, vocabulary, critical thinking, and creativity. This class will cover basic art techniques, color theory, and design foundations through a variety of mediums.

#### **ART 3D**

Area: AF .5 Credit Grade Level: 9–12

Students will continue in intermediate studies of the elements of art and principles of design. Three-dimensional and sculptural artwork will be a primary focus. Projects will cover a wide spectrum including representational and abstract work. Students will explore mediums such as mixed media, acrylic paint, modeling compound, and chipboard.

**ADVANCED “STUDIO” ART**

Area: AF .5 Credit Grade Level: 9–12

*Prerequisite: Drawing and Painting, or Art 3D, or Visual Design*

In this course, students will work independently on higher-level projects to develop their own artistic focus and style. The course dives further into personal style and understanding all art forms while expanding on personal style. Students are expected to self-direct as they paint, create mixed media, collage, draw, and apply the Elements of Art and Principles of Design. The course will include group presentations, artist research, and portfolio development. Students will be expected to take part in group critiques and write an artist statement. Additional materials are required to be supplied by students according to their individual areas of artistic focus.

**DIGITAL PHOTOGRAPHY**

Area: AF .5 Credit Grade Level: 10–12

This is a course in basic digital photographic techniques. Students will be exposed to the elements and principles of art as applied to photography. Areas of emphasis include composition, camera functions, and manipulating images via computer programs. Students will explore specific techniques and talents of master photographers, with the goal of understanding how to compose a picture.

**DESIGN THINKING**

Area: AF .5 Credit Grade Level 9, 10

Design is what humans do. Students will practice solution-oriented problem-solving combined with critical and collaborative thinking. Students learn visual thinking, visual tools, and visual facilitation techniques. Students will learn presentation techniques and have experience with presenting a final presentation to a client. Students will learn to utilize the Stanford Design School (called D-School) model of design thinking which follows five steps: empathy, problem definition, ideation, prototyping, and testing.

**DIGITAL MEDIA DESIGN A**

Area: AF .5 Credit Grade Level: 9–12

*Prerequisite: Design Thinking*

This entry-level course will expose students to the materials, processes, and artistic techniques involved in digital media production. Students will be provided with the opportunity to explore the capability of the computer to produce visual imagery and to apply software and graphics techniques to various digital communications areas, such as TV/video, web content, and advertising. Students will learn theories of composition and design as well as industry skill sets, including storyboarding, image and sound capture, editing, and post-production. Coursework will emphasize the various software elements of Adobe Creative Cloud.

**DIGITAL MEDIA DESIGN B**

Area: AF .5 Credit Grade Level: 10–12

*Prerequisite: Digital Media Design A*

This intermediate-to-advanced-level course will further expose students to the materials, processes, and artistic techniques involved in digital media production, at a more advanced and thorough level. Students will enhance their skills in Adobe Creative Cloud, producing visual imagery and applying software and graphics techniques to various digital communications areas. Students will increase mastery of composition and design as well as industry skill sets, including storyboarding, image and sound capture, editing, and post-production. This course will also incorporate web design, with a focus on creating digital media content for the web. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to study the styles of established industry experts and leaders and to develop their own artistic style.

**GRAPHIC DESIGN I**

Area: AF .5 Credit Grade Level: 10–12

*Foundational course for Graphic Design Academy.*

Graphic Design challenges students to solve visual design problems using the interaction of type (lettering) and graphics (photos or images). Skill development in the design process, typography, and layout will be incorporated with critique and vocabulary development. Students learn industry-standard graphic design principles and techniques through the use of Adobe Illustrator and Photoshop software. Assignments vary from in-class exercises to units, which require several days of sustained work.

**GRAPHIC DESIGN II ADVERTISING — College Now**

Area: AF .5 Credit Grade Level: 10–12

*Prerequisite: Graphic Design I*

*Note: The Graphic Design II courses may be taken in any order. This College Now course is articulated with ART225 Digital Illustration (3 units).*

Practical application of Adobe Illustrator skills and techniques is emphasized. Students build on previous knowledge and skills to create logo, brochure, poster, and t-shirt designs while studying target marketing and advertising. Professionalism, presentation, and industry standards are foundational as students use the design process (research, brainstorm, sketch, rough, refine, comprehensive) to create a public awareness campaign through a series of printed pieces.

**GRAPHIC DESIGN II PHOTOSHOP — College Now**

Area: AF .5 Credit Grade Level: 10–12

*Prerequisite: Graphic Design I*

*Note: The Graphic Design II courses may be taken in any order. This College Now course is articulated with MUL212 Digital Imaging (4 units).*

Practical application of Adobe Photoshop skills and techniques is emphasized. Students rely on Photoshop's capabilities to adjust and alter digital images. Particular attention is given to layers, masking, filters, and non-destructive editing practices. Students build upon previous knowledge and skills. Professionalism, presentation, and industry standards are emphasized as students design, print, and construct all panels of a physical cereal box.

**CALLIGRAPHY AND LETTERING*****Offered 2024–2025***

Area: AF .5 Credit Grade Level: 9–12

This course focuses on the art of lettering and its impact on communication. Students will study lettering's ability to control mood, meaning, and message. Students will study letterform anatomy, create hands-on calligraphy (Uncial), work with paper craft to create pop-up cards, and explore hand embossing. Students who have successfully completed Graphic Design 1 will design digital text compositions, and use font creation software to design their own functional font.

**GRAPHIC DESIGN III — College Now \*LEAP**

Area: AF .5 Credit Grade Level: 11, 12

*Prerequisite: Graphic Design II Advertising and II Photoshop*  
*Capstone course of the Graphic Design Academy*

*Note - Graphic Design III is articulated with ART216 Digital Design Tools (4 units) and GD110 Intro to Graphic Design (1 unit).*

*\*Students will fulfill LEAP and earn Academy Honors recognition.*

This capstone course for the Graphic Design Academy runs as a functioning graphic design business where students build upon previous knowledge and skills to produce printed pieces such as brochures, logos, stationery, and posters for paying clients. Professional business communication and etiquette are stressed. Students create portfolios and refine their résumés.

**GRAPHIC DESIGN IV**

Area: AF .5 Credit Grade Level: 11, 12

*Prerequisite: any of the Graphic Design II courses and the instructor's consent*

This is an independent class where students determine their own course of study. The focus is on live jobs for real-world clients. Students must display a strong work ethic and a desire to learn and apply professional graphic design skills. Additionally, students explore career options.

**YEARBOOK - A, B \*LEAP**

Area: AF 1.0 Credit Grade Level: 10–12

*Prerequisite: Instructor recommendation*

*\*Students may take Yearbook for their Extended Application or LEAP Project.*

This class designs, produces, and sells Churchill's yearbook. Class members develop a theme, work on the layout and design of the book, write, edit copy, and take pictures. Students will use Herff Jones eDesign to publish on desktop computers. Layout, desktop publishing, photography, journalism, and editing skills are developed through this comprehensive production. Students are expected to work independently, take professional responsibility, and work outside of class to meet deadlines.

**RC INTERNSHIP A, B "ENVIRONMENTAL LEADERSHIP" \*LEAP**

Area: AF 1.0 Credit Grade Level: 11, 12

*Prerequisite: RC Environmental Issues & Field Studies*

*Concurrent enrollment in AP Environmental Science. Students must be enrolled in Rachel Carson Environmental Science Academy*

*\*Environmental Leadership and Careers Seminar enables students to earn the LEAP (Lancer Extended Application Project) graduation requirement.*

Students explore college programs and careers in Environmental Science and Resource Management and complete the Lane County Master Recycler certification program. Leadership activities include coordinating Churchill's school-wide recycling and competing in the statewide Envirothon Competition in Salem.



## ENGLISH LANGUAGE ARTS

The Churchill English Language Arts Department supports college and career preparation through rigorous writing instruction, literature to activate the heart and mind, critical thinking, and analysis of fiction and non-fiction. Our curriculum helps students build college preparatory skills in reading, writing, speaking, and listening. There are two Advanced Placement courses offered: AP Literature and Composition.

### **ENGLISH 9 A, B**

Area: LA 1.0 Credit

Grade Level: 9

Students will build a strong foundation of English language arts skills to prove proficiency in the Oregon Common Core Curriculum Standards including writing, reading, speaking, listening, and language (grammar). Selected works may include: *Romeo and Juliet*, *Mythology (Hamilton)*, *Night*, *The Alchemist*, *Maus*, and others.

### **ENGLISH INTENSIVE A, B**

Area: LA 1.0 Credit

Grade Level: 9 - 12

*Prerequisite: Referral from a counselor or case manager*

The English Intensive course is a reading intervention that also meets the state reading and writing standards for 9th-grade Language Arts. Middle school ELA data and an initial assessment are used to identify students for this course, which is designed for students who are reading below grade level. As students progress in their reading and writing abilities they may test out of the course at the end of each trimester. Students who meet the designated ELA standards will receive 0.5 ELA credit per trimester.

### **ENGLISH 10 A, B**

Area: LA 1.0 Credit

Grade Level: 10

Students will continue to build on writing, reading, speaking, listening, and language skills. Literature will be explored in-depth through novels, short stories, plays, non-fiction, and poetry from many genres. Selected works may include: *Fahrenheit 451*, *Lord of the Flies*, *The Absolutely True Diary of a Part-Time Indian*, *Of Mice and Men*, *A Separate Peace*, *The Crucible*, and the short works of Edgar Allen Poe and other diverse American works. Proficiency in writing conventions (grammar, spelling, vocabulary, and punctuation) is emphasized as students prepare for the state writing assessments given in the junior year.

### **ENGLISH 10 Honors A, B**

Area: LA 1.0 Credit

Grade Level: 10

For students looking for an academic challenge, this course prepares students for Language Arts Advanced Placement classes and college-level work. Students will gain a foundation for serious study as they explore content, skills, and study practices that will contribute to future success by using English 10 texts in greater depth and concentration, and AP protocols such as timed essays and poetry analysis tools.

### **ENGLISH 11 A, B**

Area: LA 1.0 Credit

Grade Level: 11

*Prerequisite: English 10; Priority given to juniors in preparation for the State of Oregon Writing Assessment*

English Composition Writing emphasizes research writing in which students learn to support arguments with evidence. Research techniques such as note-taking, summarizing, paragraph structure, MLA formatting, and citations will be required in most assignments. Timed-writing essays will be given in preparation for taking the state writing assessment, an essential skill required for graduation. The writings of Wordsworth, Shakespeare, Frost, Welty, Angelou, King, Cisneros, and others will be explored. This year-long class will also include support for the completion of student career requirements in the Naviance program.

### **ENGLISH 12**

Area: LA .5 Credit

Grade Level: 12

English 12 blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

### **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION A, B**

Area: LA 1.0 Credit

Grade Level: 11, 12

*Summer reading requirement*

*Prerequisite: English 10*

Students in this introductory college-level course read and carefully analyze a broad and challenging range of non-fiction prose selections, deepening their awareness of rhetoric. Students develop their ability to work with language with a greater awareness of purpose and strategy while strengthening their own composing abilities. Students examine essays, letters, speeches, images as well as some poetry. Students prepare for the AP English Language & Composition Exam given in May and upon passing may be granted college credit for Writing 121, depending on the college they choose to attend. (See college AP policy)

**ADVANCED PLACEMENT (AP) LITERATURE A, B**

Area: LA 1.0 Credit Grade Level: 11, 12

*Summer reading requirement**Prerequisite: English 10*

Through in-depth class discussions of drama, poetry and fiction students will analyze themes in literature such as the pain of love, the quest for self-knowledge, injustice, the clash between civilization and wildness, and hopelessness.

Students will explore the world of literary criticism to analyze literature from various eras. Works of literature include:

*Hamlet, Heart of Darkness, Things Fall Apart, As I Lay Dying, The Catcher in the Rye, The Old Man and the Sea,*

Shakespearean Sonnets, and various poetry selections.

Students prepare for the AP Literature Exam given in May and upon passing may be granted college credit for Writing 121 or Literature 201. (See college AP policy)

**ETHNIC STUDIES “Courageous Conversations” A, B — College Now**

Area: LA .5 Credit Grade Level: 12

*Prerequisite: Juniors may take this class as an additional elective, but must be enrolled in English 11 AB or an AP English AB.*

This course develops speaking, listening, reading, and writing skills as students investigate the dynamic interaction between race, class, culture, gender, identity, and American society.

Students will study academic articles, documentaries, spoken-word poetry, and non-fiction. Through writing exercises and discussion activities designed to provoke critical thinking and listening, students will grapple with complex cultural realities. Rigorous vocabulary will challenge students to engage others and themselves in constructive and courageous dialogue around power, privilege, the complexity of identity, and pressing contemporary issues. Students will also be encouraged to see themselves as academically vital and powerful people allied with one another and as agents of positive change in the larger community.

**CREATIVE WRITING**

Area: LA .5 Credit Grade Level: 11, 12

Creative Writing is designed to allow students the opportunity to write imaginative works such as short stories, memoirs, poetry, and screenplays. Literary forms such as point of view, voice, tone, and imagery will inform the student's exploration of the writing craft as students work together in a peer workshop model. Readings will include some of the masters of creative writing such as Hemingway, Fitzgerald, Dickinson, and Angelou. Students also have the opportunity to publish their writing in a class literary publication.

**WORLD LITERATURE A, B “MODERN”**

Area: LA .5 Credit Grade Level: 12

World Literature - Modern offers students the opportunity to read literary works of various global perspectives and cultural voices. The class explores how these perspectives and literary voices intersect with current events, personal concerns, and our futures. Students will build proficiencies in reading, speaking, listening, and written communication. Selected works include: *The Kite Runner, A Thousand Splendid Suns, The Curious Incident of the Dog in the Night-Time, Metamorphosis*, and an array of short works.

**JOURNALISM**

Area: LA 1.0 Credit Grade Level: 11, 12

*Prerequisite: Juniors may take this class as an additional elective, but must be also enrolled in English 11 AB or an AP English AB.*

This course is designed to teach about both media literacy and the fundamentals of journalism and will culminate in the creation of an online class magazine. While the publication elements of design and layout will be covered, all students who select this class must be prepared to both analyze and write in the various styles of text to be found in journalism: news, feature and sports stories, editorials, how-to columns and arts/entertainment reviews, as the central focus of the class. We will also study the First Amendment and journalists' rights and responsibilities, including the ethics of journalism, informed analysis of news sources, and news media's unique role in a healthy democracy. Finally, students will look at newspaper and news media careers, past and future.

## HEALTH

### HEALTH & HUMANITIES A & B

Area: HE .5 Health + .5 Other Subjects Grade Level: 9

*9th-grade students are enrolled in this course as part of the 9th-grade humanities schedule. This course is part of health department graduation requirements.*

This class will introduce students to the basic components of health. Students will learn about the health triangle and how these components interact to create overall health. We will practice skills to enhance our physical, mental, and social health.

### HEALTHY LIFESTYLES

Area: HE .5 Credit Grade Level: 10

*Students who passed Health & Humanities B should NOT enroll in this course. This course is offered ONLY for students who did not receive credit for Health in 9th grade. This course is part of the health department graduation requirements.*

This class will introduce students to the basic components of health. Students will learn about the health domains and how these components interact to create overall health. We will practice skills to enhance our physical, mental, and social health.

### HUMAN SEXUALITY

Area: HE .5 Credit Grade Level: 10–12

*This course is part of health department graduation requirements.*

Human Sexuality explores the importance of others' beliefs and experiences and their impacts on holistic health. The course covers the topics of Human Sexuality, Gender, Relationships, and Suicide Prevention, and extends basic concepts of Mental Health & Wellness introduced in 9th-grade health courses. We will practice skills to create healthy boundaries and share our needs, feelings, and beliefs in clear and respectful ways.

### FIRST AID & WELLNESS

Area: HE .5 Credit Grades 10–12

*Prerequisites: none*

*(This course may be offered every other year)*

In this course, students will evaluate personal diet and fitness levels, create individualized nutrition and fitness plans, and become "smart consumers" while learning the pros and cons of food choices. If allowed we will use the school Kitchen to learn safe prepping and cooking skills and to become comfortable preparing food. Students will research a topic that they want to know more about and how this knowledge can be integrated into their daily habits. In the second half of the course, students will be introduced to and practice basic life first aid and CPR skills.

### MEDICAL TERMINOLOGY A — College Now

***Offered Term 2 only***

Area: HE .5 Credit Grade Level: 11

*Prerequisites: None. Students must be enrolled in the Health Services pathway.*

Medical Terminology A is a required course for the Health Services Pathway. Foundational concepts of Medical Terminology A are introduced in Anatomy & Physiology A & B. Students will be introduced to the basics of medical terminology with a body systems approach. Emphasis will be on knowledge of word roots, suffixes, prefixes, term construction, and analysis. Students will be introduced to basic healthcare principles, and core professional skill sets such as measuring vitals, patient positioning, and ambulation.

***Health Services pathway students are required to take this course and Anatomy & Physiology A & B.***

*PLEASE NOTE: to earn college credit, students must earn a B or better. This course is not intended for general health graduation requirements.*

### ANATOMY & PHYSIOLOGY A, B — College Now

***Offered Terms 1 and 2, may be taken concurrently with Medical Terminology Term 2***

Area: SC 1.0 Credit Grade Level: 11

*Prerequisite: None. Health & Humanities and Biology 1 is strongly recommended. Students must be enrolled in the Health Services pathway.*

Anatomy and Physiology is an advanced course designed for students in the Health Services Pathway to be taken along with Medical Terminology A. Students will learn about human body systems and explore diseases. The purpose of this course is to provide basic knowledge of the structure and function of the systems that make up the human body, how these systems are integrated, and their homeostatic controls. Students will also continue to build mastery of basic medical roots, prefixes, and suffixes, abbreviations associated with each unit and build upon terminology and patient care skills learned in Medical Terminology.

**HEALTHCARE FOUNDATIONS — College Now*****Offered Term 1 only***

Area: HE .5 Credit Grade Grade Level: 12

*Prerequisites: Passing or concurrent enrollment in Medical Terminology A and Anatomy and Physiology. Student must be enrolled in the Health Services Pathway.*

We begin by exploring major fields in health professions and what they have to offer. Proficient students will be able to contrast Health informatic, Diagnostic, Therapeutic, Biotechnical, and Support Service Careers and narrow their potential jobs of interest. Students will also be able to identify work settings/facilities that provide services and work environments that suit them. Our learning is enhanced by guest speakers, simulations, and clinical skills practices associated with Therapeutic, Support Service, and Informatic professions. Additional topics covered usually include (but are not limited to) a review of vital signs, body mechanics and safety, standard precautions, infection control, ethical and legal responsibilities, and cultural humility and communication as it relates to healthcare delivery. Students will complete the Mental Health First Aid curriculum with optional certification. Lastly, students will begin to collect the skills and paperwork necessary to complete their 24hr senior medical internships or work-based learning projects starting during Semester 2 of the Health Services Program.

**ADVANCED HEALTH OCCUPATIONS — College Now*****Offered Term 2 only***

Area: HE .5 Credit Grade Grade Level: 12

*Prerequisites: Passing or concurrent enrollment in Medical Terminology A, Anatomy and Physiology, and Healthcare Foundations. The student must be enrolled in the Health Services Pathway.*

We continue to explore the 5 Health Services Career Clusters introduced in Healthcare Foundations. Special focus will be given to careers of interest identified by current pathway students. We will apply knowledge of HIPAA, medical terminology, diagnostic, and clinical care skills as we learn to document and chart patient progress. Students will review and prepare for certification in BLS 1st Aid/CPR. Communication and cultural humility skills will be extended through practice in simulation and in-person phone communication, patient interviewing techniques, and navigation of challenging/emotionally charged conversations. Additional topics covered may include navigating bias, social determinants of health, records management, scheduling appointments, rooming patient care & ambulation procedures, and care of medical equipment.

**HEALTH SERVICES SENIOR SEMINAR \*LEAP*****Offered Term 2 only***

Area: HE .5 Credit Grade Level: 12

*Prerequisites: Passing or concurrent enrollment in Medical Terminology A, Anatomy and Physiology, and Healthcare Foundations. The student must be enrolled in the Health Services Pathway.*

*\*Health Services Senior Seminar enables students to earn the LEAP (Lancer Extended Application Project) graduation requirement.*

Health Services Senior Seminar is the culminating course in the Health Services Pathway. Students will research and practice specific clinical skills in preparation for a 24-hour student internship in the occupation of their choice. Students will complete their 24-hour internships, finalize their Health Services professional portfolio, participate in a service-learning project that applies the Career Related Learning Standards, and earn their LEAP certificate. Extension of Health Informatic skills from Semester 1, may include front office procedures, business writing, medical mathematics, and medical record systems. Students may elect to enroll and test in Lane Community College's Administrative Medical Assistant course for 3 credits. Additional topics may include biomedical laboratory skills, pharmacology and medication administration, development, death and dying, and ADLs.

## PHYSICAL EDUCATION

The Physical Education Program is designed to meet a variety of student needs and interests. The major emphasis is on fitness and education for an active, healthy lifestyle. The physical education requirement is 1.0 credit or two classes. All PE courses will be .5 in credit, and there are no prerequisites a student can take any of the classes from the list below.

### GENERAL PE

Area: PE .5 Credit Grade Level: 9–12

General PE is an introductory course that will expose the student to a variety of individual, dual, team, and lifetime activities. The purpose of this class is to give the student a chance to find individual, dual, and team activities that they can do throughout their life. Students will be required to pass periodic fitness and game rules tests in addition to participation and satisfactory skill development. The course will also include regular cardio-vascular activities and flexibility exercises. Some examples are; badminton, pickleball, basketball, soccer, ultimate frisbee, yoga as well as many others.

### YOGA

Area: PE .5 Credit Grade Level: 10–12

This course is designed to introduce students to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built-up stress, learn to relax, and ultimately get more out of day-to-day life. This class will also include mindfulness techniques as well as guided meditation.

### STRENGTH/CONDITIONING

Area: PE .5 Credit Grade Level: 9–12

This class will teach the fundamentals of weight room lifts, principles, and safety. Strength/Conditioning will cover the different types of strengthening, for example lifting for power versus size versus muscle endurance. Circuit/ bodyweight training will also be offered through modes such as Tabata and other high-intensity exercises.

### TEAM SPORTS

Area: PE .5 Credit Grade Level: 10–12

This course is designed for students who enjoy high-energy competitive activities and can work with others on teams of different sizes. This class will place an emphasis on several different types of sports including basketball, football, ultimate Frisbee, soccer, team handball, slam ball, and a few dual sports. Students will be presented with the rules and regulations of each sport and practice the skills to be successful at each sport.

### DANCE FITNESS AND YOGA

Area: PE .5 Credit Grade Level: 9–12

Students will learn basic dance fitness choreography (Zumba) that is designed to increase cardiovascular health, strength, & flexibility. The class will include activities to increase skills and comfort level with elements of dance and basic dance moves and repeated choreography so students can learn basic dance and feel successful and get exercise. Half of the class will include flow yoga (sun salutations) and basic yoga postures to complement the dance component of the class. All levels are welcome and no prior knowledge of dance is required.

## MATHEMATICS

Mathematics provides a foundation for the learning of science and technology as well as for the interpretation of quantitative information in other subjects. It teaches how to reason logically and develops skills that students can carry into other disciplines and many situations in real life. Mathematics helps students understand how the world works while exposing them to some of its unanswered mysteries. In order to graduate, the requirements by the School District 4j and the State of Oregon are 3.0 credit hours of mathematics (Algebra 1 and above) and to demonstrate proficiency in the essential skills through the Oregon Common Core State Standards Assessments.

### ALGEBRA I A, B

Area: MA Credit: 1.0 Grade Level: 9-10

*Prerequisite: Demonstrated grade level mastery of middle school math standards OR Linear Algebra Math Modeling*

In the first trimester of this course, students write linear and exponential functions to model real-world context, including systems of equations. Students explore arithmetic and geometric sequences and write mathematical models that fit these patterns. In the second trimester, students learn the basics of quadratic functions. The focus is on the comparison of linear, exponential, and quadratic models. Throughout both trimesters, students represent their thinking with tables, graphs, equations, and descriptions of situations. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks. The final exam of this course sequence includes a work sample that can be banked towards meeting Essential Skills graduation requirements.

### FINANCIAL ALGEBRA A, B

Area: MA Credit: .5 Grade Level: 11, 12

*Prerequisite: Geometry Statistics A and B or teacher recommendation*

**\*\*\*DOES NOT MEET 4-year university requirement\*\*\***

*Courses are standalone and can be taken in any order.*

Topics vary based on student interest in standards-based real-life intermediate algebra concepts. Topics may include the stock market, modeling a business, banking, consumer credit, automobile ownership, employment basics, income taxes, independent living, planning for retirement, and preparing a budget. This course also offers the opportunity to complete the Essential Skills work-sample requirement for graduation.

### ALGEBRA SUCCESS

Area: OS Credit: .5 Grade Level: 9-10

*Prerequisite: Concurrent Enrollment in Algebra I, department placement only.*

Algebra Success is an intervention course designed to help students successfully complete Algebra I. Students are enrolled in Algebra Success and Algebra I concurrently and placement is by teacher recommendation only. The course is designed to provide “just in time” learning that provides prerequisite skills and knowledge needed for success with Algebra I standards.

### GEOMETRY A, B

Area: MA 1.0 Credit Grade Level: 9-12

*Geometry A Prerequisite: Algebra I A and B*

*Geometry B Prerequisite: Geometry A*

Topics covered include characteristics of shapes; rigid transformations; similarity and congruence; basic probability; statistics; trigonometry; characteristics of quadrilaterals, angles, and area of regular polygons; logical reasoning; and properties of circles and solids. Equipment required: Scientific or graphing calculator, ruler (standard and metric), protractor, colored pencils, and drawing compass.

### ALGEBRA II A, B

Area: MA Credit: 1.0 Grade Level: 10, 11

*Prerequisite: Algebra 1 and Geometry or Teacher Approval*

This two-trimester course emphasizes further concepts and skills in Algebra and is a minimum requirement for students planning to attend a 4-year university. With a continued focus on mathematical modeling and multiple representations, students will explore linear, quadratic, exponential, logarithmic, polynomial, root, rational, trigonometric, and piecewise functions. This course is required as a minimum level for students planning to attend a 4-year college. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks. The final exam for each trimester of this course includes a work sample that can be banked towards meeting Essential Skills graduation requirements.

**IB MATH APPLICATIONS & INTERPRETATIONS A, B**

Area: MA 1.0 Credit Grade Level: 11, 12

*Prerequisite: Algebra 2, IHS prerequisites*

This course prepares students in precalculus concepts, techniques, and applications. It also prepares students for IB Math Applications and more advanced work. This course prepares students to take the IB exam. Topics include: functions, graphs, applications of trigonometry, data analysis, probability and statistics, and an introduction to calculus. Graphing calculators are essential for this course.

**PRECALCULUS A, B — College Now**

Area: MA 1.0 Credit Grade Level: 11, 12

*Prerequisite: Algebra 2, or instructor consent.*

This course is equivalent to Math 111 and Math 112 at most colleges and universities. Nine credit hours (5 for Math 111 and 5 for Math 112) of college transferable credit can be earned through LCC. The first semester is a college-level algebra course (Math 111) designed to study basic functions and their applications. Included will be polynomial, rational, exponential, and logarithmic functions and their inverses. Other topics include systems of equations and an intro to series and sequences. The second semester will cover trigonometry and is equivalent to Math 112. Major topics covered include radian measure, circular functions and their graphs, right triangle ratios and related trigonometric functions, identities, solving trigonometric equations, the law of sines, the law of cosines, and applications. As time allows, other topics will include polar coordinates, parametric equations, and conic sections. Equipment required: Graphing calculator (TI-84 recommended). The instructor will demonstrate with TI-84.

**CALCULUS A, B — College Now**

Area: MA 1.0 Credit Grade Level: 11, 12

*Prerequisite: IB Precalculus or College Now Precalculus*

Calculus is a full-year course equivalent to the first two terms of calculus at most colleges and universities. The primary objective is to give students a substantial understanding of differential and integral calculus. The course provides the opportunity to earn 5 college credits for Math 251 and 5 credits for Math 252 through LCC as a part of the College Now Program. These credits are transferable to most universities and are in addition to the 1.0 high school credit that will count toward high school graduation. Opportunities for calculator use are integrated throughout. Equipment required: Graphing calculator, (TI-83, TI-84 or TI-89 are recommended). The instructor will demonstrate with TI-84.

**AP CALCULUS BC A, B**

Area: MA 1.0 Credit Grade Level: 11, 12

*Prerequisite: IB Math Apps & Interp or College Now Precalculus*

AP Calculus ABC is a full-year course equivalent to the first two terms of calculus at most colleges and universities. Students will explore the definitions and applications of the limit, derivative, integral, and both finite and infinite series with the goal of taking the AP Calculus BC exam in May. The primary objective is to give students a substantial understanding of differential and integral calculus. Subjects will include evaluating limits; the limit definition of the derivative; using power, product, quotient, and chain rules; differentiating polynomial, exponential, rational, logarithmic, and trigonometric functions; the Fundamental Theorem of Calculus; the Riemann sum definition of the integral; advanced integration techniques for polynomial, exponential, rational, logarithmic, and trigonometric functions; analytical, graphical, and numerical methods for differentiation and integration; determining the divergence or convergence of infinite series; evaluating a convergent infinite series; constructing and evaluating Taylor and Power series. Successfully passing the AP Exam will result in either college credit or placement beyond second-semester calculus. (Check with specific colleges for their policy) Opportunities for calculator use are integrated throughout. Equipment required: Graphing calculator, (TI-83, TI-84, or TI-89 are recommended). The instructor will demonstrate with TI-84.

**CN INTRODUCTION TO STATISTICS A, B — College Now**

Area: MA 1.0 Credit Grade Level 10–12

*Prerequisite: Algebra 2*

This 2-trimester course may be taken after successfully passing Algebra II. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. There are four themes of this course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. Students demonstrate mastery of standards through exams and projects and are able to earn college credit.

## SCIENCE

High school students must complete a minimum of three years of science. The following science classes are required for graduation: Physical Science A, Physical Science B, Biology A, Biology B, and Earth and Space Science. Science courses are designed to foster a natural curiosity and understanding of the natural world and to provide students with skills they will need for future science studies. Churchill Science Department is pleased to offer a number of advanced opportunities in science including AP, IB, and College Now offerings. It is highly recommended that all students who are looking toward attending college take Chemistry A and Chemistry B in order to be college ready upon graduation. Most colleges require that Biology and Chemistry be completed in high school.

### PHYSICAL SCIENCE — MATTER

Area: SC      0.5 Credit      Grade Level: 9

This course teaches the fundamentals of high school chemistry concepts using methods that increase students' familiarity with science and engineering practices. Major topics include atomic structure & properties, the periodic table, molecules & molecular properties, chemical reactions, and fission & fusion. Laboratory skills, scientific inquiry, experimental design, and methods for analysis are developed through hands-on laboratory experiences. Along with "Physical Science-Energy," the course prepares 9th-grade students with skills and knowledge for success in all their subsequent high school science classes.

### PHYSICAL SCIENCE — ENERGY

Area: SC      0.5 Credit      Grade Level: 9

Physical Science – Energy is an opportunity for students to develop critical thinking and problem-solving skills while learning core science and engineering practices. Models for energy storage and transfer constructed in this course will provide students with conceptual problem-solving experience necessary for success throughout the science content areas.

### BIOLOGY — MICROCELLULAR

Area: SC      0.5 Credit      Grade Level: 10

While invisible to the naked eye, the microscopic world of living things includes the building blocks upon which all life as we know it depends. In this half of the two-term biology course, students will investigate topics that include: biochemistry, cells, microbes, and genetics. Students will also further develop their use of science and engineering practices through a variety of scientific inquiry experiences including labs, investigations, and problem-solving simulations.

### BIOLOGY — MACROECOLOGICAL

Area: SC      0.5 Credit      Grade Level: 10

All forms visible of life depend on each other and on the environment in which they live. In this half of a two-term biology course, students will investigate topics that include: the diversity of living things, populations, the environment of Earth, and evolution. Students will also further develop their use of science and engineering practices through a variety of scientific inquiry experiences including labs, investigations, and problem-solving simulations.

### ADVANCED PLACEMENT (AP) BIOLOGY

Area: SC      1.0 Credit      Grade Level: 11, 12

*Prerequisite: 9/10 Core Classes*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes such as energy and communication, genetics, information transfer, ecology, and interactions. Students who earn a qualifying score on the AP Exam in the spring are typically eligible to receive college credit and/or placement into advanced courses in college.

### EARTH AND SPACE SCIENCE

Area: SC      .5 Credit      Grade Level: 9, 10

Students will delve into topics central to the Earth and its place in the universe. They will study the dynamic interaction of systems including the hydrosphere, geosphere, and atmosphere, in addition to investigating how human impact the Earth's natural systems. Students will learn about Earth's cycling of matter and energy, while also reaching out to explore our solar system and the universe of stars. In alignment with the Next Generation Science Standards, students will engage in science and engineering practices that will develop their skills of scientific inquiry, experimental design, and analysis.

### CHEMISTRY — A, B

Area: SC      1.0 Credit      Grade Level: 11, 12

*Chemistry A Prerequisite: Algebra I*

*Chemistry B prerequisite: Chemistry A*

Chemistry A (Semester 1) and Chemistry B (Semester 2) is a course sequence that begins with an introduction to matter and its forms and changes. In Chemistry A we begin with scientific measurements, atomic structure, and the periodic table of the elements. This includes how and why elements combine to form molecules. The mole concept is then introduced, as well as an introduction to chemical equations, focusing on balancing and identifying the main types of chemical reactions. Following mastery of the mole, in Chemistry B, topics include expanding on chemical reactions and chemical equations, stoichiometry, acid/base chemistry, organic chemistry, the basics of kinetic theory, thermochemistry, and gas laws.

*Note that Chemistry A and B are required for admission to most 4-year colleges and universities.*



**PHYSICS A**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: Algebra, Physical Science*

This class involves the study of matter and its motion and behavior through space and time. Students will use Algebra to describe and explain physical concepts. Hands-on activities are performed in order to explore and confirm physical laws. Topics include motion, forces, fluids, and momentum.

**PHYSICS B**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: Algebra, Physical Science*

This class involves the study of energy and its effect on matter. Students will use Algebra to describe and explain physical concepts. Hands activities and projects are performed in order to explore and confirm physical laws. Topics include wave motion, light, sound, electricity, and magnetism.

**IB PHYSICS I A, B**

Area: SC 1.0 Credits Grade Level: 11, 12

*Prerequisite: Algebra II, IHS prerequisites, IB Physics I*

IB Physics I is a two-semester algebra-based college-level physics course supporting IB diploma candidates. The language of mathematics will be used in this course to describe relationships and predict the outcomes of physical processes. Students will cultivate their understanding of physics through intensive inquiry-based investigations that support the completion of the Internal Assessment leading to the IB diploma. Topics include fluids, thermal physics, electricity and magnetism, optics, and modern physics.

**IB PHYSICS II A, B**

Area: SC 1.0 Credits Grade Level: 11, 12

*Prerequisite: Algebra II (Concurrently), IHS prerequisites*

IB Physics II is a two-semester algebra-based college-level physics course supporting IB diploma candidates. The language of mathematics will be used in this course to describe relationships and predict outcomes of physical processes. Students will cultivate their understanding of physics through intensive inquiry-based investigations in preparation for the Internal Assessment (IA) during year two of the course sequence. Topics include Newtonian mechanics, energy, momentum, rotation, and mechanical waves.

**AP PHYSICS I A, B**

Area: SC 1.0 Credit Grade Level: 11, 12

*Prerequisite: 9/10 Core Classes, Algebra II (Concurrently)*

AP Physics I is a two-semester algebra-based, introductory college-level physics course. Students will cultivate their understanding of physics through intensive inquiry-based investigations in Newtonian mechanics, energy, momentum, rotation, and simple harmonic motion.

**AP PHYSICS II A, B**

Area: SC 1.0 Credit Grade Level: 11, 12

*Prerequisite: 9/10 Core Classes, Algebra II, AP Physics I*

AP Physics II is the second in a two-course sequence of algebra-based, introductory college-level physics. Students will cultivate their understanding of physics through intensive inquiry-based investigations in fluids, thermal physics, electricity and magnetism, optics, and atomic and quantum physics.

**MARINE BIOLOGY**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: Biology A and B*

Marine Biology includes the study of marine habitats, marine ecology, and marine organisms. Focus is placed on an in-depth examination of the taxonomy, adaptations, anatomy, and physiology of marine invertebrate and vertebrate animals. Through lectures, dissections, projects, research, and possible field trips; students will focus on biological properties contained within the sea, and understand the effects of the human presence upon the marine ecosystem.

**ZOOLOGY**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: Biology A and B*

Zoology includes the study of terrestrial & freshwater habitats, ecology, and organisms. Focus is placed on an in-depth examination of the taxonomy, adaptations, anatomy & physiology of invertebrate and vertebrate animals while looking at changes over time. Through lectures, projects, dissection, research, and possible field trip; students will focus on biological properties contained within the earth's biomes, and understand the effects of the human presence upon the terrestrial & freshwater ecosystems.

**RC ENVIRONMENTAL SCI FIELD STUDIES A, B**

Area: SC 1.0 Credit Grade Level: 11, 12

*Note: Concurrent enrollment in Environment and World Issues is required*

*Must be enrolled in Rachel Carson Environmental Science Academy*

Students will participate in hands-on learning experiences outside in local natural areas, including the West Eugene Wetlands. Projects include assessing, monitoring, and restoring local watersheds to improve their health. Students are trained to use equipment and practice skills used by industry professionals. This class goes outside year-round and uses time outside of class (such as lunch period) to complete activities.

**AP ENVIRONMENTAL SCIENCE A, B — College Now**

Area: SC

1.0 Credit

Grade Level: 12

*Prerequisite: Environment and World Issues A, B**Must be enrolled in Rachel Carson Environmental Science Academy or have pre-approval from the teacher.*

This class offers college-level coursework and credit through the Advanced Placement (AP) and LCC College Now programs for highly motivated students. The class focuses on the science-based study of environmental problems, connections, and solutions. Topics include population ecology, weather and climate, global warming, natural resources, pollution, and solid waste management.

## SOCIAL STUDIES

The goal of the Social Studies Department is to help students understand the world in which they live and to participate in it intelligently and effectively. To prepare students our program is committed to teaching critical thinking and decision-making skills in classrooms that promote open-minded inquiry.

High school students are required to complete 3.0 credits of Social Studies. For all students, Churchill graduation requires 2.0 credits specifically consisting of 1.0 U.S. History and 1.0 Global Studies. All classes beginning with the Class of 2026 will additionally be required to complete 0.5 Civics and 0.5 Economics. With the goal of supporting increased college preparation, we strongly recommend that motivated and well-prepared students enroll in an Advanced Placement course.

### **GLOBAL STUDIES A, B**

Area: SS      1.0 Credit      Grade Level: 9

This class has been designed to help 9th-graders understand social, political, geographic, and economic influences on events in our world today. Readings and activities include discussions of physical geography, indigenous cultures, world faith traditions, colonization and liberation, climate change, and our contemporary issues. Studies will focus on writing, research, and analysis skills, along with organization, which will provide an important foundation for later courses.

### **U.S. HISTORY A, B**

Area: SS      1.0 Credit      Grade Level: 10

Students will analyze historical information on the people, events, geography, politics, and literature from the 1800s to the present. Through this curriculum, students will develop a strong knowledge of both American developments and the historical chronology of the U.S. Students will develop a strong knowledge of U.S. and world events and their connection to the present.

### **CIVICS**

Area: SS      .5 Credit      Grade Level: 10, 11, 12

The study of Civics is designed to help students become active citizens who exercise their right to participate in local and national politics. The course will focus on the legislative, executive, and judicial branches of the federal government, elections, political parties, and analysis of state and local governments. Emphasis will be placed on political behavior, local initiatives, and issues during election years. Additional themes may include comparative political systems, decision-making, and civil rights.

*Civics is a graduation requirement for all students beginning with the Class of 2026.*

### **RACHEL CARSON NATURAL RESOURCES - CTE A & B**

Area: SS      1.0 Credit      Grade Level: 11, 12

*Prerequisites: Biology, Algebra I*

*Note: Concurrent enrollment in RC Field Studies is required*

*Priority is given to students enrolled in the Rachel Carson Academy*

The RC NATURAL RESOURCES class focuses on foundational ecology concepts, such as forests, soils and agriculture, fresh water, and the ecology of the Pacific Northwest habitats. Students will also learn about the life and work of Rachel Carson, a key environmental leader. The class urges students to examine environmental science through a balanced, hands-on curriculum.

### **ENVIRONMENTAL LAW**

Area: SS      .5 Credit      Grade Level: 10–12

*Open to all. Priority is given to students enrolled in the Rachel Carson Academy*

The Environmental Law class explores the social, cultural, and economic effects of environmental legislation and laws. Students will understand the key laws that regulate the environment and will analyze and apply these laws to current issues and assess the effectiveness of these laws on preserving environmental quality.

### **ECONOMICS**

Area: SS      .5 Credit      Grade Level: 11, 12

This one-term Economics course will provide students with an understanding of the way in which we organize our limited resources to satisfy unlimited wants. Students will be introduced to the study of economics through the lenses of microeconomics (labor, consumers, and producers) as well as macroeconomics (national economies and governments). Students will learn practical personal finance skills that will be useful.

**ADVANCED PLACEMENT (AP) U.S. GOVERNMENT AND POLITICS A, B*****Offered 2023–2024***

Area: SS      1.0 Credit      Grade Level: 10, 11, 12

*Prerequisite: Global Geography and U.S. History**Note. AP classes are designated for juniors and seniors.**Attention sophomores. AP classes are college-level classes and require the same level of commitment and work.**Sophomores who have demonstrated a high proficiency and have a strong passion for social studies may be eligible to take this class as space provides and with instructor approval. Students should also have the recommendation of their 9th Geography/Humanities teacher. Check with a counselor for more information.*

The goal of this class is to prepare students for the successful completion of the AP U.S. Government exam. Students will learn about the design of the systems of the US government and evaluate how it functions today. Students will develop a deeper understanding of their own political beliefs and analyze how politics and government interact by examining each branch of the national government, voting history and behavior, and civil rights and liberties. Students will practice their skills of debate and discussion in classes and will monitor current events. Students are expected to complete the AP exam in May.

**ETHICS PHILOSOPHY*****Offered 2022–2023***

Area: SS      .5 Credit      Grade Level: 11, 12

The goal of this class is to encourage students to think critically about ethical issues. Each term, students will help select the main topics. In this way, students will be able to become knowledgeable about not only areas of personal interest but topics directly related to current science, technology, social, and political issues. ‘Doing philosophy’ should not be confused with merely shouting your opinions and ideas. It means that you: take responsibility for your thoughts...it expects that you are willing to question not only what you think, but how you think. It expects you to be prepared to defend your ideas under criticism. It expects you to read, discuss, debate, and write – with personal integrity and responsibility. The good news is that there are no ‘wrong’ answers, only wrong ways to approach your own philosophy.

**ADVANCED PLACEMENT (AP) WORLD HISTORY A, B*****Offered 2024–2025***

Area: SS      1.0 Credit      Grade Level: 10, 11, 12

In AP World History students will examine themes, patterns, and processes from a global perspective. Students will examine the historical record from 8000 BCE to the present. Special emphasis will be given to regions and societies traditionally underrepresented in world history courses. Using the five themes of AP World History and the “habits of the mind” for social studies, the topics will follow the course outline as described by the College Board. AP World History is designed as an introductory college-level survey course for those students seeking a rigorous program of study. As such, the reading and writing demands are significant and require a highly engaged and motivated student. Students successfully mastering the course material may earn college credit by passing the annually administered AP World History exam; the individual college or university determines how many if any credits will be granted for the AP exam score. Students are encouraged to take the AP World History exam in May.

**ADVANCED PLACEMENT (AP) U.S. HISTORY A, B*****Offered 2023–2024***

Area: SS      1.0 Credit      Grade Level: 10, 11, 12

*Note. AP classes are designated for juniors and seniors. TAG students, students who have demonstrated a high proficiency and have a strong passion for history may be eligible to take this class during sophomore year as space provides and with instructor approval. Check with a counselor for more information.*

This is a college-level course in which students prepare for the Advanced Placement U.S. History exam administered by the College Board. Students gain experience in the practice of college-level skills such as: analysis of primary source documents, evaluation of different historical perspectives, thesis and essay writing, note taking, and utilizing independent study. A significant amount of work is required outside of class time including assignments during break periods in the school calendar. In alignment with the AP exam, content emphasis is broad, ranging from the 1600s to the 1970s. Once prepared, students are expected to take the AP exam in May.

## WORLD LANGUAGE

Churchill High School has course offerings in two world languages: Japanese and Spanish. Most colleges and universities require at least two years of a world language as a prerequisite for admission; some require three. The World Language Program will guide and encourage students towards meeting the Oregon Higher Education Language Standards as they progress through their chosen language classes. Eugene IHS students are required to take three years of World Language. These college preparatory classes, many of which are also dual certified as College Now classes, are rigorous, enjoyable and rewarding in that language study also gives students a competitive edge in today's job market, as well as increases SAT and other exam scores.

### JAPANESE

#### JAPANESE I-A, B

Area: AF      1.0 Credit      Grade Level: 9–12

Japanese I — A/B is a class for students without prior Japanese language experiences. Students will learn 46 Hiragana letters (Japanese alphabet letters) and a small number of Kanji (Chinese symbols) in order to be able to read basic vocabulary such as dates in Japanese. Students will learn how to introduce themselves, greetings, asking/answering one's name, age, grade level, birthday etc. in order to be able to talk about themselves. They will learn expressions in different contexts using basic sentence structures. Students will also learn Katakana letters (2nd set of Japanese alphabet letters) that are mainly used for Japanese loan (from other languages) words. Students will experience Japanese culture through hands-on activities such as cooking, Japanese calligraphy, seasonal events, origami works of art and other projects.

#### JAPANESE II-A, B — College Now

Area: AF      1.0 Credit      Grade Level: 9–12

*Prerequisite: Japanese I or instructor consent. Students should be able to read and write Hiragana and Katakana.*

In Japanese II A and II B courses, students will become fluent in using Japanese alphabet letters: Hiragana and Katakana in word, phrase, and basic sentences. Students will also learn more Kanji letters so that they can read and write basic authentic texts in Japanese, which is an essential skill prior to advancing to the next level. Students will also improve their communicative competence in various contexts such as family, school life, diet, leisure and hobbies applying future, present and past tenses. Students continue to learn and explore different aspects of Japanese cultures, seasonal events, traditions and contemporary cultures. College Now Credits through Chemeketa Community College are available to those who meet the requirements at the time of completion of Japanese II.

#### JAPANESE III-A, B — College Now

Area: AF      1.0 Credit      Grade Level: 9–12

*Prerequisite: Japanese II or instructor consent*

In Japanese III courses, students will read and write Japanese sentences in a paragraph and complete different types of texts such as a poster, a letter, or a diary. Students will communicate in Japanese under less structured guidelines but in a more authentic manner in order to complete a task or deliver one's ideas. Instruction is mostly conducted in Japanese. Japanese III covers school life; students will be able to talk about his or her school life and compare it to school life in Japan. They also learn how to express one's personal traits, physical features, and illness/injury conditions. Students will do projects on fashion, shopping, birthdays and holidays. Students will also learn characteristics of each region of Japan. In Japanese III students continue to learn about different aspects of Japanese culture, seasonal events and traditions. Four (4) College Now Credits through Chemeketa Community College are available to those who meet the requirements at the time of completion of Japanese III-B.

#### JAPANESE IV-A, B — College Now

Area: AF      1.0 Credit      Grade Level: 9–12

*Prerequisite: Japanese III or instructor consent*

Japanese IV-A and -B are mostly conducted in Japanese, and students are expected to use Japanese in the classroom. Course objectives include: 1) being able to communicate in Japanese in various contexts such as school, with a host family in Japan, and shopping; 2) to be able to read authentic reading texts such as pamphlets, letters and newspaper articles; and 3) to be able to write various types of texts in Japanese in order to complete an assigned task or express one's ideas in Japanese effectively and logically. Students will also discuss contemporary Japanese social issues, applying students' basic knowledge of Japanese cultures, customs and traditions. During this course, Eugene International High School students who are going to pursue IB Japanese (Ab initio, Standard Level or Higher Level) will prepare for the IB Japanese exams. Four (4) College Now Credits through Chemeketa Community College are available to those who meet the requirements at the time of completion of Japanese IV-B.

**JAPANESE V — College Now**

Area: AF      1.0 Credit      Grade Level: 11, 12

*Prerequisite: Japanese IV or instructor's consent*

Japanese V courses are conducted in Japanese, and students are expected to use Japanese in the classroom. Students will develop advanced Japanese language skills by reading more complex and long Japanese texts such as stories and by writing various types of essays that include compare and contrast essays or persuasive essays. Students will learn different types of Japanese speaking styles such as respectful and casual speech styles so that they can communicate in various situations. Students will promote global views by learning historical events and social issues of Japan, and by making comparisons with their own lives. Students will continue to improve their research skills and presentational skills in order to accomplish group or individual projects in class. During this course, Eugene International High School students who are going to pursue IB Japanese (Standard Level or Higher Level) will prepare for the IB Japanese exams. Four (4) College Now Credits through Chemeketa Community College are available to those who meet the requirements at the time of completion of Japanese V-B.

**SPANISH****SPANISH I-A, B**

Area: AF      1.0 Credit      Grade Level: 9–12

Spanish I is a college preparatory course for both the beginning Spanish student as well as for those who have studied the language for only one year in middle school. Students who have had more than one year of previous Spanish study should NOT take Spanish 1! Counselors will make every effort to place students in the most advanced level that is appropriate for them. In Spanish I, students will learn proper pronunciation and how to communicate and talk about: greetings and salutations, schedules, time, self-description, talking about others, give directions, and other topics. Students will practice written communication and sentence structure. The fundamentals of formal Spanish (el castellano) are taught. Students will be expected to memorize a large quantity of vocabulary and verbs. The course is also intended to expand understanding and knowledge of Spanish-speaking countries and their inhabitants through the study of history, culture, and geography.

**AP JAPANESE A, B**

Area: AF      1.0 Credit      Grade Level: 11, 12

*Prerequisite: Japanese IV or V, or the grammar and literacy skills equivalent to Japanese IV or V, or instructor's consent.*

The AP Japanese course is designed to offer college/university level content in order to support students to develop the productive, receptive and cultural skills that are required when they communicate with native speakers of Japanese. Expected language proficiency level of students at the end of the course is the Intermediate Low to Intermediate Mid range in ACTFL proficiency guidelines. Linguistic accuracy in more advanced grammar forms and the use of Kanji (Chinese characters) as well as cultural competence in wider contexts are aimed to be acquired.

The course is organized with three modes of communication; Interpersonal, Interpretive, and Presentational modes. It also focuses on the Standards for Foreign Language Learning in the 21st Century's 5Cs. Those are Cultural competence, Connections (to other school disciplines), Comparisons, Community and Communication. Thus, through the course, students will also have opportunities to promote awareness of differences among us and appreciation for one's own culture and communities.

**SPANISH II-A, B**

Area: AF      1.0 Credit      Grade Level: 9–12

*Prerequisite: Spanish I-B, or 2 years of Spanish in middle school. Students who have previously studied Spanish will need to take a placement test to determine which level they will take (Spanish I-B, II-A, II-B or even Spanish III-A).*

Spanish II is an intermediate college preparatory course that builds on the fundamental listening, speaking, reading, and writing skills learned in the first year of study. Formal Spanish grammar (el castellano) is taught, as students continue daily speaking and writing practice of the present tense as they learn more tenses. The course continues to expand understanding and knowledge of Spanish-speaking countries and their inhabitants through the study of history, culture, and geography. In addition, this class incorporates information and activities designed to increase awareness of career opportunities for those who have mastered a second language.

**SPANISH III-A, B — College Now**

Area: AF 1.0 Credit Grade Level: 9–12

*Prerequisite: Spanish II-B, or instructor's consent**Students who have previously studied Spanish will need to take a placement test to determine which level they will take (Spanish III-A, III-B or IV-A).**Open to Heritage Speakers of Spanish and Spanish Immersion 9th graders*

This rigorous, upper level College Now class will challenge students to refine their speaking, listening, writing, and reading skills in Spanish. The class will be conducted primarily in Spanish and will focus on mastering upper level grammar skills. Spanish III is an advanced course that builds on the listening, speaking, reading, and writing skills developed in the first two years of study. Students will continue to develop their skills in literature, basic composition, and formal Spanish (el castellano). By the end of the course, the dedicated student will be ready to move on to Spanish IV, also a College Now-qualified course. Student can earn 5 LCC credits - SP. 103

**SPANISH IV-A, B — College Now**

Area: AF 1.0 Credit Grade Level: 11, 12

*Prerequisite: Spanish III B, or instructor's consent**Students who have previously studied Spanish will need to take a placement test to determine which level they will take (Spanish III or IV- A). Please see the Department Chair for this test.**Note: IHS Seniors who completed Spanish III and are full IB will be prepared for Spanish IB exams in this course.*

Spanish IV is a College Now-qualified course. This challenging and exciting course taught in Spanish, encourages students to refine their Spanish speaking, writing, listening, and reading skills. Writing skills are enhanced through essay, poetry, and journal writing, while listening skills are sharpened through dictations, interactions with other Spanish speakers, TV or radio reports and programs, and other media. Students are expected to read, comprehend and discuss short stories, poetry, and plays from various sources. Formal Spanish is taught in this class (el castellano). Students will continue learning about a variety of Spanish-speaking countries and cultures as they expand their vocabulary on a variety of topics.

**SPANISH V-A, B — College Now**

Area: AF 1.0 Credit Grade Level: 11, 12

*Prerequisite: Spanish IV, or instructor's consent.**Spanish V is a College Now-qualified course, in that students will be able to receive LCC credit if they meet the requirements.*

Spanish V is a challenging and exciting course taught in Spanish that encourages students to refine their speaking, writing, listening, and reading skills. Writing skills are enhanced through essay, poetry, and journal writing, and listening skills are sharpened through dictations, interactions with other Spanish speakers and via TV and radio reports and programs. Students are expected to read, comprehend and discuss short stories, poetry, and plays from various sources. Grammar study includes an in-depth review of previously-learned materials, as well as the introduction of the remainder of tenses and grammar concepts not yet covered in the lower levels. By the end of the course, the dedicated student will be ready to enter AP/IB Spanish. The course is rounded out with a lively study of several Spanish-speaking cultures and their histories through readings, discussions, cultural projects, videos and more!

**AP Spanish-A, B — College Now**

Area: AF 1.0 Credit Grade Level: 11, 12

*Prerequisite: Spanish IV or V, or the grammar and literacy skills equivalent to Spanish IV or V, or instructor's consent.*

AP Spanish is a College Now-qualified course; students will be able to receive university credit if they meet the requirements. AP Spanish is intended to cover the equivalent of a third-year university course in advanced Spanish composition and conversation. Taught entirely in Spanish, it focuses on emphasizing the use of Spanish for active communication; it encompasses aural/oral skills, reading comprehension, grammar, and composition. Formal Spanish (el castellano) is taught as well as various dialects and regional differences. This course is only for those students who are serious about preparing for the AP Spanish Language test this year. The course objectives are to help students: comprehend formal and informal spoken Spanish; acquire Spanish vocabulary and grasp of structure for essay writing, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; compose expository passages in Spanish; express ideas orally with accuracy and fluency in Spanish; develop language skills that are useful in themselves and that can be applied to various activities and disciplines, rather than the mastery of any specific-subject matter. Students in AP Spanish will complete a comprehensive grammar review, read a variety of texts by Spanish and Latin American authors, and complete at least two important independent projects. Additionally, a significant amount of work is required outside of class time in order to prepare for the exams. Results of the exam may be

sent to the college the student is planning on attending for consideration of advanced standing and/or college credit. Students may also receive College Now credit upon successful completion of this class.

**IB Spanish-A, B — College Now**

Area: AF      1.0 Credit      Grade Level: 11, 12

*Prerequisite: Spanish IV or V, or the grammar and literacy skills equivalent to Spanish IV or V, or instructor's consent.*

*IB Spanish is a College Now-qualified course; students will be able to receive university credit if they meet the requirements.*

IB Spanish is intended to cover the equivalent of a third-year university course in advanced Spanish composition and conversation. Taught entirely in Spanish, it focuses on emphasizing the use of Spanish for active communication; it encompasses aural/oral skills, reading comprehension, grammar, and composition. Formal Spanish (el castellano) is taught as well as various dialects and regional differences. This course is only for those students who are serious about preparing for the IB test this year. The course objectives are to help students: comprehend formal and informal spoken Spanish; acquire Spanish vocabulary and grasp of structure for essay writing, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; compose expository passages in Spanish; express ideas orally with accuracy and fluency in Spanish; develop language skills that are useful in themselves and that can be applied to various activities and disciplines, rather than the mastery of any specific-subject matter. Students in IB Spanish will

complete a comprehensive grammar review, read a variety of texts by Spanish and Latin American authors, and complete at least two important independent projects. Additionally, a significant amount of work is required outside of class time in order to prepare for the exams. Results of the exam may be sent to the college the student is planning on attending for consideration of advanced standing and/or college credit. Students may also receive College Now credit upon successful completion of this class.

**SPANISH LITERATURE & CONVERSATION -A, B**

Area: AF      1.0 Credit      Grade Level: 11, 12

*Prerequisite: Spanish IV-C or V-C, or the grammar and literacy skills equivalent to Spanish IV or V, or instructor's consent.*

*College Now Credit Pending Approval*

Spanish Literature and Conversation is an advanced language class that introduces students to various Chicano/Latinx and Latin American authors in genres such as poetry, the essay, short stories, and narrative fiction. Taught entirely in Spanish, students will learn techniques and approaches to analyzing the various genres in both speaking and writing. Additionally, students in this course will be provided ample opportunity to develop their conversational and presentational speaking skills, referencing the themes presented in the texts and relating aspects of their lives to these themes. Reading assignments will need to be completed in order to participate in class discussions and activities.



## OTHER COURSES

### **ADVANCED PLACEMENT (AP) PSYCHOLOGY A, B**

***Offered 2023–2024***

Area: SS      1.0 Credit      Grade Level: 11, 12

Note. AP classes are designated for juniors and seniors. Attention sophomores. AP classes are college-level classes and require the same level of commitment and work. Sophomores who have demonstrated a high proficiency and have a strong passion for social studies may be eligible to take this class as space provides and with instructor approval. Students should also have the recommendation of their 9th Global Studies teacher. Check in with a counselor for more information.

In AP Psychology, students will learn about human behavior and mental processes through a scientific lens. The class is designed as a survey course that will cover topics such as: history and research methods, biological basis for behavior, sensation and perception, learning, cognition, motivation and emotion, personality, social psychology, and abnormal psychology. AP Psychology is a college preparatory course for students seeking a rigorous and demanding curriculum. Students prepare to take the AP Psychology Exam in May and potentially earn college credit.

### **PSYCHOLOGY**

***Offered 2022–2023***

Area: SS      .5 Credit      Grade Level: 11, 12

This class will provide a general overview of psychological processes and concepts. Topics of discussion may include a brief history of psychology, nature vs. nurture, learning, sensation, perception, states of consciousness (i.e. sleep, drugs, hypnosis), social and cultural dimensions of behavior, research methodology and human development. Students will learn how psychology influences personal identities and group formation. Psychological perspectives, including biological, psychodynamic, cognitive, behavioral, humanistic and socio-cultural will serve as foundations of our exploration into the world of psychology.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD) I, II**

Area: OS      .5 Credit per trimester      Grade Level: 9–12

The English Language Development course helps students acquire the English language skills (reading, writing, listening and speaking) that are necessary to be successful in high school classes. Students will study the forms and functions of the English language through authentic resources and a content-based curriculum that aligns with Common Core standards. Instruction is targeted to students based on their proficiency level established by either the Oregon State English Language Proficiency Assessment (ELPA) or the Intake Proficiency Test (IPT). Beginning students focus on vocabulary and grammatical structures. Intermediate students focus on reading comprehension and paragraph writing. Concepts and vocabulary related to social studies, literature, health, science and careers are also studied. Students qualify for ELD services if they speak a language other than English in the home and receive a score below a 5 on the ELPA or a score of NES/LES on the IPT.

### **LIBRARY AIDE**

Area: OS      .5 Credit      Grade Level: 9–12

*Prerequisite: Approval of librarian*

The library aide gains skills in organizing and retrieving information, circulation database entry, shelving, library cleaning and maintenance, copier operation, and service to students and teachers. Skills and attitudes needed include friendliness and a desire to work with people, enjoyment of library materials, a good sense of alphabetical and numerical order, detail oriented, punctuality, and an ability to work in a self-directed, responsible manner. Each assistant is thoroughly trained on all tasks and tested for mastery. Credit earned is Pass/No Pass

### **TEACHER AIDE**

Area: OS      .5 Credit      Grade Level: 9–12

*Prerequisite: Approval of teacher*

*Credit earned is Pass/No Pass*

Students are assigned to a specific teacher to complete a variety of tasks such as: copying, filing, collating and organizing. The student must have already completed, or be taking concurrently, the course in which the student will assist.

**Elementary or middle school teacher's aide:** This job involves traveling to a nearby school to assist teachers in the classroom. Students must fill out an application along with an essay and turn it into the School-to-Career Coordinator.

**OFFICE AIDE**

Area: OS .5 Credit Grade Level: 11, 12

*Prerequisite: Approval of office staff**Credit earned is Pass/No Pass*

The office aide gains skills in professionalism, service to students and staff, confidentiality, general office tasks, and operation of office equipment including multi-line phones and copiers. Skills and attitudes needed include friendliness and a desire to work with people, punctuality, ability to work in a self-directed, responsible manner, and respect for confidentiality. Students are required to dress appropriately and follow procedures and staff instructions. Each office aide is trained on necessary tasks. Grading is based on professionalism and task performance.

**PEER TUTOR**

Area: OS .5 Credit Grade Level: 11, 12

*Prerequisite: Approval of Administrator**Credit earned is Pass/No Pass*

Students will work with teachers to assist 9<sup>th</sup> grade students in their math and/or community culture classes. There will be an initial training period during which students learn how to work with other students and how to make use of available resources. Students will be expected to engage in tutoring and assisting others who need or request help. Peer tutors will help lead “tutorial-like” study sessions, circulate during work time, help students develop organization skills, act as a resource for students in need of extra help, or those who have been absent (requiring one-on-one aid), and act as a resource and “constant” during days with substitutes.

**PEER COUNSELING**

Area: OS .5 Credit Grade Level: 9- 12

*Prerequisite: Consent of instructor*

This course will be used as an avenue to implement the Sources of Strength resiliency program. The mission of Sources of Strength is "to provide the highest quality evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help and strength."

**LEADERSHIP A, B**

Area: OS .5 Credit Grade Level: 9- 12

*Required for ASB student government elected officials and representatives**Prerequisite: Consent of instructor*

The leadership program at Churchill High School provides motivated students with the opportunity to give back to their school community and empowers students to make a difference on their campus, community, and world. Through this course students will learn how to be an effective servant-leader, the importance of teamwork, how to organize and plan events, how to set and meet goals, how to communicate effectively, and how to critically self-evaluate their work in order to improve their leadership skills. Students will be planning, budgeting, organizing and executing assemblies, meetings, social activities, fundraisers, community service projects and other events.

**WORK EXPERIENCE**

Area: OS .5 Credit Grade Level: 9–12

*Credit earned is Pass/No Pass*

Earn high school credit while working at your job. 0.5 credits are awarded for every 130 hours of verified work. A maximum of 2.0 credits can be awarded during a student's high school career. To earn this credit, talk to the School-to-Career Coordinator. This class does not appear on a student's schedule only on a transcript. This course can count towards OSAA enrollment requirements.

**WORK STUDY I**

Area: OS 1.0 Credit Grade Level: 11, 12

*Credit earned is graded*

*Prerequisites: A minimum 2.0 GPA, a good attendance record, and the student must be on track for graduation. Students must also create a resume and have a pre-interview with the School-to-Career Coordinator*

This course is a full school year commitment. Enrollment depends on actual hiring of the student. Students apply in May through the School-to-Career office for employment that begins in September. Work Study offers paid, on-the-job training in one of several 4J District offices or schools. Students will learn entry-level, transferable office skills that could include operating a variety of office equipment such as multi-line phones, copiers, laminators and fax machines; and also training in customer service, confidentiality, and possibly Microsoft Excel software. This class is evaluated by the number of hours worked, supervisor evaluations, and course work and testing from the Job Savvy text.

**WORK STUDY II**

Area: OS 1.0 Credit

Grade Level: 12

*Credit earned is Pass/No Pass**Prerequisites: Successful completion of Work Study I. A minimum 2.0 GPA, a good attendance record, and the student must be on track for graduation*

Work Study II builds on the training and experience learned in Work Study I and adds additional responsibilities. Students may re-apply in May before their senior year through the School-to-Career office for employment in September. This course is a full school year commitment. The class is evaluated by the number of hours worked, supervisor evaluation, updated resume, and a letter of resignation.

**ESSENTIAL SKILLS Reading, Writing, Math**

Area: OS .5 Credit

Grade Level: 12

*Reserved for students who have not met essential skills graduation requirements*

**Reading Essential Skills** — Reading focuses on becoming proficient in reading strategies for analyzing informational and literary texts. Students will practice comprehension strategies such as summarizing, recognizing inference, determining author's purpose, and analyzing how an author constructs a text. Students are given individual support in a small class as they are given opportunities to meet the high school graduation requirement for reading.

**Writing Essential Skills** - Writing will focus on skills students need to meet writing graduation requirements, such as sentence fluency, conventions (spelling, grammar and punctuation), organization, and paragraph structure. Students are given individual support in a small class as they are given opportunities to meet the high school graduation requirement for writing.

**COFFEE CART**

Area: Elective .5 credit

Grade 10–12

*Prerequisite: Counselor recommendation and instructor approval only*

Coffee Cart is an on campus, hands on class that offers students the opportunity to learn the skills to be a barista. Students will learn how to operate an espresso machine, make a variety of drinks, manage a storefront, advertise, clean and maintain equipment, interact with customers and work a cash machine. Space is limited to only 5 students per period.

## SPECIAL EDUCATION

### LEARNING CENTER

CHS offers a variety of services for students who are eligible for Special Education. The primary forms of service include:

1. Courses offered to provide support and specialized instruction
2. Assistance monitoring grades and progress, and coordination of student schedules
3. Consultation with a case manager to coordinate student modifications and accommodations
4. Transition planning for 11<sup>th</sup> and 12<sup>th</sup>-grade students
5. Learning Center services for accommodations and access to assistive technology

### 9-12 SUPPORT / ACADEMIC SEMINAR / ACCESS CENTER

Area: OS .5 Credit

Grade: 9–12

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course is designed to both provide instruction in targeted areas as well as provide additional time for students to complete requirements for core classes. Half of the period students will complete homework assignments, study for tests, complete projects, and do outstanding work in their core classes. The other part of the period, students will engage in the following learning targets:

- Organization and monitoring academic progress
- Using a planner and managing time
- Accessing testing accommodations
- Practice advocating for IEP and 504 accommodations
- Assessing progress towards graduation requirements
- Exploring learning styles and growth mind set
- Developing future career and educational goals, including student preferences, strengths, and needs

### GEOMETRY SUPPORT

Area: OS .5 Credit

Grade: 9–12

*Offered depending on need*

*Prerequisite: By case manager/counselor/administrator recommendation only*

Students must be dual-enrolled in Geometry and Geometry Support in the same trimester. The class works collaboratively with the math department to:

- Work in groups and individually to establish mastery of Geometry Common Core State Standards
- Establish effective note taking specific to math concepts
- Pre-teach and re-teach core concepts
- Provide testing accommodations such as extended time, read aloud, and testing in alternate location
- Provide in-class time for students to complete homework assigned in Geometry class

### EXPLORE CAREER AND COLLEGE I

Area: OS .5 Credit

Grade Level: 10–12

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course provides instruction in developing necessary post-secondary skills for students with an Individualized Education Plan (IEP). Students will be led through some of the following course objectives listed below, depending on student enrollment:

- Exploring preferences, interests, needs, and skills
- Setting personal and academic goals
- Exploring college and career training pathways
- College campus visits
- Building a resume and preparing job applications
- Developing independent living skills (budgeting, taxes, banking, meal planning and prep, etc)
- Completing Naviance surveys and projects, including starting the LEAP senior year and setting up community service hours
- Understanding and accessing IEP accommodations and modifications
- Accuplacer testing/LCC entrance exams
- Calculating progress towards graduation and understanding graduation requirements
- Practicing disclosure in the workplace and in educational settings

**PATHS*****Offered 2023–2024***

Area: OS .5 Credit

Grade: 9–12

*Prerequisite: By case manager/counselor/administrator recommendation only*

After many years of research, the University of Oregon found evidence that women with learning disabilities leaving high school are less likely to be employed than their male peers. The University of Oregon spent 3 years developing a high school curriculum that will increase post high school outcomes for girls, as well as increase their academic success in high school. The curriculum (PATHS class) has the following goals:

- Increase self-awareness and personal development
- Increase self-advocacy through gender and disability awareness
- Provide career and college preparation

In PATHS class, we will explore the curriculum developed by the University of Oregon in an all-female class with a small class size (about 12-14 students). The course is one term long, and is by invitation only. Students will receive 0.5 Elective credit. The class will be taught by a special education teacher, along with assistance and monitoring by an educational assistant.

**SPECIAL EDUCATION*****MODIFIED DIPLOMA COURSES***

Courses are designed for students earning a modified diploma. Classes are designed for career readiness and functional academic skills.

**9-12 SUPPORT / ACADEMIC SEMINAR / ACCESS CENTER**

Area: OS .5 Credit

Grade: 9–12

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course is designed to both provide instruction in targeted areas as well as provide additional time for students to complete requirements for core classes. Half of the period students will complete homework assignments, study for tests, complete projects, and do outstanding work in their core classes. The other part of the period, students will engage in the following learning targets:

- Organization and monitoring academic progress
- Using a planner and managing time
- Accessing testing accommodations
- Practice advocating for IEP and 504 accommodations
- Assessing progress towards graduation requirements
- Exploring learning styles and growth mind set
- Developing future career and educational goals, including student preferences, strengths, and needs

**CONSUMER MATH A, B**

Area: -- .5 Credit

Grade Level: 9–12

*Prerequisite: Case Manager recommendation only*

Students in Consumer Math receive instruction in basic math skills that relate to being a consumer and using math skills in real life. Measurement, money math, time management, shopping, travel and problem solving are examples of class topics.

**MATH CONCEPTS**

Area: -- .5 Credit

Grade Level: 9–12

*Prerequisite: Case Manager recommendation only*

Students in Math Concepts receive instruction in the foundations of math. Student will work with positive/negative numbers, decimals, rounding, addition, subtraction, multiplication and division. All math curriculum is tied to practical use in the real world. Students will learn and practice basic math concepts in simulated real world situations such as shopping, creating a healthy diet, planning a vacation, paying bills and cooking.

**SMALL BUSINESS TEAM**

Area: -- .5 Credit

Grade Level: 9–12

*Prerequisite: Case Manager recommendation only*

This class is the first level of a practical work readiness program designed to instruct students in the necessary skills that they will build on to prepare for work life. Students will work closely with the coffee cart at CHS. Student will track inventory, grocery shop, develop marketing materials, clean and counting money for the coffee cart. In addition students will study business and marketing plans for their own business.

**BASIC SCIENCE FOUNDATIONS A**

Area: -- .5 Credit Grade Level: 9–12

*Prerequisite: Case Manager recommendation only*

In this trimester of science students will learn and apply numerous ways to help develop scientific & academic skills such as critical thinking & inquiry. This course is an introduction to general science. Students will be look at the study of phenomenon and this class will help increase student knowledge of the scientific world from multiple perspectives. Students will practice various study skills, such as Cornell Note Taking, critical reading, and marking the text. These skills will help prepare students for advancement in the sciences, taught to Next Generation Science Standards, in addition to readying students for life after high school whether through college or directly into the career of their choice.

**BASIC SCIENCE FOUNDATIONS B**

Area: -- .5 Credit Grade Level: 9–12

*Prerequisite: Case Manager recommendation only*

In this trimester of science students will learn and apply numerous ways to help develop scientific & academic skills such as critical thinking & inquiry. This course is a continuation of general science. Students will look at the study of phenomenon and this class will help increase student knowledge of the scientific world from multiple perspectives. Students will practice various study skills, such as Cornell Note Taking, critical reading, and marking the text. These skills will help prepare students for advancement in the sciences, taught to Next Generation Science Standards, in addition to readying students for life after high school whether through college or directly into the career of their choice.

**BASIC GLOBAL GEOGRAPHY A**

Area: SS .5 Credit Grade Level: 10, 11

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course offers a curriculum of study that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them. The class helps students develop note-taking skills, and teaches the basic elements of analytical writing.

**BASIC ECONOMICS**

Area: SS .5 Credit Grade Level: 11, 12

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course covers basic economic concepts, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of early value; the concept of money and how it evolved; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East. The content is based on the standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to Oregon state standards. Students will perfect their analytical writing through a series of writing assignments and tests. Students read selections from annotated primary documents and apply those readings to the course content.

**BASIC GOVERNMENT**

Area: SS .5 Credit Grade: 9, 10

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course provides the perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the role of political parties, interests groups, the media, and the Supreme Court. The content is based on the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to Oregon state standards.

**BASIC HEALTH A, B “Healthy Lifestyles”**

Area: HE .5 Credit

Grade: 9–12

*Prerequisite: Case Manager recommendation only*

The state of Oregon requires that all students graduating from high school have at least one year of health. Basic Health: Healthy Lifestyles is a course looking at lifetime health and lifestyle choices. This class will explore numerous health topics, while addressing required state standards.

In this class we will cover a broad range of health related topics. Though each unit will cover a variety of material, the overarching theme of this course is focused on assisting students in the development and practice of effective communication skills, the development of self-esteem, the ability to resist peer pressure, refusal and negotiation skills, an understanding of the role peer, media, and community influences have on health, and enhance the students' ability to access valid health information and resources.

Much of this course will be looking at the promotion of physical activity across a lifetime, environmental health, and mental/social/emotional health across a lifetime

**BASIC LANGUAGE ARTS**

Area: LA .5 Credit

Grade: 9–12

*Prerequisite: Case Manager recommendation only*

Basic Language Arts is a course designed to improve students' skills in the area of written language. The course will emphasize the writing process, from brainstorming to final products, as we look into the use of words and word choice; sentence structure and sentence composition; and paragraph development, organization and structure. Students will also focus on functional writing skills such as: letter writing, emails, lists, note taking, filling out forms and completing a resume; and important writing components such as grammar, spelling, and punctuation. Students will also be trained in a variety of technology uses to improve and assist in writing.

**CAREERS 9/10**

Area: Elective .5 Credit

Grade: 9–10

*Prerequisite: Case Manager recommendation only*

Students in Careers 9/10 will be taught skills for high school success. These skills include: self-advocacy and communication; goal setting; work completion and time management; reading, note taking and organizational strategies; and an introduction to work readiness skills.

**TRANSITIONS 11/12**

Area: Elective .5 Credit

Grade: 11, 12

*Prerequisite: Case Manager recommendation only*

Students in Careers 11/12 have been introduced to work readiness skills, the importance of work, and basic information on obtaining and maintaining a job. This class focuses on the main transition areas that students need when they graduate from high school. These areas include employment, independent living, post high school education and training, and leisure and social skills. Students will reflect on their work experiences and how they relate to topics in the class. They will develop a transition portfolio, review and refine their goals, continue to polish self-advocacy skills and continue to model appropriate behavior and skills to be a successful student.

**WORK EXPERIENCE**

Area: Elective 1.0 Credit

Grade Level: 11, 12

*Prerequisite: Case Manager recommendation only*

Students in the Work Experience class have already mastered the basic skills necessary for working off campus. This class is designed to encourage more independence, experience different work environments and take on more tasks. Students will participate in work sites off campus in small groups with adult supervision. They will continue to work on the following skills: interpersonal skills, attitude/behavior, appearance, completing asks effectively, being reliable and dependable. Possible work sites include: Greenhill Humane Society, Goodwill and NEXT Step Recycling. Students with success in this part of the practical work experience will be given the chance to participate in the next level: Work Skills.

CHURCHILL CAREER ACADEMIES

Churchill's Career Academies offer a major concentration of study on a particular subject area. They are often referred to as CTE, Career Technical Education programs of study. CTE is organized by a national framework called Career Clusters™, which presents a complete range of related career options to students, helps them discover their interests and passions, and empowers them to choose the education pathway that can lead to success in high school, college, and their chosen career.

Churchill has five academies that are CTE approved by the Oregon Department of Education: Engineering, Graphic Design, Health Services, and Rachel Carson Environmental Science, and the West End Creative and Performing Arts Academy. Students may concentrate on one pathway of study to achieve a certificate, but they may also take classes outside of their academy.

Churchill Career Academies are required to link academic and technical content across secondary and postsecondary

education. Students can choose to enroll in College Now courses within an academy and earn college credit as well as satisfy some high school requirements. CTE also creates an educational environment that integrates core academics with real-world relevance.

Our partnerships with relevant businesses and industry are a strategic part of the CTE curriculum and student experience at Churchill. The collaborative effort between CHS and Lane County businesses offer students real world understanding, the opportunity to learn new skills, gain knowledge, and to engage in relevant experiences while exploring their career interests. Teachers in the academies have additional CTE licensure from the ODE ([www.ode.state.or.us](http://www.ode.state.or.us))

CHURCHILL CAREER ACADEMIES

|   |       |
|---|-------|
| Engineering Academy                         | p. 40 |
| Health Services Academy                     | p. 41 |
| Rachel Carson Environmental Science Academy | p. 42 |
| Visual Design Academy                       | p. 43 |



## ENGINEERING ACADEMY

The Engineering Academy provides the basic groundwork for students seeking a career or education in the Engineering field. The definition of an Engineer is someone who can design and build so we have set up our program to cover this basic concept. The Engineering Academy is not just for students going to a 4-year school to get an engineering degree. We have students wanting to enter a career field, apprenticeship, or trade school knowing how to read plans, basic tool safety and knowledge and develop an understanding of soft skills.



Churchill offers a Civil and Architectural Engineering curriculum. It will appear on student transcripts as Engineering IV. Juniors and seniors who have completed Engineering III need to meet with the instructor to decide on the class period that they want.

**Core Course of Study – students need 3.0 credits to complete the Pathway.**

### Course 1 – Design (1 Credit)

- Engineering IA – Sketching
- Engineering IB – Computer Aided Drafting (CAD)

### Course 2 – Build (1 Credit)

- Engineering IIA – Introduction to Manufacturing
- Engineering IIB – Cabinetmaking

### Course 3 – Design/Build (.5 Credit)

- Engineering III – Engineering for a Client

### Course 4 – Capstone Project (.5 Credit)

- Engineering IV
- Project Ideas
  - Internship
  - Design/Build
  - CNC Project
  - Civil and Architectural Engineering (CAE)
    - Revit Software
    - Construction Vocabulary Model
  - District Construction Project

*See course descriptions in Applied Arts on page 9.*

## HEALTH SERVICES ACADEMY

The Health Services Pathway is a two-year program of study in which students explore career opportunities in the health and medical field during their junior and senior years. Students gain the experience needed to gain entry level positions in the medical field, or acceptance into medical programs after exiting high school. Students learn through hands-on curriculum and simulations. Students will master proficiency in health-related skills such as vitals, health history, medical exam procedures, as well as human and animal patient care skills and demonstrate these skills in job shadows, clinical mentorships, and community based health service projects. 12 College Now credits are available for highly motivated students who earn a B or higher in qualified courses.



Churchill Health Services Pathway lays the academic foundation and creates professional mentorships for a variety of health-related professions including (but not limited to) EMT, nursing, veterinary medicine, pediatrics, dentistry, physical therapy, athletic training, sonography, radiology, phlebotomy, pathology, surgery, and more. Our program prepares all students for a wide array of high-demand health based careers by building a solid foundation in scientific reasoning, medical language, cultural and ethical competency, & anatomical knowledge. While our program is rigorous, it can be completed, with careful scheduling concurrently with other pathways, AVID, AP, or IB programs. With the help of industry partnerships our students gain the hands-on, practical skills that prepare them to enter pre-professional programs and pursue a future in health services. Successful graduates have applied their articulated credits and training towards degrees and professional certifications at OHSU, UO, OIT, OSU, PSU, LCC George Fox, and other post-secondary programs.

### Required Courses: 3 credits (6 courses)

*\* Courses must be completed in order or concurrently*

#### Year 1

- Anatomy & Physiology A (10-12)
- Anatomy & Physiology B (10-12)
- Medical Terminology A (10-12)

#### Year 2

- Healthcare Foundations (11-12)
- Advanced Health Occupation (11-12)
- Senior Health Services Seminar (11-12)

### Activities and Learning Projects:

- Medical assistant skill sets including vitals, physical exams, dental skills, and patient ambulation.
- AHA Basic Life Support, First Aid, CPR, AED certification
- Mental Health First Aid certification
- Simulations in labor/delivery, injections, surgical prep, control of bleeding, pet first aid
- Assist with 4j Elementary Health, Dental & Vision Screenings
- Organize student blood drives
- Guest speakers and demos from various medical occupations.
- Clinical job shadows the senior year with a mentor in the occupation of choice
- Field trips to the blood bank, hospitals etc.
- Extended application and the fulfillment of LEAP project in senior year

## RACHEL CARSON ENVIRONMENTAL SCIENCE ACADEMY

The Rachel Carson Environmental Science Program is a two-year pathway for juniors and seniors interested in natural resources, ecology and related careers. Learn to assess environmental quality and restore critical habitat in Field Studies weekly. Earn career-related certifications and work with community partners to gain job skills. Take field trips to learn from industry professionals on site.



### Year 1 (11–12)

- Course 1 - Natural Resources CTE A & B (1.0 SS)
- Course 2 - RC Field Studies A & B (1.0 Sci)
- Both courses taken concurrently in ONE class period

### Year 2 (12)

- Course 3 - AP Environmental Science CN A & B (1.0 Sci)
- Course 4 - RC Capstone A & B (1.0 FA)
- Take either Course 3 or 4 or both
- RC Year 1 courses required as prerequisites for both Year 2 courses (or instructor approval required)

### Selective Courses

- May be taken anytime; NOT required; NO prerequisites; Open to ALL (10-12)
- Environmental Law CTE (.5 SS)
- Horticulture CN (.5 Sci)

### Science

- RC Field Studies A & B
- AP Environmental Science CN A & B

*See course descriptions in Science on pages 25–26.*

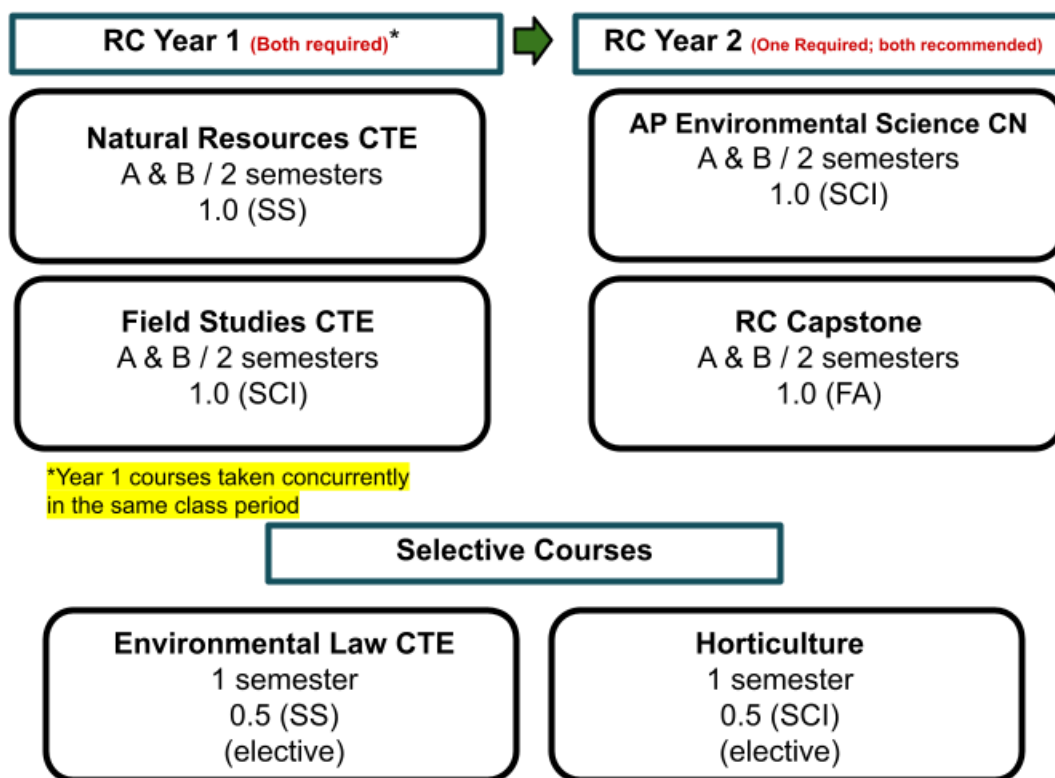
### Social Studies

- Natural Resources A & B
- Environmental Law

*See course descriptions in Social Studies on pages 27–29.*

### Fine Arts

- RC Capstone - CTE A & B



## VISUAL DESIGN ACADEMY

The Visual Design Academy provides highly motivated students with rigorous study in industry-standard design software, principles, concepts, and techniques. Emphasis is placed on hands-on and real-world application of skills and techniques. Coursework is project-based as students take their designs from concept all the way through to the final product. During the Capstone classes, students work on a live design job(s) for a community client(s).



### Graphic Design Pathway — 2.0 credits (4 courses)

#### Year 1

- Graphic Design 1 (10-12)
- Graphic Design 2 Photoshop - College Now (10-12)

#### Year 2

- Graphic Design 2 Advertising - College Now (10-12)
- Graphic Design 3 Capstone - College Now (11-12)

### Support Courses — 1.0 credit (select 2 courses)

May be taken anytime

- Calligraphy and Lettering (9-12)
- Graphic Design 4 Special Projects (11-12)
- Digital Photography (10-12)
- Digital Media A (9-12)
- Digital Media B (9-12)

- Visual Design Elements – College Now (9-12)
- Visual Design Principles – College Now (9-12)
- Drawing & Painting - Elements
- Drawing & Painting - Principles

### Digital Media Pathway - 2.0 credits: 4 courses

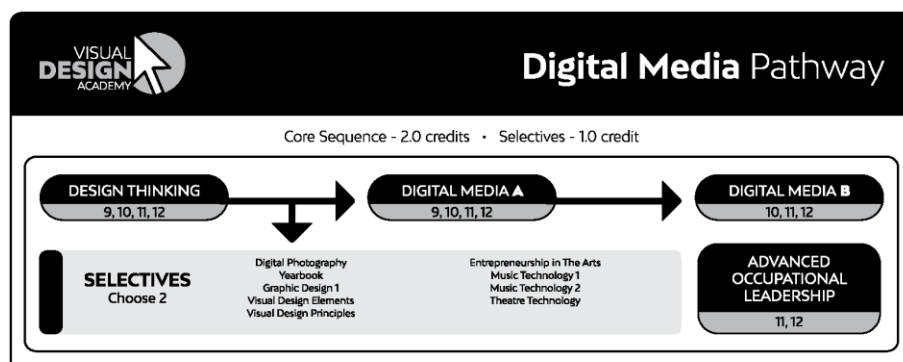
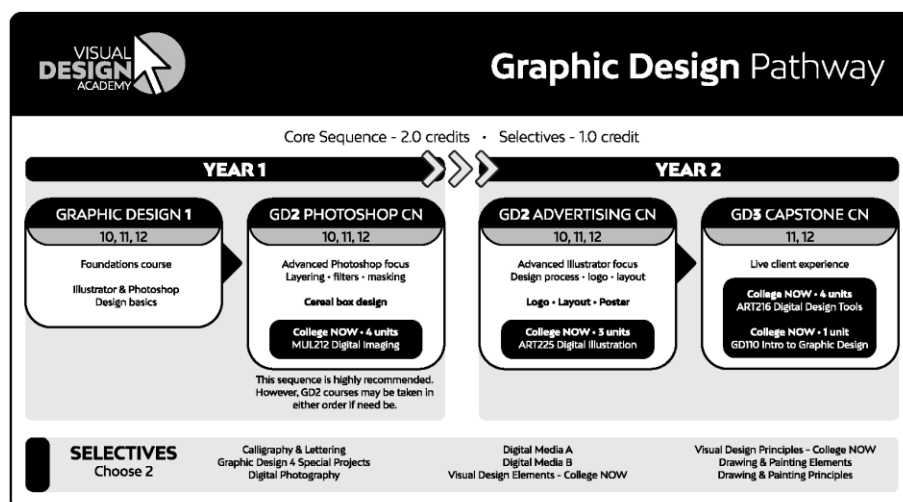
#### Required Courses

See course descriptions in Visual Art and Graphic Design pages 14–16.

- Design Thinking (9-12)
- Advanced Occupational Leadership - Independent Study (11-12)
- Digital Media A (9-12)
- Digital Media B (9-12)

### Support Courses 1.0 credits - Select 2 courses

- Digital Photography (10-12)
- Yearbook (9-12)
- Graphic Design 1 (10-12)
- Visual Design Elements – College Now (9-12)
- Visual Design Principles – College Now (9-12)
- Entrepreneurship In The Arts (11-12)
- Music Technology 1 (9-12)
- Music Technology 2 (9-12)
- Theatre Technology (9-12)



## EUGENE INTERNATIONAL HIGH SCHOOL

Established in 1984, the Eugene International High School (Eugene IHS) is an award-winning alternative school in international studies for students in grades nine through twelve. The school is designed for students who value global understanding and communication, cultural differences, and improving the human condition. Eugene IHS offers a four-year interdisciplinary humanities 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 Churchill High School, Sheldon High School, and South Eugene 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 at the Sheldon and South campuses respectively.

The organizational structure of Eugene IHS is a school-within-a-school model. Eugene IHS shares the facilities and resources of the host 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 world-wide affiliation of schools that promotes international standards of achievement. All the coursework 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 test as course candidates in individual subjects. IB tests can earn students college credit in universities and colleges all over the world.

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

### GOALS

Eugene International High School 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.

### REQUIREMENTS

#### *Admission*

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 into Eugene IHS based on a lottery conducted at the 4J District Office. Please check the 4J website for further details: [4j.lane.edu/schoolchoice](https://4j.lane.edu/schoolchoice).

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. 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 take three years of world language study while in high school to receive the honorary Eugene IHS diploma. This does not mean they need to reach level 3, but they need to take three year-long classes (3 credits). The three classes can be the same language or different. Students preparing for college admission should complete two years of the same world language. Students who intend to pursue the International Baccalaureate Diploma or take an IB test in a world language must complete a minimum of level 4 of the same world language to be prepared for the IB test in that language.

*State Graduation Requirements*

Oregon High School diploma requirements are designed to prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to complete specific credit requirements, demonstrate proficiency in essential skills, and meet personalized learning requirements, which include:

- Educational Plan and Profile: Develop an educational plan and build an educational profile
- Career-Related Learning Standards: Demonstrate career-related knowledge and skills
- Career-Related Learning Experiences: Participate in career-related learning experiences as outlined in the education plan
- Extended Application: Demonstrate extended application through a collection of evidence

Eugene IHS students will have opportunities to demonstrate proficiency in essential skills during their high school career and meet the personalized learning requirements in the junior and senior seminar classes.

**CREATIVITY, ACTIVITY, SERVICE (CAS)**

Students in Eugene International High School will complete 150 hours of CAS experiences over the course of junior and senior years: at least 50 hours of service, 25 hours of creativity, and 25 hours of activity, with a reasonable balance between the remaining 50 hours. Hours must be concurrent over two years and should reflect an ongoing commitment to the principals of the CAS Learning Outcomes. Requirements are outlined in detail in the CAS Student Handbook. In addition, students receive information in classes.

Eugene International High School has made experiential learning a part of our identity since the founding of our school in 1984. We are committed to Creativity, Activity, 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.

**What is CAS?**

CAS is a fundamental aspect of the Eugene IHS experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles, and explore ways in which current activities can become true learning experiences. The emphasis is on learning by doing real tasks that have tangible outcomes and then reflecting on these experiences. The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges, who balance personal and academic pursuits; who act with integrity, responsibility and compassion; and who value diversity, ambiguity and discovery to create a better and more peaceful world.

**Creativity** is interpreted as imaginatively as possible to cover a wide range of arts and other experiences that involve creative thinking. Examples could include participation in music, theater, fine arts, or design. In a student's CAS program, creativity fosters an appreciation for the arts. Creativity involves "Exploring or extending ideas related to an original or interpretive product or performance" (IB Creativity, Activity, Service Guide 8). "Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking." (IB Creativity, Activity, Service Guide page 18).

**Activity** is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. In a student's CAS program, activity focuses on the physical, and thus, mental, well-being of the student. "The aim of the 'Activity' strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit." (IB Creativity, Activity, Service Guide page 19).

**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 community — local, national and international. In a student’s CAS program, service focuses on an endeavor beyond a student’s current experience and shows engagement in meeting a community need. Service involves “Collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the ‘Service’ strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness” (IB Creativity, Activity, Service Guide, page 20).

### SCHEDULE

Eugene International High School 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 special student needs and to be available to meet with students individually and in small groups.

Eugene IHS students are enrolled in either a 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.

### 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 IHS HONORARY 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 (Creativity, Activity, Service), 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 their junior and 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, (IB) History of the Americas, (IB) Literature of the Americas, (IB) and Junior Seminar, must meet all host school graduation requirements, and must work with their counselor on a district-approved early graduation plan. Early graduation does not qualify the student for the Eugene International High School diploma.

### INTERNATIONAL BACCALAUREATE DIPLOMA AND COURSE EXAMINATIONS

The International Baccalaureate, a program for juniors and seniors, is recognized by most 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 3,500- to 4,000-word extended essay, and complete projects in creativity, activity, and service. 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 on the Eugene IHS website.

### DISTRICT 4J HONORS DIPLOMA SEAL

All District 4J high school students, including Eugene IHS 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 a description of coursework needed for Eugene IHS students desiring the Eugene International High School Diploma or the International Baccalaureate Diploma.

*Eugene IHS Curriculum***Grade Nine**

Global Geography  
Global Literature  
Global Health

**Grade Ten**

Global Narratives and Perspectives  
Global Literature & the Arts  
Global Civics and Engagement

**Grade Eleven**

IB History of the Americas,  
IB Literature of the Americas,  
IB Comparative Political & Economic Systems,  
Junior Seminar

**Grade Twelve**

IB 20th Century Global History,  
IB 20th Century Global Literature,  
IB Theory of Knowledge,  
IB Extended Essay,  
IB CAS

**Eugene IHS Honorary Diploma**

Completion of all Eugene IHS coursework in 11th/12th grades\*  
Three years (3 credits) of world language  
Requirements for high school graduation  
Complete 150 hours of CAS (Creativity, Activity and Service)

**International Baccalaureate Diploma Plan**

Completion of all Eugene IHS coursework in 11th/12th grades\*  
World language study minimally 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 of or all of one year. All interested students should meet with the Head Teacher if they are considering travel during junior or senior year.



## EUGENE IHS COURSES

### 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.

#### GLOBAL GEOGRAPHY

Area: SS 1.0 Credit (Full Year) Grade Level: 9

*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 each region of the world.

#### GLOBAL LITERATURE

Area: LA 1.0 Credit (Full Year) Grade Level: 9

*Prerequisite: Must be enrolled in Eugene IHS*

This Language Arts course introduces literature from various regions around the world and focuses on global issues, diversity, and universal themes. We begin the year with a unit on international mindedness by reading poetry, articles, and narratives about perspective and identity. The robust units that follow include selected works from Australia, Asia, Africa, and Europe. We will read and interact with poetry, short stories, plays, novels, and informational texts that give voice to these regions. Woven into these units will be the study of creative writing, film, literature circles, the arts, formal writing, critical thinking, rich discussion, and communication skills. Because good communication skills — reading, writing, speaking, and listening — are essential for addressing universal issues, students will work in a supportive and collaborative project-based environment where all voices are welcome.

#### GLOBAL HEALTH

Area: HE 1.0 Credit (Full Year) Grade Level: 9

*Prerequisite: Must be enrolled in Eugene IHS*

Global Health is a year-long course with a focus on self-empowerment, media literacy, and global activism. We seek to foster an understanding of personal health issues and to encourage reflection on each student's own wellbeing in the broader context of a global education. Focus will be given to self assessment, self management, building analytical skills, strengthening communication skills, setting goals, decision making for personal health, and exploring how to self-advocate and take action in the many areas of health.

#### GLOBAL LITERATURE & THE ARTS

Area: LA 1.0 Credit (Full Year) Grade Level: 10

*Prerequisite: Must be enrolled in Eugene IHS*

Global Literature and the Arts is a study of literature, composition, and the humanities. Students will read texts from Europe, the Middle East, India, and China. Students will explore the human experience by engaging in the art of drama, demonstrating the power of persuasion, and examining the consequences of rebellious and non-conforming behavior. The goal of this course is to create and foster 21<sup>st</sup>-century learners. Students will engage in various forms of writing such as play writing, the art of persuasion (rational, emotional, and ethical appeals), analytical writing, timed writing, reflective writing, research writing with internal citations and works cited, as well as passage and literary device analysis. This course will also involve reading, acting, research, public speaking, creative thinking, and creating artistic and expressive pieces.

#### NARRATIVES AND PERSPECTIVES

Area: SS 1.0 Credit (Full Year) Grade Level: 10

*Prerequisite: Must be enrolled in Eugene IHS*

This course uses a case-study approach to examine how cultural, religious, and philosophical traditions have impacted the history and the development of communities and systems.

#### GLOBAL CIVICS AND ENGAGEMENT

Area: SS 1.0 Credit (Full Year) Grade Level: 10

*Prerequisite: Must be enrolled in Eugene IHS*

Global Civics and Engagement is a course where students explore the ideas of democracy, citizenship, and government. Students learn from a variety of local, national, and international examples to create practical and participatory community projects, fostering civic engagement and global responsibility.

#### IB HISTORY OF THE AMERICAS

Area: SS 1.0 Credit (Full Year) Grade Level: 11

*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 ongoing focus throughout the year. This course works toward preparation for the International Baccalaureate exam in History.

**IB LITERATURE OF THE AMERICAS**

Area: LA 1.0 Credit (Full Year) Grade Level: 11

*Prerequisite: Must be enrolled in Eugene IHS*

This course includes works of fiction and non-fiction from the early 19th century through the 20th 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; and analyze, interpret, and evaluate literary works, orally and in writing. This course works toward preparation for the International Baccalaureate exam in English.

**IB COMPARATIVE POLITICAL & ECONOMIC SYSTEMS**

Area: SS 1.0 Credit (Full Year) Grade Level: 11

*Prerequisite: Must be enrolled in Eugene IHS*

In Comparative Political and Economic 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 works toward preparation for the International Baccalaureate exam in Economics.

**JUNIOR SEMINAR**

Area: OS 1.0 Credit (Full Year) Grade Level: 11

*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 IB 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.

**IB 20TH CENTURY GLOBAL HISTORY**

Area: SS 1.0 Credit (Full Year) Grade Level: 12

*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. This course forms the second year of the two-year curriculum in preparation for the International Baccalaureate History exam.

**IB 20th CENTURY GLOBAL LITERATURE**

Area: LA 1.0 Credit (Full Year) Grade Level: 12

*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.

**IB THEORY OF KNOWLEDGE**

Area: SS 1.0 Credit (Full Year) Grade Level: 12

*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 roles 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.

**SENIOR SEMINAR - EXTENDED ESSAY (IB) / CAS IB**

Area: OS 1.0 Credits Grade Level: 12

*Prerequisite: Must be enrolled in Eugene IHS*

Each student writes a 3,500- to 4,000-word essay, begun in the junior year, on a research topic of the student's choice. This course is required of all Eugene IHS students and is a requirement for the International Baccalaureate Diploma. 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.